

**Evaluating the use of standardized tests in South Africa:
case study on annual national assessment at Ilembe
district**

Sipho Eric Sihle

Madondo

2020

**EVALUATING THE USE OF STANDARDIZED ASSESSMENT
IN SOUTH AFRICA: CASE STUDY ON ANNUAL NATIONAL
ASSESSMENT AT ILEMBE DISTRICT**

BY

SIPHO ERIC SIHLE MADONDO

Submission for the requirement of

DOCTOR OF PHILOSOPHY

(Curriculum Studies)

In the Department of

Curriculum and Instructional studies

FACULTY OF EDUCATION

UNIVERSITY OF ZULULAND

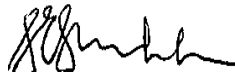
Supervisor: Prof M. C. Maphalala

9 January 2020

Declaration

STUDENT NUMBER: 19940088

I, Sipho Eric Sihle Madondo hereby confirm that the study titled: Evaluating the use of Standardized Assessment: A Case Study on Annual National Assessment at ILembe Schools is my effort and that all quotations used or quoted have been cited and acknowledged in detailed references. It is submitted for the degree of Doctoral Study in the Faculty of Education at Zululand University.



SIGNATURE OF THE CANDIDATE _____

9 January 2020

THE ACKNOWLEDGEMENTS

May I convey my thankfulness and appreciation to the following people who greatly contributed and supported me in this research project.

God, the eternal Father, who provided the means, energy and power to pursue this project. Prof M.C Maphalala, my academic guardian in the Curriculum and Instructional Studies Department for his academic enlightenment, guidance and inspiration while engaging in this endeavour. His trust, support and encouragement have made it possible to complete this study. Thanks a million Prof, more blessings are still coming for you and May the Light of the Almighty shine upon you and protect you for many to benefit in this fountain of wisdom, God has anointed you with His wisdom.

Prof A. Kutame and Prof D. R Nzima for your encouragement in the deepest moments of my life, your words of encouragement made it possible. ILembe District Director, Department of Education support staff especially Vieveka, Gingindlovu and ILembe Circuit Management, Headmasters of Schools who gave me permission to interact with participants in school under their supervision.

The teachers in the sampled schools, departmental leaders; who, gave up their free time and played an important role by participating in the interviews this project was not going to be borne and completed if they have not cooperated. My colleagues at Bajabulile Primary School at Esikhaleni H 2681 Mthole Road.; Mdletshe Z.J, Vilakazi S.J, Ngcobo V.N, Gumede P.E, Sokhela N.C for their support and inspiration when times were tough they were always there for me. My academic supporters: Dr Khumalo Nonhlanhla Fortunate (Thakasani Deputy Principal) Khumalo Nontobeko at the Arts and Languages Department, Khumalo Nomasonto in the Curriculum & Instructional Studies Department for their academic support and insight at the Zululand University.

I give gratitude to my dearest friend, brother, soul supporter Ndlovu Cebolenkosi Thulani, I cannot forget my dearest sister: Mazibuko Thoko Justine for her moral support, I would have not served justice if I forget my late grandmother and grandfather respectively, Nomasonto Rosalia and France Mazibuko. Lastly my lovely sister Msibi Sdudla and her family in Springs, Gauteng.

DEDICATION

The thesis is devoted to my mother, Madondo Christina Nomagoli who sacrificed her life through thick and thin, and gave me wisdom to survive in challenges I face in life. She moulded me and I drew survival means in her. She was a pillar of my strength. My late father Fortnight Madondo who I never had an opportunity to meet in this world but hopefully one day we shall meet above as a family and it would be fulfilling. May their souls rest in peace and God Almighty takes care of them. To God, The Almighty Father for His generosity that gave me resilience and strength to hang on even in the times when circumstances were against me, He gave me zeal to stick to the cause.

THE ABSTRACT

The Department of Education in South Africa implemented Annual National Assessments as a vehicle to address poor learner achievement and to improve the quality of education. The point of departure was learners' dismal performance in English First Additional Language and Mathematics as critical subjects. Moreover, to improve the quality of education and to ensure that South African learners' are competitive to the learners of the world and in closing the gap of poor performance, this was transparent and revealed in studies of international standard. South African learners are performing poorly in comparison to those of the world and this is a cause for concern for the stakeholders in education.

The project focussed on evaluating the use of Annual National Assessments in learning and teaching at schools in the intermediate phase; teachers' understanding of the ability of ANA to determine the performance of learners and in the improvement of quality of education; various stakeholders' contributions in teaching, learning and addressing challenges in relation to testing and assessment, development of the model that could be used to complement the implementation of ANA and the improvement on performance of learners in ANA English First Additional Language and in Mathematics.

The study was conducted at ILembe District in Kwa-Zulu Natal. It adopted a qualitative research design. Annual National Assessment (ANA) is a form of standardised testing that is used universally. It's an instrument used to determine learner performance in the foundational subjects within the education systems. The developed and the developing countries are following the same trend to benchmark their education systems and to improve learner performances to be on the same par. When America realized that her system of education was not achieving her desired outcomes, she implemented a "No Child Left Behind" to close the gaps that were identified and improve the quality of education to ensure that she produces citizens that are efficient and productive to the American economy. The Irish Education system also followed the same trend to improve the quality of education for her citizen and learner performance.

Data were gathered through group interviews from teachers and Departmental Heads (HODs) of the Intermediate Phase at rural primary schools. Thirty participants consisting of ten English First Additional Language, ten Mathematics teachers and ten departmental heads from ten primary schools at ILembe District at the Northern Kwa-Zulu Natal. The participating schools were drawn from two hats each representing different circuit to ensure that all schools stand an equal chance to participate in the study with a total of five schools per hat. The purposive sampling was used for the collection of data during the recorded sessions. Information collected was written, categorised and presented in the form of themes with verbatim quotations from the subjects to support the identified themes.

The relevant literature on Standardized Testing or Annual National Assessment was extensively reviewed to understand its context, content and the impact it has on teaching, learning, improvement of learner performance and the quality education provision in various part of the world and SADEC. The relevant documentary analysis was consulted explicitly to determine the South Africa's position in improving learner performance and quality education in comparison to that of the world and SADEC.

The findings of the study indicate that Annual National Assessment is a very important strategy to improve learner performance, the quality education and positively contributes to assessment of learners but there are loopholes found on the way ANA is conducted and implemented: the lack of an on-going teacher service training, the ineffective communication between stakeholders to understand the purposes of ANA and especially to teachers who are at the grass-root level of implementation. It also revealed that, the lack of content understanding by teachers for English First Additional Language and Mathematics is a grey area that sought attention. It transpired that teachers need to be thoroughly trained on these subjects because what emanated is that some teachers are not qualified on the two specific subjects so they do not have knowledge and the content of the subjects in question. The project therefore validates that, there is inadequate teacher developmental programmes, misplacement of teachers in grades and no training workshops for English First Additional Language and Mathematics to empower them on how to

improve teaching strategies, content dissemination as well as learner performance in English First Additional Language, Mathematics in Annual National Assessment.

Curriculum mentors, subject supervisors and School Management should tighten their supervision and monitoring strategies in schools to assist, motivate teachers and learners to work more successfully and productively. The involvement of teachers in policy making, decision taking, effective communication and regular visitation by the Departmental Officials for support is recommended. This will assist and develop teachers on curriculum related matters. The following should be given priority: teacher training workshops on regular basis are of essence, teacher sharing sessions to ensure that changes taking place are understood by every stakeholder especially teachers and parents. Yearly, quarterly and monthly communication to make learners and parents aware of the importance, the value of English First Additional Language and Mathematics should be carried out as well as education in general.

Key words

1. ILembe District.
2. Gingindlovu and ILembe Circuits.
3. Annual National Assessment.
4. The purposes of ANA.
5. English First Additional Language and Mathematics.
6. Intermediate Phase Teachers.
7. Departmental Heads (HOD).
8. Qualitative Methodology.
9. Purposive Sampling.
10. Findings and Recommendations.

THE TABLE OF CONTENTS

DESCRIPTION	PAGE
Covering page	i
Study Declaration	ii
Acknowledgment	iii
Devotion	iv
The Abstract	vi
The Table of Contents	viii
The List of Tables	xiv
The List of Figure	xiv
The List of Appendices	xv
Acronyms and the Abbreviations	xvi

CHAPTER 1: MOTIVATION FOR THE STUDY

1.1 The Introduction	1
1.2 Problem Statement	6
1.3 Study Objectives	8
1.4 The Study Significance	8
1.5 The Definition of Terms	9
1.5.1 Standardized Test.	9
1.5.2 Annual National Assessment.	9
1.6 The Chapter Division	10
1.7 Chapter Summary	10

CHAPTER 2: THE REVIEW OF LITERATURE FOR THE STUDY

2.1 The Introduction	11
2.2 The Theoretical Framework	11
2.2.1 Accountability	13
2.3 Definition of Standardized Tests	14
2.4 History of Standardized Testing	15
2.5 Advantages and limitations of Standardized Testing	17

2.5.1 Advantaged and disadvantages of the Standardized Tests	17
2.5.2 Limitations for the Standardized Tests	18
2.6 Empirical Studies on Standardized Assessments	20
2.7 The background of Annual National Assessment	27
2.8 The purpose of Annual National Assessment	28
2.9 The Features of Annual National Assessment	28
2.10 Categories of Annual National Assessment	29
2.10.1 Independent verification of Annual National Assessment	29
2.10.1.1 Grades 3 & 6	29
2.10.1.2 Grade 9 Pilot Study	29
2.11 Coordination and Management of ANA process	30
2.11.1 Roles and responsibilities in administration of ANA	30
2.11.2 Invigilation	30
2.11.3 Provincial Education Department Co-ordinators (PEDs)	31
2.11.4 Chief Invigilators	31
2.11.5 Before test administration	32
2.11.6 During test administration	32
2.11.7 After test administration	33
2.11.7.1 After test writing the invigilators must ensure of the following: -	33
2.11.7.2 After test writing the chief invigilators must ensure of the following: -	33
2.11.7.3 After test writing the ANA provincial coordinators must ensure that: -	34
2.12 Monitoring	34
2.13 Chapter Summary	34

CHAPTER 3: THE RESEARCH DESIGN

3.1 The Introduction	36
3.2 The Research Paradigm	36
3.3 The Research Design	37
3.4 Population	38
3.5 The Sampling Procedure	39
3.6 The Collection of Data and Instrumentation	40
3.6.1 The Interviews	40

5.4 Themes of the Study	73
5.4.1. Theme 1: The benefits of implementing ANA a strategy for the improvement for the quality of education	73
5.4.2 Theme 2: The teachers experiences in the administration for ANA activities	75
5.4.3 Theme 3: The accountability of Annual National Assessment results	78
5.4.4 Theme 4: The Language Use in Annual National Assessment	79
5.4.5 Theme 5: The Instructional Leadership by teachers in the classroom	81
5.4.6. Theme 6: The Instructional leadership by Departmental Heads	82
5.4.7 Theme 7: Annual National Assessment Intervention Strategies	84
5.4.8 Theme 8: The model to implement in order for ANA efficiency	86
Figure 1 Model for Standardized Assessment Improvement	88
5.4.8.1 The Justification for the Standardized Assessment Model	88
5.4.8.1.1 Planning and Management of Standardized Assessment	89
5.4.8.1.2 Designing of Standardized Tests	89
5.4.8.1.3 International, Purpose and Structure of Assessment Instrument of Standardized Tests	89
5.4.8.1.4 Implementation and Administration of Standardized Tests	90
5.4.8.1.5 Interpretation and Feedback on Standardized Tests	90
5.4.8.1.6 Report and Intervention on Standardized Tests	91
5.4.8.2 The Strategy to be used to ensure Effectiveness of Standardized Tests	91
5.4.8.2.1 Department of Education at Provincial Level	91
5.4.8.2.2 Standardized Tests at Regional Level	92
5.4.8.2.3 Standardized Tests at District Level	92
5.4.8.2.4 Standardized Tests at School Level	93
5.4.9 Theme 9: Feedback on learner performance after the writing of ANA	93
6. Chapter Summary	94

CHAPTER 6: SUMMARY, CONCLUSSION AND RECOMMENDATIONS

Recommendations

6.1 The Introduction	95
6.2 Summary, Conclusion and Recommendations	95
6.2.1 Standardized Assessment in South Africa	95
6.2.1.1 Theme 1: The benefits of implementing ANA a strategy for the improvement for the quality of education	96
6.2.1.2 Theme 2: The teachers' experiences in administration of Annual National Assessment activities	97
6.2.1.3 Theme 3: The accountability of Annual National Assessment results	98
6.2.1.4 Theme 4: The Language Use in Annual National Assessment (ANA)	100
6.2.1.5 Theme 5: The Instructional leadership by teachers in the classroom	101
6.2.1.6 Theme 6: The Instructional leadership by Departmental Heads	103
6.2.1.7 Annual National Assessment intervention strategies	104
6.2.1.8 Theme 8: The model to implement in order for Annual National Assessment efficiency	105
6.2.1.9 Theme 9: Feedback on learner performance after the writing of ANA	106
6.3 The Study Limitations	107
6.4 Future Research Opportunities	108
6.5 Chapter Summary	109
REFERENCES	110
THE APPENDICES	122

THE LISTS OF APPENDICES

Appendix A: An Ethical Clearance Certificate

Appendix B: The Request for permission to conduct the study

Appendix C: Application for Permission to conduct the study in Kwa-Zulu Natal
Schools

Appendix D: An Application Letter to Headmasters

Appendix E: The Declaration: Informed Consent (Study Participants – Teachers)

Appendix F: The Declaration: Informed Consent (Study Participant – Departmental Heads)

Appendix G: The copy of Scheduled Interviews (Teachers)

Appendix H: The Copy of Scheduled Interviews (Departmental Heads)

THE ACRONYMS AND ABBREVIATIONS

ANA: The Annual National Assessments

CAESL: The Centre of Assessment and Evaluation for Students' Learning

CAPS: The Curriculum Assessment and Policy Statement Document

DBE: The Department of Basic Education

DoE: The Department of Education

EFA: An Education for All

HOD: Departmental Head

MDG: Millennium Development Goals

NAEP: The National Assessment **of** Educational Progress

NCLB: An American Strategy called No Child Left Behind (NCLB)

NCS: The National Curriculum Statement

OECD: An Organisation for Economic Co-operation and Development

PIRLS: The Progress in International Reading Literacy Study

PISA: The Programme of Development for International Students' Assessment

RTTT: Race to the Top

SACMEQ: The Southern and East African Consortium of Monitoring the Quality of Education

SMT: The School Management Team

TIMSS: The Trends in International Mathematics and Sciences Study

WEF: World Economic Forum

CHAPTER 1: THE STUDY MOTIVATION

1.1 THE INTRODUCTION

The Standardised testing is a worldwide-phenomenon within the systems of education, especially in affluent countries. In South Africa our own standardised tests known as Annual National Assessment (ANA) introduced in 2011 to serve the reason for recognizing areas where earnest consideration is required so as to help improve learning accomplishment of students and to help provinces to make informed decisions about which schools require critical attention regarding the improvement of learner performance in Literacy and Arithmetic/Numeracy from grade one to grade nine, Department of Basic Education Document (DBE, 2010: 16). Initially, ANA is to be administered in grades one to nine in Literacy and Mathematics, the purpose was to weight the standard of education in South African learners to determine their performance in these two respective subjects and later focus on the exit points of learners to the next phase, which is grade 3,6 and 9.

Standardized testing has become a key instrument used by governments and the departments of education to bring about policy reforms, in the remedy of weaknesses and improvement for the education quality. Most of South African teachers struggled with the system of education which had to deal with challenges of quick and sudden transformation fuelled by the students' spirit of the late seventies (Ngidi, 1988, 4). A number of factors that needed to be attended to; in trying to put things in place in order to handle all problems in the education system of South Africa. The improvement in quality of education for all South Africans disregarding: colour, race or creed and abilities. South African government wants to be competitive with other countries in terms of quality education she provides for her citizens. This comes with hard work, determination competitiveness, goal driven vision to other systems of education in African continent and in the entire world.

The implementation of standardized testing is a key element in ensuring that South African education prepares learners for the world of work and they perform at an optimum level. The writing of ANA is to weigh the education system if it's on par with the systems of education for the continent and the world at large. Human Science Research Council (HSRC, 2013) indicates that current situation relating to South African mathematics teachers is such that only those teachers who are in quintile five schools (the richest areas) are able to compete

with an average Kenyan teacher whereas the bottom three quintiles (nearly two thirds of the population- probably reflecting the average rural and townships schools) are slightly below Lesotho and Zambia.

Lesotho and Zambia are lower-income economies, and are far from South Africa's level of economic modernization. The greater parts of the nations, with comparative outcomes to South Africa have a much lower for every capita spending on education. Nations performing far superior to South Africa, for example, Tanzania, Uganda and Zimbabwe have per capita gross local items that are just a little portion of South Africa's and, surprisingly and additionally have a high extent of their students going to low-charge tuition fees Trends in International and Mathematics Science Study (TIMSS, 2013: 11). What causes theses disparities in education between the poor countries and South Africa, most people believe that South Africa can do much better? This is worth to be researched and determine the correct answers and bring about the solution to this crisis.

Change is not an option for South Africa. Education transformation implies change in the entire system and includes teacher qualification, teaching strategies, methods, learning and assessment, environment where educational interaction takes place, the role of parents and other stakeholders, integration of schools and disintegrate the racial groups, be inclusive in the true sense of the word, finding the funders of education equally, involve the community and social partners in education. Standardized testing is the very important element of teaching and learning, which helps the department of education to check if the quality of education is maintained at the highest level. Teachers play an important role in ensuring that whatever is learnt, learners are able to achieve in the outcome to ensure that testing is effective, and the education system achieve its goals and objectives. The improvement of infrastructure, the provision of teaching and learning resources in all schools irrespective of its location is very important. The teacher training and qualification is another important factor that needs to be attended to. Every stakeholder has an important part to play. The educational vision of the South Africa society should reflect priorities and assumptions about what constitutes good curriculum. The new curriculum is built on the principles and practices of democracy. Annual national assessment is just one strategy amongst many which intends to improve education quality in South Africa by making sure that South African children perform equally to the world standard of learners and be competitive.

Munoz (2014: 01) states that high stakes testing has become the standard in schools since the entry of the No Child Left Behind Act of 2001, commanding that understudies breeze through institutionalized tests to climb in evaluation or graduate from secondary school. The advantages and disadvantages have been weighted intensely by parents, guardians and teachers the same—with many left wondering whether testing measures have harmed or helped understudies. Inside the previous decade most states have received institutionalized state-wide testing projects to quantify understudy accomplishment—and there's more in question than just grades. "High-stakes" testing can conceivably deny your child secondary school recognition or power your fourth grader to redo a year in school. These outcomes, combined with the way that is institutionalized accomplishment tests are frequently ineffectively comprehended by students and parents, can cause tension even in the test-taker. What's the motivation behind all, that preparation and panic?

The primary thing to remember is that state sanctioned tests are neither acceptable nor malicious—as indicated by Haykin (2009: 45), chief of learning support for the Seattle Academy of Arts and Sciences. The weight can be overpowering, Haykin says, however for parents and learners. Secondly, you'll need to understand that tests aren't an absolute measure of a student's intelligence. Tests measure how well students know how to take tests—and how well test-taking skills are being taught. There are quite a lot of arguments on the matter of writing ANA in South African: does it really serve the purpose it meant to or teachers end up teaching only what is being tested by ANA? The main thorny issue is the implementation and the administration of standardized assessment in South African schools and the impact it has on learner performance.

SADTU (2014: 1) argues that Annual National Assessments (ANAs) is the assessment tool introduced by the Education Department in 2011 to evaluate the system of education, learner performance and thereby enhance learner achievement. Since its inception, ANA has been written annually and from 2012 the assessment includes all learners in Grades 1- 6 and Grade 9. ANA focuses on literacy and numeracy because these have been found to be internationally and universal, moreover they are key foundational skills for successful learning in school and beyond. However, there have been complaints that the results of ANA are not being used for the purpose it was intended for; it is argued that the results are used to assess teacher competency, and to categorize schools as performing and underperforming. Teachers also complain that ANA consumes much time, thereby hampering the smooth

running of teaching and learning. The huge criticisms of the standardized testing is that in actual fact the assessment practices of teachers are dominated by the recording and reporting of learners' scores, with limited focus on the use of assessment for attending learning development. ANA, thus ANA put more effort, on the olden notion of 'teaching to the test', where educational success is measured by the achievement of scores and statistical interpretations of results. The crucial important factor that limits the quality of mathematics learning and comprehension is the unqualified Mathematics teachers, literacy and mathematics teaching, especially at the foundation levels. Some disparities are still eminent in the education system of South Africa and they should be attended to as a matter of urgency.

The critical purpose of ANA is the improvement for the quality of education, learner performance in South African Education System especially, in Literacy and Mathematics but there are still gaps to be filled especially how it is implemented and managed? Taking the following questions into consideration may assist in bridging that gap: what is the teachers' understanding of ANA, its purpose, are teachers sufficiently prepared to implement ANA as an instrument that is meant to check the system not the teachers or schools as it now happens? What are aims of ANA, how long will it take to see the outcomes? Does the department of education have a plan in place if ANA does not meet the expected outcomes? Are all these understood by all the stakeholders in education department? If not, then there's a serious problem that ought to be dealt with because for the system to succeed every stakeholders must be involved and take part, by making sure that all goals are achieved. If yes, there is likelihood for ANA to succeed and provides relevant skills and bear fruits that will empower learners with relevant skills and enable them to cope with challenges in life and moreover, have skills that will allow them to positively impact the economy in the Republic of South Africa.

Macfarlane (2013) in Khumalo (2018) says that in 2011 Trends in International Mathematics and Sciences Study (TIMSS) revealed that South African learners performed worse than any other middle-income country in mathematics. The average South African grade nine learners are two years learning behind the average grade eight learners from 21 other middle-income countries in mathematics (and 2.8 years behind in science). How does one make up for such deficits? Teacher competency is the issue to consider. There is a huge deficit with teachers' complacency, and it is attached to the means in which teachers are employed — usually not on performance. The aspect of the lack of focus to merit is how teachers judge themselves.

Spaull notes: "The study reveals that TIMSS (2011) 89% of the South African learners in grade nine teachers felt "are more confident' in the teaching of mathematics." This is in contradiction with teachers in Finland (69% very confident), Singapore (59%) and Japan (36%) — the highest countries in performance. Therefore the use of standardized testing is a must to manage education effectively and efficiently and to ensure that the system produces learners that are competent and competitive to the learners of the world.

The belief stipulates that, in revamping Maths and English teaching and learning methods, it is possible to experience the unwillingness to change from teachers. The question of taking teachers' development programme, is a concern for example, if they believe they are teaching well and realize no loopholes? Interventions to be put in place must consider the change of mind and attitude, the CDE has highlighted the following factors for South Africa's numeracy and literacy in learning:

- For fast improvement in government school should start slowly and earnestly.
- Good results in numeracy and literacy in government schools may discourage most African learners to enrol in non-government or private institution which may decrease the enrolment in private extra mathematics classes;
- The Republic of South Africa must face the reality, by understanding her economy and skills to impart to learners to create better employment opportunities, have a sustainable teacher training programs especially in numeracy education, and for this project to succeed it will take many to be productive.
- It should therefore, be expected that at the moment, there is a greater chance to produce learners that are unable to count and therefore will not be employable in high paying positions (they will be semi-skilled employees).
- The effective and creative teaching of the language is of essence and it needs committed and creative teachers to teach learners the basic of writing, reading and counting by providing a concrete foundation unto which learners will build their understanding to count and read well at an early stage.

The researcher understands these criticisms as constructive and if all effort can be given in the implementation of ANA and the outcomes are honestly analysed ANA will bear fruits for South Africa. It is important to note that, the Education Department has to play an important

part in addressing the shortcoming and in the provision of resources in all South African schools. This will create a synergy amongst all the systems in place and make sure that effective interaction in learning takes place in all school and on time. The role of teacher unions must also be encouraged to actively participate in teacher development and capacitate all educators in policy development and honestly update them in all decisions taken between the department and the unions, to ensure that standardized testing achieve positive outcome that would be beneficial to South African learners and the nation at large.

1.2 THE PROBLEM STATEMENT

The department of education implemented Annual National Assessment as the strategy to improve learner performance and the quality of education in South Africa. The arrears of concern are the teachers' regard of ANA as an effective measure of learner achievement and quality of education, their experiences in its administration, the model to be used to complement ANA and who should be accountable for its results. Standardized testing is a key element of assessment to ensure uniformity in education provision for every South African learner. The main focus is to improve the quality of education and learners performance. Since the dawn of democracy, concerns from various quarters of the society have been raised about deterioration in South Africa's education standards.

Various studies conducted both domestically and internationally on educational achievement in South Africa have drawn attention to the underperformance of South African children in key learning areas such as literacy, mathematics and science. Thorough analyses of international evaluation data from the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ); the Trends in International Mathematics and Science Study (TIMSS, 2011); and the Progress in International Reading Literacy Study (PIRLS, 2012) have contributed greatly to rapid expansion of knowledge of learning performance in South African schools. So too have systemic evaluations that have been undertaken from time to time, as well as some major school-based evaluations, in particular the National School Effectiveness Study (Taylor, and Mabogoane 2013). Analyses at a system level of the existing evidence had already given a stark indication of the deficits of our school system a decade ago (Taylor, Muller and Vinjevold 2003).

According to Taylor and Burger (2012) the Systemic Evaluations undertaken by the Department of Basic Education (DBE) and the Quality Learning Project have revealed that most children are performing well below the standards required by the curriculum. In addition, the authors point out that in the Trends in International Mathematics and Science Study (TIMSS, 2011) of Grade 8 learners from South African schools achieved the lowest average scores in both mathematics and science out of 46 countries, including six African countries. The government of the world through their education system provide good education to their citizens. The intention of standardized testing is to empower everyone to be skilled and be productive in each and every country to ensure that everyone plays an active role in the economy. The main purpose of studying is to be skilled get the best education and live good life. Life that makes people affords quality life.

South Africa for many years has focussed on learner performance at the Grade 12 level. This created much hype around the Senior Certificate and National Senior Certificate examination results. However, over the last few years, there has been a strong realization that to improve Grade 12 results, the performance of learners in lower grades have to improve and therefore the focus has been drawn in ensuring that education at foundation phase is give attention it deserves to curb the problems that arise in grade 12 results. ANA, as standardized testing is therefore potentially a very important intervention in the schooling system, to ensure that learners at the lower grades are given support and the content that will enable them to achieve grade 12 with ease. All the research indicates that, to meaningfully improve educational opportunities in South African learning at foundation level and in the early grades of schools should be improved. The assessments help raise awareness throughout the society, the importance of achieving learning outcomes at an early foundation. Driven by the government's desire to address the observed educational deficiencies and to respond effectively to issues of public accountability, quality education, transparency, and increased public confidence, in 2008 the DBE introduced standardized Annual National Assessment (ANA) tests (Department of Education [DOE], 2008; Pausigere and Graven, 2013).

Annual National Assessments (ANAs) as standardized testing offers the possibility to assess student performance across the grades tested. The purpose of ANA is to track learner performance each year in Literacy and Numeracy as the Department works towards the goal of improving learner performance in line with commitments made by government. ANA results are then 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 and the Department of Education uses national assessments to hold schools or teachers accountable for learning outcomes. Prior to ANA, there was effectively no measure of school performance aside from the matric examinations results, leaving primary schools in the dark. Now that ANA is in place, this study sought to answer the following research questions on Annual National Assessment, its implication and moreover, the impact it has on teaching and learning at ILembe District. The study tries to uncover answers to the following research:

- Do teachers regard ANA as an effective measure of learner achievement and standard of education in South Africa?
- What are teachers' experiences in administration of Annual National Assessment?
- Which model can be employed or designed to determine the effectiveness of ANA?
- Who should be held accountable for the learners' scores in the Annual National Assessments?

1.3 THE STUDY OBJECTIVES

The objectives are:

- To determine if teachers regard ANA as an effective measure of learner achievement as well as the standard of education in the Republic of South Africa.
- To examine the nature of teachers' experiences in administration of Annual National Assessment (ANA)
- To determine the model that can be used in Standardized Testing for improvement performance of learners.
- To find the teachers' views on who should take the accountability for learners' results in Annual National Assessment.

1.4 THE STUDY SIGNIFICANCE

The study intends to make contribution to the body of knowledge: the deeper understanding of annual national assessment, standardized testing as a tool in improving the quality of

education, learner performance in and how is it implemented and managed as well as the impacts it has on learners' performance and moreover what model can best suits its implementation to yield positive results without being a burden to already overloaded teachers in the classroom. Furthermore, ensures that every South African learner is exposed to the best education to be a responsible citizen. Standardized testing is mostly used to check learners' performance in respective countries and compare the standard with that of other countries to determine learners' achievement and the quality of education in respective countries. Every country wants to offer the best education that will empower her citizen with skills that enable them to be active in the economy and ensure that everyone is employable and ensure that they become independent and responsible citizens.

1.5 THE DEFINITION OF TERMS

1.5.1 Standardized test –is a process used to determine learners' achievement on a given test or task and are based on provincially, nationally or internationally organized, managed and administered assessments. They are used as a benchmark to determine learners' achievement based on set outcomes. They are used to measure learners' achievement. The word standard means level of something, determines or set as a determination of a certain level/quality or at a certain grade or level (Khumalo, 2018; National Council for Curriculum and Assessment, 2005).

1.5.2 Annual National Assessment- This is an assessment tool or measurement used by the Republic of South Africa's education system in determining the quality of education in reference to other counties and how education can be improved in South Africa, to improve learner performance. It is carried out in Mathematics and Languages to determine learners' performance on these two subjects and gauge them in comparison with the universal standard of education, from grade 1 to grade 9. These tests are conducted on yearly basis.

1.6 CHAPTER DIVISION

Chapter 1

Chapter one consist of a background, statement aims as well as objectives of the research project.

Chapter 2

Chapter two elaborates on literature review which also covers the theoretical background of the research study.

Chapter 3

Chapter three focuses on the design, methods of the research study are detailed. Processes for the data collection, research instruments, the identification of participants, a strategy of organising, analysing of information will be discussed.

Chapter 4

A detailed discussion and elaboration of themes are in chapter four.

Chapter 5

The interpretation and the analysis of data for the research project are detailed in chapter five.

Chapter 6

The recommendations, future projects, limitation and conclusion of the research project are discussed in chapter six

1.7 CHAPTER SUMMARY

This chapter provides a brief overview of the study and outlines the direction; the researcher would like to take. The introduction, problem statement, objectives of the study is explicitly expressed; the definitions of terms are defined for the readers' understanding and to ensure that readers are on the same par with the researcher. The statement of the study is clearly outlined to ensure that, the research study achieves what it intends to, moreover provides the context of what standardized assessment is and its purpose. All chapters in the study are explained to ensure that the study is clear to every reader and he/she follows the study through right from the beginning to the conclusion and draw his/her own conclusion of the study while applying his/her insight in understanding the problem at hand. The following chapter looks at the relevant literature review, which provides context of standardized testing either internationally or locally meaning African countries. It provides the clear understanding of Annual National Assessment in South Africa context in details.

CHAPTER 2: THE REVIEW OF THE LITERATURE

2.1 THE INTRODUCTION

Chapter two looks at Standardized testing and focuses on review of the literature of annual national assessment and particularly how it's viewed in African context and also review literature on standardize assessment on the world view, and in the South African context. The purpose of Annual National Assessment: features, categories, roles and responsibilities in administering annual national assessment. Attention is also given to monitoring, sampling of learners and scripts for monitoring, more focuses on the selection of learners in grade 3 and 6 marked scripts, moderation and reporting on annual national assessment results. The case study of Annual National Assessment is conducted at ILembe District (Gingindlovu and ILembe Circuits) primary schools located at the Northern part of Kwa-Zulu Natal. To determine teachers' understanding if they regard ANA as an effective measure of learner achievement and quality education, their experiences in its administration, the model to be used to its compliment and who should be held accountable for its results.

2.2 THEORETICAL FRAMEWORK OF THE RESEARCH PROJECT

This research project is based on the theoretical framework of assessment. The theoretical framework that underpins this study is the Hard Accountability Model. Hard accountability Model is based on high stakes testing as found in American and English schools. This model analyses the potential influence of standardised testing on teaching and learning. This model is based on the existence of the mechanisms described below, which are triggered by the tests and work together to improve the effectiveness of the education system (Mac Ruairc, 2009: 11). The Hard Accountability in this study highlights the important role for the department of education in South Africa for learner assessment as it is accountable for the provision of quality education by ensuring that proper infrastructure is in place, continuous training for teachers, the provision of teaching, the implementation of ANA as standardized assessment, it's administration and learning resource material and other resources required for the delivery of education that will positively influence the performance of learners.

In the hard accountability model, the possibility of repeating a year and of obtaining exemptions is directly linked to test results. Testing influences learners' behaviour by

increasing the motivation to study, at least the extrinsic motivation. Educators are held accountable for the learners' achievements by their line of management and by civil society through the publication of the school's results, and will therefore work harder to ensure that learners succeed, improving their professional skills, teaching methodologies, through training and discussions with colleagues (Namara, 2010: 96) . Standardised assessment enables the local educational administrators, politicians, educators responsible for managing schools to identify local problems, devise strategies and implement effective reward and penalty systems if a particular school is unable to improve its results within an agreed timeframe (these could involve a change in leadership, reorganisation or closure of schools).

DBE (2010: 14) highlights that schools are expected to provide statistical reports, report cards specifying social and ethnic groups which allow parents and decision-makers to identify whether certain schools are failing to address these issues or not. Educators that teach at schools in disadvantaged areas where learners achieve relatively poor results under the new common standards are expected to sit down and strategize as to what needs to be done to improve learner results. Local administrators will provide extra support for these institutions in the form of additional resources to help educators to facilitate learning. Applying penalties to schools that are unable to improve their performance in the long term, with school closure as the ultimate sanction, will make it possible to eradicate educational establishments that seem doomed to failure for various reasons (mediocre teaching educators or disadvantaged schools). Nichols, Glass and Berliner (2006) picked up the idea of a scale of accountability by building a model using the 'Assessment Pressure Rating' which drew on a broad range of policy reports from 25 American states. The findings were ambiguous. The study revealed a strong correlation between the assessment pressure rating and The National Assessment of Educational Progress (NAEP) Mathematics scores in grade four. The greater the assessment pressure, the better the results.

Khumalo (2018: 35) ascertain that the influence of ANA on teaching and learning is exerted on education policies such as school autonomy, decentralisation and school choice policy, which have prompted stakeholders' responsibilities extensively; however, few theoretical research studies have been done on the educational theory underpinning standardised assessment, which focuses on the mechanisms within the school and in the classroom. In terms of learning outcomes, the introduction of testing is designed to improve learning attainment. Yet authors like (Linn, 2001; Gardner, 2003 Nichols, 2007) point out that theories

seldom explain exactly which processes in the standardised assessment model are intended to boost and improve learning attainment. Hence this study seeks to investigate the influence of standardised testing on teaching and learning in ILembe district primary schools and the influence it has on learner performance and the quality of education offered to South African learners to be competitive.

2.2.1 Accountability

William (2000: 04) stipulates that, the term “accountability” is used in various contexts, and has different connotations. To account can mean to be answerable and to be responsible, to be with blame, or just to take accountability. In most instances, the obvious meaning of the term – that of being “to be held accountable” – further suggests there is an ordinary expectation that when a person responsible for something or an organization or entity has to account about something, they are expected or to provide or give an account for their action/s (or for not taking an expected action). The immediate questions that arise are “to whom” and “for what” (Westcott, 1972; Bardach and Lesser, 1996). The researcher defines accountability as accepting that something either works or not and take full responsibility of the outcomes of what has been done, furthermore, on the same tone of standardized testing or assessment is when the department of education accepts that certain policies do work while others don’t and be willing to make certain changes where necessary to make sure that learners are afforded a chance to learn and provided all required resources (human and physical) to make sure that educational interaction takes place in an environment that provides an opportunity to learn through interesting activities that will enforce intellectual/emotional/physical development and the learner as a whole.

William (2000) further states that learning institutions are to account, or to whom should they account to? The response is, to the clients who pay for the service provided to, and to those whose service is rendered to and consume it. It is very much common in political discussions within the United States to just predict that, this means to those receive services, parents and employer. Just assumed, but still regarded as having a real stake on the results of education are institutions of education attended by learners or students, and, in recent years, the students themselves. Unfortunately, when education does not succeed, the society and financial costs are to be paid for by the entire society. Every role player in education should therefore be

accountable to all those who have a stake in the society, it is necessary without a doubt that for some agency to take full responsibility for the design of an accountable system, for the reviewed information provided, and for taking the necessary step to deal with the situation without shrugging off the blame and acknowledging the gaps or the shortfalls.

2.3 DEFINITION OF STANDARDIZED TESTS

Standardized test –is a process used to determine learners’ achievement on a given task and is based on provincial, national or international scale. It is used as a benchmark to determine learners’ achievement based on set outcomes. It is used to measure learners’ achievement. The word *standard* means a level of something (set as a determination of a certain level/quality or at a certain grade). The National Council for Curriculum and Assessment (NCCA) (2005: 2) defines that standardized test is an instrument or a tool of assessment that entails standardized procedures for its administration and scoring and for the interpretation of its results. In practice, the term “standardized test” is most often applied to assessment instruments that contains objectively scored items that are produced commercially by a test agency and that are norm-referenced.

The Annual National Assessments in South Africa introduced to alleviate or to improve learner achievement in First Additional Language and Mathematics in schools (Department of Education 2010). In this study Annual National Assessments is used to improve the quality in early level of schooling for the learners’ academic performance. Wiliam (2000: 2) further defines assessment as a crucial process in education. It is through testing and assessment that we can find out whether instructions have had its intended effect, because even the best-designed instruction cannot be guaranteed to be effective and further highlights that one might expect therefore that, assessment should be reasonably uncontroversial. All those with a stake in the outcomes of education – learners, parents, taxpayers, employers, education funders and the wider community – want to know what students have learnt, and it seems plausible that this can easily be evaluated through the use of straight forward and familiar instruments, such as achievement tests. Standardized Testing or Annual National Assessment is defined by the researcher as the assessment that is used to determine the level of learners’ assessment and how they perform in learning with regard to the benchmark of the world standard of education.

Khumalo (2018: 8) defines standardized tests as test provided to groups of learners immediately for multiple reasons and the outcomes of these assessments are used in different ways, including evaluation and for assessment purposes (Marchant, 2004). For this research, a standardised testing mean the test that are prepared externally and intends to create conditioning, questioning, the scoring procedures and the interpretations of assessment results that are consistent across all learning institutions. And for the purpose of checking the level/standard of education in South Africa and compare her performance with the world to ensure that she produces learners that are competitive to all the learners of the world in terms of education they are receiving from the South African education system.

2.4 HISTORY OF STANDARDIZED TESTING

Dodge (2007: 28) ascertains that Amrein and Berliner indicated that different tests have determined which non-American could enter the States of America at the turn of 20th century and who could be employed in the armed forces. According to Asp (2000), advancements in technology and scientific assessment could lead to the testing of millions of American people in the times of the World War 1. Popham (2001) indicates that in the times of the World War 1, officials' trainees were given mental tests developed by French psychologist Alfred Binet, the designer of the first Standardized IQ test in an attempt to identify the possible candidates for the toughest training programs and who would survive during the war. Binet's test was previously designed in 1905 to guess which children would have the hardest experience with standard classroom teaching (Berliner & Biddle, 1995).

Maphalala and Mncube (2017: 1) attest that education systems worldwide adopted standardized testing to deal with systemic weaknesses and to respond to matters of stakeholders' accountability, the quality of education and transparency. Taylor and Burger (2012) say that local and international surveys' achievement of education have brought attention to the low performance of South Africa in foundational subjects such as literacy, mathematics and science. Their argument is that the Systemic Evaluations used by the Department and the Quality Learning Project revealed that many children are performing below the standards expected by the curriculum. The Trends in International Mathematics and Science Study (TIMSS) of 2002, Grade eight learners from South Africa performed far below the average scores in both Mathematics and Science out of forty-six countries, including six African countries that were competing with. This requires an intervention to

address all the gaps noted above and ANA looks like the solution if implemented appropriately and fairly with an intention to address the gaps noted.

The Progress in International Reading Literacy Study (PIRLS) of 2006, which tested the literacy rate at foundation level, South Africa got the last position out of forty countries. Results from the two above mentioned bodies are the cause for concern for any South African who is concerned with children of this country and the kind of education provided to them. The main question is; what kind of learners this type of education produces? If such, hopeless results and performance do not meet the international standards something needs to be done. The researcher believes that South Africa must produce learners that are competent and meet the standard of the world, learners that will acquire skills and be productive in the economy of the country. The researcher believes that South Africa can redeem itself from such a state of education. She needs to ensure that educational experts and teachers are given an opportunity to analyse learners' performance and come up with strategies to address the identified weaknesses in the system. Taking a look at the past of the country where, there have been disparities between racial groups and after twenty-five years of democracy in this country seemed not to be bridging the gap and at a pace as expected. From the Southern and East African Consortium for Monitoring Education Quality (SACEM II and III), South Africa's performance is below the average of Southern and East African countries in Grade six numeracy and in reading.

The below standard performance of South Africa in these Systemic Evaluations attracts criticism from stakeholders and in everyone interested in education, and continuously question the quality of education provided to South African children. The criticism towards the Education Department is that even countries that are not at the same level with South Africa, in terms of the economy performed better in these assessments. In response, to these criticisms the Education Department came up with Annual National Assessment (ANA). Maphalala and Mncube (2017) ascertain that in South Africa annual national assessment are standardized national assessment in languages and mathematics.

2.5 ADVANTAGES AND LIMITATIONS OF STANDARDIZED TESTING

2.5.1 Advantages of standardized testing

According to Namara (2010: 08) the standardized test entails two key features: that is, it promotes two widespread usages in schools in the Ireland; called, its inherent ‘objectivity’ the truth that these tests are called ‘norm referenced’ which allow teachers to categories students on the international or national level with regard to the class-level or in age category. Further stipulates that assessments are regarded as the reliability, knowingly that a learner will consistently perform if the tests are ‘done on the child at various times’ (Boland, 2008: 45). This productive aspect of standardized tests honestly advances as it is incorporated in the classrooms nationwide as it instil confidence that participants have in these tests; for an example, teachers, schools, inspectors and parents. These tests can supply the valuable information to teachers in relation to learner’s general attainment level in English and Mathematics, when used in addition with more sources of tests or examinations.

Validity is an important aspect associated with standardized assessment. (Santrock, 2001) defines ‘content validity’ and state that it refers to the ability of the standardized tests to assess, and effectively measure, the content that it claims to examine. Therefore, standardized tests formulators gave reassurances that tests are constructed with this point in mind, thereby ensuring that appropriate curricular content is carefully chosen and comprehensively assessed (Wall and Burke, 2004, 2007; Education Research Centre (ERC), 2006, 2007) . Likewise, ‘construct validity’ is also a vital feature promoted by the tests creators. This refers to the “degree to which the test actually measures that which it purports to measure” (Education Research Centre, 2007: 43). Standardized test in South Africa are used for the same purpose to determine the learners’ performance and to ensure that their performance is that of the world standard after it transpired that they are performing badly in literacy and in mathematics.

Standardized Tests are the controversial subject and of the debate in the current years. They must be continuously researched about; more so in, international and local contexts. Researches about standardized tests have been carried out to ensure that, important benefits of adopting standard approach to assessment in school classroom say (Namara, 2010: 09). The most obvious benefit in line with standardized testing is the indication that the outcomes

of this form of assessment supply teachers with indicative source of information with regard to students' success. This manner shows that, 'standardized testing results make a contribution to the accuracy of teachers' monitoring and helps in the identification for the needs of each and every child' (NCCA, 2005: 60). Therefore, if used in conjunction with teacher-prepared tests or tasks, standardized test outcomes can help the teacher in effectively monitor and situating a student's comprehension on an international or national scale, a broadly acknowledged beneficial aspect within its own rank and right (Wall and Burke, 2004, 2007; NCCA, 2005, 2007; ERC, 2006, 2007).

2.5.2 Limitations of standardized test

Even the greatest successful story has its hindrances and the limitations which in most instances require attention and close the gaps or loopholes that might exist. The main purpose of standardized tests is to provide valuable information to teaching and for the improvement of learning. Assessment assists in constructive learning procedures and gives useful feedback to the stakeholders in teaching and learning interaction (Maphalala and Mncube, 2017: 1). The fact is that using either formal or informal test can create mishaps of interpretation as some of test results might be the misinterpretation as representing what has been taught in the classroom, with results for mistakes in its applications for the design of teaching or learning instructions or interventions (Elmore and Rothman, 1999). According to Morris (2011: 37) the response that teachers may have if rewards are attached to student test performance is to improve instruction on test and thorough preparations, also known as "teaching for testing". This kind of behaviour is manifested in a teacher, teaching test-writing skills (such as tips for short questions, multiple choice tests or putting the focus on essay writing) or just use test items in their instructional teaching (Popham, 1999) This kind of behaviour robs learners and teachers a learning experiences which will empower them to grow in knowledge. Popham compares between teaching to test - which he indicates as to "item-teaching" – and instruction that focuses on the subject content that will be included in the test, "curriculum-teaching" (Popham, 1999). If the teacher organizes instructions around the tested items, instead of focussing in the body of content it is teaching to test (Popham, 1999). Teachers might decide to align teaching to the information, knowledge and skills assessed in the standardized test, thus neglecting the curriculum areas that will not be assessed.

The study conducted in California State University by Au (2007) reveals that high –stake testing negatively affects the curriculum, defined as embodying the content, formation of knowledge, and pedagogy. The study findings complicate the comprehension of the high-stake tests and the classroom practice by identifying the trends and create confusion that contradicts teaching and learning fraternity. The basic effect of high-stake testing is that curriculum content is squeezed to only the tested subjects, subject knowledge is fragmented into tested pieces, and teachers focus on the use of teacher focussed pedagogy (Maphalala, and Dhlamini 2017). These results relate to the study conducted by Shermis and Di Vester (2011). These results indicate that learners are deprived from an opportunity to play an active role in their learning, they become passive participants. Morris (2011: 38) stipulates that limitation of standardized tests is the inability to test attainment against the full curriculum. In evaluation systems where incentives are attached to test results and where teachers and schools are pressured to improve tests scores, teachers have the tendency to adapt or restrict their content focus accordingly to the aspects of the curriculum which will be tested.

Curriculum narrowing differs from “teaching to test” in that; curriculum narrowing refers to the increasingly unbalanced focus on content areas that will be tested and neglecting non-tested areas whereas teaching to the test refers to using test items to teach. No-stakes, standard tests often assess language and mathematics and rarely assess other subject arrears such as science, civics, history and foreign languages. Curriculum narrowing leads to more time spent on tested areas, like mathematics and reading, and less time on non-tested content, such as history. As a consequence of accountability systems, teachers may overemphasize certain subjects that will be tested, even if they make up only a small part of the entire curriculum (Eurydice, 2009). In addition, specific subjects can be omitted from the lesson plans as tested areas are given increasing priority (King and Zucker, 2005). In South African context standardized assessment is used to test literacy and mathematics as the foundational subjects.

Namara further (2010: 7) stipulates the fact that in the United State, there were many who were concerned about the damage done both to students and teachers by the introduction of “high-stakes” assessments. In his *Elementary of Pedagogy*, Emerson E. White considered “the propriety of making the results of written examinations the basis for the bestowment of scholastic rewards and honours for promotion and classification of learners and for the determining the comparative standing or success of schools and teachers” (White, 1986: 198).

His conclusion was forthright: they have perverted the best efforts of teachers, narrowed and grooved their instruction; they have occasioned and made well-nigh imperative the use of mechanical and rote methods of teaching; they have occasioned cramming and the most vicious habits of study; they have caused much of the overpressure charge upon schools, some of which is real; they have tempted both teachers and learners to dishonesty; and lastly not least, they have permitted a mechanical method of school supervision. The above paragraph illustrates how others felt about the high-stake testing.

According to Morris (2011: 17) constant and timing of standardized tests are tightly linked to the rationale of the standardized tests. Tests for the purposes of monitoring can be managed and administered less frequently than tests used for the purposes of accountability, which are often written each year. In England and Chile for instance, accountability assessment are administered on yearly basis (Greaney and Kellaghan, 2008). Lastly if the intention is to get information on the performance of the system, an assessment of students that are sampled in a particular curriculum section in between three to five years may be sufficient (Greaney and Kellaghan, 2008). In United States, reading and mathematics are conducted on yearly basis, while other subjects are conducted less frequently while Korea administers the national tests in two subject areas differs each year. In South Africa national assessment is administered on yearly basis in both literacy and mathematics.

According to Morris (2011: 18) indicates that the level of performance threshold, learning institutions and teachers respond by focussing efforts on various students group. There could also be existence of incentive to set lower levels in order to indicate more progress or the performance output; this can especially be the point in systems where tests outcomes hold schools and stakeholders accountable (Torch, 2006).

2.6 EMPIRICAL STUDIES ON STANDARDISED ASSESSMENTS

The range of literature study in relation to the topic: Standardized Assessment. The focus here is on what European and African countries do and how do they value standardized assessment, lastly how they use assessment as a benchmark to quality education provided by their education systems? The input of standardized assessment and its advantages or disadvantages to teaching and learning if there's any. South Africa as a country has a responsibility of providing education for the South African citizens. South Africa as a

developing country should therefore provide education that is aimed at equipping her citizens with relevant skills: that will enable all South Africans to play an active role in boosting the country's economy and be productive. The curriculum should therefore be relevant to what the country wants and needs to achieve.

Dodge (2007: 28) says that standardized assessment has been in existence for quite some time with controversial history of evaluating university prospect, prospective employment candidates and other forms of aptitude and intelligence testing. Originally in Imperial China, standardized assessment has been used to determine one's possibility for the positions in the government. In the early 20th century, Alfred Binet the founder of Intelligence Test, which is known as Intelligent Quotient test? During the First World War, the military used Army Mental Tests to find the new recruits. In 1936, an automating test score was developed by IBM to scan answers. The SAT introduced in 1926 by the College Board. It consists of 315 questions that cover areas like mathematics proficiency, vocabulary, analogies, more or less the same to what today's students' experiences. This is relevant to the South African context as it will allow learners to take part in the universal assessment and stand the test of time by performing well irrespective of the tests or assessment they are writing. The reason being the fact they have been exposed to universal assessments and are confident enough to write any assessment and be part of the world citizens and positively contribute in their own country as they have been skilled by universal skills, development and knowledge.

European countries are known as first world countries because they are well developed. Their unemployment rate is low and they are technologically advanced. All of this is attributed to their curriculum that is well developed, planned and managed. It is in human character that whenever something new is proposed as an improvement in dealing with realities of a given situation an opposite feeling is triggered which then eventually overcomes new ideas. If, this is the case in certain departments of human experience it's then evident if any proposed educational changes is tried and tested. Most people are used with the history of innovations in the realm of scientific success; the likelihood of resistance is high. One may remember the opposition that was raised against such inventions for instance the printing press, the steam engine, the sewing machine, etc. For an example a theory like evolution or a progression for woman suffrage at first met the outcry of many good people who believed that such an innovation means the death blow to many cherished and meaningful ideas. Considering the fact that, if these ideas produce the seeds of truth within themselves they are then as the time

continuous will be accepted and then people begin to wonder why these ideas were not discovered and implemented earlier.

If it was not for the World War and America's need for coming up with rapid and effective means of categorizing the raw recruits for service in the army, we could have lost the ideology which helped to bring the whole idea of educational assessment to the attention of the public. The outcomes of the army tests were found to be valuable in meeting the practical needs of the service that the psychologists themselves were heartened to continue with redoubled efforts to devise hundreds of standardized tests for application in all fields of industrial and educational endeavour. It must be indicated at this moment that the real scientific spirit of the movement is observable in the attitude of the leaders' them-selves. There are and will always be, the critics of their own findings and discovery, and are too quick to publish the evidence upon which they rest their conclusions and to point out the dangers of claiming more than the evidence shows (Ettinger, 2016: 632). Schools in rural areas should not be behind the rest of the educational fraternity in using of these tools in an attempt to deal with difficult problem of education in advanced communities neither should be the schools in urban areas.

Dodge (2007: 1) stipulates that, there is pressure in performance of standardized tests in the United States for the stakeholders and the schooling systems. According to Hirsh (2006: 27) standardized testing determines what states, schools, teachers, and students do. Standardized tests are administered to millions of students on yearly basis for a variety of reasons. The assessment measures the learnt skills in core academic subjects and the outcomes are used to assess instructional effectiveness and for placement and promotion decisions

Human Science Research Council (HSRC) (2013: 3) stipulates that Uruguay offers an excellent example of how to incorporate teachers into assessment processes. Initially resistant to the assessment, government instituted a 15-member advisory group representing teacher unions, education districts, teacher training institutions and private school organizations. This body met with the Ministry of Education to make key decisions on the implementation of its large-scale assessment. This could be ideal for South Africa if she can try and test it as well and see if it works. Surveys conducted by United Nations Education Science and Cultural Organization (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.

The National Education and Monitoring Project (NEMP) was New Zealand's - assessment programme that was conducted between 2005 and 2010. Teachers took part in a one- or two-week training programme, and together with NEMP formulated the marking criteria for assessment. Marking schedules were designed to include regular monitoring and discussion (Gilmore 2002 in HSRC's report, 2013: 3). Annual National Assessment is a standardized testing that South Africa's system of education wants to implement in determining the standard of education in the entire country and to improve teaching and learning so that will impact on learner performance. One may support this view but the question is how well prepared the country is, in terms of implementation and the availability of required resources, support for schools and teachers in ensuring its effectiveness. Support in this case would refer to the availability of resources be it the physical or human. Another question would be what does the department do after the assessment has been written? Does it give the feedback to teachers and learners, does it come up with strategies to bridge the gaps that have been identified from the written tests if the above mentioned questions are not attended to then, the assessment will not bear good results and the entire exercise will be futile.

Overall, government Green Paper (2009) on national strategic planning lays emphasis on planning that is informed by effective monitoring of progress using reliable information from key indicators. With regard to monitoring educational quality, the South African President, in his 2010 State of the Nation Address (SONA) commitment on the independent system of standardized testing in the following grades: three, six and nine and pronounced the improvement target of more than sixty per cent levels of performance in languages and numeracy.

Frempong, Reddy and Mackay (2013: 2) state that governments' response to this problem includes strategies that are outlined and detailed in the *Action-Plan of 2014* document. The plan is based on the pretext, that huge-scale assessment can determine a national benchmark on learner competencies, improve teacher assessment practices, creates context-specific best-practice models and foster active participation among all stakeholders. 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. The document, however, is silent on how schools and other education stakeholders develop capacity in the use of ANA data to improve teaching and learning. In this brief, the argument for a policy that provides directions for the development of a culture of formative assessment through ANA is eminent. The department of education to provide quality education to every South African learner with a mandate to equip all South African with relevant skills which will equip them to play a more significant role in the economy for the country has to play an active role and ensure that this becomes a reality.

The culture of formative assessment involves beliefs and practices in which the findings from the analysis of data are consistently used to inform schooling improvement decisions in respect of each subjects offered at school. One would expect that ANA procedures seem to put an emphasis on the integrity of the information collection processes. The argument for ANA processes: which provide means and opportunities for teachers to develop contextual understanding, of how assessment data can be used in the improvement of learning and teaching (Frempog, et.al, 2013: 1).

HSRC (2013: 1) ascertain that 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. The major problem, however, is that despite this high enrolment rate and a massive investment in education (5 per cent of GDP), the system struggles to provide quality education in most schools (Organisation for Economic Co-operation and Development, OECD 2008). The reports on learner performance in 2010 and 2011 of average Grades 3, 4, 5, 6 and 9 learners in Mathematics and Language is below 50 per cent (DBE 2011, 2012). If these tests are true representations of what learners are expected to learn, then this would suggest that at the end of every academic year typical learners in these grades understand less than 50 per cent of what they are expected to know in Mathematics and Language. These findings reflect the magnitude of the problem facing the education sector in its quest to improve the quality of education in South Africa.

It's no doubt that any kind of assessment is conducted with a good intention, as assessment is meant to grade and promote learners to the next level or to determine understanding of the

content offered by the teacher during the interaction in the classroom. It is important to note positive contribution for every assessment carried out. The alignment of teaching to assessment: teach problem-solving skills and strategies to familiarise learners with problem-solving type questions; teach learners through mathematical investigations to enhance their performance in Mathematics investigations during assessment; teach through a Mathematics project so that learners become familiar with a project as a form of assessment is very crucial and important. This will develop learners' understanding and confidence in learning as they will know how and what to expect in assessment.

Curriculum News (May 2010) the department of education in South Africa established various committees in trying to ensure that performance of learners improves :-

- Curriculum and Assessment Policy Statement, the Ministerial Project Committee.
- Committee for the reduction of subjects in the Intermediate Phase in the General Education Training Band and;
- The learning and Teaching Support Material Committee.

The above mentioned committees work together and address various spectrums in education and analyse misconceptions to understand learners' thinking processes. Mistakes committed by learners may be as a result of a misunderstanding of what the teacher has taught or ineffective teaching methodology used by a teacher in the class. The errors committed by learners provide teachers with valuable information that can be used to improve teaching methodologies or strategies. Attending to errors immediately when are identified prevent them from developing into misconceptions. Effective assessment does not only focus on the correct answer (product), but on Mathematics procedures (processes) too. It is important to focus in formative assessment (assessment *for* learning) because it leads the way for the enhancement of learner performance when assessed using summative assessment. Align the assessment to teaching for instance learners should be assessed on what they have been taught and how they were taught. In other words, it will be highly unlikely that learners will perform well when asked to conduct an investigation if they were never taught through an investigative approach and know nothing about investigation (DBE, 2013 and 2014: 10).

The standardized performance tests do not reveal entire educational picture, and high results scores could indicate an untruthful accomplishment and then provides a false sense of

confidence to parents. Burstein (1986: 53) says that "standardized reflect curriculum over a broad and districts using different standardized Achievement Tests, textbooks, syllabi, and instructional methods. Their content and the scores typically generate cover lightly a variety of objectives within a content area". The tests represent the broadest possible sampling of curricula: at a particular grade level in a particular content area" (Wardrop, 1976: 118). They represent a wider and generalized sampling for curriculum; it can be argued that standardized achievement tests do not always measure deeper and fuller understanding of the material. They allow students to demonstrate the range of skills and knowledge they were exposed to by testing time, but what they might not show is the students' depth of understanding of the content, the conditions under which the skills were attained, how long the skills will last, or how much "real" learning was achieved. There are a number of factors to take into consideration here: the amount of material and work covered and being assessed and moreover, the environment unto which the tests are being conducted, the types and levels of questions that are used in that particular assessment and lastly the methods used during teaching and learning interaction.

The South African Democratic Teachers Union (SADTU, 2011: 3) article argues that Annual National Assessment (ANA) is an assessment tool introduced by the Department of Education (DBE) in 2011 to enable a systemic evaluation of education performance and thereby enhance learner achievement. Since its inception, ANA has been written annually and from 2012 the assessment includes all learners in Grades 1- 6 and Grade 9. ANA targets Literacy and Numeracy because these have been found universally key foundational skills for successful learning in school and beyond. However, there have been complaints that the results of ANA are not been used for the purpose it was intended for; it is argued that the results are used to assess teacher competency, and to categorise schools as performing and underperforming. Teachers also complain that ANA consumes much time, thereby hampering the smooth running of teaching and learning. One of the biggest criticisms of ANA is that in reality the assessment practices of teachers are dominated by a practice of recording and reporting of learners' scores, with limited focus on the use of assessment for addressing learning needs. ANA, thus, reinforces the traditional practice of 'teaching to test', where educational success is measured by the achievement of scores and statistical interpretations of results. The crux of the matter is that assessment result does not only concern the teacher and the learner.

Shermis and Di Vesta (2011: 4) ascertain that as much as assessment is important it does not only concern teachers, students, learners' families, community, school administrators and educational policy makers at the national and international levels but every stakeholder in education fraternity is concerned. Every teacher attends to various forms of assessment and does so in substantially different ways as well as with different bases for interpretation. All stakeholders have an interest in the performance of learners at school. Certain stakeholders invest a lot of money in the education sector while others like teachers invest a lot of time and energy therefore would like to see good results at the end and above all to see learners progressing in life.

2.7 BACKGROUND FOR ANNUAL NATIONAL ASSESSMENT

The Department of Basic Education (2012: 3) stipulates the following in the background of ANA whilst there is agreement that in the last decade and a half South Africa has made progress towards getting learners of the school going age, and widely recognized that the schooling system performs well below its capability. The improvement for educational outcomes is a must for the country's short and long ideal for the development goals. The President in 2010 (SONA) when addressing the nation ascertain that the citizens made a commitment toward an independent on-going national system of standardized testing in Grade 3, 6, and 9 and set to improve above 60% level of performance in literacy and numeracy by 2014. Annual national assessments are given priority as the instrument for monitoring progress towards the achievement levels of literacy and numeracy in schools. These guidelines will ensure successful conduct of regular assessment to provide valid, authentic and credible data on learning achievement as the key indicators of improved quality education in the foundation phase. The Department of Education in South Africa (2010: 3 – 12) explicitly discuss the following: the purpose, features, categories, roles, responsibilities in administration: national, provincial and district, and independent verification of annual national assessment.

2.8 THE PURPOSES OF ANNUAL NATIONAL ASSESSMENT

South African Education Departments' main responsibility is to set standard and improve performance of learners in South African moreover ensure that they are on the same par as the learners of the world. Department of Basic Education document (2013: 4) states that

Annual National Assessment results will be based on monitoring progress, planning and the distribution of resources to ensure improvement in languages and mathematics contextual understanding and also improve calculation in the following grades: one to six and nine. ANA results should therefore:

- (a) Identify areas where urgent attention is required in order to help improve learning success levels of learners.
- (b) Assist Provinces to make informed decisions about which schools require urgent attention to improve learner performance in these subjects: Mathematics and Languages.
- © Inform the government and the South African community as to how well, the schools are serving the country's children/learners in Mathematics and Languages.
- (d) Provides teachers with essential data about mathematics and language capabilities of learners (as reflected by standardized national assessment) and thereby help them make informed decisions when planning the year programme.
- (e) Inform individual teachers about how close or far they are, from realizing the target goals they have set for their teaching.

2.9 FEATURES OF ANNUAL NATIONAL ASSESSMENT

The following are the features that are found in Department of Basic Education (DBE) documents (2011, 2012, 2013) for both subjects (English and Mathematics) in which Annual National Assessment focuses on: -

- (i) All tests for ordinary schools are paper and pencil tests items that have to be answered directly on the question paper.
- (ii) Test for special schools are provided in braille, enlarged font, compact disk (CDs) and audio tapes.
- (iii) Test items range from simple to complicated items based on important knowledge, learning skills, attitude and aspect which the curriculum stipulates in learners at each grade level.
- (iv) The test paper for each grade comes with a memorandum and/or rubric for scoring the test.

2.10 CATEGORIES OF STANDARDIZED ASSESSMENT

Universal Standardized Tests for Grades 1 – 6 ANA is administered by all schools to all learners under the supervision of School Management Teams (SMTs) and the principal. Focus being on the literacy (language) and numeracy (mathematics). All the scripts are marked by the educators who teach learners in the grades at which they are at the time of taking the tests.

2.10.1 Independent verification of Annual National Assessment

2.10.1.1 Grades 3 & 6

A sample of 2000 schools per province is selected for moderation by the independent agent. After class/subject teachers have marked and recorded the scores of all learners in each of the selected schools, district officials randomly select literacy and numeracy scripts of 25 learners in Grade 3 and 6 respectively. The sampled scripts must be of the same learners in both subjects that is if, a learner A's script is selected for literacy must also be selected for numeracy. These scripts are sent to the Independent Agent for moderation. The independent agent has to later submit a report on its finding about the achievement of sampled candidates in two specified subjects across provinces, to the Ministry of Education.

2.10.1.2 Grade 9 Pilot Study

In 2010 a sample of 50 schools per province were selected to participate in the piloting of Grade 9 Annual National Assessment. The tests at this level focussed on Language (Home Language and First Additional) and Mathematics. They were administered by the Departmental Officials who are trained under the auspices of the independent agent. The officials were responsible for randomly selecting 25 learners who must write the grade 9 ANA tests in each of these schools. At the end of writing tests officials collected the scripts from all learners and taken them to the district offices where the independent agent shall collect them.

2.11 COORDINATION AND MANAGEMENT OF ANA PROCESS

DBE document (2013: 4) indicates that the principal will serve as the Chief Invigilator in his/her school. His/her duties will include the coordination of all aspects of ANA at the school. All persons monitoring the process or collecting test papers must present a letter of identification on a Departmental letterhead clearly stating their name and purpose of visit when visiting any school.

2.11.1 Roles and responsibilities in administration of ANA

According to DBE (2010: 6) Teachers and the Departmental Official have their specific roles to play in the administering and managing ANA process. The National Department of Education, Provincial Department, District office to the school level have their roles and responsibilities. This is to ensure the smooth running of this process and everyone involved knows what is expected from him or her: There are provincial and district co-ordinators that will visit schools during the writing of Annual National Assessment tests to ensure the good management and the authenticity of results. Prior to the testing, there will be thorough preparation for instance workshops that will prepare District officials, principals of schools and teachers of the respective subjects: This is to ensure that everyone understands what expectations are and how to manage the assessment process.

2.11.2 Invigilation

The Department will organize orientation session for the Provincial Co-ordinators on how annual national assessment processes will be managed. DBE will provide Administration Manuals (AMs) to the core Provincial Team Provincial Education Department Coordinators (PEDs) which provides guideline and clear information of the assessment process and procedures.

2.11.3 The Provincial Education Department Coordinators (PEDs).

DBE (2010: 9) stipulates that the PEDs will provide similar manuals to schools and Teacher Guideline documents to invigilators. PEDs will also ensure that the following take place:-

- (a) Organize and facilitate the training of all Districts ANA coordinators and other delegated officials who will serve as ANA administrators, Chief Invigilators/monitors from schools.
- (b) Ensure that sufficient number of monitors for all State-funded independent and multi-graded schools have been trained and allocated to the appropriate schools.
- (c) Ensure that he/she has received from the DBE the list of schools for verification of ANA in the province on time to draw up the monitoring schedule.
- (d) Ensure that the province has received the appropriate and sufficient test materials.
- (e) Draw up the management plans for printing, packing and distribution of tests material to all district offices.
- (f) Draw up provincial distribution and collection plans for all tests material.
- (g) Draw up provincial schedule for monitoring the administration of ANA.
- (h) Arrange for central venues and markers for the marking of scripts from State funded-Independent schools and re-marking of sampled scripts from all schools.
- (i) Draw up provincial moderation programs.

All of the above information and processes will be done before the writing of Annual National Assessment as per the prescription of the National Department of the Education.

2.11.4 Chief Invigilators

Annual national assessment documents (2011, 2012, and 2013) stipulate that chief invigilators are responsible for the management and writing of tests at an environment that is conducive for examination and ensuring that all is in order during the writing of tests. To also ensure that tests papers are collected on time at a specific venue like district or circuit offices. Ensure that correct papers and correct language relevant to the specific grades that are supposed to write tests. Chief invigilators should also ensure that:-

- (a) Begin preparations for testing 45 minutes before the starting time of the tests to be administered.
- (b) Discuss the timetables and the school breaks (e.g morning break and lunch break) with the invigilators and monitors.
- (c) Make sure that invigilators do not invigilate their classes.

- (d) Issues tests and ANA mark sheets to respective invigilators. Make sure they receive relevant and correct number of tests for the class or grade to be invigilated.
- (e) Invigilators are informed that, the duration of tests should be maintained as stipulated on assessment papers and the exception be given to learners with approved concessions.

2.11.5 Before test administration.

DBE (2010: 7) before the test invigilators must ensure that the following is given the priority:

- (a) Make sure that they do not invigilate their own class and only read and explain questions without giving answers.
- (b) Ensure that learners are given issued with correct appropriate tests.
- (c) Mark all absentees on the mark sheet.
- (d) Provide learners and verify the relevant administrative information requested on the cover page for an example, school nine digit EMIS number, and district name also ensure that learners write their name on scripts.
- (e) Strictly adhere to the duration of tests as indicated on the test papers, except for concessions approved in by writing by the Provincial Education Department (PED). All children that experiences learning difficulties should be allowed additional time accordingly and considering recommendations applicable to each category.

2.11.6 During test administration.

According to DBE (2010: 7) learners should sit and write their tests in an environment that is conducive. Order and discipline should be maintained and learners be given a space to write tests in a peaceful environment. This is the responsibility for the chief invigilators and invigilators. They should attend to any matter arising during tests without giving learners answers or clues. Monitors from provincial or district offices may come in at any time to ensure that all is in order.

2.11.7 After test administration

2.11.7.1 After test writing the invigilators must ensure of the following:-

- a) Check that all information on the test cover page of each learner is completed in and is correct.
- b) Tally scripts with number of learners that wrote the test.
- c) Arrange scripts in the same order as the names on annual national assessment mark sheet.
- d) Submit scripts sheets to the chief invigilator.
- e) Reports all anomalies experienced during the invigilation to the principal.

2.11.7.2 After test writing the chief invigilators must ensure of the following:-

- a) Receive and record scripts from the invigilators immediately on completion of testing.
- b) Arrange memoranda discussions. Attendees at memoranda discussion sign an attendance register that is filled at school.
- c) Ensure Heads of Department (HOD) present the memoranda to teachers in each subject/language/grade after writing of a test. No memorandum or question paper may be opened prior to writing of the test at school.
- d) Distribute scripts and memoranda to relevant subject teachers for marking.
- e) Ensure that when marking ANA scripts, all teachers mark in red ink and the School Management Teams (SMT) moderate in green ink.
- f) Distribute marked scripts to the SMT for moderation. Ten percent (10%) of the scripts from each class should be moderated.
- g) Ensure that teachers record all marks on the official mark sheet only after moderation at the school.

2.11.7.3 After test writing the ANA provincial coordinators must ensure that:-

- a) Coordinate the sampling and collection of scripts from all schools for re-marking at the central marking venue.

- b) Coordinate the receipt and collection of mark sheets to and from central marking venues. All mark sheets for all grades should be submitted for capturing by the first of October each year.
- c) Coordinate and Monitor all provincial ANA processes from distribution of tests to reporting of universal ANA findings.
- d) Provide a report on the administration and management in conducting ANA to Department. (DBE).

2.12 MONITORING

Monitoring of annual national assessment is very crucial to ensure that all goes as per the plan to ensure that there are no loopholes that might have a negative impact on the entire process. Annual National Assessment documents (2011, 4) stipulates that all of the above stated stakeholders should execute their roles and responsibilities as indicated on the annual national assessment (ANA) documents with caution. The respective role players are the national department officials, provincial, districts, chief invigilators, invigilators and teachers at school level. The monitoring process is very crucial in ensuring that the entire exercise goes well and is properly managed and administered.

2.13 CHAPTER SUMMARY

This chapter provides details of what chapter two entails that is the literature review and further eludes to the role and responsibilities of the national, provincial, district officials and teachers at schools especially principals as chief invigilators in the administration and the management of annual national assessment. Each role together with responsibilities of all stakeholders is explicitly explained. This avoids confusion and enables all role players to know what to do and how to play their roles clearly: this avoids unnecessary mistakes and ensures that assessment process is clearly managed without hassles. Moreover allows the assessment process to flow smoothly. Above all it intends to ensure that annual national assessment is implemented in accordance with the world standard to make sure that the results yield what it intends to improve teaching and learning and therefore improves learner performance. Chapter three provides all the pros and cons of the research methodology and how the researcher finally found the relevant participants of the study. The method used and the specific demarcation of the participants in the study.

CHAPTER 3: THE RESEARCH METHODOLOGY

3.1 THE INTRODUCTION

This section focuses on research methodology of the study. Procedure for the collection of data, research instruments, the selection of participants, and a plan of organising and analysing of data is explicitly discussed.

3.2 THE RESEARCH PARADIGM

The research study adopts an interpretivist approach to investigate with the aim understand "the world of human experience" (Cohen and Manion, 1994: 36). Mertens (2005: 12) suggests "reality is socially constructed" The interpretivist researcher tends to rely upon the "participants' views of the situation being studied" (Creswell, 2003, 8) and identify the impact on the investigation of their background and experiences.

The interpretivism, also known as interpretivist approach involves investigators to interpret factors of the study, thus interpretivism involves human interest into the study. The "interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments". Development of interpretivist philosophy is based on the critique of positivism in social sciences. Accordingly, this philosophy emphasizes qualitative analysis over quantitative analysis. The researcher adopted this approach due to the fact that it is relevant for this study as the researcher analyse and interpret the information provided by the research participants in their responses with regard to annual national assessment as well as the available literature on annual national assessment. The participants are providing data according to their experiences in the environment they find themselves in, and in most instances looking for the solution in their problem. Moreover the data collected from the informative participants with vast experience of teaching and interaction with learners from rural environment is interpreted and makes sense to the reader to understand the influence and the impact Annual National Assessment has, in the improvement of teaching, learning as well as on learner performance its improvement together with the attainment for quality education in South Africa. The provided information is interpreted and made sense out of it.

3.3 THE RESEARCH DESIGN

According to McMillan and Schumacher (2010) research design is a plan of what is intended when conducting research. On the other hand, Creswell and Clark (2011) describe research designs as procedures for collecting, analysing, interpreting and reporting data in research studies and decisions about design, measurement, analysis and reporting. The researcher conducted the exploratory case study research, which will lay foundations for further studies (Rule and John, 2011). This case study is the investigation of evaluating the use of standardised testing on teaching and learning at ILembe District primary schools. This study focuses on purposive sample that allow participants' information to be used by the researcher to generate general insights on the use of Annual National Assessments in South African primary schools.

Creswell (2008) in McMillan and Schumacher (2010: 320) state that qualitative study starts with the assumptions, the worldview, the use of a theoretical lens, and the study of research problem investigating into the meaning of individual or groups ascribe to a social or human problem. To research the problem, qualitative researcher or a qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a nature setting sensitive to the people and places under the study, data analysis that is inductive and establishes patterns or themes. The data collected through qualitative approach was then generalized to the entire population of teachers in the Republic of South Africa. The final written report or presentation of data includes the voices of participants, the reflectivity of the research, complex description and interpretation of the problem. The researcher has specifically selected this design to provide qualitative understanding of the research problem and questions (McMillan & Schumacher, 2006). By collecting information from a range of different stakeholders such as teachers and HODs, the researcher can document multiple viewpoints and highlight areas of consensus and/or conflict. The researcher therefore adopted this approach as it provides educators' experiences on Annual National Assessment. The impact Annual National Assessments has on the development of learner skills and the improvement of education quality in South Africa.

Khumalo (2018: 54) indicates that According to Gay, Mills and Airasian (2009), a case study enabled the researcher to gather comprehensive, systematic and in-depth information about each case of interest. According to Cohen, Manion and Morrison (2010) a case study is a

study of an instance in action, whereas Rule and John (2011) describe it as the systematic and in-depth investigation of a particular instance in its context in order to generate knowledge. Gerring (2004) indicates that a case study is likely to produce first-hand information and provide distinctive opportunities for the in-depth analysis of a phenomenon. It could provide unique examples of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles (Cohen et al., 2010). Given that this study is an investigation of a specific small set of intermediate, English First Additional Language and Mathematics teachers and heads of departments for the phase as chief coordinators of curriculum at schools, it lends itself very well to a case study of normal interactions between participants in a real life situation. The decision of the researcher for the use of the case study design is also informed by the specified research questions.

3.4 POPULATION

Okeke and Van Wyk (2015: 226) define population as a group of people, items or objects from the sample considered for measurement; for instance, a population cabinet minister, mining engineers, medical doctors. In this study the population were teachers and Departmental Heads (HOD's) in Primary Schools at ILembe District. The population consisted of participants that are directly and indirectly involved in the management and administration of annual national assessment. Participants chosen are directly or indirectly involved in the annual national assessment administration in their respective schools. De Vos, Strydom, Fouche and Delport (2006: 328) say that purposive sampling illustrates the characteristics or process that is of interest for a study- though this does not only imply any case we choose. (Silverman, 2000:104) states that in purposive sampling the investigator should first think wisely and critically about the areas of the population and choose the sample respectively. The obvious identity and formulation of criteria for chosen of participants is, therefore of cardinal importance.

Creswell (1998: 118) comments as follows in this regard 'The purposeful selection of participants represents a key decision point in qualitative study. Researchers designing qualitative studies need clear criteria in mind and need to provide rationale for their decisions'. The search for data must be guided by the process that will provide rich details to maximise the range of specific information that can be obtained from and about that context.

In the case of purposive sampling researchers purposely seek typical and divergent data. That is why it has been selected for this study.

3.5 The Sampling procedure and Sample

The process of selecting a portion of the population to represent the entire population is known as sampling (LoBiondo-Wood and Haber 1998: 250; Polit and Hungler 1999: 9). In this study, a subset of thirty participants is selected out of the entire population of teachers in schools that administer Annual National Assessment at ILembe District. A purposive sampling was used in this study to make a deliberate choice of participants due to the qualities the participants possesses and the greater possibility to represent the general population in the educational fraternity. The purposive sampling was therefore relevant in this study as it served the purpose of data collected from the participant with relevant information which were teachers in the field of education fraternity and provided relevant information about the use of continuous assessment as standardized testing in the study and are currently at school.

McMillan and Schumacher (2010: 320) stipulate that the qualitative study begins with the assumptions, the worldview, the use of theoretical lens, and the study of the research problems inquire the meaning individual or group stipulated to a human or social mishap. In the sampling procedure therefore, the researcher writes the names of the schools from rural arrears at ILembe District from ILembe and Gingindlovu Circuit each in a hat and select five schools from each hat. This ensures that all schools at ILembe Districts of the two identified circuits from rural schools stands an equal chance to participate in the study and avoids biasness by the researcher. As for the study rationale ten schools from ILembe District are to be sampled from the entire population of schools of the respective district and circuits. Schools with grade three and six from each circuit will be selected for the study. All schools in the country write Annual National Assessment to determine the performance of learners and to benchmark the quality of education in relation to that of the SADEC and the world standard.

The results from the sampled schools will give an idea of how ANA is implemented and administered. Three teachers per school were selected two post level one and a departmental head in each school as departmental heads are responsible for curriculum management and

actively participate in the management and administration of annual national assessment. The total number of thirty teachers is the participants in this project.

3.6 THE COLLECTION OF DATA AND INSTRUMENTATION

3.6.1 Interviews

The use of interviews enabled the participants to discuss interpretations of their world and to express how they regarded situations from their own point of view (Cohen et al., 2010). Semi-structured interviews used in this study asked participants the same questions, but the questions were open-ended. The open-ended questions allowed the participants to contribute as much detailed information as they desired. According to Turner (2010), semi-structured interviews allow the researcher to use probes as follow-up. Participants can fully express their viewpoints and experiences, according to Creswell and Clark (2011). Gall et al. (2003) are of the view that semi-structured interviews reduce researcher biases within the study, particularly when the interviewing process involves many participants.

The investigator collected data from the participants; structured interview were used with ten School Management Team (SMT) members, one from each of the ten schools and twenty teachers that were participating in the research study. The research participants are from the rural schools at ILembe District from two circuits in rural school which are ILembe Circuit and Gingindlovu in Kwa-Zulu Natal. De Vos, Strydom, Fouch and Delport (2013:186) indicate that structured interview schedules are in the form of a questionnaire. Merriam (2008) describes an interview as a procedure that aims to search out the experiences, opinions and feelings of the participants. Interviewing is the predominant mode of data collection in case studies and qualitative research (De Vos, Strydon, Fouche and Delport, 2011). According to Anderson (2007), interviews allow a specialised form of communication between people for a specific purpose associated with some agreed subject matter.

Furthermore, Bahora, Sterk and Elifson, (2009) indicate that interviews in qualitative research remain the most common data collection method and it is a familiar and flexible way of asking people about their opinions and experiences. Anderson (2006) points out that the strength of the semi-structured interview is that it can clarify questions and allow for the

probing of participants' responses, providing more complete information that would not be available in written form. This confirms that interviews give the researcher an opportunity to follow up on uncompleted responses and it gives a researcher an opportunity to exhaust all the information from the respondent

The fieldworker read questions to the participants as they appear on the research questionnaire and also record responses. The structured interviews are conducted with a group of respondents at once. The type of data collection-strategy entails the advantage that fieldworker has the control over the responses. The respondents are likely to answer because they don't want to disappoint the information collector. The data collection is more appropriate in the situation where respondents' literacy rates or experience difficulty to read or complete the questionnaire. In most instances, disadvantages are that these types of data collection instruments consume time, and participants may be reluctant to respond accurately in the interviewer's presence. The advantage is that interviews help the researcher to get different views from respondents; this contributes greatly in the body of knowledge. During the interviews the researcher has an opportunity to make a follow up question to ensure that the respondent provides detailed information in relation to the posed question. Different responses are collected and analysed by the researcher at a later stage.

3.6.2 The focus group interviews:

Two sessions were arranged for data collection, the first interview session for the teachers and the second one for the Departmental Heads. This was done to ensure that teachers working with a certain HOD should feel free to express themselves without fear of their HOD, because fear may lead and discourage them to fully participate in the interview because their supervisor is present. The data for the research objectives were gathered through semi-structured interviews for English First Additional Language and Mathematics teachers in Grade six and Focus Group Interviews for Department Head in the phase, about the teachers' regard of ANA as an effective measure of learner achievement and quality of education in South Africa. The second research question was also addressed through the same instrument for teachers and Departmental Heads to ascertain their concerns about evaluating the use of ANA to measure learners' performance. The data for third research question was also gathered from English First Additional Language and Mathematics

teachers in Grade six through semi-structured interviews and focus group interviews from the Departmental Heads to establish how different stakeholders support teachers in addressing the administration of ANA. The fourth research question was addressed by the teachers and the Departmental Heads through Focus Group Interviews in relation to who should be held accountable for learners' scores in ANA at I Lembe District.

The focus group interviews were conducted with teachers in grade six, one teacher for English First Additional Language, one for Mathematics and Departmental Heads (HOD's) in the intermediate phase which administers Annual National Assessment. The use of focus group interviews in this study are relevant as the interviews provide a lot of information as the data collector from participants and they are in a group, lot of information is generated as the participants only responds to a question if he/she has information to share. Thirty teachers in total and interviews were conducted separately one for the teachers and another for the departmental heads. De Vos, et al (2011) define focus group interview as carefully planned discussion designed to obtain perceptions on a defined area of interest in the environment that is permissive and non-threatening. Environment that enables participants to participate freely without pressure or intimidation, this enables them to make a valuable contribution as they think comfortably and without pressure. Ideas are generated in an environment that is conducive and inspiring.

The researcher provided the participants with a questionnaire that entails question items that are relevant to the study of annual national assessment and went through each question item and the participants responded to questions as presented to them. Each participant freely contributed and responded to each question presented. The researcher recorded all responses without identifying the respondent as pseudo-names were used to protect participants' identification, using a voice-recorder. The participants were coded as A – Z and AA - FF, to make sure that their identity is protected. At the later stage the researcher transcribed all the responses and categorized them respectively.

3.6.3 Documentary analysis

Documents (Annual National Assessment Departmental Reports and Policy Documents about ANA results, and findings on ANA matters) that are relevant to the topic covered on this study were carefully read, analysed and fully acknowledged as sources of reference. Annual

national assessment and policy documents carefully read and analysed. The researcher believes that current and available documents have authentic information that enables the researcher to find relevant and valuable information for the study at hand. Firstly to determine whether teachers regard ANA as an effective measure of learner achievement and quality of education in South Africa, their experiences in administering ANA, the model to be used to compliment ANA and lastly, who should be held responsible for learners' score? The main focus being; English First Additional Language and Mathematics teachers at intermediate phase in primary school. Reading ANA documents help the researcher to understand the facts, the depth about annual national assessments.

3.7 THE ANALYSIS OF DATA

Investigator used themes for data analysis. According to Terre and Tuckman (2012: 338), thematizing is the way of summarising a text. This is done by reading through a body material and identifying recurrent themes or categories. Thematic reviews are structured around different themes or perspectives in the literature. The researcher believes that analysing information into themes would have the meaning to the reader and be able to follow through the data collected from the research participants.

The three general sets of aims in thematic analysis for instance the examination of commonalities, the examination of differences and examination of relationships (Gibson and Brown 2009: 128). In assessing differences, the investigator looks at the very specific features across an information set. In examining relationship, the researcher examines the commonalities of the various characters of analysis. This enables the researcher to categorize information with respect to similarity and be able to analyse it accordingly.

3.8 THE ETHICAL AND SAFETY CONSIDERATIONS

The investigator is responsible for the participants and make sure that they are protected in every way possible. It is the responsibility of the researcher to follow correct procedures when conducting a research. The researcher takes into consideration ethics and safety of the research participants. In this study there is no harm involved either physically, emotionally or psychologically. The researcher seeks to find information from teachers about their

experiences on annual national assessment, their understanding, how is it managed and the impact it has on improving learner performance. Ethical matters are generally concerned about the difference between right and wrong from a moral perspective. The researchers need to be respectful and respects the participants, be attentive to what they say and remain professional always and ensure that participants feel safe and confident to provide the required information even if the researchers does not believe in what the participants are narrating but have a mutual respect and treat the participants with integrity.

The ethics focus on what is morally proper and improper when engaged with study participants or when accessing archival information. There could be some disagreement about how to define what is ethically correct or incorrect in the research project. But it's an important aspect to be considered in research. Many professionals and various groups have studied the issues of ethics in depth and published guiding principles for planning and doing research in such a manner that the rights and welfare of participants is respected. Most educational researches are the ethical principles and guidelines published by the American Educational Research and the American Psychological Association. The following important principle and guidelines are noted and discussed in details: The complete disclosure, willingness to participate, informed consent, avoidance of harm or risk to the participants, privacy, institutional review board, professional integrity and legal constraints (McMillan and Schumacher 2010: 117).

3.9 THE STUDY FEASIBILITY

The targeted teachers and SMT members were in schools which are close to one another under two circuits: Gingindlovu and ILembe at ILembe District in Northern Kwa-Zulu Natal rural primary schools. Teachers are involved in teaching and learning as they guide students in the content presented in the classroom for their comprehension. It is important that teachers teach and learners learn. To achieve this, it takes a committed teacher to dissect and analyse the content for learners to understand what is being taught. Whatever is taught should enable the learners to relate with what learners' experience in life for learning to take place. In other words, learners should be taught and be given skills to deal with problem they experience daily and be able to solve problems they encounter in life. This study intends to collect information from the respective participants to determine if annual assessment achieve what it intends to.

The researcher has noted that no study about standardized assessment has ever been conducted at ILembe district. Therefore, it is believed that this study will immensely and positively contribute to teachers in this district. It will assist them to have a better understanding of what annual national assessment is, how to properly administer the assessment and its contribution thereof; moreover, the good purposes and intent of ANA not the misconception that it is meant to measure teachers' performance or schools performance but to measure the system itself in relation to learners' performance and focuses on what needs to be exploited in the improvement for the system of education in the country. The researcher will further engage teachers at a broader spectrum after the study has been conducted and organize formal workshops in ensuring that they play a clear role on learner assessment and further develop their skills on assessment and testing, to ensure that learners' potentials are fully explored. Moreover, the researcher will design a model that maybe suitable for the South African teachers and learners that will benefit them in their environment while maintaining the standard of the world in education and especially that of SADEC region.

3.10 CHAPTER SUMMARY

This chapter looked at the research methodology by providing how the respondents were selected and further provides information on how the research information will be collected from the research participants. The location of the participants is clearly defined. Aims of the study guide the researcher to know which and how to solicit data from the participants. It further provides how data would be analyzed to ensure that, the meaning of information provided by the respondents is captured appropriately and correctly and ensure it is not lost along the process. The confidentiality of the respondents' particulars is given priority and the treatment is highly recognized by the researcher with the respect it deserves. The participants' privacy and confidentiality was recognized and respected to ensure their anonymity. Chapter four present data collected from the study participants and how they responded to questions presented to them. The data is presented based on themes formulated on research objectives.

CHAPTER 4: DATA PRESENTATION OF THE STUDY

4.1 THE INTRODUCTION

Chapter three looked at the research methodology, research instrument and sampling of participation. The research methodology and design for selecting participants that provided responses for the study. This chapter alludes to the data presentation and analysis. The research questions are stated and themes are discussed therefore. The study is conducted at ILembe District in Gingindlovu and ILembe Circuits in Northern Kwa-Zulu Natal and the researcher targeted part of primary schools that are in a rural area. The matters of research trustworthiness and the credibility of study as well as the accounts of the researchers' ethical aspects were detailed and attended to. In chapter four, the procedures used in identification of themes that provide responses to the research questions are indicated. The data collected during the semi-structured interviews with English First Additional Language and Mathematics teachers as well as the Departmental Heads in the respected Phase are presented. The information obtained from the study participants were analysed and presented.

The focus of chapter four is to present the findings on evaluating the use of ANA in teaching and learning at schools and the point of departure being the Intermediate Phase at ILembe District, in KwaZulu Natal. The chapter further alludes to different methods that will assist the department of education to take informed decisions to be used effectively and efficiently to implement standardized tests. The theme presentation that emanate from the participants' responses and verbatim quotes is also covered in this chapter. The aim of this chapter is to answer research questions of the study which are as follows:

- Do teachers regard ANA as an effective measure of learner achievement and level of quality education in the country?
- What are teachers' experiences in administration of Annual National Assessment (ANA)?
- What model can be used to compliment annual national assessment in teaching and learning?
- Who should be held accountable for the learners' scores in the Annual National Assessments?

The theoretical framework that underpins this study is the Hard Accountability Model. Hard accountability Model is based on high stakes testing as found in American and English schools. This model analyses the potential influence of standardised testing on teaching and learning. This model is based on the existence of the mechanisms described below, which are triggered by the tests and work together to improve the effectiveness of the education system (Mac Ruairc, 2009: 11). The Hard Accountability in this study highlights the important role for the department of education in South Africa for learner assessment as it is accountable for the provision of quality education by ensuring that proper infrastructure is in place, continuous training for teachers, the provision of teaching, the implementation of ANA as standardized assessment, its administration and learning resource material and other resources required for the delivery of education that will positively influence the performance of learners

4.2 THE DISCUSSION OF THEMES

4.3 THE DATA ANALYSIS PROCESS OF THE STUDY

According to Leedy and Ormrod (2010), data collection in qualitative research makes use of multiple data collection strategies such as observation, interviews, objects, written documents, audio-visual material and electronic documents. The instruments that were employed to collect data in this study were interview schedule for teachers and heads of department through focus group interview guide at ILembe District and in only ten primary schools in rural area which is a small number of participants compared to the number of teachers that are not included in the research study since is a qualitative study.

The collected data is presented as it is from the participants and analysed according to themes which were in line with research objectives and subdivided in relation to teachers in Table 1 and Departmental Heads (HOD's) in Table 2. These two tables illustrate the objectives based on each aim, in which themes are established.

Table 1: Teachers

AIMS OF THE STUDY	THEMES IN RELATIONS TO ANA OBJECTIVES
Teachers' regard of ANA as an effective measure for learner assessment	The benefits of implementing ANA a strategy for the improvement of quality education
	Implementation of English as the First Additional Language Mathematics teaching and learning strategy
	Hindrances for effective usage of ANA in the improvement of teaching and learning interaction.
Teachers' regard for ANA as an instrument to provide quality education	Time spent on ANA preparation and its effect on curriculum coverage
	The language usage in ANA
	Learner preparation prior to ANA writing
	ANA as an instrument in improving quality of teaching and learning process
Teachers' experiences in administration of ANA	Instructional leadership by teachers in lesson delivery in the classroom
	Teachers duties' and responsibilities
	Support for educators in relation to ANA
	ANA intervention and strategies
What model that can be used to implement ANA	Teacher involvement in policy making
	Teachers at the core of change
	Gaps identified and teachers at the centre of change
Who should be held accountable for ANA results	The accountability of ANA results
	The department of education
	Teachers
	Parents
	Learners

Table 2: Departmental Heads (HOD's)

AIMS OF THE STUDY	THEMES IN RELATIONS TO ANA OBJECTIVES
Teachers' regard of ANA as an effective measure for learner assessment	The benefits of implementing ANA as a strategy to improve the quality of education
	Implementation for the strategy of teaching and learning in English and Mathematics
	Constraints for effective use of ANA to improve teaching and learning
Teachers' regard for ANA as an instrument to provide quality education	Time spent on ANA preparation and its effect on curriculum coverage
	The language usage in ANA
	Learner preparation prior to ANA writing
	ANA as an tool for the improvement of quality teaching and learning interaction
Teachers' experiences in administration of ANA	Instructional leadership by teachers in lesson delivery in the classroom
	HODs duties' and responsibilities
	Support to educators in relation to ANA
	ANA intervention and strategies
What model, can be used to implement ANA?	Teacher involvement in policy making
	Teachers at the core of change
	Gaps identified and teachers at the centre of change
Who should be held accountable for ANA results?	The accountability of ANA results
	The department of education
	• Teachers
	• Parents
	• Learners

4.4 THE PRESENTATION OF DATA IN RELATION TO THEMES

4.4.1 Theme 1: The benefits of implementing ANA a strategy to improve the quality of education.

This theme relates to the benefits of annual national assessment implementation. The study found that teachers agree to a certain extent, have benefited from ANA as they have learnt and developed various skills in setting of assessment activities and helps them to manage assessment activities in their classroom better. The use of standardized assessment in addressing and identification of learner problems is noted by many teachers as the positive contribution in the improvement of learners' achievement in the First Additional Language and Mathematics. Sixty five per cent of the participants agreed that they have greatly benefitted from ANA.

“Yes, it is an effective measure in providing quality of education in South Africa because it set the standard of education for the entire country in all nine provinces. Unfortunately, learners do not perform well in these assessments by the department. It reveals the gaps in teaching and learning and moreover, teachers are not teaching the same topics at the same momentum and at the same period, there are a number of factors that cause that”

Teacher I concurred by saying *“ANA is based on CAPS document and as per time allocated on topics to be covered in each grade which is universally based on time and expectation of the content to be covered, even if the learner moves from school A to school B will not have a problem because will continue with learning and be assessed on the work that has been covered in school A, this enables learners not to be affected by changing the institution. ANA tests requires learners to think critically and is very diverse in terms of questions, it allows learners to analyse and criticise the content learnt and gives them an opportunity to be critical thinkers as it considers all levels of teaching and learning”*.

Teachers benefitted by acquiring skills of how to apply these assessments in internal testing in schools by improving the performance in the First Additional Language and Mathematics in their classes. These tests are premised bases on the principle that effective assessments afford learners chances to demonstrate relevant understanding and skills, moreover assist the system of education with diagnosis of learners' inability to perform well. It further assist to close the gaps especially if learners move from one province or from one school to another

rather, as they would have covered the same content which makes it easier to change schools with affecting the learner in relation to content covered in all school at the same time.

This exercise assists the education system to provide quality education to all South African learners to improve learners' performance, provision of quality education to be competitive and responsible citizens who will actively participate in the economy of the country. This is supported by Teacher H who had this to say

"I have greatly benefitted from ANA in checking my teaching skills in a way that I am on point and up-to-date in terms of the topics covered. During teaching and learning interaction of English, I have determined that, I am on time and assisted learners comprehend important aspects in First Additional Language. ANA includes various aspects or the wide scope, in learning, which benefit learners greatly".

Teacher E put an emphasis on the important aspect of ANA as the guiding principle in learning:

"These tests assist me to interact with learners in such a way that all areas of writing and reading are done, because ANA covers all topics. It assists in a way that teachers in English are at the same level of teaching with other schools. It further assists in the identification of strengths, opportunities and weaknesses of learners; moreover, assist a teacher to use different strategies to complete the syllabus in that way curriculum delivery are achieved, it encourages teachers to learn extensively and thoroughly prepare before the lesson presentation".

The same findings are highlighted by Mathematics teachers that indicated significances about ANA. They commented in the following manner:

"In terms of curriculum coverage the tests have been of great help and been able to cover huge amount of work at a given time and also ensure that learners comprehend the work before they write tests in using ANA exemplars, it exposes learners to various concepts and different ways of asking mathematics question not just addition, subtraction, division and multiplication and further consider the level of questions that allow learners

to think critically, and analytical and be creative at the same time” confirms Teacher D.

Many educators have learnt from experience that each time there is a change, a new restructuring they could just wait for it to pass over, so they could continue doing what they were employed to do and further add that South Africa is engaged in a period of intense political educational testing and modification that is creating an educational debate on how to improve learners’ performance and the provision of quality education to South African learners.

Teacher BB supports this connotation by indicating that *“Politicians make a lot of changes in education without involving educators at the grass-root level and further add that for changes to be effective the involvement of teachers and academics is very crucial because they are the implementers and understand the content and specifics of the curriculum delivery in the classroom, and they play an active part in the sustainability of that change, this has created a negative attitude towards any change and the worst part is that, no support is provided to teachers like teacher training or in-service training to understand the pros and cons of the change in order to sustain it ”.*

It transpires that, in most instances political interference does not assist education provision to South African learners because, there is no consultation between important stakeholders and teachers who are the vehicles to education of learners, and they actively participate in contents dissemination by interacting with learners in the classroom. They believe that their contribution in changes will have a significant impact as they have clear understanding of education dynamics, dissect the content and use effective methods in learner development. Teachers further state that, as there are benefits from ANA but the gaps that exist are caused by the exclusion of teachers because, they could have identified them and closed them before the implementation. Over and above they understand the purpose of ANA and stipulate that a lot still to be done in teachers’ development to assist in implementing ANA and its effectiveness to yield positive results and improve learner performance. Therefore other teachers highlight deficiencies in the administration of ANA and its impact on teaching and learning which will impact learner’s performance.

4.4.2 Theme 2: The teachers' experiences in administration of Annual National Assessment Activities

Theme two focuses on teacher experiences in administration of ANA assessment activities and the impact it has on content delivery in classroom interactions. The discoveries in theme two reveals that, ANA activities are written in September, the third term of the school calendar, and initially it was in February in each year. The timing of writing assessments creates stress and put a lot of pressure on teachers and learners as they have to go through the subject content in trying to cover all the concepts, aspects and topics for three terms so-that learners are ready for the tests. The negative connotation noted here is that educators will then apply "teaching to test" strategy and that is; their focus is mainly on test-taking strategy and then less time is spend on teaching and learning interaction; or it could be that teachers are not sufficiently equipped to implement assessment for the improvement of their teaching.

Teacher KK pointed out that:

"The administration of ANA is time consuming, because one has to teach the content in the class at the same time and prepare for ANA and curriculum delivery is affected. The most disheartening thing is that ANA marks are not included in the learner's term report card assessment as it has a separate report card. The teacher has to assess learners work for ANA and later assess the learners for the end of the term report card which is assessment that is used for learner determination and preparation for progression. Try to check if learners have understood the work (content) for that particular term which is formal assessment, it becomes stressful and hard to handle."

Teacher L agrees with Teacher KK and further highlighted that *"One other thing, some learners come from families engulfed by poverty: The unavailability of resources for helping children to do homework at home, others come from child headed house-hold therefore it is extremely difficult to help learners to do homework. Others are brought up by grandparents because their biological parents are working far from home only return month end or do not return at all. Young parents have a tendency of dumping their children with grandparents and never return or will only come back when they are sick or pregnant again, if proper family structure is available learners will be given more work, to do at home and this will give them an opportunity to be exposed to the content and helps them to learn"*.

Other teachers highlight the positive contributions that standardized assessment can have in improvement of teaching and learning processes. Further stipulate that careful moulding and the implementation of standardized assessment can bear good results if properly administered and teachers are clear on what or how to administer it properly and will yield positive results on teachers' skills and capabilities on assessment activities in the classrooms. Similarly, some teachers indicated that national assessment can have a positive effect on classroom practices when these tests are used to provide relevant and usable information to educators and improve teaching practices in the class.

Teacher G cites that *“for learners to perform well on these tests I have to focus on only what is tested otherwise it will be a disaster when it comes to results and will have to answer for dismal learners' performance to my HOD, unfortunately I have no energy to handle that, I have to disregard the administration of other things and focus more on teaching to ensure that learners are ready for the tests. It seems like learners pass rate is above everything I have no choice but to do the best I can disregard teaching the content in details but to focus on what will be tested.*

The above indication is a proof that educational instruction is streamlined and focussed on particular knowledge, abilities, skills and questions formulation of test results. Therefore, this robs learners an opportunity to learn and the exposure to the whole content in their respect grade and subject, limits their learning experiences in a particular subject. Mathematics teachers are having a feeling that workload is increased for teachers and it's time consuming. Teachers try their level best to compensate for the uncovered topics by compressing in most of the remaining topics at the final term of the year. One teacher indicated:

“Assessment tests are written on third quarter of the year, so teachers try hard to complete the outstanding topics that are included in the tests. You may then disregard your annual teaching plan in accordance to what will be examined in Annual National Assessment, hoping that after ANA has been written, one will go back to the year schedule and complete the curriculum of the year and ensure that teaching and learning interaction is beneficial to learners”.

This narrative was echoed by teacher EE, and indicated that:

“The tests are written during the revision period for internal examinations. Confusion and frustration emanates from this exercise. Learners must be ready for internal examination for the third quarter of the year. Due to this exercise the delivery of curriculum is affected”.

Teacher H responded and said there are expectations from ANA; unfortunately, it has negative impact on content delivery in the classroom. This is teacher H response:

‘The confusion and disturbance caused by these tests discourages me and feel exhausted in the class because they cover the whole year’s curriculum in September. I am now under pressure to complete the whole content in September, because now I have to cover the syllabus, just teaching learners without checking their understanding, time does not allow me to make a follow up and diagnose learners that are of different abilities, it is very difficult for them to cope with pressure and I am unable able to attend individual needs, I feel bad for these learners because they are put under unnecessary pressure”.

Same narratives were highlighted by the departmental heads in the Intermediate Phase. These highlight important aspects. The comment is echoed by HOD CC and FF:

“Teachers are not teaching to test; they’re teaching to complete the content and cover the curriculum, the main purpose being to develop learners’ intellectual capacity. Teachers cannot complete the curriculum, as most of the time is taken by ANAs preparation and writing. We are doing more than what ANAs require, unfortunately we are being limited in what we do, and the focus should be on curriculum delivery and make sure that learners comprehend the content being dissected for them during teaching and learning interaction”.

While some argue for the ANAs and others are not in favour of. HOD A highlighted:

“Teachers are complaining about too much work from ANA and negatively disturb their Teaching Plans, year program and put more pressure to cover the curriculum for the four terms in September because ANA question papers assess the work that teachers have not completed”.

HOD C put an emphasis that:

“Teachers have complaints about a lot of activities they are expected to do for the preparation of ANA, at a limited space of time. Teacher’s felt that ANA is curriculum chasing and that imposes a burden upon them. They then use inappropriate strategies when helping learners to solve Mathematics problems and to teach English, in a teaching to test way, yet learners should be given time to understand concepts, being given time to ask question, be given enough activities to solve mathematics problems and master mathematical and language concepts”.

Teachers and Departmental Heads have a complaint about the scheduling of ANA during the third quarter that it causes a profound anxiety to teachers because they spend time revising work already covered in the first and the second quarter in preparation for ANA. Teachers would end up selecting the content that is regarded as important for the learners and possibly included in ANAs. They don’t have sufficient time for revision with learners to determine learners’ understanding of the content and assist those that experience difficulties in their learning as they are supposed to squeeze the work of four terms in three terms respectively. This has a negative impact to the performance of learners. This is an indication that teachers find themselves curriculum chasing than to engage on prescribed curriculum as they are expected to. This has a negative impact on learners experiences of learning which is supposed to take place gradually and gives learners an opportunity to ask questions where they experiencing difficulties.

Teachers and Departmental Heads believed that if ANA activities are administered at the end of the last quarter of the year, performance of learners’ will improve as they would have sufficient time for revision and prepare for annual national assessment without pressure. The study found that in annual national assessment administration there is a lot to be improved, for ANA to produce good results. For instance, to develop teachers’ administrative skills and to find a common ground of how to manage and administer ANA in their respective subjects as this have a negative impact on content and curriculum delivery. It’s of importance in during learning interaction to cover the entire syllabus in respective grades and subjects. If this is not achieved learners are not exposed to relevant or sufficient content and experiences that will develop their potentials and skills to comprehend the content. This will have a negative impact as they grow since there will be gaps in their learning.

4.4.3 Theme 3: The accountability of Annual National Assessment results

Theme three refers to the accountability of annual national assessment: - Teachers agree that every stakeholder (The Department of Education, schools, teachers, parents and learners) have a responsibility and accountability by educating learners. The more responsible and accountable stakeholder being the government through the department of education who should provide proper infrastructure that is conducive to teaching and learning, required resources, learning and teaching support material and the provision of qualified teachers that will be able to facilitate and in the dissemination of the content.

Teacher J stated that:

“The department should be held accountable because some schools have unqualified teachers therefore teaching and learning process will not be efficient and effective some teachers have been placed in primary schools while they have qualifications for teaching at secondary schools. Other teachers teach subject that they are not qualified to teach, this means that they do not have the content that is relevant to the subject they teach”.

Teacher H added that *“parents must also take the responsibility in the learning of their children because if a teacher gives learners homework only 15 to 26 per cents of learners will come with homework done almost 60% to 80% will return the following day with homework undone. In most instances teachers give homework for the content to be covered to ensure that learners do it at home so that the following day it will be easier to teach that content and only clarify what the learners did not understand. Parents have this attitude of taking children to school and hope that teachers will do miracles. No, these are their children they must play their role as parents and stop shredding the blame to teachers, especially if things are not going well”*

“Teachers must also be accountable for their work as they teach learners and spend most time of the day, mind you, they are paid for teaching, therefore if learners are not performing well they should be held accountable and responsible as well” added Teacher D.

Teacher J concurs with Teacher D and further states that *“learners are accountable for their work by ensuring that they do class-work, home-work, focus and pay attention during teaching and learning and actively participate in their learning by making any contribution*

possible in the class. They must take full responsibility for their learning and this will prepare them to be active citizens in their own country and make a positive contribution in the economy moreover be in control of their lives as well. If I get in the classroom and teach, learners involvement assist me to realize if they understand the content I am disseminating or not, if they just sit still I would not know if they are benefiting in the lesson or not”.

Every stakeholder is responsible and should make sure that learning and teaching takes place. Class teacher has a responsibility to teach and be in class on time. Ensure that the content is dissected, analysed and interpreted by learners correctly. The department of education has to ensure that it provides adequate resources, infrastructure, physical and human resources. It must ensure that teachers are adequately trained and have relevant skills that will positively contribute to the learners’ development. Learners have their role to play by doing the best they can by doing work given to them, pay attention during teaching and learning, ask questions where they don’t understand and give it their whole and this will assist teachers to have a feel if they benefit in the lesson or not.

4.4.4 Theme 4: The Language Use in Annual National Assessment

Theme four determines the usage of English language in annual national assessment. ANAs are written in English and English is a medium of instruction in schools, where data was collected. The vernacular language is IsiZulu in the respective schools. The medium of instruction serve the following purpose in South African learners in learning of English as First Additional Language:- empowering learners without taking the following into account: race, gender, socio-economic background, the physique or intellectual ability, with knowledge, skills, values necessary for self-complement, and participation in societal activities as the responsible citizen, in society as a proud citizen of a free country, democratic, be able to communicate and express themselves in English with ease.

Teacher C stated that *“language of teaching is a key instrument for learners’ understanding of the content being dissected to them, if you teach in a foreign language to learners at this stage is not helping but brings more stress to learners”.*

Teacher A argues that *“language of teaching is still a problem that needs immediate attention because learners from rural areas do not understand First Additional Language that well,*

when you teach you must use both languages; that is the vernacular and first additional language. If you don't switch languages while teaching all that you are teaching in the class will not be understood by learners and your teaching will be meaningless. I teach at a rural school it's of importance to me in making sure that learners comprehend what is being explained to them and at the same time do not lose time in the process".

Teacher B disagrees with Teacher A and states that *"the language is important; it is important to encourage learners to communicate in English and encourage them by engaging them in various activities that motivate them to enjoy the language. One must teach in English in all subjects; and in the inclusion of English and Mathematics as it is used as a medium of instruction learners will pick up the meaning and definition of concepts, it is the teachers responsibility to acclimatise learners in English because at the end of the day assessment is in English and remember in the Intermediate Phase when ANA is written no explanation is given to learners by the invigilators, learners are expected to read the instructions and answer by themselves and if they are not used to that, then they will never perform well, and this will have an impact on their performance".*

Teacher H indicates that *"I teach in English and have done everything possible to expose learners in the language and have seen positive results, the myth that teachers have is that learners do not understand the language but my results have proven them wrong. I believe that it starts with me as the teacher, today's learners are very brilliant, they are exposed to cell-phones, radios, books and television they learn a lot from this. It's just our assumptions as teachers and through it we are depriving learners from the learning experience of the language because of fearing the unknown and unproven theory.*

Teacher EE stressed that *"It's important to note that learners from rural schools are not exposed to diverse activities of teaching and learning or stimulating activities for learning because of the environment they are brought up from. This is a challenge and it robs them of an interesting and stimulating teaching and learning aids that would have had a positive effect in their mental growth. The department should take a blame for this. You would also find that they are only exposed to people or the community that communicate in Isizulu only and this does not expose them to different languages that would have developed their language understanding and capacity to grow"*

The use of vernacular or code switching in languages is not helping learners to grasp and understand English or Mathematics concepts rather it encourages them to continue using the vernacular, which does not really fit in the above stated subjects. Teachers should use the medium of instruction which is English (indicated as First Additional Language in CAPS document) in this instance and explain difficult concepts either in English or Mathematics in English, learner's difficulties in language will clear as they move along the next grades but teachers should attempt to assist in concepts clarification and definition to make it easier for learners as they progress. The English language is highly important in teaching and learning process and most subjects at school are taught in English except the Home Language in a school environment (known as Home Language in CAPS document). This engagement of learners in the English language and continuously use it will help learners and will learn as they move along. It's the risk worth taking, because the intention is to expose learners to the language of learning at early stages of development. The learners' exposure to various languages would also have a positive impact in language development an early stage and improves communication.

4.4.5 Theme 5: The Instructional leadership by teachers in the classroom

Theme five relates to instructional leadership by teacher in the classroom. The study reveals that it's teachers' responsibility to teach learners and simplify contents for learners' understanding and comprehension. Teachers understand and accept their responsibility of what is expected from them as Teacher D cites the following:

"I know my duties and responsibility in the class, what freaks me out is the work load that I have on daily basis. I am teaching three subjects in different grades and I am also a class teacher. Doing lesson preparation, marking the register, marking learners work having to set tests, checking learners' notes on content subjects and preparing activities for three subjects, recording and keeping records, attending to learners' ill-discipline and misbehaviour, now I have an added load which is to prepare learners for ANA".

Teacher G alluded to the fact that learner discipline is a problem and administering corporal punishment is a crime now. The way learners behave in a classroom is such a burden on us because once corporal punishment was banished we were never given alternatives. Teachers have to survive under difficult circumstances and make sure that teaching and learning takes

place irrespective of the circumstances. When one tries to institute discipline for instance, one loses a lot of time instead of covering the content at hand.

The above grievance is supported by teacher T as indicates that: -

“My main concern is I teach both English and Mathematics and have large classes I always find myself very stressed during times of writing ANA, this burns all the energy I have and have lost interest in teaching as a profession if I had an option I would have left teaching long time ago, the issue of discipline kills me, it’s like I have no control of my classroom and the adverse is true. Today’s learners are in control, they can do whatever they want even threaten you as a teacher but if you do the same, the superiors will be on you like a truck of bricks. It is a challenge to be a teacher in nowadays”.

Teachers stressed that the performance of learners in Mathematics ANA is derailed by the lack leadership for teachers in the classroom and the lack of content understanding. In this regard one teacher commented:

“Mathematics HOD does not qualify to head mathematics department and mathematics was not a major in her subjects. She does not organize meetings in her department for teachers and learners’ work is not marked, supervised, checked nor moderated. Meetings are very important for effective communication and sharing important information and ensure that the content is delivered to learners correctly and at an appropriate pace to ensure that the syllabus is completed on time and there is sufficient time for revision and annual assessment activities are carried out as per procedure”.

Further to the above findings, Teacher G pointed out:

“The shortage of English and Mathematics teachers in my school is eminent. The present teachers who teach these two subjects are struggling and need support themselves (they have no training for the respective subjects), so you could imagine what they teach in the class. Teachers must make sure that collaborative curriculum planning within the scope of operation. They need to organize and hold regular subject meetings with teachers that belong to First Additional and Mathematics and share information on content teaching and methods of teaching to make sure effective teaching and learning process takes place”.

The Departmental Heads shared the same opinions with teachers in relation to the significance of leadership and instructional role from their supervisors and subjects advisors with regard to ANA and in the improvement of learners' performance in schools. Their belief is; district and circuit officials must provide required professional development for teachers and schools, strategic intervention must be in place to help struggling teachers or learners, learners with difficulties must be given appropriate support to succeed. The matter of teacher training be taken into consideration and ensure that appropriate teachers with relevant qualifications and skills to teach the subjects in question. It is no doubt that teachers need support and development to play an active role in instruction leadership to be effective in their teaching. Teachers' instructional leadership will have a positive impact in curriculum delivery and content dissemination and learners will benefit greatly if this is properly done.

4.5.6 Theme 6: The Instructional leadership by Departmental Heads

The findings reveal that, departmental heads (HODs) are regarded as curriculum managers and administrators in their respective departments, also teach subjects in their departments. It is assumed that, they understand teaching and learning, moreover, are expected to provide support to teachers in their departments. Unfortunately, the opposite could be true. They play a critical in the placement of teachers with relevant skills in respective subjects. Above all they are expected to give support and assistance to all teachers in their departments whether they are expertise in subjects offered or not. Moreover, and above, they are regarded as experts in their respective fields. It is important to note that HODs are part of the School Management Team (SMTs). Therefore they should provide leadership and display skills of management and commitment in their work to properly lead and administer their phases.

HOD F ascertain that: - *“During ANA activities I must make sure that all the material is available and ready, starting from the assessment time table and invigilators I should ensure that all the material is available for my department, even though, the Principal is the Chief Invigilator I still have to ensure that all the administrative work (The list of learners per class and per section, furniture is properly organized) is in order and all learners are ready to participate in ANA, this requires my attention and focus”*

HOD C stated that *“I think one is faced with huge task to handle, I am dealing with twelve teachers in my team and large number of learners in that team, in most instances, you would find that you don’t have sufficient resource to make sure that learning and teaching interaction takes place, now with additional ANA it becomes too stressful to handle. Let alone parents who continuously complain about a lot of things concerning their children”*.

HOD F added

“My situation is even worse because teachers that are in my department, are from secondary school and have never worked with learners at an Intermediate Phase so they are still trying to adjust to the new environment and learns to work with primary school learners, which is a challenge on its own. They find it difficult to handle younger learners and to adjust their teaching styles and methods, it’s such a challenge. They are teaching subjects that they are not trained for. They have been placed at school through deployment”.

HOD A indicated that *“At times I deal with a situation where there are shortages of question papers and I have to run around and ensure that every learner receives a question paper so that, they participate in the assessment, instead of focussing in teaching and learning there is a challenge of learner discipline and this consumes time and have a detrimental factor on learner performance in ANA results, the shortage of furniture, learning and teaching material is another factor that negatively contribute to learner performance in ANA”*.

Teacher J added another dimension that *“the appointment of HOD’s is also a course for concern because in some instances you find that unqualified teachers are appointed to positions, that they do not qualify for and this has detriments to their management of the phase and this have an impact on learner performance and worst of it all they don’t get support that will at least equip them with management skills which will enable them to be effective in their positions”*

Therefore, the SMTs must ensure that the Department of Basic Education supplies the school with ANA exemplars and support materials like assessment guidelines and Annual Teaching Programmes. Monitoring should be done to ensure that these documents are used properly to improve learner performance in English First Additional Language and Mathematics. Strict monitoring should be done to ensure that teachers are teaching the correct content and asking

appropriate questions in terms of all taxonomy levels to equip learners with skills for ANA activities. The HODs training can never be emphasized to develop their administrative and management to assist teachers in their respect subjects and also develop them in classroom and subject management will have an impact in improving learner performance. Another important area is the appointment of qualified teachers to the right positions and the provision of proper infrastructure as well as learning and teaching resources. The appointment of Departmental Heads with relevant qualifications is important as this avoids disrespect and ill-treatment from teachers who are more qualified than them. This creates a bad vibe in the schools environment and eventually affect teaching and learning at school.

4.4.7 Theme 7: Annual National Assessment Intervention Strategies

Theme seven relates to ANA as the intervention strategy. Teachers indicate that more intense strategies are required to assist in the improvement of learner achievement academically. One important strategy is to retrain teachers and empower them on the respective subjects they offer in their respective grades and not only in Mathematics and Literacy but on all subjects. This will have an impact in learner development as a whole and instil confidence in teachers. One strategy that can be used is to effectively teach learners and ensure that all learners are involved in their learning and take full responsibility for their work: relevant activities and task that will challenge learner's intellectual capacity will definitely yield positive results.

Teacher H indicated that *“a strategy is needed to address the gaps that have been identified in annual national assessment. What has transpired in ANA is that learners perform poorly, teachers teach to test and the focus should be more on teaching in the classroom rather than on testing. This is more important because learners must benefit from the subject content delivered by the teacher in the classroom than anything else, if they have been engaged in their learning during teaching and learning it is very unlikely not to perform well during assessment”*

Most teachers and HODs that participated in the study suggested the following:-

- (a) Introduce a topic and break it down into smaller phrases.
- (b) Use different activities to teach the same topic and this will give learners different learning experiences and will be exposed to the same topic differently.

- (c) Informal assessment should comprise of different methods in-line with activities that were carried out in (b). This will assist learners who did not understand the content when it was initially dealt with at the first instance.
- (d) Formal assessment should include various questions from different cognitive levels to ensure that learners learning are achieved at highest level.

Teacher P, indicated that” ANA has brought a different perspective on setting and style of questions that are used in learner assessment and has adopted some of the questions for his formal assessment as they give an opportunity to learners express themselves when they respond to questions, specifically the use of pictures in assessment or a paragraph in English and diagram or pictures in Mathematics I have never used that style before but after writing ANA I adopted it and it seemed to be working very well my learners have improved in assessment activities in my subject”

This assertion is supported by teacher D citing that: -

Teaching is not an easy task as most people assume, it requires commitment to the teacher. It requires a lot of reading from different books and communicate with colleagues that you teach the same subject or subjects, explore various teaching methods, test them and see which ones are effective, be prepared to learn from your colleagues and share experiences. Learners differ from year to year and individual to individual. You cannot explore the same method for different learners and assume that it will work for every learner. It requires commitment and dedication; one should be prepared to learn different methods to find the most working one at a specific time”.

Teacher E added that “Even annual national assessment cannot be taken as one size fits all, lot of introspection must be done, look at various factors in different areas and determines who benefits from it and who does not, what strategies can be explored for those who benefits and what needs to be done in areas where it does not work, what supports can be provided because the fact remains the same, learners must learn and teachers must teach, where there are challenges strategies must be in place for intervention and provide the required support”.

The teachers’ belief is that learners’ performance in First Additional Language and Mathematics in annual national assessment calls for the responsibility of the instructional

leadership and school management. They also added that, responsibility and accountability for managing the curriculum of the school lies with everyone who is interested in education. They all agree that working together; have knowledge and expertise of educational aspects of instructional tasks that take place in the class and in school environment will have a positive impact in learner performance. Additionally, school management, circuit and district officials should provide support and developmental sessions for the teachers and HODs, by providing relevant support, teaching aids, prepare teachers and children for standardized assessments. Constant interaction with all stakeholders should be the order of the day to ensure that teachers' understanding is developed on what is expected from them and they in turn gives the relevant support to learners and instil confidence as well as positive attitude to learners so that they are always prepared for ANA.

4.4.8 Theme 8: The model to implement in order for ANA efficiency.

Theme eight refers to the model to implement in order for annual national assessment efficiency. Teachers suggest that a relevant model for the improvement of teaching, learning and learner performance must be put in place, further suggest constant or regular workshops and in-service training for teacher development by the district officials will have a significant impact. They believe, it will expose them on issues and problems encountered in the classroom during lesson delivery and come up with a relevant model that attends to the specific problems.

This should start with the Department of Basic Education (DBE): -

- (a) If the education department brings in changes or introduce new policies, DBE should invite teachers themselves to make suggestions and come up with the best possible ideas on the issues at hand, these are the people on the grass-root and understand what is happen in the classroom. The experienced teachers have a clear understanding of educational matters and good ideas that will help the department to realize its goals.
- (b) Officials in the provinces', districts, circuits, wards-managers, have their input on the matter.
- (c) Experts in the field of education must also be fully involved in paving the way for the introduction of the change or changes at hand.

- (d) The politicians are the last people since they lack the understanding and know nothing about what is happening inside the class, teachers are the people at the grass-root level of delivering the matter or the content to learners.
- (e) This will eliminate the resistance since the people on the ground have made their contribution and will feel part and parcel of the change, will take the responsibility and put more effort in ensuring that the change is being implemented and successfully so.
- (f) Plan and conduct extensive workshops to cascade information to the relevant stakeholders and make a regular follow up to ensure that teachers understand what is expected from them and are able to implement the objectives of the subject at hand. Make a regular follow up to check if there are gaps. A very tight system in place with a unit that will monitor progress.

Teacher E also added that *“a model required will have to involve all stakeholders to be effective, starting from the national department of education, district and school officials, researchers, curriculum specialist as well and communication should be the centre of departure”*.

This model will contribute greatly and have a positive impact in the improvement of learning interaction at school, will eventually contribute positively to the learner performance and improves the quality of education in the entire country. A better but more difficult strategy is to approach change with more caution and circumspection. It is possible to set out a direction while also being open to the unavoidable need for correction and adjustment as it proceeds. For the system to take a new strategy or approach typically make a huge commitment to success. It starts proclaiming success long before there can be convincing evidence and most people tend to downplay or ignore evidence that might contradict hopes.

“Although our unions represents us in many issues relating to our employment but we are not getting the feedback as we should. Even in some instances when our unions are going to negotiate with the employer they take decisions on our behalf without having consulted us and get our feelings and views about the matter at hand” said Teacher K.

Teacher O said, *“I strongly believe that if our views and contributions put on the table are taken into consideration there will be a great difference in learner performance. The*

implementation of any policy in the education sector will have a positive effect, because we will own the change, outcomes and we will definitely know that we have had an input, and there will be no reason to be resistant to the implementation”

“Teacher workshops are important as they empower teachers and instil confidence in them and therefore their teaching improves. There is no extensive assistance or support for teachers except the first workshops that were conducted in 2010 and some teachers have been promoted and are no longer teaching the grades which write ANA while others have retired or resigned. New teachers have been appointed and know nothing about ANA but still have to continue with the implementation. There are no continuous workshops to empower teachers so that they may understand better. In 2015 unions have put a halt on the writing of ANA at schools and have requested their members not to participate”, emphasized Teacher L

It is clear from the participants that communication is the key in each and every change being implemented. The application and implementation of the model shall help teachers to understand the important role in educational interaction and play a prominent role in learner development. Considering teacher development and support will empower teachers with relevant skills which will enable them to be more confident and versatile in their teaching. Teacher training and development constantly helps teachers to be on par with the changes in education also reminds them that, it is not static but dynamic by ensuring that it addresses needs of the time. Teacher in-service training and workshops provide a platform that allows teachers to interact and share problems they experience in their profession. This empowers teachers to identify common problems and devise strategies of how to handle problem that relates to teaching and learning, equip each other and share experiences that will be beneficial to learners’ performance.

4.5.9 Theme 9: Feedback on learner performance after the writing of ANA

Theme nine alludes to feedback given to learners by receiving report cards that show how they have performed in English as First Additional Language and Mathematics as these are the only two subjects that are written on ANA at primary schools. Parents receive the issued report card and are able to see how their children performed in English, First Additional Language and Mathematics at school on Annual National Assessment. The school is able to see how it performs on ANA as the respective subjects are analysed by the teacher and HOD

responsible and the feedback is given back by the department after the moderation has been done in all schools. This further goes to the wards, circuits and districts and further to the provincial department which then analyse the learner performance from school to the province and to the national department of education. This eventually gives a clear picture with respect to performance of learners in these foundational subjects on annual national assessment in the entire country

Teacher C said “I am not happy the way feedback is given to learners. The only two subjects being assessed do not make sense because now parents receive two report cards, one for the term and another for ANA. Most parents do not even understand the meaning of these results. They only focus on the report card for the term which gives the feedback on learner performance on all subjects. I therefore regard this as a waste of time”

“What stresses me the most, is a lot of work I have to do during the preparation and writing of ANA, never mind my normal load, marking and analysing learners’ performance question by question, completing sheets, organizing learners in an alphabetical order, mind you we don’t have computers at school at this age and time” said teacher E

“My situation is even worse I have multi-grades in my class; 35 learners Grade five and 28 learners Grade six I teach English and Mathematics in both grades. How do you begin to do justice to these learners, having to teach, give activities for formal and informal assessment and attend to their individual needs, let alone problems they go through which have nothing to do with teaching and learning” Teacher F.

Feedback to learners is of great importance as it gives them update about their performance for either summative or formative, it broadens knowledge and understanding of their potentials and capability. It keeps them informed on areas of development that need to focus on and improve their performance. It is also important to note that one on one conversation between the teacher and the learner is crucial, as much as teachers indicate the issue of time, lot of work to be done and stressful ANA activities, one on one interaction will establish a good working relationship and might instil respect between the teacher and a learner. The teacher prepares two different lessons one for grade 5 and another for grade 6. The multi-grade classes are a problem that needs immediate attention. To be precise they must just be done away with because this creates frustration to teachers and learners as well.

4.5 CHAPTER SUMMARY

Chapter four looks at the data analysis and interpretation of data collected, what transpires is that there is much to be done in improving the quality of education system and learner performance in the country and in development of teaching and learning skills then provide a platform which will allow South African children to actively participate in the economy for the country. Much of the writing on education reform gives too much attention on motivation and not enough to skill development. Teaching is a difficult skill, with so many different aspects to it. There is much about successful teaching that is not understood well. So any improvement in the system must put a lot of effort into helping educators improve their skills, whose work is central to improving learning objectives and outcomes.

Educational interaction plays a critical role by developing a person, be a better person and there are important aspects to take into cognisance like; emotional, physical, psychological and intellectual aspect. Availing resources and teacher development in skills (ability in planning, chose the relevant content and method to deliver the lesson) development needs attention. This will assist teachers to actively dissect information and be able to transmit it to learners in an effective way and allows learners to fully participate in their learning. The most important aspect to be developed is motivation and confidence and not necessarily in a monetary value but on harnessing love for learners and teaching, sharpening teaching skills and teaching methods that will accommodate every learner in the classroom irrespective of their abilities. Moreover, by ensuring that all learners take full responsibility, for their learning and effectively participate during, learning and teaching in the classroom. In the following chapter the findings of the study are discussed in detailed.

CHAPTER 5: THE DISCUSSION OF FINDINGS

5.1 THE INTRODUCTION

The aim of chapter five is to discuss the findings presented in the previous chapter which came from the data collection methods described in chapter three. The main purpose of the study is to evaluate the use of standardized test in South Africa: A Case Study on Annual National Assessment at ILembe District in Gingindlovu and ILembe Circuits rural primary schools in Northern Kwa-Zulu Natal. It further presents aims, standardized assessment in South Africa which is annual national assessment and the research findings as per each theme. The summary findings of the study are discussed and further areas to be developed and conducted in future studies in relation to annual national assessment in South Africa. This chapter explains the meaning of the main findings, why they are important and where applicable, links them to other research conducted.

5.2 PRESENTATION OF THE RESEARCH QUESTIONS

- Do teachers regard ANA as an effective measure of learner achievement and education level in South Africa?
- What are teacher's experiences' in administration of Annual National Assessment?
- What model can be used to compliment annual assessment in teaching and learning?
- Who should take accountability for learners' scores for Annual National Assessments?

The investigator conducted this study and discuss the above mentioned aims and from them themes are developed in trying to understand what annual national assessment means for the system of education and elucidated in them, understanding of what South African teachers understand of what it means, its purpose and its administration to improve the education that is provided to South African learners. TIMMS and PIRLS have found that South African learners are poorest performers in comparing them with the education systems of other

countries. South African Department Education system then had to come up with a strategy for the improvement of learners' performance and enhance standard of education which will address the shortfalls and gaps identified to ensure improvement in teaching, learning and learner performance. Enhancing education means improvement quality of education through strengthening delivery of curriculum. Improvement of education takes more than delivering the content in a way that is understandable to learners but equipping them with skills that are essential and relevant to the time.

5.3 THE STANDARDIZED ASSESSMENT IN SOUTH AFRICA

Wang, Beckett, and Brown, (2006: 1) indicate that standardized testing in the schooling systems have been the centre of discussion for the longest time. The opposition of standardized tests overcame the majority, only few scholars and educational practitioners have defended standardized testing. Wang et.al (2006: 1) further define standardized testing broadly, externally developed and mandated, in uniform administered and credited assessment of students learning, has been conspicuous part of the education reform landscape throughout American history. The Department of Basic Education in this country saw learners' performance in the foundational subjects and the performance in the entire country and compared them to those of the world in mathematics and literacy and saw the need to act. The standardized testing was therefore introduced to improve learner performance. DBE (2010) states that annual national assessment; regarded as summative assessment of knowledge and skills that learners are expected to have mastered by the completion of the following phases: Grades 1 to 6 and 9. To beef-up internal-based assessment and to make sure that students acquired necessary confidence, take part in external examinations, panels of teachers and subject with specialization then designed exemplars that can be used in literacy and mathematics lessons. DBE (2010) further stipulate that the Department's goal is to improve standard of education and quality of learner performance in foundational skills: reading and writing.

ANA is one tool used by the department of education to monitor whether there is improvement in learners' performance or not? Districts and schools are expected to provide support to teachers and required learning and teaching support material to improve effectiveness of teaching and learning at schools This exercise should empower teachers with

their assessment skills and will eventually improve teaching and assessment skills and therefore improve learner performance.

The main criticism about annual national assessment is that it focuses on recording and reporting about learners' results and pays less attention on teaching of learners which is unfortunate because it's supposed to focus on learner comprehension and understanding of the content and development of the learner's intellectual capacity. The second argument is on the fact that "teaching to test" and that educational success is also measured by the statistical interpretation and students' results become the centre of attention (SADTU, 2011). Another argument is that, the focus should be on teacher training, in-service training and teacher development (empowering teachers with educational skills: that helps them to manage their classes appropriately, dissect lessons and interact with learners in way that will make them grow and be better citizens in the society) with a focus on the improvement of learners' performance.

5.4 THEMES OF THE STUDY

5.4.1 Theme 1: The benefits of implementing Annual National Assessment a strategy for improvement of quality education.

This theme looks at the benefits of the implementation of ANA, a strategy to improve the quality of education and learner performance at schools. It is revealed in the study that teachers have benefitted through the introduction of ANA for instance a proper way of conducting examination and creating an atmosphere that prepares learners for assessment, the various ways of formulating assessment questions which covers all levels (low, middle and high order) and these type of questions expose learners to be critically and analytic in thinking. Maphalala and Dhlamini (2017) refute the above narrative on the issue of high order questions by indicating that in certain instances concerns have been noted that content of high order thinking might be disregarded and focussing on the content to be tested. This impacted on curriculum delivery as teachers now only focus on what to be included in the test (Gordon and Reese, 1997). This agrees with what the researcher has found from teachers that took part in the project. Some teachers highlighted that teaching has improved through the use of ANA exemplars (question papers, style of setting for instance the use of diagrams and picture in their assessment activities which encourages learners to be analytic in their

thinking). This is supported by Khumalo (2018) confirming that most teachers possess a conviction that ANA strongly influences the way in which the curriculum is delivered to learners, and the way in which the teaching and learning interactions are delivered at primary schools. There is a claim that standardised tests are an appropriate method of determining the quality of the effective learning provided at schools. They are also convinced that test level of performance assist teachers in the improvement of their teaching strategies and as soon this came into effect automatically the performance of learners will also improve (Linn 2000 and Nichols, 2007).

Teachers have also alluded to the fact that, there are a number of discrepancies that a strategy has, for instance, it is time consuming to prepare learners for assessment, it puts pressure on them to cover the curriculum/syllabus at a short space of time and end up teaching to test, this robs learners an opportunity to be exposed to the wider curriculum as per policy document which serves as a guide for teachers on what topics to cover and when. Maphalala and Dhlamini (2017) further argue that a known concern indicated in most literature is that standardized tests may produce instruction that promotes teaching for testing. Madaus (1988) noted that teachers may be influenced to believe that teaching to test is the way to go when taking important decisions about the promotion of learners and forget that the important aspect in teaching is to make sure that learners benefit from each and every learning session and the content interacting with. This eventual shifts the focus of learning and teaching.

DBE (2010) stipulate that whilst, there is agreement that in the last decade-and-a-half South Africa has made significant strides towards getting all children that qualifies to be at school in reference to age requirement, it is noted that the country's education system performs under its potential. The improvement of education at foundation level outcomes is a prerequisite for the system of education's short and long term development objectives. Teachers in classrooms should always involve all the learners in the classroom as opposed to having only the ones in front participating while others at the back are not even concentrating on the day's lesson. This is the way that a teacher ensures that students indeed comprehend what is taught inside the class by getting them involved and fully participate in the lesson. Just like in other districts in KwaZulu Natal, ILembe has previously disadvantaged schools that have a big enrolment in the classrooms and this affects the participation as other learners tend to hide.

The challenge then stays with teachers as it becomes difficult for them to identify learners who are struggling because involving all of them in the lesson is a challenge. After teaching and learning interaction has taken place, learners will be assessed to check if the content disseminated has been understood by all learners. Assessment is the important aspect in education. Through assessment it is determined whether learning and teaching interaction has had an impact, it's the factor that would give an indication of successful learning since even the best-designed and most trusted and tested instruction cannot be guaranteed to produce good results (Denvir and Brown, 1996).

The findings on theme one has shown that teachers agree that there has been improvement in teaching process brought by implementation of annual national assessment as it has improved their teaching of First Additional Language and Mathematics, above all it has inculcated confidence and have improved their teaching but as for quality they seemed to be sceptical and cannot commit to the quality. Wang, et.al (2006: 3) stipulate that irrespective of the disagreements accumulated in the past over time, standardized tests research on the outcomes of standardized assessment and schools reform has been described as yielding “scare and positive results’.

5.4.2 Theme 2: The teachers’ experiences in administration of Annual National Assessment activities

The study findings on teachers’ experiences in administration of ANA is that teachers have an additional work load and that ANA put more pressure on them to complete the curriculum or syllabus at a short space of time. They are compelled to streamline the curriculum and ‘teach to test’ to get learners ready for ANA, there is a policy that guides them what to teach and when, this therefore contradicts the policy and confuses them. To support the above narrative Dlamini (2018) highlights that, the Curriculum and Assessment Policy Statement (CAPS) by the DBE document and Planner & Tracker a document provided through Jika iMfundo initiative. These documents provide teachers with information on what to teach on which day, providing teachers with topics, themes, and page numbers of the prescribed books, where they would find the content throughout the country. This helps in a situation where the learner changes school, would have covered the same topics and same content. It assists the learner to join the new school without difficulty. Teachers use the CAPS Planner and Tracker in conjunction with the DBE prescribed textbooks and helps teachers link the

CAPS content and skills to the relevant material in the textbook, the teacher's guide, and other materials such as the DBE workbooks. Teachers in ILembe District have to use the CAPS Planner and Tracker documents in their classroom as this district is among the ones where Jika iMfundo programme is being implemented. Jika iMfundo programme was piloted at King Cetshwayo and Pine Town Districts in 2016. Now in 2019 is rolled out to other districts like Umgungundlovu, Uthukela, Ethekeini and ILembe.

Wall (2000 : 501) supports the above notion and indicate that while researchers recognized the negative impact and effects that tests have in teaching and learning environment, they support the guidelines for improvement of the situation, focus being on the improvement of tests construction and the analysis, continuing with research into the quality of tests and their impact; working on unified co-operation between agencies involved in assessment and other important role players (for an example: education researchers, curriculum designers and scholars) On the point of teachers' workload, time consumption and pressure created by the implementation of ANA on teachers. Khumalo (2018) supports the above narrative and indicates that most teachers' complain is about the timing of ANA administration activities. The dissatisfaction is that these assessments are not properly positioned within the school calendar. The participants highlighted that ANA is written at the end of the third quarter, somewhere in September of each academic year, and subsequently teachers and learners are pressured to run quickly through the curriculum in an attempt to cover the content that is sampled for ANA and yet they still have to write the assessment for the end of the year.

Bansilal (2017) supports the findings and also attest that writing of these tests in September is not practical and not a good idea, due to the fact that certain learners are not ready to deal with questions that demand more conceptual understanding. The learners would have been better prepared two months later when they write their November examination. Participants had a feeling that the students were not prepared enough to take a full examination in September. This creates unnecessary anxiety and pressure on them.

SADTU (2011: 16) confirms that high stake tests discourage intellectual development and promote memorization to show scoring easy which in turn compromises the whole purpose of broader and intentional goals of education. Learning is beyond narrow-minded approach of examination and testing but it focuses on the development of intelligence, knowledge construction, being a critical and independent thinker. The case being made here is to be

having a greater variety in the systems of questions, as assessment of multiple intelligences or skills that enforce learning and problem-solving approaches that consist of wide applications. Simply and short answer tests must be discouraged as they do not measure disciplinary comprehension of the content or deep understanding of the content knowledge. They just measure rote learning, memorization of skills and one's potential to succeed easily on short answers. The department should design and develop tests that value learning process more than final answer in the construction of the tools for annual assessment. The assessment learning tasks need to be formulated and structured around questions that connect them with subject/s, strategies that give students an opportunity to demonstrate various approaches in understanding and valuing uniqueness when responding to them.

In the third world countries, assessment regulations and policies focuses on examinations without emphasis on classroom assessment nor monitoring and the evaluation of the system (Kellaghan and Greaney, 2001). Braun, Kanjee, Bettinger and Kremer 2006) agrees that the focal point of assessment is to provide information on teaching and the improvement of learning. Assessment is about constructive learning processes and to provide useful feedback to learners, parents and teachers. As Shepard (1989) confirms in contrast to previous theories of the acquisition of knowledge, learning should be understood as the process of mental activity, construction of knowledge and sense making of what is being learnt.

The contrast is that ANA, is now a burden on teachers because of additional work in administration, through marks scoring and record-keeping. Furthermore, teachers have a feeling that if the expected results are not achieved, it is because of failure on their part and incompetence. Kanjee and Sayed (2013: 463) emphasized that large amount of money is spent in getting 'valid and reliable' information for the use for the improvement of learner performance levels, yet there is limited information on teachers support and or how this could be achieved. The shortage of unambiguous policy implementation guidelines and teacher support has weaknesses in the implementation of ANA effectively (SADTU, 2011). Findings are that teachers appreciate the activities of ANA but their main concern is that they are time consuming as they have a lot to do at limited time at their disposal. Reason being the fact that CAPS specifies content to be covered from week one to week eleven so they find it difficult to accommodate ANA activities and have emphasized that they do these activities because they are compelled to otherwise, they would not. They further suggest that if these activities could be included on the work-schedule of CAPS as this might save them time and

focus more on teaching the content in their respective grade and in English First Additional Language and Mathematics.

5.4.3 Theme 3: The accountability of Annual National Assessment results

The study findings reveal that teachers accept the responsibility they have in the teaching fraternity but indicated that they are not the only ones responsible and to be blamed or account for the education of South African learners. Their narrative is that every stakeholder must play its role, take the responsibility and accountability for the performance of learners. Every stakeholder is accountable and must make sure that education is provided to every learner as it is the constitutional right. The department of education is the most accountable stakeholder and should ensure that, it provides all the required resources (physical and human). Physical in a sense that schools are appropriate for teaching interaction, the availability of furniture, books, classes; accommodate learners and teachers in their diverse circumstances and abilities, that there are sufficient classrooms for learning process to take place, safe environment and conducive to which teaching process takes place. Learning and Teaching Support Material plus learning aids (LTSM) be provided to teachers to be creative and use learning activities that will improve teaching and learning (stimulate learner's intellectual capacity) in the classroom to be effective, books that are relevant for specific grade and learners' ability for the enhancement of their mental ability, creativity and active participation, for teachers to creatively use every available resources to ensure that learners feel the need to learn and actively participate in the lesson presented in the class. Morris (2011, 27) supports the above notion by saying that when standardised tests are used in accountability rationale, results comes with outcomes for schools to determine whether schools do meet performance targets or not. Kellaghan and Greaney (2009) further states that "In such instances, an assessment becomes a checking instrument operation for schools, with a punishment attached to the performance of students"

Human resource; in a sense that, teachers with relevant qualifications to teach a respective grade, subject, and place them appropriately; where they are needed, with specific skills to close the gap of learners' education and improve learner performance. The findings indicate that teachers accepts the accountability and responsibility for their teaching and are fully aware that they have to report for the learners' progress but mainly that they are accountable for teaching and learners performance, moreover; highlighted the fact that, they must be

given appropriate support which will develop their teaching skills to be effective in the class by being provided with the relevant resources to develop learner activities that will enhance learner engagement during teaching and learning. The above narrative is supported by (Kellaghan and Greanery, 2009) and indicates that rewarding of schools may be in monetary value or additional resources, while sanctions may involve corrective measures: dismissal of staff, restructuring of schools or may be closure of the institution. They have also indicated that, they experience various problems in communicating with parents especially with parents that have children with learning difficulties, who do not understand that a child can be good and well behaved at home and respond differently to an academic environment. Teachers just emphasize that learners need to be given support that is relevant to the situation they find themselves in. They have also established that today's learners have lost interest in learning.

5.4.4 Theme 4: The Language Use in Assessment National Assessment Activities

Findings suggest that, the use of English creates a problem for teachers to achieve best result and have a positive impact on learner performance. As these tests are conducted in First Additional Language which is English in this instance. Annual national assessment is conducted in English which is a medium of instruction in South African especial for Black learners. First Additional Language (FAL) is English for Black South African learners. What transpired on this theme: teachers teach English and use a mother tongue to explain English concepts which puts learners at risk and unable to understand the language, especially learners whose vernacular is not English. Teachers therefore should refrain from switching languages and explain English concepts and encourage learners to find some of the definitions of concepts themselves, this will inculcate and encourage willingness to learn and will develop their mental capacity as they are exposed to new concepts and learning take place therefore. Teachers are supposed to communicate in English as the instructional medium and encourage students to do the same when communicating with them or among themselves to improve the language understanding and its usage as well as to instil confidence in them and amongst themselves. Khumalo (2018) supports the above argument and stipulates that Annual National Assessments are regarded as the difficult tests than ordinary tests or assessment conducted at school. Teachers indicates the reasons of achieving lower marks it's because the tests are very long and the language used is difficult and not for learners' understanding

Mathematics in Intermediate Phase (IP) is also taught in English as instructional medium and it's not a vernacular to grade six learners but one finds that most teachers use IsiZulu more than English when teaching Mathematics concepts, this robs learners an opportunity and the exposure to Mathematics concepts. The findings on this theme; teachers need to be developed in this area and regular workshops are required to encourage teachers to take the risk and confidently teach in English and take the risk that's worth taking for the benefit of learners. Learners will eventual grasp the language provided they are exposed to with an intention of teaching and learning. The use of various examples in explaining concepts will expose learners to the language in Mathematics and eventually understand mathematics language, concepts better and will be confident in mathematics as the time progresses after they grasp either language concepts or mathematics concepts. Learners' mathematics vocabulary will be developed and possibly may end up having an appreciation for mathematics as a subject. This narrative is supported by Khumalo (2018) who highlights that, the use of language in standardized tests, teachers and Departmental Heads indicated the level of language used in these assessments is difficult; learners are unfamiliar with, since First Additional Language in Grade six learners is a challenge for them. Teachers concern is about the instruction of ANA being disallowed to read and explain instructions to Grade six learners which lead concern for learners' misunderstanding of questions and ultimately perform badly.

Findings showed that tests/assessments are considerably difficult than ordinary ones conducted at school. Participants revealed that reasons for poor results in ANAs are that tests are very long, instructions not clear, and there are many high order questions. What was also observed from the diagnostic data generated from the previous cycles indicated that in moving from the foundation to Intermediate Phase, learners experience difficulties at the technical spheres of language used such as simple parts of speech to a more complex one, progression to tenses and creative reading and writing (Kanjee and Moloi, 2014). Kanjee and Moloi further say that learning gaps also affects learners' capabilities to deal with and the manipulation of information provided in contexts of the language.

According to Khumalo (2018) the study participants highlighted that analysis of items conducted after writing tests showed that learners lack the capability in responding to complicated and higher levels questions which seek rationale thinking and understanding at a complex level. It is revealed in the study that teachers must expose learners to higher level questions in their classroom activities and formal tests so that they are familiarized with

complex and high order questions. The study's hard accountability model, there is a greater possibility for learners to repeat a year and obtain exemptions which is directly linked to test results because standardised tests do not cater for learners from disadvantaged background of high level order questions. The model states greater the assessment pressure, better the results without considering intellectual development and other factors in teaching and learning fraternity.

5.4.5 Theme 5: The Instructional Leadership by teachers in the classroom

Study findings in theme five: instructional leadership reveals that teachers are responsible for dissecting content for learners during interaction in teaching interaction in the class. The teacher is a leader, manager, pastor, and a parent in his/her classroom. He/she is also to take care of spiritual, mental and psychological spheres of learners. The teacher has to ensure that learners benefit from each and every lesson taking place in a class. He/she has to play a leading role and ensure that teaching process is maintained at the highest level moreover, should break down the content for learners to understand. Students should be given a chance to interact with a lesson and play an active role in his/her learning. The question is how ready are teachers to implement this?

Policy Handbook for Educators (1996, C-67) supports theme five by alluding that teachers' responsibility and duty as the focal point being teaching. The engagement in class should foster a meaningful progression in interacting with teachers and learners consistence with learning areas, programs subjects and grades as expected, a class teacher that prepares lessons considering relevant orientation, appropriate courses, new methodologies, techniques, assessment, teaching aids, etc. in specific field. The management of the classroom and teaching of subjects in the classroom, to consider that learning and teaching is an active continuous process. Teachers must be prepared to use a variety of strategies to meet outcomes of the curriculum. To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process? Teachers need to consider and exploit learners' practical experiences as a foundation and available resource to develop lesson and make it interesting to capture learners' attention and make sure that they focus on the lesson at hand.

The findings reveal teachers' have a responsibility to plan, teach, manage the classroom and ensure that communication with parents about the learners' performance is properly managed and the well-being of each learner's is given priority and all the learners' needs are attended to. Their core responsibility is to ensure that they dissect the content and assist learners to understand what is being taught in the classroom, and that teaching and learning takes place. The class administration is also attended to for instance, learners' attendance at school if there are discrepancies or problems with this regard, the teacher sorts them out. The teacher further manages learners' lessons, assessments, keep records and also give feedback to learners on their performance as well as parents.

The finding also indicates that teachers are doing the best they can under the circumstances; irrespective of the pressure of work and the large classes they are dealing with. They have also indicated that the ill-discipline of learners and abolishing corporal punishment affected learners' concentration and behaviour in learning. Teachers prepare lessons to be presented in the class, manage their classrooms and ensure that, they are properly cleaned, manage the class register, communicate with parents if there are problems experienced by learners but this is done through the correct channels at the institution, the teachers ensure that the learners' wellbeing is taken care of, on daily basis, conduct assessment in respect of the school policy and issue report cards as per policy and provide all the required support to all learners in the class.

5.4.6 Theme 6: The Instructional Leadership by Departmental Heads

Study findings in theme six showed that the Departmental Heads (HOD's) are regarded as the curriculum managers at school and play a key role in curriculum management and delivery as the core responsibilities and duties stated above in theme six. Khumalo (2018) support the above mentioned narrative and stipulates that lack of leadership instruction must be managed by the School Management Teams (SMT) which Departmental Heads are part of in the school, which contributes to improve teaching and learning, performance of learners in ANA, First Additional Language and Mathematics. Wall and Alderson (1993) further allude to the notion that identified characters such as the ability of teachers', their understanding of assessments and methodologies based on, class conditions, unavailability of resources, and mismanagement practices in schools.

Study findings also showed that teachers have sufficient time, nor support from the management of school regarding annual assessment preparations. Khumalo (2018) further indicates the SMTs role in schools, as to manage all the learning and teaching activities at school. SMTs represents the Departmental Officials in schools, they are expected to support teachers to be prepared for assessments before its administration and even improvement in learner performance in First Additional Language and Mathematics. SMTs are expected to send teachers on programmes of development that would help them in curriculum delivery to learners, The HODs' confirm their commitment in providing guidance and support to teachers in their departments but highlighted that, the main concern is that in some instances they are given teachers who have not been trained in English and Mathematics and stated that, this consume a lot of time in trying to assist these teachers as they do not have content or the subject matter of the subjects they are supposed to teach whilst themselves have their own subjects to offer in their respective subjects. If it was only about the management of the phase, things would be different because one would be able to focus on managerial and administrative issues but unfortunately it is not, there are other important matters to attend.

For the HODs' to be efficient and effective in management should understand, above mentioned mandates irrespective how big their teams are but they need to provide guidance and support in their learners, teachers, parents and ensure that teaching processes occur in an environment conducive for teaching and learning. Policy Handbook for Educators (1996, C-67) supports theme five by alluding that departmental heads' responsibility and duty as the focal point; being curriculum managers and stated the following: The HOD manages the phase by ensuring that teachers are appropriately placed in respective classes and offer subjects to learners, it's of paramount importance to ensure that, the phase or the department is properly managed by organizing meeting to solve problems and encourage teachers to teach and manage their classes properly, organizes internal workshops for teacher training, classroom management, administration of class resources, development, communication for the departmental activities and ensure that they are well managed and organized.

The curriculum management is given priority at all cost and it falls within the HOD's main focus; the departmental heads should ensure that class time tables, personal time table, lesson plans, text books are received for respect subjects, class registers are marked and records are kept, teaching and learning, assessment activities, question papers are moderated and appropriate examination time tables are in place, monitored and carried out. The analysis of

learner's results, giving feedback to teachers, shares teaching methods and strategies to improve learner performance. After the analysis of learners' results an action plan should be in place to deal with gaps identified to ensure that learner performance improves. All teachers should be committed to this and give their best, if they need assistance the information must be communicated to the relevant authorities to assist. The departmental heads should place teachers according to their specific skills and offer subjects into specific grades. If the teacher is experiencing difficulties the departmental head should give support to the respective teacher and ensure the teacher is improving his/her subject content.

The study finding is that, the main problem occurs when a Departmental Head is given a teacher to teach subject/s that he/she has not trained for, and has no content or matter of the subject to offer and lack understanding thereof. This puts more pressure on the HOD to develop and support the teacher because teaching has to occur and learners should learn, while the HOD has got his/ her own teaching workload and duties to take care of. It is on the onus of the HOD to see to it that learning process takes place in every class and is properly managed and all the resources are available to facilitate it. The second findings are that departmental heads understand their duties and responsibilities but the main concern is that some of them manages teachers that are to teach subjects, that they are not trained for, which makes it difficult to manage the content that they do not understand themselves. This is a critical loophole that must be attended to by department of education if it wants to offer quality education and this is a cause for concern. The Departmental Head should then organize internal workshops or share information with teachers from neighbouring school to develop the teacher or teachers in need, while is seeking for external assistance from subject advisor from the district or anywhere else.

5.4.7 Annual National Assessment intervention strategies

The findings of the study are that annual national assessment as the intervention strategy to ensure that learners' performance improves, it needs to be developed and properly implemented. Communication should be given priority to ensure that all teachers in primary schools are on the same par in understand it's purposes and the relevant support is provided to all stakeholders especially teachers as they are implementers of the strategy and interact with learners in the classroom. Assessments intervention is considered as one strategy for improvement for the performance of learners and ensures that South African learners are on

the same level with learners of the world by being competitive. Teachers indicated that more intense strategies are required to assist in the improvement of learner achievement academically. Wall (2000: 503) supports the above idea and suggests that changes may require changes on three dimensions: that is content, attitudes and methods. It's not difficult for teachers to make alterations in content of teaching than to change behaviour and it's easier for them to change their behaviour than to change attitudes and their values.

One important strategy is to retrain teachers and empower them on the respective subjects they offer in their respective grades and not only in English First Additional and Mathematics but on all subjects. This will have an impact in learner development as a whole. One strategy that can be used is to effectively teach learners and ensure that, involvement in their learning is taken into consideration and take full responsibility for their work: relevant activities and task that will challenge learner's intellectual capacity will definitely yield positive results. It's of great importance to consider that teachers must teach and learners must learn and focus on their work and be committed to their learning.

Teachers and Departmental Heads' belief is that the learners' performance in First Additional Language and Mathematics on annual national assessment fall within their leadership and therefore it is their responsibility as curriculum manager. In working together: sharing knowledge and expertise in aspects of activities would be beneficial to everybody. Furthermore, school management, circuit and district officials should provide support and developmental sessions for the teachers and HODs, by providing relevant support, interaction platform, teaching aids in preparation for teachers and learners. Khumalo (2018) support the notion that conducting meetings on regular basis facilitate the means of communication and the flow of relevant ideas. The participants emphasized that constant meetings would help in dealing with curriculum matters, questions related to the contents of subjects, and in the improvement of teaching method. What transpired is that curriculum managers lack technical capacity to manage. Teachers voiced out the need for assistance, guidance and mentoring in various aspects of teaching, and emphasis on lesson preparation, planning and in assessments activities. This is the school management's responsibility.

Study findings reveal constant interaction and support should be the order of the day to ensure that teachers comprehend what is expected of them and they in turn provide the relevant support to learners and instil confidence and positive attitude so that they are always prepared for ANA and love learning as the interesting process which empowers them and

provide knowledge for life-long learning and not just learning for testing. Teachers believe that if the above is put in place it will positively contribute in teaching process because it will provide them with a platform for sharing experiences and guidance for one another as they would know how to deal/handle problems that creep in their classrooms.

5.4.1.8 Theme 8: The model to implement in order for Annual National Assessment efficiency.

In theme eight the model to be implement in order for Annual National Assessment efficiency, the study reveals that a model must be put in place to deal with learners' performance at schools. Teachers indicated that, there is definitely a problem that needs serious attention and to be curbed it must be attended to. Standardized testing has become a key instrument used by governments to bring about policy reforms, diagnosis of weaknesses in the improvement for the quality of education. Many South African teachers struggled with a system of education that is embroiled by transformation ignited by students of 1976 (Ngidi, 1988, 4). There are many issues to be addressed by the education system in trying to put things in place to solve educational problems in South Africa. Changes implemented are meant to improve education for all irrespective of: race, gender colour, creed or ability. South African government wants to be competitive with every other country in provision of quality education for her citizens. This will be with achieved only if all stakeholders are committed to work hard and together with the same vision to realize it.

The changes that are implemented in the system are meant to improve the system or to identify the weaknesses so that the remedy can be developed to improve the system. Morris (2011: 42) supports the above stated narrative and indicates that standardized assessments serve various purposes. In different countries, standardized tests are: the diagnosis for students' need, informing teacher instruction, tools for monitoring the education systems, and often play an important part in test-based systems of accountability. Establishment of a rationale for tests and making the purpose known to all stakeholders is an important step in tests design process. Hamilton and Stecher (2002) elaborate that "it is important to state and clarify the purpose of their testing programs as a basis for making decisions among competing demands and that they monitor the degree to which the tests are of service to that purpose. The decision referred to by Hamilton and Stecher also include the following; firstly, the tests design, including question format, length and frequency, must be informed by the

tests' purposes. Secondly, purpose of the test impacts the way test results are used. If tests are meant for systems monitoring purposes, it is inappropriate to use the results to diagnose student strengths and weaknesses, in other words the test should be relevant to what is being diagnosed. The purposes of tests play a crucial part in determining the suitable criteria and the balance of validation and reliability. Since the aim of testing has an impact on test design and in decision implementation, it must be well established and clearly defined.

Findings in theme eight are that, the intervention of the department on national assessment is acknowledged but there are quite a number of gaps to be filled and factors to be considered; like organizing appropriate workshops, information sharing sessions and in-service trainings to empower teachers so that, they understand the use of ANA as one of the interventions and give them platform to share experiences of the results attained and how to effectively use them to improve their teaching through analysing results at each school and in each subject, it should not be judgemental to educators but to use it for supporting educators instead. The department must do more in making sure that all necessary resources are provided to support learning processes and make sure that ANA bears expected results and provide a clear strategy or model to close the gaps that have been identified by ensuring teacher involvement at an early stage for any changes in policies, involvement of academic expert in education fraternity. Parents should also be given information to ensure that they understand the intervention in place and play their part in learning of their children. The accessibility of school and the infrastructure needs improvement too, in making sure that learning takes place in an environment suitable for teaching and learning processes. Classrooms should be fully packed with teaching and learning resources that will inspire learners to be actively engaged in a lesson and benefit from each and every encounter with the teacher.

Figure 1 Model for Standardized Assessment Improvement

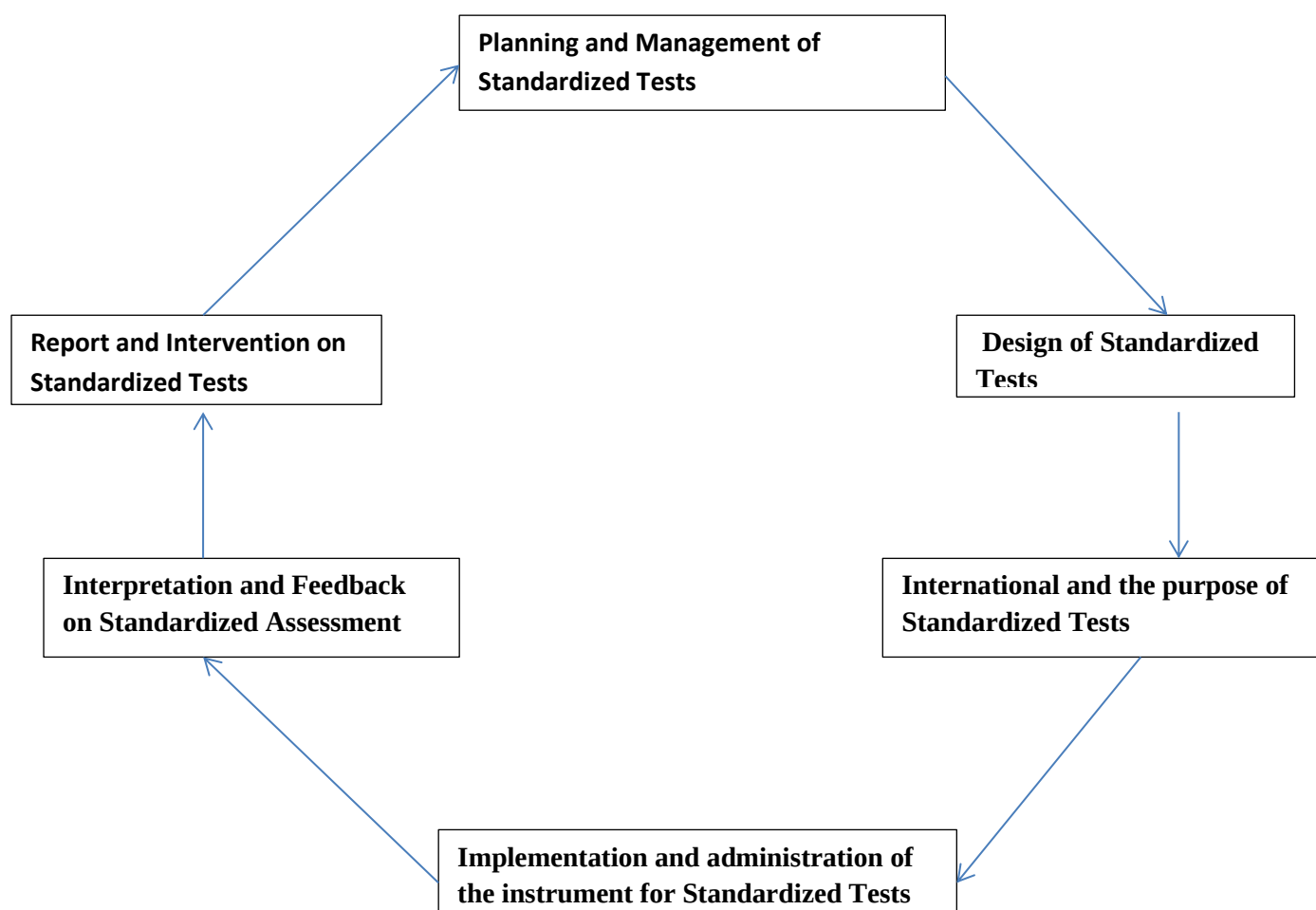


Figure 1

5.4.8.1 The justification for the above mentioned elements of the standardized assessment model

The justification of the above model is of paramount importance to assist the department of education in its implementation of ANA in improving the quality of education and learner performance. If it's followed to the latter teachers and learners will benefit and the quality of education will be attained. The model highlights the importance of stakeholders' involvement in all levels. All the structures are explained in details. The proper planning and management of ANA with clear goals, objectives, time frames and outcomes will yield positive results. Once ANA has been written what will happen to the results after they have been analysed? Is there a plan in place to close the gaps identified? The stakeholders' involvement is clarified and indicates the gaps that need to be dealt with and the how part of it will be in place, with

clear personnel responsible for addressing the identified gaps. If the plan in place is tested and still does not work another plan should be in place to boost that one with the appropriate expertise and personnel to ensure that it works and provide all the required support and resources available.

5.4.8.1.1 Planning and Management of Standardized Tests

The first and the most crucial steps for the implementation of standardized tests are planning. The planning needs to focus on the time of writing assessment activities, the content and its standard or level of intellectual capacity. It further looks at all the logistics and administration of assessment activities and ensures that all the stakeholders involved are properly trained and understand the pro and cons of standardized assessment. More importantly it also monitors the progress of standardized assessment and identifies gaps and loopholes that might emanate during the implementation. Moreover and above all manages the entire process to ensure that it is effectively implemented in relation to the desired goals.

5.4.8.1.2 Designing of Standardized Tests

The Assessment tests are designed at this stage and focus on the aims, objectives and outcomes of what needs to be achieved by the standardized test. In this aspect specific subjects have been identified which is First Additional Language and Mathematics. Ensures that effective communication strategy is in place to provide necessary support and professional assistance and guidance to ensure that, these tests meets the world standard in a true sense of the word. Looks at the content of the tests, ensure that the tests catered for all learners irrespective of their abilities, fair and provision for all learners with opportunities for learning, be productive and demonstrate achievement. The type of tests used must be manageable and time considerate, this will ensure learners write test and be able to complete on time expected in relevance to the amount of tasks being tested.

5.4.8.1.3 International, Purpose and Structure of assessment Instrument of Standardized Test

Standardized testing has become a key instrument used by governments to bring about policy reforms, diagnose weaknesses and improvement on quality education. It is aimed at improvement of quality education but there are gaps to be filled and grey areas to be attended

to, especially how is it implemented, managed, distribution of resources to schools and availability of teachers that are for specific and particular subjects? The universality of these tests should be such that they also focus on the local content and address local needs and outcomes. Khumalo (2018: 127) indicates that assessment must be of quality standard; meaning that reliability, validity, instructions, used language and coverage of curriculum be taken into cognisance. The style and types of questions used in assessment tools must ignite interest and instil creativity for learners. Assessment must measure what it is supposed to and be used anywhere but gives the same results and also cater for learners' various intellectual levels. The tests should consider different aptitudes and variety of questions in order to accommodate learner of different abilities. The focus of tests should take items into considerations, the depiction of curriculum, cognitive areas and the language appropriateness as well as be relevant for learners (Kellaghan, Greaney and Murray, 2009). The simplicity of instructions is crucial. The language used must be appropriate, for learners' level of development. Assessments demonstrate curriculum and the scopes' expectation. This would ensure that learners are given a fair chance in demonstrating knowledge and complete assessment tasks. Du Plessis (2013) says that in order to determine the effectiveness of assessment, it should be diversified, comprehensive and well balanced.

5.4.8.1.4 Implementation and the administration of Standardized Tests

Implementation of standardized tests in South Africa has a good intention to improve learners' performance to be on the same par with the learners of the world. The goals to be achieved in this regard should be clearly stated, tested and check the availability of all required resources to ensure that, it is effectively implemented and properly administered to achieve the intended outcomes. The administration of this process should be clearly defined and all the logistics in place, if there are loopholes they must be dealt with at an early stage, to ensure the smooth running of these tests. The environment when these tests are administered should be conducive for standardized assessment.

5.4.8.1.5 Interpretation and feedback on Standardized Tests

The interpretation of results and giving of feedback is crucial. The results provide an indication of whether the outcomes are achieved or not. If not there should be a strategy in place to address those areas that need attention and this should be consistent and immediate to ensure that assessment yields the positive results at the end. The stakeholders should be

updated on continuous basis and communication is open at all times so that contribution and amendments are done without delay. The results are used in evaluating whether students did gained required skills, knowledge and have achieved educational outcomes. Feedback must be provided to relevant stakeholders to make informed decision. McMillan (2007) says that feedback on assessment involves information gathering, interpretation and uses that information in guiding and assisting stakeholders for making decision. Therefore, it's important that Annual National Assessment results are gathered and interpreted for all stakeholders at an on-going basis so as to provide guidance for the improvement of learners' performance and the effective use of standardized tests.

5.4.8.1.6 Report and intervention on Standardized Test

The important aspect of education is reporting to the stakeholders. Khumalo (2018) indicates that results' reporting on assessments involve the use of results for assessment as a measuring instrument for monitoring effective use of education system. The data taken from assessment results could be used to make judgment about the performance of the system. Keeping results and tracking progress of the assessed task should be recorded. The results must be used to determine whether learners have acquired necessary skills, comprehended knowledge and have achieved learning outcomes. Feedback should be given to everyone involved in education on continuous basis.

5.4.8.2 The Strategy to be used to ensure effectiveness of standardized assessment

5.4.8.2.1 Department of Education at Provincial Level

- The structure at Provincial Level is made up of the following: - politicians, curriculum managers, education administrators, standardized assessment education experts, teachers and parents.
- The function of this structure is to draft and develop policies at provincial level streamlining and aligning them with national goals and translate them into Provincial goals, the point of departure being standardized tests and assessment methodologies.
- Teachers and parents' involvement at this level is very crucial as they add their voice and they play an active and crucial role in learning, teaching and assessment of learners in the class.

- Teachers' involvement in this structure plays an active role in standardized tests and assessment activities: - planning, designing, aligning them with the provincial goals in line with standardized tests objectives.

5.4.8.2.2 Standardized Tests at Regional Level

- Management & Administration, Standardized Tests Practitioners, Education Experts, Teachers and Parents.
- The function of this structure is to interact on the implementation and monitoring of standardized tests, activities and time frames for the conduction of standardized tests at school level.
- It also ensures that schools have resources and proper training of teachers with regard to assessment matters.
- Moreover, ensures that all decisions taken at upper structures, pertaining to standardized tests are implemented.
- Above all should provide support to districts and schools directly if there is a need to do so.
- The education experts provide academic support by focusing on English First Additional Language and Mathematics, conduct research to find gaps and provide guidance as per recommendation of the research findings.

5.4.8.2.3 Standardized Tests at District Education Level

- Management & Administration, Education Experts, Standardized Tests Practitioners, Teachers and Parents.
- The function of this structure is to give support to schools and ensure that Standardized tests are implemented with regard to decisions taken at the regional level.
- It plans, manage, conduct standardized tests workshops for teachers on regular basis and are attended by all teachers that, teach English First Additional Language and Mathematics to ensure that information on standardized tests is cascaded and received by all teachers that teach English First Additional and Mathematics in all schools.
- It should also provide professional support that schools require according to their specific needs with regard to standardized tests implementation.

- Parents play active role by contributing to this structure according to the needs in their environment and to ensure that their values and beliefs are taken into cognizance.

5.4.8.2.4 Standardized Tests at School Level

- School Management Team, Standardized Tests Practitioners, Education Experts, Teachers and Community.
- The function of this structure is to ensure that all decisions, policies agreed upon by all of the above structures on standardized testing are implemented and provides support to teachers according to their needs and the needs of the school.
- Must make sure that teaching and process is carried out, every personnel at school are supported at all costs and standardized tests are implemented and are monitored.
- Moreover, plan and execute teacher training and development workshops on standardized tests. It also ensures that professional support for teachers and learners that are experiencing challenges in their learning and academic performances are in place as well as on standardized tests. It should also address areas of needs to ensure that South African learners are competitive to those of the world; in terms of Mathematics accuracy and reading proficiency.

5.4.1.9 Theme 9: Feedback on learner performance after writing the Assessment

Study findings in theme nine, feedback on learner performance after the writing of ANA showed that every stakeholder has a responsibility for the learners' education. The Department has to make sure that all required resources (physical or human) are provided to ensure that teaching process is taking place in schools. Teachers are supposed to teach and give feedback on learner performance to learners and parents. Learners' are supposed to learn and take full responsibility for their learning. Parents have their responsibility as well, to ensure that, they take care of their children by ensuring that shelter, clothing, nutritional, financial aspect is provided and moreover, love, psychological and emotional support is given to learners on daily basis and mainly that children attend school every day, home-works, school projects are done completed and submitted on due dates so-that teachers pay attention on teaching process in the class while managing assessment without hassles. According to Maphalala and Mncube (2017: 1) ANA meant to provide important feedback to all stakeholders. From its inception, ANA has been annually written as from 2012 the

assessment was inclusive of learners in the following grades: 1-6 and 9. ANA targets Literacy and Numeracy as they are deemed and found to be key foundational skills for successful learning in school and beyond.

Study findings on theme nine indicate department should give feedback to: schools, parents and learners. It is crucial that feedback to learners is given on one to one basis so-that they can understand the importance of education and assessment, this may encourage them to be responsible for their learning. It's important to make learners understand that they are responsible for their learning for instance, teachers must ensure that learners concentrate and focus during teaching and learning, they must be attentive so-that they can identify areas which are complicated for them. This will help them to perform better during assessment and attain good marks which parents would be proud of. Good results and performance inculcate confidence in them as human beings and realize that they can achieve whatever they want. Teachers can work hard to prepare lesson and dissect the content in the class if they as people who receive information do not pay attention it would be waste of time on teachers' part. They need to be committed, attentive and focussed in their learning and this will become easier for teachers to realize if the content is too easy or too hard for learners.

6. CHAPTER SUMMARY

Study findings indicate that teachers have benefitted from ANA to a certain extent and showed that effective communication is required since ANAs purpose's is the improvement of learners' performance and have suggested that more educational training and workshops are required in bridging gaps to understand ANA. Teachers indicated that the pressure of implementation of ANA is too much to handle therefore a model must be designed to clarify the misconceptions and gaps that exist in the standardized testing. They further alluded that if the department brings changes they must be involved at an infant stage so that they can make their contribution and implement the changes to the core. They are strongly convinced that their involvement will yield positive results because they are the implementers of the curriculum and are at a grass-root level of the system. The study also found that, the pressure of standardized testing to teachers is unbearable and it leads to streamlining the curriculum and teaching to test, they find themselves having to complete the syllabus at the short space of time and this has a negative impact on curriculum delivery. The next chapter presents summary, conclusion and recommendation for the use of Annual National Assessment.

CHAPTER 6 SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 THE INTRODUCTION

The study is aimed at evaluating the use of Standardized Assessment in rural primaries at ILembe in Gingindlovu and ILembe Circuits in Northern Kwa-Zulu Natal. The data collection was done through an in depth focus group interviews and analysed to present findings in relation to themes. What transpired in the findings is that education department has many challenges and the most crucial one is the learners' performance which then triggered the department to introduce standardized assessment to improve learner performance. The strategy is then implemented in the entire country, the main focus being English and Mathematics as these are foundational subjects. The purpose of Annual National Assessment is the identification of areas in which attention is needed to assist in the improvement for learning success levels for learners and further assist Provinces to take informed decisions about which schools require more attention to improve performance of learners on the above indicated subject amongst others. Study then focussed on the Annual National Assessment at the specified area to evaluate the use of standardized assessment. This chapter therefore provides the recommendations of areas that needs attention to ensure that, the implementation of ANA is effective, efficient and yields positive results that will have an effect on the performance of learner while improving education quality in the process.

6.2 SUMMARY, CONCLUSSION AND RECOMMENDATIONS

The following recommendations are based on aims in relation theme findings.

6.2.1 Standardized Assessment in South Africa

In transition to democracy the education system was envisaged to foster nation-building, promote democratic values, and provide a pathway out of poverty for the poor. Fundamental reforms to the administration, governance and funding of education were immediately necessary. One education system was established and considerable responsibility was filtered down to the provincial level with one vision, to educate all learners in the country. Curriculum changes brought about the change an opportunity to advance education that

would be inclusive to every child without being considerate to the learners' need and ability. The governments' spending on education of children has evolved from being unequal and on the basis of race, to targeting towards the poorest children. Irrespective of all good efforts made but still the education of the previously disadvantaged communities receive education that is not of quality as was expected. This still serves as a barrier to the alleviation of poverty for children from communities that are overwhelmed by poverty and have not increased social movement to quality life, nor reduced the inequality of the society. Standardized Assessment came as a mechanism to bridge the loophole performance of learners to meet the universal level and standard of quality education offered to all children, irrespective of colour, race, gender, neither social nor economic background. The purpose of ANA is improvement of learner performance mainly in English the First Additional Language and Mathematics and be competitive to learners of the world, moreover to improve the standard of education in the country by improving performance of learners.

6.2.1.1 Theme 1: The benefits of implementing ANA as a strategy for the improvement of quality education

Study findings reveal that although there are benefits of implementing Annual National Assessment for the improvement of quality education gaps are found in its implementation and are overshadowed by the weaknesses of its implementation. Assessment is realized as a tool for measuring the progress of every learner, it allows individual, communities and countries in tracking quality of schools and every system of education. It is noted that assessment practices and systems are systematically valid if they generate useful information that supports the continuous improvement in one or more aspects within the education system without causing unnecessary consequences such as narrowing of the curriculum and the excessive emphasis on test preparation, curriculum streamlining rather on teaching and learning by allowing learners to comprehend the expected content and teachers being given sufficient time to disseminate the content. The conclusion is that teachers do benefit from the implementation of ANA a lot, yet indicates the gaps that need to be filled, to perfect the implementation. Teachers appreciate standardized assessment as a very good one as they have acquired various skills on the format of test writing and it has empowered them with various ways of formulating assessment questions. They confirm that the types of questions used in ANA creates interest in learners and them as teachers have never thought of them and now they use them on occasional classroom assessment, they further emphasis that ANA has

captured learners' attention as they now each learners has his/her own question paper to focus on and not having to copy questions on the chalkboard.

They strongly believe that these questions will develop learners' ability (cognitively and mentally) and understanding of the content better than before as they stimulate learners' thinking. The researcher recommends that the department should proceed with the usage of ANA and focus on the positive contribution it has made, for instance, the provision of each learner with his/her question paper, must also see to it that provision of schools with required resources to facilitate teaching process is given priority, ensuring the availability of electricity, photo-copier machine, stationery and examination sessions are properly organized and properly managed. The study therefore recommends that the department should continue implementing annual national assessment but should provide the required resources; like question papers and ensure assessment are carried in an environment that creates an assessment vibe and formalities.

6.2.1.2 Theme 2: The teachers' experiences in administration of ANA activities

The findings of the study on teachers' experiences in administration of annual assessment revealed that, through best-performing schools, teachers are encouraged to improve learning processes in class. Teachers end up not focussing on teaching and learning but now pay more attention on assessment activities to ensure that learners perform well on ANA. This has negative impact on coverage of curriculum in educational interaction. Study findings indicated that there is an additional work and ANA puts pressure on them and it makes hard to handle their normal teaching process. Departments' Ten Points Roadmap came into existence, acknowledged and blessed by the Minister of education in preparation for 2009 elections is an important starting point, and emphasizes quality teaching and learning monitored through constant testing of learners at the following grades: 3, 6 and 9. The government has since identified 12 delivery improvement outcomes. In the DBE, Action Plan 2014 Towards Schooling 2025, which is the, Education Department's vehicle to deliver an improved basic quality education, ANA then prioritized as the tool for monitoring success in achieving identifiable and measurable educational goals of quality education. This is a good aspiration but the reality is different.

Annual National Assessment has an important value for the systemic evaluation purposes, its main dimensional tools focus on outcomes alone, that is standardized testing, league tables or ranking, are increasingly been used as policy instruments often with negative consequences? The state should guard against the potential misuse of such instruments, for example, the Programme for International Student Assessment (PISA) and the Trend in International Mathematics and Science Study (TIMSS) in the administration and planning of education systems. They should also avoid using the pilot study on the Assessment of Higher Education Learning Outcomes (AHELO) in the construction of potentially misleading comparisons between national higher education systems. South Africa is no exception as it seeks to use ANA for tracking some of the challenges it faces. However, low marks achievement norms currently in place can negatively affect the economic status of a country as the quality of educational results is often compromised leading to increases in the pool of unemployed individuals, and lower employment rates. Regardless of all the challenges it is recommended the continuation of ANA will bear good results and there is a possibility to attain quality education in South Africa and learners will benefit, it doesn't matter how long it takes as long as the department is making sure that teachers are being development on regular basis and continuously to understand the pros and cons of assessment, better outcomes will be realized. Secondly, the department must develop teachers' administrative skills to ensure that teachers are able to do their work with ease, their skills must be developed to handle their administrative skills and minimise paper work and focus more on teaching and learning. This will be achieved mainly by improving teacher-learner ration in public schools.

6.2.1.3 Theme 3: The accountability of Annual National Assessment results

The study showed that all stakeholders in education are accountable for learner performance. The following stakeholders are expected to be responsible and accountable for learner performance and the provision of education in South Africa to improve the quality of education received by South African learners. Accountability is perhaps the most significant 'by-product' of standardized testing identified in the Irish literature. The limited depository of Irish research in this area would suggest that 'accountability' acts as a catalyst in promoting anti-educational practices, such as 'teaching to test' and other results-enhancing exercises, explored more comprehensively later. Every stakeholder is accountable for the learners' performance and the provision of education to every learner at a school going age. The

following stakeholders must play an active role in education of learners; the department of education, teachers, learners and parents.

When America was bridging a gap in her education system in improving learner performance she came up with the “No Child Left Behind” (NCLB). The proponents of No Child Left Behind (NCLB), this principle encourages accountability in schools, decreasing the achievement gap, parents are offered various educational choices to educate children, data is available to support these claims, for South Africa to deal with her short-comings on performance of learners then introduced Annual National Assessment as a diagnosis to her performance problem in trying to improve the quality of education and learner performance.

Department of education takes accountability by ensuring that it provides human and physical resources: that is qualified teachers, administrators and all required human resources that provides support in education; physical resources that is school infrastructure which meets learners’ needs, learning and teaching support material. Learners have the responsibility to take their learning seriously; parents are given feedback in report cards that are not inclusive to the report cards received by learners on quarterly basis. One wonders if learners ‘parent understand what these result means. Parents are responsible by making sure that children are brought up in an environment that is conducive to mould, shape them and be responsible citizens, should ensure that shelter, food and clothing is provided for their children and are disciplined in an acceptable manner that will ensure that they behave well in public and at home, teach them respect and moral values that will enable them to display a good character either publicly or privately and instil confidence in them as human beings. Moreover, should ensure that children’s financial, socially, psychologically are given priority to ensure that even if parents are not there but children will behave well and well-mannered to fit in a society. They should also ensure that a good relationship with schools is established to assist learners in every way possible so-that children’s academic well-being is given the required support, attention and ensure that children do well at school. This will ensure that learners are accountable and focus on their learning by being present at school every day, do homework, classwork and fully participate in class and learning activities and by doing so there is likelihood that their performance will improve.

It also transpired in the findings of theme three, that every stakeholder must play an active role and take full responsibility by providing the required support and resources that will

enable learners to focus on work at hand, that is to learn; that would be the department of education, parents, teachers and learners themselves. This will definitely contribute positively to the education of the South African child and performance will definitely improve. The recommendation is that every stakeholder; department must provide necessary and required resources (human and physical), parents ensure that they take care of their children and ensure that attend school every day, home-works are done and submitted on time, teachers are at schools on time and teach, learners learn and focus on their school work and take full responsibility for their learning. The meaning is simple here every stakeholder must fully participate in the learning of South African child and ensure that at the end of the day, they are all skilled with relevant and scarce skills which will enable them to participate in economy of the country.

6.2.1.4 Theme 4: Language Use in Annual National Assessment Activities

Study findings indicate that language use in ANA is difficult for learners to understand, therefore this impacted on their performance. The sampled schools that participated in the project are found on the part of the country that is predominantly not developed. The native language of the area is IsiZulu but the medium of instruction is English in all the schools including the previously disadvantaged ones. This is evident as the Department of Basic Education's CAPS document.

Teachers indicated that they use vernacular language in their teaching because learners do not understand English; therefore they use it in trying to assist by clarifying English and Mathematics concepts for learners' benefit. Other teachers felt and encouraged their colleagues that, they must teach in English and define concepts for learners and in the process learners will comprehend the content of both subjects because using a vernacular does not help learners because instead it robs them an opportunity to explore concepts of both subjects. The question that arise "examine how students interrelate parts of the text and do not require justifications that support the interpretations", obviously, the point is the "quickest way of finding answers instead of reflective interpretation" In numeracy, the notion is almost the same. An analysis of used standardized mathematics assessment revealed that only 3 per cent of the questions required "high order conceptual knowledge and understanding" and only 5 per cent the tested learners" high level thinking skills for instance analysis, problem solving and reasoning.

What transpires in this theme is that teachers use language switching which does not help learners to understand English. Their excuse is that they switch English and isiZulu so that learners will understand the content that is being taught. It is therefore recommended that teachers are encouraged to use the medium of instructions and design activities that encourage learners' expression in English even if they make mistakes or errors must be corrected immediately as teaching and learning process continues.

The research question being addressed in theme four is teachers' concerns about the ability of ANA to measure the performance of learners? Regarding language used in standardized assessment, teachers and departmental heads acknowledge language level used in tests are not easy; learners are unfamiliar with, since First Additional Language in the respective Grades learners are experiencing difficulties. Teachers' worrying factors are about the assessment instruction that they are discouraged to read for learners in Grade six, which makes it difficult for learners to understand questions and in turn affect their performance due to language and reading ability. Study findings reveal that ANAs are difficult than the ordinary assessments written internally. The participants indicated that the rationale for lower results in ANA is the length, difficult, instructions are not clear, and include a lot of high order questions. It is recommended that teachers should use ANA exemplars provided by the department not to drill students but teach learners and develop their understand and familiarise themselves with the style and continuously use them on their regular assessment activities and this enable learners to use their creativity in understanding the context of assessment and develop learners' understanding of the content that is being disseminated by the teacher during teaching and learning session.

6.2.1.5 Theme 5: Instructional leadership by teachers in the classroom

Study findings showed that, teachers have a core responsibility of teaching interaction on the given subjects. Teachers are regarded as classroom managers; manage curriculum and related matters in their respective classrooms and subjects respectively. Their main responsibility is to teach and dissect the content and give clear direction for learners to learn and at the same time allow learners to explore and actively participate in their learning, moreover explains the difficult concept for learner's comprehension while guiding the lesson, give direction during teaching and learning. They further give learners an opportunity to find information by themselves and try to make sense of it. Moreover, provides an opportunity to ask questions

where there is a misunderstanding and clarify difficulties encounter by learners during the lesson interaction.

The findings also highlighted that the construction of knowledge should incorporate questions that are diversified with different “intelligences” to improve learning levels or standards in learners’ achievement, while improving learner results and educational standards of the country. Learners who experience language problems should be given opportunities to express themselves in creative writing, listening to educational programs that improve their pronunciations and listening skills while those with strong numerical and artistic ability should be given a platform that enables to manipulate objects and mental calculation or activities to further develop calculations skills. This way the low achievement goal will be minimized and South Africa being rated amongst lowest when it comes to academic achievement in the world ratings would be history.

From the study findings it also emanated that for the best use of assessment for learning processes, identified the lack of teachers’ capacity and on-going support for teachers in effective use of assessment to inform teaching interaction. Critical challenge has been noted: to support and develop teachers’ understanding of these assessment and schools in improving the use of assessment results to improve learning processes in class. It is also noted that districts have a strategic mandate in supporting schooling system by developing a culture of learning and teaching, but are unable due to lack of capacity and personnel at district level

Findings is that instructional leadership by teachers is very important as they interact with learners; dissect and clarify the content to be clear and precise so-that when learners are assessed they are able to respond with understanding and if they get it right that means teaching and learning objectives have been achieved. It’s important noting that teachers are at the grass-root level of education fraternity. There is much to be done on this aspect in terms of teacher training and in delivering the content in the classroom. It is recommended that teachers must be lifelong learners and never stop learning, they need to familiarise themselves with new development and continuously study to empower themselves with new knowledge to keep abreast with new development in the area of specialisation, acquiring new qualifications is not a bad idea but will empower them. Teachers’ must also network and establish their own platforms where they can share ideas and experiences, ways and means of how to solve problems they experience in the respective subjects. Teachers must

continuously train to improve and master their managerial, administrative and teaching skills and be in an exceptional position to handle any challenge that might emanate in their classroom.

6.2.1.6 Theme 6: The Instructional Leadership by Departmental Heads

The study found that Departmental Heads (HODs) are regarded as the curriculum managers at school and they play a key role in curriculum management as their responsibilities and duties. For the HODs' to be efficient and effective in their management must have an understanding of above mentioned responsibilities irrespective of the managed teams (big or small) are but they are expected to support and guide teachers, parents and learners in making sure that teaching processes take in favourable environment. It is also important to note that Departmental Heads also need training and support themselves to be in a position to guide and support teachers in their respective departments. Study also highlighted that the worrisome factors in have been the observed irrespective of larger investments pumped into education compared to neighbouring countries, increased inputs do not seem to match the observed learning outcomes. Regional and international benchmarking studies continue to indicate low level and quality learning outcomes schools and it's contrary to the investment provided. The ANAs were planned as one measure that could potentially increase awareness about the challenges of teaching and of learners' struggle. The claim was that such a testing intervention would provide relevant information to teachers for use in developing appropriate interventions for improving teaching and learning.

The findings of the study suggest that irrespective of the workload they have in their respective department they still manage and ensure that teaching and learning is given priority while attending to other problems their teachers experience in their respective departments. The core responsibility is to ensure that teaching and learning takes place, irrespective of the circumstances and the situations they find themselves in; where they are given teachers to teach subjects they are not trained to teach, the shortage of teachers in the phase, shortage of resources, they must give support to teachers to be able to teach and ensure that required resources for teaching to take place are provided.

It is recommended that the Departmental heads are also given support and intensive training to be good managers that give support, improve communication, management, administrative skills and develop teachers in classroom management, teaching methods, content dissemination and administrative skills are to be developed to ensure smooth running of the phase or their departments at school. Qualified and under qualified teachers in their respective subjects are given support where required. The emphasis in this regard is on workshops, in-service training and professional developments that will empower them to be good managers.

6.2.1.7 Theme 7: Annual National Assessment intervention strategies

The findings showed that annual national strategy is of great importance to improve the learners' performance in the foundational subjects (First additional language, English and Mathematics) for South African learners to be on par with learners of the world and meet the world standard of education as well as the improvement of quality education. Teachers should understand their part and responsibility in teaching learners. The way they teach, disseminate information or the content to learners is very crucial. Teachers must organize interesting and challenging activities that are relevant to subjects and keep the highest levels for learners' academic success in class. The effective teachers with expectations for learners and organize activities and goals relevant for learner with intention of helping and achieve best results. The Departmental Heads indicated that teachers must give feedback that is constructive regardless of learners' ability and level of performance; remedial lessons must be part of teachers' lesson plans. Learners should be motivated and indication that they are capable of achieving best performance standards by exposing them in challenging activities and concepts. Their aspect in this regard, is how teachers deliver the lesson, identifying the topic and thoroughly read it and then deliver it to learners having looked at all dimensions which will help learners comprehend the content.

It is therefore recommended that effective communication between the stakeholders is of great essence. The department of education must communicate with social partners (the unions) teachers, parents and academics who will assist with the relevant content and expertise that will formulate the content which will empower learners and make them competent and be at the same par with children of the world, this will definitely improve learner performance and empower them with relevant skills which will enable them to be

active, responsible citizens and contribute to the economy of the country. Teachers must be involved in policy making and changes that take place in education, for the improvement of quality education in the country. Teachers are at the grass-root level. They play an active role in curriculum delivery as they interact with learners and simplify the content for learner's understanding. In-service training should be given priority as it empowers teachers professionally and academically. Teacher sharing-session creates a platform for sharing ideas and experiences, assist them to be better teachers. The involvement of teachers in policy making and discussions helps them understand and own all changes taking place in education fraternity. Parents are encouraged in playing their role as well as assist their children with home-works and activities done at school and also ensure that children have time reserved to do their school work at home and in studying, this will keep them up to date with their school and also understand their school work better if they realize that their parents are also interested in what they do at school.

6.2.1.8 Theme 8: The model to implement in order for Annual National Assessment efficiency

The study revealed that Annual National Assessment is the most important strategy in assisting and in the improvement of learner performance and system of education in the country and serves as bench mark to determine the level of education system in line with the standard of the African countries and world and the world at large. Two main arguments that transpired against the use of standardized assessment tests is the guarantee that students reach basic level of academic competencies. Therefore, there is a belief that these tests are unnecessary. The second one and more familiar, standardized testing are an efficient bench mark of basic skills, the cost of implementation is too much and it's not worth the price. Standardized tests are regarded as unnecessary by some scholars because what they show is already known. It is further indicated that nothing much is learnt from the standardized test but this is contrary to what teachers believe in. Teachers indicated that, they have learnt a lot with respect to format of assessment, formation of questions on the assessment papers which has empowered them as they use different method of setting question papers and include question that will address different abilities which triggers interest in learners. Moreover indicated that, type of questions used in these assessments encourage them to use different cognitive level of questions which plays an important role in learner intellectual development.

One strategy that might assist the department of education is by involving teachers in designing, managing and analysing of test results; teachers have shown more commitment in teaching, testing process and most likely to implement test results to improve their teaching and students' outcomes. For the promotion of desired responses on teachers' part, it is important to understand and support the assessment objectives and goals. The establishment of clear objective, goals, standards and communicating to teachers mitigates strategic behaviour such as "teaching to test" or "streamlining of curriculum" as teachers would clearly understand what they should be targeting and aiming in regards to students' achievements.

The findings in this theme, there should be a model designed to assist teachers understand what they are supposed to do and how in conducting assessments to improve teaching and learning. Their view is that, when Education Department implements changes in education policies teachers should be involved because they are the ones at grass-root level, they deliver the curriculum in the classroom; they understand learners far better than policy makers. It is recommended that teachers and every stakeholder's involvement from the scratch will assist the DBE to share its goals and make stakeholders understand what is expected and what the outcomes would be because they would be involved from the beginning. This is not about doing what they want as teachers but it is about doing justice to the system and the learners, because they have experience and expertise of how to transmit knowledge to learners in the classroom, and they are at the grassroots level, they play an active role in curriculum delivery. If this is not done the same thing will happen as it did with Outcomes Based Education (OBE), National Curriculum Statement (NCS). They believe that it will continue to use South African learners as guinea pigs and will always perform at the bottom of the scale be it in SADEC or internationally in education matters.

5.4.8.3 Theme 9 : Feedback on learner performance after the writing of Annual National Assessment

The findings revealed that feedback must be given to learners after writing ANA and the public often seems interested in the test results, it may be partly because of the cultural penchant for attaching numbers to things. Any aspect of learning (or life) that appears in numerical form seems reassuring scientific; if the numbers are getting larger over time, we must be making progress and it's not always the case. Concepts such as intrinsic motivation

and intellectual exploring are difficult for some minds, to grasp whereas tests scores, like sales figures or votes, can be calculated, tracked and used to define success or failure. Broadly speaking, it is easier to measure efficiency than effectiveness, easier to rate how well we're doing something than to ask whether what we are doing makes sense. Not everyone realizes that the process of coming to understand ideas in the classroom is not always linear or quantifiable – or, in fact, that 'measurable outcomes may be the least significant results.

The research findings are that, education department and teachers provide parents with feedback about learners performance on ANA in mathematics and literacy separately on the assessment conducted. Teachers indicated the pressure of work on them, the compelling factor to streamline the curriculum, and teaching to test to suit the assessment, this reporting back to the stakeholders gives pressure to them as they conduct ANAs separately and further to conduct assessment which is conducted on term basis; marking tests, classwork, class activities and examinations especially in rural areas where there are large classes. Teachers suggest that only one assessment for learners should be carried out to avoid unnecessary additional work-load of having two report cards instead of one. It is therefore recommended to incorporate annual assessment test on ordinary learner assessment on term basis. The assessment tool is used as benchmark of education standard in line with the world standard is highly appreciated by teachers. This will save time and still achieve the purpose intended, determining and measure if the system works or not and to ensure that South African learners are competitive to those of the world.

6.3 THE STUDY LIMITATIONS

Study achieved its aim and identified objectives, but several limitations have been identified with regard to the instrument used, sampling of research participants and administration of research instrument and the broader scope of study in reference to field work. The study project adopted qualitative method research design. The method sampling used in the study is purposive sampling. The sample size was not big enough; it consisted of ten Grade six First Additional Language teachers, ten Grade six Mathematics teachers and ten Departmental Heads for the respective phase. Study findings cannot be generalised and inclusive of the entire population. Time constraint was the huge factor for the researcher couldn't secure a sizeable population for sampling. Nonetheless the researcher gathered enough data through

the reasonable number of participants using structured interviews from teachers and the Departmental Heads that participated in the research project.

6.4 FUTURE RESEARCH OPPORTUNITIES

The aspects that follow indicate and reflect the areas for future studies that can be carried out to positively contribute in knowledge.

The thirty sampled teachers from primary schools in the study are not sufficient. A research with a huge and broader sample and scope could be of greater ideal so that the conclusion drawn could be generalised locally and universally with greater significance, conviction and contribute in the broader knowledge. The results of the study still verify the outcomes reported in a number of other studies, although also based on small samples, regarding the usage on standardized assessment for teaching and learning in South African schools. Significantly, the outcomes of the study have significance to the on-going debate about improving teaching, learning and strategies of the First Additional Language and Mathematics in South African schools.

- (a) A study not only at the District of ILembe but to other districts is of necessity so as to find out which districts need support and assistance in terms of learner performance. It is important to note that studying the standardized usage of Annual National Assessments in teaching, learning methodologies or strategies at schools in the Province of Kwa-Zulu Natal and in South Africa as a whole.
- (b) More study topics that may be the center of focus, in order to further research studies may include:
 - i) The influence of strategies and analysis of content knowledge in learner success in English and Mathematics Senior Phase.
 - ii) Determining the methodologies to use on ANA results to improve teaching and learning strategies and more focused on the performance of learners.
 - iii) First Additional Language and Mathematics but also include other subjects like Life skills, Social Sciences and Natural Science.

- iv) Parental involvement on use of standardized assessment for the improvement of quality teaching and learning in Intermediate Phase at Primary Schools.

The study further draws attention to the need for a thorough revisit of policies and practices highlighted on the usage of standardized tests and curriculum management, as well as the specific elucidations regarding formative and summative assessment of First Additional Language and Mathematics and how this influence on the school functioning and the classroom practices for teachers as well as on learner performance.

6.5 CHAPTER SUMMARY

Chapter six conclude, summarise and recommends study outcomes and draws attention on aspects that can be considered for future endeavours on the use of standardised testing in teaching, learning, methodologies or strategies at ILembe District in the Province of KwaZulu-Natal or elsewhere in the world for that matter. Opportunities for future studies are mapped out and highlighted should they be carried out it is believed that there will be improvement in the performance of learners and possibly the quality of education will be achieved.

REFERENCES

- Amrein A. L and Berliner D. C (2002) High Stakes Testing: Uncertainty and Student Learning, Education Policy Analysis Archives. Vol 10-18
- Anderson, R. (2007) Being a Mathematics Learner: Four faces of identity. The Mathematics Teacher, (17):7-14.
- Asp, H. L (2000) Standardized Testing and its Victims. Education Week. USA
- Au W. (2007) High-Stake Testing and Curricular Control: A qualitative metasynthesis. Educational Researcher, 36 (5) 258-267.
- Bahora, M., Sterk, G.E. & Elifson, K.W. (2009). Understanding recreational ecstasy use in in the United State: A qualitative enquiry. The International Journal on Drug Policy, 20(1):62-69.
- Bansilal, S. (2017) The difficulty level of a national assessment Grade 9 mathematics: The case of five schools. *SA-eDuc Journal*, 7(1).
- Bardach P and Lesser W (1996) An examination of the relationship between the frequency of standardised testing and academic achievement. Unpublished doctoral thesis, Department of educational methodology, policy, and leadership: University of Oregon.
- Berlin, D. C and Biddle, B. J (1995) The Manufactured Crisis: Myths, Fraud and the Attack on America's Public Schools, Reading MA: Addison-Wesley.
- Boland, J (2004) Supporting Schools on Assessment: Course Handbook NUI Galway: Galway
- Boland, J (2008) Curriculum and Assessment: Course Handbook NUI Galway: Galway
- Burstein J.M (1986) Mathematics Teachers' position and practices in Assessment. British Journal of Mathematics Education 25(4), 198-289.

Cohen, L and Manion, L. (1994) Research Methods in Education. (4th Ed) London: Routledge.

Cohen, L., Manion, L. and Morris, K. (2010). Research methods in education (6th ed). London: Routledge.

Creswell, J.W. (2003). Research design: Qualitative, Quantitative, and Mixed Methods Approaches. (2nd Ed) Thousand Oaks: Sage.

Creswell. J. W. (2005) Educational research: Planning, conducting and evaluation of quantitative and qualitative research. Merrill: Prentice Hall.

Creswell, J.W. (2007). Research design, qualitative, quantitative and mixed approaches. London: SAGE.

Creswell, J.W. and Clark, V.L. (2011). Designing and conducting mixed method research (2nd Ed). Los Angeles: SAGE.

Department of Basic Education (2010) Annual National Assessment: Guidelines to the Administration of Annual National Assessments. Government Printing Works: Pretoria: DBE

Department of Basic Education (2011) National Curriculum Statement: National Protocol for Assessment Grade R-12. Government Printing Works: Pretoria: DBE

Department of Basic Education (2010) Action Plan to 2014: Towards the realisation of schooling in 2025. Pretoria: DBE

Department of Basic Education (2011) Report on the Annual National Assessment of 2011. Pretoria: DBE

Department of Basic Education (2012) Report on the Annual National Assessment of 2012. Pretoria: DBE

Department of Basic Education Annual National Assessment: 2013 Diagnostic Report and 2014 Framework for Improvement: Pretoria DBE

Department of Basic Education Annual National Assessment: 2014 Framework Report for Improvement: Pretoria DBE

De Vos A.S; Strydom, H.; Fouche', C.B and Delport, C.S.L (2011) Research at Grass Roots: For the Social Sciences and Human Service Professions. Van Schaik Publishers: Pretoria

De Vos A.S; Strydom, H.; Fouche', C.B and Delport, C.S.L (2013) Research at Grass Roots: For the Social Sciences and Human Service Professions. Van Schaik Publishers: Pretoria

Denvir, B. S and Brown, T (1996a) Examination policies to strengthen education in African Countries: International Journal of Education Development.

Dlamini, N.P (2018) The Perspective of Stakeholders about the Impact of Incorporating, Chess into the Curriculum Practice in King Cetshwayo District Primary Schools. The Doctoral Thesis at the University of Zululand.

Dodge, T. (2007) Impact of Standardized Testing Emphasis on Teaching and Learning in Kindergarten Through 12th Grade in United States Schools: East Tennessee Principals' Perspectives. Unpublished Thesis: East Tennessee University. USA

Du Plessis, L (2013). Introduction to Curriculum and Assessment Policy Statement (CAPS): Pretoria. University of South Africa.

Educational Research Centre (2006) Drumcondra English Test, Level 111 Form A. Dublin: Educational Research Centre (ERC, St Patrick's College. Dublin

Educational Research Centre (2007) Drumcondra Primary Reading-Revised Test; Level 3-6 : Administration and Technical Manual Form A. Dublin: Educational Research Centre (ERC, St Patrick's College. Dublin

Elmore, R. F and Rothman, R (Eds) (1999) Testing, teaching and learning: A guide for states and school districts. A report by the National Research Council's Committee on Title 1 Testing and Assessment. Washington DC: National Academy Press.

Ettinger, W. L (2016) The Journal of Education: Standardized tests in Schools Vol. 96, No. 23 (2409) (DECEMBER 21, 1922), pp. 632-633.

Eurydice Network (2009) National Testing of Pupils in Europe: Objectives, Organisation and Use of Results, <http://eaca.ec.europa.eu/eurydice/document/thematic-report/109EN.pdf>, accessed 12 July 2011.

Frempong, G; Reddy, V and Mackay, K (2013) Policy brief; Improving Teaching and Learning through South African Annual National Assessment: Challenges, possibilities and solutions: Human Sciences Research Council.

Gall, J., Gall, D. & Borg, W.T. (2003). Educational Research. (7th ed). White Plains, NY: Pearson Education.

Gandeebo, C. B. (2007). Instructional leadership practice in the context of managerialism: The case of the four primary schools in Gauteng Province, Wits University. RSA

Gardner, D (2003) The influence of competency in teaching and learning: Theory into practice. Santa Monica. Rand Corporation.

Gay, L., Mills G. E and Airasian, B (2009) Action Research: A Guide for the Teacher Researcher (2nd ed.). Merrill/Prentice-Hall: Upper saddle River, NJ.

Gerring, J. (2004). What is a case study and what is good for? The American Political Science Review, 98:2.

Gibson J and Brown, O (2009) From perception to practice: The Impact of teachers' scoring experience on performance-based instruction and classroom assessment. Educational Assessment 7(4): 138-210

Gordon, S.P & Reese, M (1997) “High-Stakes Testing: Worth the price? Journal of School Leadership. Vol. 7, p. 345-368.

Greaney, T. and Kellaghan, V. (2008a). Using assessment to improve quality of education. Paris: International Institute for Educational Planning.

Greaney, V. and Kellaghan, T. (2008b). Assessing National Achievement Levels in Education. The World Bank. Washington, D.C.

Government (2009) Green Paper: National Strategic Plan on Education. Government Printing Press. Pretoria.

Hamilton, L, and Stecher, B (2002) “Improving Test-Based Accountability”, in Hamilton, L., Stecher and Klein, S (eds) Making Sense of Test-Based Accountability in Education, RAND Publishing, Santa Monica, California.

Haykin, M (2009) Is support for standards and testing fading? Reality Check. Issue no: 3 N.Y Public Agenda.

Hirsh, E.D. (2006). The knowledge deficit: Closing the shocking education gap for American children. New York: Houghton Mifflin.

Human Science Research Council (2013) Policy Brief @ www.hsrc.co.za

Kanjee, A. (2009) Enhancing Teacher Assessment Practices in South African Schools: Evaluation of the Assessment Resources Banks. Education as Change, 13 (1). 67 - 83

Kanjee, A. and Moloi, Q. (2014). South African teachers’ use of national assessment data. South African Journal of Childhood Education, 4(2): 90-113.

Kanjee, A. and Sayed, Y. (2013). Assessment policy in post-apartheid South Africa: Challenges for improving education quality and learning. Assessment in Education: Principles, Policy & Practice, 20(4):442-469.

Kellaghan T. and Greaney, V (2001) Using the results of a national assessment of Educational achievement: Volume 5. Washington, DC: World Bank Publications.

Kellaghan, T., Greaney, V and Murray, S. (2006). Using Results of National Assessment of Educational Achievement: Volume 4. Washington, DC: World Bank Publications.

Kellaghan, T., Greaney, V and Murray, S. (2009). Using the Results of a National Assessment of Educational Achievement: Volume 5. Washington, DC: World Bank Publications.

Khumalo, N. D. F (2018) The Impact of Standardized Testing: Case Study at King Cetshwayo: Doctor of Education Dissertation. University of Zululand. South Africa

King K. and Zucker, S (2006) Curriculum Narrowing. Pearson Education.
www.pearsononassessment.com/NR/rdonlyres/D3362EDE-7F34-447E-ADE4-D4CB2518CB2/0/CurriculumNarrowing.pdf, accessed 18 August 2011.

Kohn, A (2000) Case Study Against Standardized Testing: Raising the Scores, Ruining the School. Portsmouth: Hermann.

Kumar, R (2014) Research Methodology: A step by step guide for beginners (4th Edition) SAGE Publication: London

Leedy, P.D, and Ormrod, J.E. (2010). Practical Research. Planning and Design. (9th ed.) Pearson. Cape Town.

Linn, R.L (2000) Assessment and Accountability: Educational Researcher, 29 (2), 4-14

Linn, R.L. (2001). The design and evaluation of educational assessment and accountability systems. Los Angeles: Centre for the Study of Evaluation, National Centre for Research on Evaluation, Standards, and Student Testing (CRESST)

LoBiondo, W. and Haber, B. (1998) Effective Tutoring on Assessment: Assembling the pieces. Available: [https://www.mheonline/assets/sra_download/Early reading tutor, More Inf/Tutoring White Paper FNL.pdf](https://www.mheonline/assets/sra_download/Early_reading_tutor_More_Inf/Tutoring_White_Paper_FNL.pdf).

Macfarlane (2013) Mail & Guardian Newspaper: Johannesburg South Africa.

Mac Ruairc, G (2009) Dip, Dip Sky Blue, Who's it? NOT YOU: Children's Experiences of Standardized Testing: A socio-cultural analysis, *Irish Educational Studies*, 28(1) pp.47-66

Madaus, G. F (1988) The Influence of Testing on the Curriculum, In Tanner L.N (Ed). *Critical Issues in Curriculum: Eighty-seventh Yearbook of the National Society for the study of Education*. University of Chicago, pp. 83-121

Maphalala, M.C and Dhlamini, J.J (2017) Standardized Testing: A Case Study of Annual National Assessment in South African Primary Schools. Volume 15 no 4 p. 1-13

Maphalala, M.C and Mncube D.W (2017) Standardised Testing in South Africa: The annual national assessment under the microscope. Volume 15 p. 1-10

McMillan, J.H. (2007). *Classroom Assessment: principles and practice for effective Standards-based instruction* (4th ed). Boston: Allyn and Bacon.

McMillan, J.H and Schumacher, S. (2010) *Research in Education: Evidence Based Inquiry*: Pearson. Cape Town.

Mertens, D.M. (2005) *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. (2nd Ed) Thousand Oaks: Sage.

Merchant, J. P (2004) *ELT Project Success and the Management of Innovation*. Unpublished Manuscript: USA

Morris, A. (2011). *Students standardised testing: Current Practices in OECD Countries and a Literature Review*”, OECD Education Working Papers, No. 65, OECD Publishing: <http://dx.doi.org/10.1787/5kg3rp9qbnr6-en> Organisation for Economic Co-operation and

Development 11-Oct-2011.

Munoz, R (2014) High Stakes Testing Pros and Cons: Unpublished article.

Namara, M. M (2010) Exploring the Impact of Standardized Assessment in Primary School Classroom: Thesis submitted to the National University of Ireland. Galway

National Council for Curriculum and Assessment (2005) Supporting Assessment in Schools: Standardized Testing in Compulsory Schooling. Dublin: NCCA.

Ngidi, D.P (1998) Towards a Model, for determinants of occupational stress among teachers' in Kwa-Zulu Natal. Doctoral Thesis: Department of Psychology. University of Zululand. South Africa.

Nichols, S. L., Glass G. V and Berliner D.C (2006) High-Stakes Testing and Student Achievement: Does Accountability Pressure Increases Student Learning? Education Policy Analysis, vol 14-1

Nichols, S. L (2007) "High-Stakes Testing: Does it Increases Achievement? Journal of Applied School Psychology, Vol. 23-2, p. 47-64

Okeke, C and Van Wyk, M (2015) Educational Research: An African approach. Oxford University Press: Southern Africa.

OECD Programme for International Student Assessment (2008) PISA Learning for Tomorrow's World. Organisation for Economic Co-operation and Development.

OECD Organisation for Economic Co-operation and Development (2008) Review of National Policies for Education: South Africa. Accessed 12 September 2012, <http://www.education.gov.za/LinkClick.aspx?fileticket=sKsxhYorWOK%3D&>.

Pausigene, P and Graven, M (2013) Using Bernstein to analyse primary maths teachers' position and identities in the context of national standardized assessment. The case of the ANAs. Journal of Education, 58, 1-22

Policy Hand-Book for Educators (1996) Department of Basic Education. RSA. Pretoria.

Polit N.P and Hungler A (1999) A Collaborative Knowledge Building Strategy to Improve Educational Policy and Practice: Work in progress in the Ministry of Education's Best Evidence Synthesis Programme. Paper presented for the Symposium at the New Zealand Association for Research in Education National Conference - Turning the Kaleidoscope.

Popham, W.J. (2009). Assessment literacy for teachers: Faddish or fundamental? Theory into Practice, 48(1):4-11.

Popham, W. J (2011). Assessment literacy overlooked and teacher's confession. The Teacher, 46(4):265-273.

Popham, W.J. and Ryan, J.M. (2012). Determining a high-stakes test's instructional Sensitivity: Paper presented at the Annual Meeting of the National Council on Measurement in Education, Vancouver, Canada, 12 to 16 April.

Popham W.J (2001) Testing! Testing! What every parent should know about school tests. Boston: Allyn & Bacon.

Regen, E., Martin, G., Glasby, J., Hewitt, G., Nancarrow, S. & Parker, H. (2007). Challenges, benefits and weaknesses of intermediate care in the community. Health social care community, 16(6):629-637.

Rule, P. & John, V. (2011). Your guide to case study research. Pretoria: Van Schaik Publishers.

Santrock, J.W (2001) Child Development. London: McGraw-Hill.

Shermis M.D and Di Vester (2011) Classroom Assessment in Action. Rowman & Littlefield Publishers, New York

Shepherd, D. (2010). Signalling performance: An analysis of continuous assessment and matriculation examination marks in South African schools. Stellenbosch Economic Working Papers No. 28/10.

Shepard L.A (1989) Why We Need Better Assessment Educational Leadership, 46 (7) 4-9.

Silverman, D (2008) Doing Qualitative Research (2nd Ed): Practical Handbook. Sage Publication: London.

South African Democratic Teachers Union (2011) A SADTU's perspective on Annual National Assessment (ANA) : Undated Draft.

State of the Nation Address (2010) Delivered by the President of the Republic of South Africa. Pretoria: SONA

Taylor, S; Muller, P and Vinjevoid, B.S (2003) Teaching to the Test: A Controversial Issue in Quantitative Measurement. Systemics, Cybernetics and Informatics, Volume 10 No 5.

Taylor, S van der Berg and Mabongoane, J.M (2013) The CIERA School Change Framework: An evidence-based approach to professional development and school reading improvement. Reading Research Quarterly, 40(1): 40–69.

Taylor, S van der Berg and Burger, R (2012) Low quality Education as poverty Trap in South Africa. University of Stellenbosch, Cape Town

Terre, N. L; Alton-Lee, A, Andrews, H. A (2014) Integrating assessment with learning: What will it take to make it work? In C Dwyer (Ed). The future of assessment: Shaping teaching and learning (pp.53-82). New York: Lawrence Erlbaum Associates.

Terre, M. T and Tuckman, G (2012) Historical Social Science: Methodologies, Methods and Meanings (Eds.) Thousand Oaks. Sage.

The Progress in International Reading Literacy Study (2006) The Study conducted Foundations Level, on Literacy education in South Africa. PIRLS.

Torch, T (2006) Margins for Error: The Education Testing Industry in the No Child Left Behind's Era. Education Sector Reports, www.educationsector.org/publications/margins-error-testing-industry-no-child-left-behind-era, accessed 12 July 2011.

Trends in International Mathematics and Science Studies (2011) The understanding of Literacy and Mathematics Teaching. Data from primary schools in South Africa. TIMSS

Turney, P. (2010). Diocesan Literacy and Numeracy Strategy: Catholic Education Policy.

United State of America, Department of Education (2002) No Child Left Behind (NCLB) Act. Washington, D.C: US Department of Education.

Van der Berg, S. and Shepherd D. (2010) Signalling Performance: An analysis of continuous assessment and matriculation examination marks in South African Schools. Stellenbosch Economic Working Papers No 28/10

Wall, D and Alderson, J. C (1993) Examining Washback: The Sri Lankan Impact Study. Language Testing 10 (1), 41-69

Wall, D (2000) The Impact of High-Stake Examination on Classroom Teaching: A Case Study Using Insights from Testing and Innovation Theory: Thesis, Department of Linguistic and Modern English Language. Lancaster University

Wang, L.; Brown, L. and Beckett, G.H (2006) Controversies of Standardized Assessment in School Accountability Reform: A Critical Synthesis of Multidisciplinary Research Evidence. University of Cincinnati: Routledge Taylor & Francis Group.

Wang, L. G; Beckett and Brown, L (2016) Controversies of Standardized Assessment in School Accountability Reform; A Critical Synthesis of Multidisciplinary Research Evidence. Applied Measurement in Education: Volume 1. No: 4. 305-210.

Wardrop, J (1976) Standardized Testing in the School: Use and Roles. Belmont, CA: Brookes-Cole.

Westcott, S. P (1971) Strategies for research writing: An introduction to research. Boston. Allyn & Bacon.

White R. (1986) Curriculum Planning and Program Development: Annual Review of Applied Mathematics, 10, 167-320

White, R. (1993) Innovation in Curriculum Planning and Program Development: Annual Review of Applied Linguistics, 13, 244-259.

William, D. (2000) Educational Article: Standardized Testing and Accountability: University College. London

Wood, C. (1999). A time to teach a time to learn: Changing the pace of school. Greenfield, MA: Northeast Foundation for Children.

THE APPENDICES

APPENDIX A

THE ETHICAL CLEARANCE CERTIFICATE



ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PSD 2018/283
Project Title	EVALUATING THE USE OF STANDARDIZED TESTS IN SOUTH AFRICA: A CASE STUDY ON ANNUAL NATIONAL ASSESSMENT AT FLEMING DISTRICT
Principal Researcher/ Investigator	SF MADONDO (19918088)
Supervisor and Co-supervisor	Prof MC Maphahla
Department	Curriculum and Instructional Studies
Faculty	Education
Type of Risk	Low Risk -- Data collection from people
Nature of Project	☐ Honours/4 th Year ☐ Master's ☐ Doctoral ☒ Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

Special conditions:

- (1) This certificate is valid for 1 year from the date of issue.
- (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-11 April 2020]
- (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
- (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Gideon De Wet

Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
12 April 2019

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-030

15 APR 2019

RESEARCH & INNOVATION OFFICE

APPENDIX B

REQUEST FOR THE PERMISSION TO CONDUCT

RESEARCH IN SCHOOLS

P. O. Box 23998
Kwa-Dlangezwa
3886
2 May 2019

The District Director
Education Department
P/ Bag X 1625
KWA-DUKUZA
3800

Dear Sir/Madam

APPLICATION FOR PERMISSION TO CONDUCT STUDY

As a Doctoral student, at the University of Zululand, being supervised by Prof M.C Maphalala. The study is titled: **EVALUATING THE USE OF STANDARDIZED TESTS IN SOUTH AFRICA: CASE STUDY ON ANNUAL NATIONAL ASSESSMENT AT ILEMBE.**

I therefore apply for the permission to conduct a study at schools in your district. The participants in the study are teachers at Intermediate Phase and their respective Departmental Heads with an intention of addressing the following objectives:

- Do teachers regard ANA as an effective measure of learner achievement of quality education by education system?
- What are experiences of teachers in administering Annual National Assessment (ANA)?
- What is the contribution of ANA on teaching and learning interaction in class?
- Who should be held accountable for the learners' scores in the Annual National Assessments?

Find attached copies of the project interview questions for educators in Grade 3 and 6 and Departmental Heads in the stated phases.

Thanking you in advance

Yours Faithfully

MADONDO SIPHO ERIC SIHLE

.....

(Signature)

APPENDIX C

THE PERMISSION TO CONDUCT RESEARCH IN KZN INSTITUTIONS (Dept of Education)



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:24/8/1730

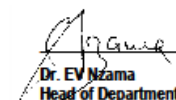
Mr SES Madondo
PO Box 23998
KwaDlangezwa
3886

Dear Mr Madondo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EVALUATING THE USE OF STANDARDIZED TESTS IN SOUTH AFRICA: A CASE STUDY ON ANNUAL NATIONAL ASSESSMENT AT ILEMBE DISTRICT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 18 February 2019 to 20 July 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.


Dr. EV Nzama
Head of Department: Education
Date: 21 February 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za
Facebook: KZNDOE...Twitter: @DOE_KZN...Instagram: kzn_education...Youtube:kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX D

LETTER TO HEADMASTERS OF SCHOOLS

P.O. Box 23998
Kwa-Dlangezwa
3886
2 May 2019

The Headmaster

.....
.....
.....

Dear Sir/Madam

APPLICATION FOR PERMISSION TO CONDUCT A STUDY

As a student, at the Zululand University, being supervised by Prof M.C Maphalala. I hereby apply for the permission to conduct a study titled: **EVALUATING THE USE OF STANDARDIZED TESTS IN SOUTH AFRICA: CASE STUDY ON ANNUAL NATIONAL ASSESSMENT AT ILEMBE DISTRICT.**

I kindly apply for permission to carry out a research project at your school. This project involves teachers at the Intermediate Phase educators and their respective Departmental Heads with an intention of addressing the following objectives:

- Do teachers regard ANA as an effective measure of learner achievement and education quality by South African education system?
- What are teachers' experiences in administration of Annual National Assessment (ANA)?
- What is the contribution of ANA on teaching and learning interaction in the class?
- Who should be held accountable for the learners' scores in the Annual National Assessments?

The copies of the interview questions are attached for educators in Grade six and Departmental Heads in the stated phases.

Thanking you in advance

Yours Faithfully

MADONDO
SIPHO ERIC SIHLE

.....

(Signature)

APPENDIX E

**THE INFORMED CONSENT DECLARATION
LETTER (PARTICIPANTS-TEACHERS)**

P.O Box 23998
Kwa-Dlangezwa
3886
01 July 2019

THE CONCERN FORM FOR TEACHERS

Research Participant

I hereby confirm that I freely participate in the study entitled: **Evaluating the use of Standardized Tests in South Africa: Case study on Annual National Assessment at ILembe District**. The researcher has fully provided me with all the required information and I will not be exposed to any harm either physically or psychological.

The study intends to address the objectives that follow:

- Do teachers regard ANA as an effective measure of learner achievement education quality by the South African education system?
- What are teachers' experiences in the administration of Annual National Assessment (ANA)?
- What is the positive contribution of ANA on teaching and learning in the class?
- Who should be held accountable for the learners' scores in the Annual National Assessments?

I will maintain my rights should I wish to withdraw anytime I am entitled to. All the information provided is solely for the purpose of the study only and nothing else. Questions are attached on this document.

Researcher: Madondo S.E.S

.....
(Signature)

APPENDIX F

INFORMED CONSENT DECLARATION LETTER PARTICIPANTS, DEPARTMENTAL HEADs)

P.O Box 23998
Kwa-Dlangezwa
3886
01 July 2019

INFORMED CONSENT FORM DEPARTMENTAL HEADs

Research Participant

I hereby confirm that I freely participate in the study entitled: **Evaluating the use of Standardized Tests in South Africa: Case study on Annual National Assessment at ILembe District**. The researcher has fully provided me with all the required information and I will not be exposed to any harm either physically or psychological.

The study intends to address the objectives that follow:

- Do teachers regard ANA as an effective measure of learner achievement and quality education quality in South Africa?
- What are teachers' experiences in administration of Annual National Assessment (ANA)?
- What is the positive contribution of ANA during the interaction in the class?
- Who should be held accountable for the learners' scores in the Annual National Assessments?

I will maintain my rights should I wish to withdraw anytime I am entitled to. All the information provided is solely for the purpose of the study only and nothing else. Questions are attached on this document.

Researcher: Madondo S.E.S

.....
(Signature)

APPENDIX G

SAMPLE FOR THE SCHEDULE OF INTERVIEW

(TEACHERS)

FOCUS GROUP INTERVIEW’S SCHEDULE: TEACHERS

The aim of this interaction is to get your views with regard to the **usage of standardized tests in South Africa: case study on annual national assessment at ILembe district** in Province of KwaZulu-Natal. The information provided will not be disclosed.

QUESTIONS FOR THE INTERVIEW

1. Do teachers regard ANA as an effective measure of learner achievement and quality education provided by South African education system?

.....
.....
.....

2. What are teachers’ experiences in administration of Annual Assessment (ANA)?

.....
.....
.....

3. What model can be used to compliment annual assessment in teaching and learning?

.....
.....
.....

4. Who should be held accountable for the learners’ scores in the Annual National Assessments?

.....
.....
.....
.....

5. Indicate how ANA has improved teaching and learning strategies in the classroom?

.....
.....
.....

6. Have you observed any improvement in your teaching and learning of English or Mathematics since ANA was introduced? If so, to what extent?

.....
.....
.....

7. In your opinion, how does ANA influences learners' learning? (Time they take, learners experience with test, attitudes, etc.).

.....
.....
.....

8. Does in anyway ANA affects teacher's content delivery during teaching and learning of English or Mathematics in the class?

.....
.....
.....

9. Are there any benefits of ANA testing in teaching and learning interaction from your point of view?

.....
.....
.....

10. In your opinion, do you think the ANA tests what it is supposed to be testing in English or Mathematics in Grade in the respective grade?

.....
.....
.....

11. What is your take on ANA in the teaching and learning of English or Mathematics?

.....
.....

12. In your point of view, are there any constraints for the effective use of ANA to improve teaching and learning English or Mathematics?

.....
.....

13. Were there any hindrances that affected your preparations your learners for the ANA in English or mathematics? Explain

.....
.....

14. Do you get assistance or support in your teaching and learning if any in your preparations for ANA? Explain

.....
.....

15. Do you think the schools should lessen time spent on preparation for ANA tests? Why or why not?

.....
.....
.....

APPENDIX H

SAMPLE FOR THE SCHEDULE OF INTERVIEWS (DEPARTMENTAL HEADS)

SCHEDULE INTERVIEWS FOR FOCUS GROUP: DEPARTMENTAL HEADs

The aim of this interaction is to get your views with regard to the **usage of standardized tests in South Africa: case study on annual national assessment at ILembe district** in Province of KwaZulu-Natal. The information provided will not be disclosed.

QUESTIONS FOR THE INTERVIEW

1. Do HOD regard ANA as an effective measure of learner achievement and education quality by South African education system?
.....
.....
2. What are your experiences as an HOD in administration of Annual Assessment (ANA)?
.....
.....
.....
3. What model can be used to compliment annual assessment in teaching and learning?
.....
.....
.....
4. Who should be held accountable for the learners' scores in the Annual National Assessments?
.....
.....
5. Have you observed any improvement teaching during interaction with learners in your class and your management in the department?
.....
.....
.....
.....

6. In your opinion is there any improvement in and learning and teaching of English or Mathematics after introduction of Standardized Assessment? If so, to what extent?

.....

.....

.....

7. In your point of view how has assessment impacted on learners learning and management? (Time spent on answering tests, learners experience with test, behaviour, etc.).

.....

.....

.....

8. In your own view, how does ANA affects teacher's content dissemination of English or Mathematics in the class?

.....

.....

.....

9. Are there any benefits of ANA testing in teaching and learning from your point of view?

.....

.....

.....

10. In your understanding, do you think ANA tests what it is supposed to be testing in English or Mathematics in the respective Grade?

.....

.....

.....

11. In your understanding of ANA, does it have any contribution in teaching and learning of English or Mathematics?

.....
.....
.....

12. Are there any constraints the usage of ANA to improve teaching and learning English or Mathematics?

.....
.....
.....

13. Have you found sufficient time in preparation your learners for the ANA writing in English or Mathematics? Elaborate

.....
.....
.....

14. Do you get assistance or support in your teaching and learning if any, in preparation for ANA writing? Give details

.....
.....
.....

15. In your point of view, do you think the schools should spend less the time on preparations for ANA tests? Why or why not?

.....
.....