

**ATTAINING A SYSTEM OF QUALITY TEACHING AND LEARNING
THROUGH EFFECTIVE TEACHER EVALUATION IN SELECTED
SCHOOLS IN THE LIMPOPO PROVINCE**

by

LINNETH NTOMBHANA NZIYANE

submitted in part fulfilment of the requirements for the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF.R.J. BOTHA

JUNE 2009

(i)

Student number: **729-290-2**

DECLARATION

I declare that **ATTAINING A SYSTEM OF QUALITY AND LEARNING THROUGH EFFECTIVE TEACHER EVALUATION IN SELECTED SCHOOLS IN THE LIMPOPO PROVINCE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE
(Miss L.N. Nziyane)

DATE

(ii)

DEDICATION

This work is dedicated to my deceased father Mthakathi Enos Nziyane and mother Winase Enny Nziyane and my children Rirhandzu Faith, Vunene Nicole and Praise Mthombeni.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to the following people for their assistance and guidance that contributed to the successful completion of this study.

- Professor R.J. Botha my supervisor for being a kind guide and for constantly reminding me that I was behind schedule. Thank you professor, for having been patient with me.
- Mrs. Carol Jansen who spent hours editing my work.
- I would like to give special thanks to Pastor W.F. Loots; and my family, the Shekinah Christian Fellowship; for their moral support and holy prayers for my safety and success.
- Mr Anthony Isabirye for his willingness and assistance with this study and Edwin Isabirye and Gift Nziyane for typing my work neatly.
- I would also like to thank my sisters and brothers: Grace, Sinah, Gift, Lydia, Ducks, Shadrack, Tsakane and Joseph.
- My headmaster, Mr. A. N. Mathumba and my friends and colleagues who expressed an interest in my academic development;
- Above all, I give thanks to OUR ALMIGHTY GOD who gave me the strength and made it possible for me to complete this study.

ABSTRACT

This research investigated the role of teacher evaluation in enhancing quality teaching and learning and the extent to which teacher evaluation in Bushbuckridge schools enhances the quality of teaching and learning. It also set out to investigate how the teachers (CS1, HODs, deputy principals and principals) perceived the evaluation system to which they were subjected.

The researcher used a qualitative research approach and data was collected by means of semi-structured interviews from a convenient, comprehensive and purposive sample. The sample consisted of twenty-six teachers from three schools in the Dwarssloop Circuit. These schools were chosen purposely on the grounds that all the teachers in these schools had been evaluated successfully. In addition, these schools were within easy reach of the researcher and she also knew most of the respondents.

All the interviews were audio-taped and transcribed verbatim. Data analysis was carried out simultaneously with the data collection process. Each interview was transcribed and labelled as soon as it was finished. The researcher used a process called coding during data analysis. By means of this process, data was compiled, labelled, separated and organised into categories and sub-categories. Subsequently, these categories formed the basis upon which the findings were made.

Among several other findings, it emerged that teacher evaluation enables the educator to create a climate that supports quality teaching and learning, leads to better lesson preparation and presentation in addition to enabling better learner assessment. Respondents also held the view that evaluation encourages teachers' professional development. Despite these findings, the respondents indicated that in their specific cases, evaluation did not lead to the desired results due to a number of

reasons that included incompetent evaluators and an inflexible and unfair evaluation system. Based on the aforementioned findings, a number of recommendations were made.

ACRONYMS

DoE	Department of Education
ELRC	Education Labour Relations Council
IQMS	Integrated Quality Management System
HOD	Head of Department
NCS	National Curriculum Statement
NQF	National Quality Forum
OBE	Outcomes-based education
SAQA	South African Qualifications Authority
SMT	School management team

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	1-4
1.3 FORMULATION OF THE RESEARCH PROBLEM	4
1.3.1 Awareness of the problem	4 -5
1.3.2 Examination of the problem	5-6
1.3.3 Statement of the problem	6-7
1.4 AIMS OF THE STUDY	7
1.5 RESEARCH DESIGN	7
1.5.1 Research methods	7-8
1.5.2 Sampling methods	8
1.5.3 Sampling study	8-9
1.5.4 Sources of information	9
1.5.3.1 Primary sources	9
1.5.3.2 Secondary sources	10
1.6 DEFINITION OF CONCEPTS	10
1.6.1 Quality teaching and quality learning	10-11
1.6.2 Teacher evaluation	11
1.7 CHAPTER DIVISION	11-12
1.8 CONCLUSION	12
CHAPTER TWO:	
EFFECTIVE TEACHER EVALUATION IN ENSURING QUALITY TEACHING AND LEARNING: A LITERATURE PERSPECTIVE	13

2.1	INTRODUCTION	13
2.2	THE CONCEPTS OF “QUALITY TEACHING” AND “QUALITY LEARNING”	13
2.2.1	Introduction	13-14
2.2.2	Quality teaching	14-19
2.2.3	Quality learning	19-21
2.2.4	Summary	21
2.3	THE ISSUE OF TEACHER EVALUATION	21
2.3.1	Introduction	21
2.3.2	Purpose of teacher evaluation	22-24
2.3.3	Methods of teacher evaluation	24
2.3.3.1	Formative evaluation	25
2.3.3.2	Diagnostic evaluation	26
2.3.3.3	Summative evaluation	27
2.3.3.4	Content-based evaluation	27-28
2.3.3.5	Outcomes-based evaluation	29-30
2.3.4	Principles of teacher evaluation	30
2.3.4.1	Validity	31
2.3.4.2	Reliability	31
2.3.4.3	Fairness	31
2.3.4.4	Flexibility	32
2.3.5	Summary	32
2.4	ENHANCING QUALITY TEACHING AND LEARNING THROUGH EFFECTIVE TEACHER EVALUATION	32
2.4.1	Introduction	32
2.4.2	The ability to create a positive learning environment	33
2.4.3	Demonstration of knowledge of curriculum and learning programmes	34-35
2.4.4	Lesson planning, preparation and presentation	35
2.4.5	Using learner assessment\ achievement to promote teaching and learning	36-37

2.4.6	Evidence of teachers' professional development and participation in professional bodies	37-38
2.4.7	Summary	38-39
2.5	CONCLUSION	39
CHAPTER THREE		
RESEARCH DESIGN AND METHODOLOGY		40
3.1	INTRODUCTION	40
3.2	RESEARCH APPROACH	40
3.2.1	Research paradigms	40-41
	(a) Literature study	41-42
	(b) Qualitative approach	42-43
3.2.2	Exploratory research	43
3.2.3	Analytical research	43-44
3.3	DATA COLLECTION	44
3.3.1	Semi-structured interview	44-49
3.4	SAMPLING	49
3.4.1	The context of the research	49
3.4.2	Sampling methods	50-51
3.5	DATA ANALYSIS	51
3.6	ETHICAL CONSIDERATIONS	51
3.6.1	Permission to conduct this research.	52
3.6.2	Introduction	52
3.6.3	Participants' consent	52

3.6.4	Statement of confidentiality	52
3.7	VALIDITY AND REALIABILITY OF THE RESEARCH	53-54
3.7.1	Internal validity	54-57
3.7.2	External validity	57-59
3.7.3	Reliability of the research	59-60
(a)	The context, the researcher’s position and the relationship with the selected participants.	60
(b)	Provision of a clear and logical “audit” trail.	60
3.8	CONCLUSION	60-61
 CHAPTER 4		
	DISCUSSION OF RESEARCH FINDINGS	62
4.1	INTRODUCTION	62
4.2	DATA ANALYSIS PROCESS	62
4.2.1	Data analysis during data collection	62-64
4.2.2	Data analysis through memo writing	64-66
4.3	INTERPRETATION OF THE RESEARCH FINDINGS	66
4.3.1	Introduction.	66
4.3.2	Educators’ views of the concepts of ‘teaching’ and ‘learning.’	67
4.3.2.1	Introduction	67-68
4.3.2.2	Teaching and learning as transfer of information or knowledge.	68-69
4.3.2.3	Teaching and learning as empowerment process	69-70
4.3.2.4	Dialogic teaching as a strategy to achieve quality teaching and learning	70-71
4.3.2.5	Conclusion	71
4.3.3	Educators’ views whether teacher evaluation enhance quality	

teaching and quality learning	71
4.3.3.1 Introduction	71-74
4.3.3.2 Teacher evaluation enables the educator to create a climate that supports effective teaching and learning.	74-75
4.3.3.3 Teacher evaluation leads to improved teaching in terms of lesson preparation and presentation)	75
4.3.3.4 Teacher evaluation leads to improved learner assessment.	76
4.3.3.5 Teacher evaluation enables teachers' professional development	76-77
4.3.3.6 Teacher evaluation enables teachers to demonstrate adequate knowledge of the curriculum and to use that knowledge for quality teaching learning	77-78
4.3.3.7 Teacher evaluation equips teachers with human relations skills needed for quality teaching and learning	78
4.3.3.8 Teacher evaluation enables effective and efficient administration of resources and records	78-79
4.3.3.8 Conclusion	79
4.3.4 Educators' views with regard to the principles of the teacher evaluation process	79
4.3.4.1 Introduction	79-80
4.3.4.2 The evaluation system did not promote quality teaching and learning because of incompetent evaluators	81
4.3.4.3 The evaluation system was unfair and so could not promote quality teaching and learning	81-82
4.3.4.4 The evaluation system could not yield the intended results due to its inflexibility	82
4.3.4.5 Conclusion	82
4.4 SUMMARY	83

CHAPTER 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS TO THE STUDY	84
5.1 INTRODUCTION	84-86
5.2 FINDINGS OF THE STUDY	86-87
5.2.1 Findings pertaining to the teachers' interpretation of the concepts "teaching" and "learning"	87-89
5.2.2 Findings pertaining to teachers' opinions with regard to whether Teacher evaluation enhanced quality teaching and quality learning	88
5.2.3 Findings pertaining to teachers' opinions about the evaluation system to which they were subjected	89-90
5.2.4 Concluding paragraph	90
5.3 CONCLUSIONS REGARDING THIS STUDY	90
5.3.1 Conclusions pertaining to teachers' interpretation of the concepts "teaching" and "learning."	90-91
5.3.2 Conclusions pertaining to teachers' opinions with regard to whether teachers' evaluation enhanced quality teaching and quality learning	91-92
5.3.3 Conclusions pertaining to teachers' opinions about the evaluation system to which they were subjected	92
5.3.4 Conclusion	93
5.4 RECOMMENDATIONS TO THE STUDY	93

5.4.1	Recommendations pertaining to teachers' opinions about the evaluation system to which they were subjected	93-95
5.4.2	Recommendations pertaining to other issues of enhancing quality teaching in learning through evaluation.	95
5.4.2.1	Resource and record administration	95
5.4.2.2	Offering of fully- fledged courses	96
5.4.2.3	Encouragement of active participation of school management.	96
5.4.2.4	Final concluding paragraph	96-97
5.5	CONCLUSION	97-98
5.6	Abbreviated summary	99
5.7	Key terms	99

BIBLIOGRAPHY		100-104
---------------------	--	---------

APPENDICES

Appendix A: Permission to conduct research	105
Appendix B: Letter to the respondents	106
Appendix C: letter to the Department of Education	107
Appendix D: Open ended questions	108-111

TABLES AND FIGURES

TABLE 2.1 Comparison between content-based and outcomes-based evaluation	30
TABLE 4.1 Example of codes used to code data pages and participants	63
TABLE 4.2 Some examples of provisional categories from the interview with ED1	64
TABLE 4.3 Categories, sub-categories and outcome statements	

pertaining to teachers' interpretation of the concepts
'learning' and 'teaching.'

67

TABLE 4.4 Categories, sub-categories and outcome statements
pertaining to teachers' opinions regarding whether
teacher evaluation results in quality teaching and
learning.

72-75

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

In order to attain quality teaching and learning in schools, it is important that a system is put in place to ensure that teachers, learners, school management and other stakeholders are guided towards the desired quality in terms of teaching and learning. What this implies is that if quality teaching and learning are to be achieved, a process to ensure the basic functionality of a school is put in place. In order to ensure that a school functions as required, a number of areas that are critical to its basic functionality have to be properly organised. Such areas can include *inter alia*, school leadership and management, governing relationships, teaching and learning, curriculum provision, resources, learner achievement and school safety. It is indeed based on the above premise that the policy of whole school evaluation advocates a system through which school management should reflect on the major areas to ensure quality teaching and learning.

It is beyond the scope of this dissertation to examine the entire policy of whole school evaluation (Department of Education (DoE), 2001:18). Therefore, the focus will be on teacher evaluation as one of the aspects of whole school evaluation. In this research, the relationship between teacher evaluation and the attainment of quality teaching and learning as perceived by teachers (CS1, HODs, deputy principals and principals) in the Bushbuckridge region of Limpopo province will be investigated. Reference will constantly be made to the integrated quality management system (IQMS) as teacher evaluation is an integral part of the IQMS.

1.2 BACKGROUND TO THE STUDY

Steyn (1994:11) notes that teacher evaluation is an administrative task through which teacher effectiveness is judged. However, the task is not only designed to judge teacher effectiveness but also to improve the professional status of the educator. In line with Steyn (1994), Bush & West-Burnham (1994:159), it is

important to note that the evaluation task is part of the management process. The two authors indicate further that it is also a continuous process that is embedded in the structure and culture of an organisation.

According to Duminy, Dreyer, Peters, Steyn and Vos (1992:3), management can evaluate whether the teachers' work is successful or not. It is a process by means of which evaluators are able to establish whether the objectives and the aims of the teaching have been fulfilled. What this implies is that for quality teaching and learning to take place in a school, management should evaluate teachers' performance continuously. Such an evaluation will guide the educator in turn, enabling him/her to deliver quality teaching and learning in order to attain better results.

Sohnge (2002:261) observes that prior to 1994, South Africa had 19 different education departments; each with its own teacher evaluation approach. In the majority of cases, a panel of school inspectors carried out the evaluation although these inspectors may not have been specialists in the fields they evaluated. Apart from the above, the evaluation systems were designed to exercise control over the teachers as opposed to enhancing quality teaching and learning. In addition to the above pitfalls, the DoE (1991:6) notes that the previous teacher evaluation systems were also characterised by the following weaknesses:

- Both the evaluators and the evaluated (teachers) were ignorant of the nature and objectives of the evaluation systems.
- The systems lacked objectivity regarding teacher evaluation.
- The evaluators were ignorant of educational matters.
- The systems never evaluated the teacher holistically as certain qualities were emphasised to the detriment of others.
- The evaluators lacked honesty, integrity and responsibility.
- In many cases, evaluators exhibited negative attitudes towards the teachers; lacked patience, sympathy and willingness to help and guide the teachers.

- In certain instances, evaluators were prejudiced against the teachers and made hasty decisions, which did not favour either quality teaching or teachers' professional development.

In spite of the above pitfalls, many school managers, deputy principals and heads of departments seem to be employing the old system of teacher evaluation in Bushbuckridge. However, in order to counteract the weaknesses as explored above, the national policy of the integrated quality management system (IQMS) (which includes teacher evaluation), advocates a holistic system of evaluation through which quality teaching and learning can be achieved (DoE, 1991: 6).

According to the Department of Education (2001:9-10), the new system of teacher evaluation should enable the evaluator to evaluate and report on the effectiveness of the teachers with regard to:

- Planning and schemes of work programmes.
- Expectations of learners.
- Subject / learning area or programme knowledge.
- Teaching strategies.
- Use of resources; including books, equipment, accommodation and time.
- Control and management of learners.
- Arrangements regarding learners of different abilities.
- Methods used to assess learners' progress and levels of achievement.
- Use of homework.
- Methods used to gauge the success of their lessons and what they do as a result of their findings.

It is argued in this study that if the above areas are evaluated using the proper evaluation instruments, the results will act as a guideline, directing teachers as they strive towards quality teaching and learning. Furthermore, teachers' weaknesses will be highlighted and addressed. This will not only lead to their effectiveness, but also their professional development. Duminy *et al.* (1992:4) observe that if effectiveness and professional development have to be achieved

through teacher evaluation, the evaluation process should involve everyone in the school. In this regard, the educator and the evaluator (headmaster, deputy headmaster or departmental head) need to be conversant with the objectives and the evaluation system.

It is against this observation that Dogget (1994:2) points out that a teacher evaluation process that involves all stakeholders is bound to be honestly and objectively conducted. As result of this both the educator and the evaluator appreciate any teachers' successes or failures highlighted during the process. An evaluator who appreciates an educator's weaknesses is also in a position to encourage, motivate and guide such an educator towards improving his /her work as a teacher.

It is the researcher's view that proper teacher evaluation can bring about positive results for the learners. Thus, a teacher who is evaluated and guided towards quality performance is in turn able to produce high and quality pass rates among his/her learners. This is probably because they are not conversant with the new evaluation system. Unfortunately, schools within Bushbuckridge still adhere to the old system of teacher evaluation. This is something that is bound to impact negatively on the learners' performance and the quality of teaching and learning. This is explained further in the ensuing section.

1.3 FORMULATION OF THE RESEARCH PROBLEM

1.3.1 Awareness of the problem

The problem was drawn to the attention of the researcher because of the poor matriculation results in the Bushbuckridge region in the Limpopo province. For example, in the 2008 matric examination results, the Bushbuckridge region recorded the following pass rates per circuit: Dwarsloop 20.8%, Thulamahashe 42.0% and Mkhuhlu 42.7%. Apart from this, the researcher has been a classroom teacher for the last ten years; during which time she has been subjected to evaluation by school management. As a teacher who is well versed with the national policy of whole school evaluation, the researcher notes some

discrepancy between the dictates of the National Policy of Teacher Evaluation and what the evaluators really do on ground (DoE, 2001: 9-10). Educators for example, are supposed to evaluate themselves as the first step in the process; however in many instances, they do not. It is indeed her conviction that effective teacher evaluation leads to better quality teaching and learning. However, if the evaluation has to be effective, teachers must be aware of its objectives and must participate in the whole exercise.

The problem regarding the implementation of the IQMS is explored in the next section.

1.3.2 Examination of the problem

It is evident from what has been discussed, that the teacher evaluation system used in the Bushbuckridge schools is still lacking in terms of enhancing quality teaching and learning. This has no doubt affected learners' performance as indicated by the poor matric results over the years. What this implies is that the present teacher evaluation system does not guide teachers in terms of enabling them to attain quality teaching and learning. This is contrary to Dreckmeyer's (1993:625) observation that a teacher evaluation system need not only be a continuous process, but should also be able to contribute to the enhancement of the quality of work of learners and teachers.

According to the DoE, (2001: 18), enhancement of teachers' and learners' quality of work will only be possible if the evaluation system:

- Guides teachers to prepare well-structured schemes of work and plans. Such plans have to indicate clearly how the teachers intend to teach the knowledge and skills required by learners.
- Leads the teachers towards the use of a good range of teaching strategies; such strategies have to be chosen according to the content to be covered during the learning event.

- Enables the educator to organise and manage the learners effectively. The educator should be able to create a good learning environment based on mutual trust between him/her and the learners.
- Makes it possible for the educator to adopt appropriate assessment methods of the learners' work. In this regard, the evaluation system should motivate teachers to mark learners' work regularly, monitor their progress carefully, keep detailed records and use such records for planning. They should also be motivated to use homework and visit places of interest that would enrich the curriculum.

Though the above-mentioned aspects have been clearly laid down in the National education policy (DoE, 2001:18), the researcher notes that little has been done to effect teacher evaluation along the line as spelt out in the a foregoing paragraph. It is no wonder therefore, that the current teacher evaluation system has yielded little in terms of quality teaching and learning.

It is against the above background that a statement of the problem will be formulated in the next section.

1.3. 3 Statement of the problem

From the contents of the a foregoing sections indications are that although the national education policy in South Africa advocates a teacher evaluation system intended to bring about quality teaching and learning, teacher evaluators still use the old systems of evaluation. School principals, deputy principals, heads of department in conjunction with circuit managers still employ archaic systems that were designed to either victimize teachers or find fault with their work. This has inevitably had a ripple effect on the learners, causing yearly poor matric results.

The main research question for this study is therefore:

To what extent does the teacher evaluation system in Bushbuckridge schools enhance the quality of teaching and learning in schools?

This problem will be investigated through a qualitative research approach.

Apart from the above-mentioned problem, the following will constitute the sub-problems of this study:

- What teacher evaluation system is in use in schools in this area?
- What constitutes quality teaching and learning in schools?
- What role does teacher evaluation play in enhancing quality teaching and learning?
- How do teachers perceive the current evaluation systems?

In the following section, the aims of this study will be discussed.

1.4 AIMS OF THE STUDY

From the literature referred to in the previous section, it can be seen that teacher evaluation can be used as a tool to improve teaching and learning that can result in the improved performance of learners. Based on these observations, the aims of this research are to:

- Assess the evaluation system that is in use in the schools in the Bushbuckridge area.
- Ascertain what constitutes quality teaching and learning in schools.
- Determine the role of teacher evaluation in enhancing quality teaching and learning.
- Determine how teachers perceive the current evaluation system with regard to quality learning and learning.

1.5 RESEARCH DESIGN

1.5.1 Research methods

Schulze (2002:14) observes that a research problem indicates how data will be gathered. Data may be gathered by means of either a qualitative or a quantitative method. According to Mauer (1996:11), however, the methods used in a research

project may range from being strictly qualitative to being entirely quantitative. However, it is not possible to classify any single approach as strictly empirical or theoretical. What this means is that methods used to investigate any problem are often a combination of both qualitative and quantitative methods. Suggot, in Teifel (1995:9), indicates that whatever the method chosen, the most important thing regarding any academic piece of work is that it should always be scientifically valid and potentially useful.

In this study, the researcher will adopt a qualitative research approach and the researcher will collect data through literature exploration and semi-structured interviews. In the literature review aspects of teacher evaluation, techniques and procedures amongst several other aspects will be discussed fully. This will enable the researcher to explore the different views regarding teacher evaluation propounded by different authorities.

Questions for the semi-structured interviews will be designed to determine the nature and quality of the system of teacher evaluation in Bushbuckridge and its impact on learning and teaching as perceived by the respondents.

1.5.2 Sampling methods

Sampling is the procedure by means of which a given number of subjects from a population are selected to represent that population. Ideally, the researcher should study all the members of a population. However, due to time and money constraints, this ideal is not always possible. Therefore, because the population to be studied is very large, the researcher will only select a sample from it. By studying a sample, time and money will be saved and yet valid results will be provided as long as the sample is selected correctly (Selltiz, Wrightsman & Cook; 1996:517-540).

1.5.3 Sampling study

In this study, the researcher used a convenient, comprehensive and purposive sampling strategy in the quest to secure the relevant data to answer the research question. Thus, the researcher focussed on all 26 teachers (CS1, heads of departments (HODs), deputy principals and principals) from three schools in the

Dwarsloop Circuit. For the sake of convenience, the schools were named A, B, and C, nine teachers were chosen from school A, they included two HODs, one deputy principal and the principal. The rest of the teachers were CS1 educators. School B provided eight teachers. They consisted of the principal, the deputy principal and six CS1 educators. School C provided nine teachers. They were four HODs, the deputy principal and four CS1 educators.

The schools were chosen purposively on the grounds that all teachers in these schools had been evaluated successfully. The schools were also in easy reach of the researcher and she also knew most of the respondents. Merriam (1998:61) refers to this form of sampling as purposive sampling, which, as Maykut and Morehouse (1994:45) and Leedy and Ormrod (2001:219) indicate, involves choosing respondents for a particular purpose. It entails sampling by means of which the researcher (purposely) selects the people most suitable to provide the data needed to answer the research question.

1.5.4 Sources of information

A number of sources may be accessed to collect data for research purposes. In this particular study, the researcher will access both primary and secondary sources as explained below.

1.5.4.1 Primary sources

Bell (1993:68) defines a primary source as a document that came into existence in the period under research. Schumacher and Macmillan (1993:447) add that primary sources are documents or testimonies of eyewitness accounts to an event. It is important to note that primary sources provide firsthand information.

It is therefore the researcher's intention to interact with primary sources in the form of policy documents, circular letters from the DoE and any other relevant sources to collect information regarding teacher evaluation.

1.5.4.2 Secondary sources

Unlike primary sources, secondary sources provide second-hand data. According to Bell (1993:68), secondary sources consist of interpretations of events of the period under research based on primary sources. In line with Bell (1993), Schumacher and Macmillan (1993:447) point out that secondary sources are documents based on individuals' evidence. Importantly, such individuals need not have witnessed or participated in the event.

The implication of the above is that secondary sources consist of information and data that have already been collected and processed by other researchers or writers and are available in the form of government publications, mass media, census and books.

The information collected from both primary and secondary sources will form the bulk of the literature review in chapter two and will also be used to construct the questionnaire.

1.6 DEFINITION OF CONCEPTS

1.6.1 Quality teaching and quality learning

The two concepts 'teaching' and 'learning' are closely related, though not synonymous. Gravett (2001:17) for instance, notes that the main purpose of teaching is to assist people to learn. However, the author notes further that current research fails to present evidence of clear-cut causal relationships between teaching and learning.

In the context of this study, however, quality teaching refers to the assistance and guidance of a learner to enable him/her to acquire the required knowledge and skills, which must in turn, be used to manage the learners' environment successfully. Quality teaching therefore means that the teacher acts as a facilitator, mediating between the learner and what he/she wants the learner to learn. Gravett (2001:17-20) observes that this entails the teacher creating a cooperative learning climate/environment. It is in such a climate that quality learning is achieved.

Quality learning is therefore contrasted with rote learning (memorisation). Importantly, it is learning that involves the active participation of a learner (Gravett, 2001:18).

During the process of learning, the learners work together to achieve shared learning goals and to complete specific tasks and assignments. According to Perkins (1991:5), quality learning is learning with understanding, as opposed to rote learning.

1.6.2 Teacher evaluation

Evaluation is the process by means of which an evaluator examines the person and what he/she (the educator) does. Based on his/her findings and or other prescribed norms, the evaluator expresses an opinion stating his/her approval or disapproval (DoE, 1991: 6). The findings also help the evaluator to identify areas, which need improvement with the regard to the manner in which the educator teaches.

1.7 CHAPTER DIVISION

An outline of chapters 2, 3, 4 and 5 is given below.

In chapter 2, the research literature on teacher evaluation with regard to quality teaching and learning will be discussed with the aim of answering the research questions.

Chapter 3 describes and deals with the research design of this empirical study. This chapter discusses the data collection methods, the instrumentation that will be used as well as the statistical analysis of the data obtained.

Chapter 4 includes the results and the interpretation of the data obtained in this empirical study. Statistical tables are presented and discussed. This is followed by an interpretation of what the findings may mean. Previous findings reported in the literature pertaining to this study are discussed firstly and then all the other discovered results or new findings if any, will be presented.

Chapter 5 presents a summary of chapters 1 to 4, the limitations of this study conclusions based on the findings and recommendations on how to solve the problems identified in this research as well as recommendations for future research.

1.8 CONCLUSION

Teacher evaluation as it is implemented in the Bushbuckridge schools has been discussed in this chapter. It was indicated in sections 1 and 2 that although the national policy of whole school evaluation dictates a paradigm shift in terms of how teacher evaluation should be effected, school management and administrators in Bushbuckridge still use the old approaches to teacher evaluation. It has been argued that when it is implemented correctly, teacher evaluation results in quality teaching, learning and consequently better results for the learners. In section 1.3 the problem related to teacher evaluation was brought to the fore and the problem statement was set out in section 1.3. The aims of the study were given in section 1.4; and the research methodology outlined in section 1.5. In section 1.6 a definition of important concepts pertaining to this study was given, and the exposition of the study was given in section 1.7.

In the next chapter, a literature review will be carried out.

CHAPTER TWO

EFFECTIVE TEACHER EVALUATION IN ENSURING QUALITY TEACHING AND LEARNING: A LITERATURE PERSPECTIVE

2.1 INTRODUCTION

In chapter one the problem statement, aims of the study, research methods and sampling of the study were discussed and conceptualised. Chapter two of this study provides a theoretical framework against which respondents' opinions regarding effective teacher evaluation in promoting meaningful teaching and learning can be investigated. Many concepts related to evaluation will be discussed, but the focus of this study is on teacher evaluation aimed at ensuring quality teaching and learning system in schools. However, before the concept of 'evaluation' is explored as a way of ensuring quality teaching and learning, a detailed examination of what constitutes quality learning and teaching is rendered. This chapter will therefore be divided into two major parts. The first part gives a detailed exploration of the concepts 'quality teaching' and 'quality learning'. The second part focusses on the concept 'evaluation' and how it can bring about quality teaching and learning.

2.2 THE CONCEPTS OF QUALITY 'TEACHING' AND QUALITY 'LEARNING'

2.2.1 Introduction

Different authors have defined the concepts 'quality learning' and 'teaching' differently. In this section, the researcher examines the different interpretations of what constitutes 'quality learning' and 'quality teaching.' In addition, a distinction is made between rote learning and meaningful learning and then equates the latter with quality learning. After that, dialogic teaching is discussed and it is argued that it could be used as a strategy to bring about quality learning. In the last part of the section, the concept of a "cooperative learning climate" is

examined and it is further argued that that such a climate is essential to ensure quality learning.

2.2.2 Quality teaching

The concept 'teaching' is a wide concept that can be defined from different perspectives. From a pedagogical point of view, for instance teaching is viewed as a process of giving information to the learner. In this regard, the learner is exposed to the subject matter and is helped to master the sophisticated knowledge. The purpose of learning in this regard is to absorb as much information as possible (Knowles, 1990). However, viewed from a behaviourist perspective, teaching can be interpreted as a process through which a learner learns certain types of behaviour demonstrated by others. The teacher's role in this case is reduced to the provision of a model to be imitated. Learning is said to take place when specific behaviour is demonstrated and reinforced (Sredle & Rothwell, 1992:327).

However, from a cognitivist perspective, teaching is a process through which teachers guide learners to make use of their insight and perception to discover and understand phenomena. In this regard, Sredle and Rothwell (1992) observe that learning results from learners' insights. It is such insights that enable them to recognise the relationship that exists between the smaller parts of a larger problem. Finally, from a developmental perspective, Sredle & Rothwell (1992:332) indicate that teaching is conceptualised as a process through which learners are assisted to meet their human needs.

It is beyond the scope of this limited dissertation to render a detailed discussion of what constitutes learning from the different perspectives mentioned in the preceding paragraph. However, it must be mentioned that quality teaching dictates that the teacher's role in the teaching and learning process is informed by a combination of aspects as seen in the different perspectives. Indeed, in this dissertation, the definition of quality teaching is drawn from aspects of the cognitive and developmental teaching perspectives as put forth by modern writers such as Jean Piaget, Carl Rodgers and Malcolm Knowles. Thus, quality

teaching is defined in this study as the interaction between learners, the educator and the environment that results in meaningful or quality learning as discussed earlier. The questions that now arise are: How does an educator bring about quality learning and how does effective teacher evaluation ensure quality teaching? The latter part of the question is examined in a later part of this dissertation.

However, authors such as Gravett (2001) and Sandine (1996) argue that dialogic teaching can be used to ensure quality learning. This contention is explored further in the paragraphs that ensue.

Sandine (1996:9) defines dialogue as a communicative process concerned with open communication in which teachers exhibit trust, honesty, integrity, openness, humility and a desire to improve their practice. Teaching and learning begin with dialogue. This means that participants in a learning event suspend their individual assumptions and ways of conceptualising issues and engage in genuine dialogue designed to enhance learning. Sandine (1996:9) notes further that through dialogue learners are able to seek clarification and understand each other's points of views. Consequently, individual learners' unspoken assumptions become shared amongst all the participants.

Burbules (1993:19) adds that dialogic teaching is characterised by several relationships amongst all participants in a learning event. Such relationships are co-operative in spite of the disagreements, misunderstandings, confusion and failure that may surface from time to time during the teaching-learning transaction. Moloi (2002) notes that when teachers adopt a dialogic approach to teaching, they not only create a co-operative environment, they also adopt a non-judgemental stance towards their learners' views.

Being non-judgmental on the part of the educator, coupled with reciprocity with regard to trust, honesty, integrity, respect and openness amongst all participants enables the educator to learn about learners' prior conceptions while guiding them to achieve meaningful or quality learning. Teaching dialogically and achieving meaningful learning thus implies adopting an exploratory and

interrogative approach to teaching. In this regard, all participants explore the concepts involved in the subject collectively, are involved with reciprocal questions and responses that emerge during the process of a co-operative and reciprocal inquiry. Consequently, teachers and learners think and learn together. Dialogue thus enables the creation of a mutual bond amongst participants of a learning event. This, in turn results in cooperation amongst the learners that is essential to bring about quality learning.

Dialogic teaching as a strategy to bring about quality learning entails four distinct stages of which the educator has to be aware. Initially, the educator has to ensure that learners develop the inquiry skills needed by the learners to detect abstract concepts or what may appear incomprehensible to them. It is only then that the learners can invite their colleagues to explain their thinking about the matter. The second stage involves the educator exploring how participant learners perceive the issues at hand. During the exploration process, the learners gradually recognise loopholes in their own and each other's views. There is a tendency for individual participants to defend their viewpoints vehemently. However, such views may be discarded in instances where learners perceive their colleagues' views as valid. This is a phase in dialogue where all participants begin to loosen the 'grip of certainty' with regard to their expressed views. Resultantly, learners' and the educator's conceptions change.

However, change will only come as a result of disagreements, misunderstandings, frustration and confusion. Thus though dialogues is characterized by cooperation, it is also punctuated with disagreements, misunderstandings, frustration and confusion as participants state and vehemently defend individual points of views that may be extreme, fragmented and even incoherent. Nonetheless, such misunderstandings are finally cleared up as participants acknowledge their differences and the fact that their beliefs or knowledge may be flawed or incomplete and so require discarding or revision. It is through these disagreements that learners finally accept their differences. The result is usually a positive change in the learners' knowledge and hence quality learning is achieved.

Judging from the contents of the preceding paragraphs, it can be noted that if quality learning is to be achieved, the educator assumes a democratic stance in contrast with an authoritarian stance during the lesson. He/she acts as a guide, facilitator and mediator; consequently enabling meaningful learning to take place. However, in order to support and sustain dialogue during the lesson, the educator must be in a position to create a co-operative learning climate (Gravett, 2001:36). How this is done is the subject of the discussion below.

According to Hammond and Collins (1991:34), 'climate' in an educational context refers to the conditions existing where learning takes place. Such a climate can be physical, affective-social or intellectual. A physical learning climate pertains to the ergonomics of the learning venue. The venue must be comfortable, attractive and conducive to working together (Gravett, 2001:41). On the other hand, an affective-social climate pertains to learners' and teachers' feelings with regard to learning experiences and their interaction. Whilst teachers may have little control over the physical climate, Gravett (2001:41) notes that they can do much to create a positive affective-social climate. Teachers in this case, endeavour to create conditions where learners feel safe, trusted, accepted, respected supported, satisfied and connected to each other. Vella (1994:17) adds that the appropriate use of humour by the educator enhances cooperation, since it re-energises the learners, pacifies their emotions, and relaxes them. In addition to being humorous, Wlodkowski (1999:43) notes that teachers should exhibit liveliness, be passionate and zealous during the lesson. This is because such feelings are inevitably transmitted to the learners.

With regard to the creation of an intellectual climate, several authors such as Galbraith, (1991:5), Vella (1994:17) and Gravett, (2001:41) agree that the educator should present the learners with challenging educational activities. Such activities provide all the participants with opportunities to challenge their beliefs, actions and thoughts. The presentation of opposing views and alternative views to learners is not only challenging, but it also activates their 'cognitive disequilibrium.' Wlodkowski (1998:107) indicates that a learner is in cognitive disequilibrium if he/she cannot reconcile new information, views or knowledge with his/her prior-knowledge. Nevertheless, as the dialogue continues amongst

the participants, individuals seek new information, which they eventually incorporate into their pre-existing knowledge; enabling them to change their conceptions and to adapt new perspectives regarding the issues involved. The result of such cooperation is the achievement of meaningful learning.

However, Hammond and Collins (1991:34) observe that creating a cooperative learning climate and a quality learning climate cannot be created in a single learning experience, it is something that has to be created and recreated over again. In this regard, the educator has to master the essential elements that make co-operation work. These include the ability to create positive interdependence, face-to-face interaction, individual and group accountability, interpersonal skills and small group skills (Johnson & Holubec, 1993:23). The educator should also be well-equipped with the knowledge and skills concerning the curriculum and learning programmes, lesson preparation and presentation, as well as the learner assessment strategies (DoE, 2003:28).

Positive interdependence means that participants in a learning experience depend on each other for their success. This means that an individual learner cannot succeed unless all the others are successful. Therefore, to ensure positive interdependence, Johnson and Johnson (1989:15) advise the educator to communicate group goals and tasks to the learners in such a way that makes the learners believe that the tasks can only be accomplished jointly. Well-structured positive interdependence ensures that every participant contributes to the success of the group by taking on a specific role or responsibility.

Ensuring learner interaction enables them to support, encourage and applaud each other's efforts. This type of interaction allows them to explain to each other how to solve problems, share each other's individual knowledge, check for understanding from each other, discuss the concepts being learned and connect present with prior-knowledge (Johnson & Johnson, 1989). Johnson and Johnson (1989) note further that if the educator is to create and sustain a cooperative learning environment, all the above-mentioned activities have to be structured in a manner that enables the learners to accomplish them in their groups. The groups in turn, become academic and personal support systems for the learner.

With regard to promoting individual and group accountability, each individual learner works to contribute to the achievement of group goals. In order to promote individual accountability, the educator assesses the individuals' performance. Results are given back to the learner and the group. Learners who need more assistance, support and encouragement are identified and helped to gain greater individual competence. Meanwhile the educator makes sure that group goals are set and tasks designed to accomplish such goals are assigned. This ensures that the group work as a whole to accomplish the set goals.

It is also incumbent upon the educator to ensure that learners are equipped with social skills such as interpersonal, group skills and group processing skills for they are essential if a cooperative learning environment has to be sustained. Johnson and Johnson (1995) assert that creation of a cooperative learning climate entails teaching leadership, decision-making, trust building, communication and conflict management as purposefully and precisely as teaching academic skills.

2.2.3 Quality learning

According to Gravett (2001:17), learning can be viewed from two different perspectives, namely, rote learning (memorisation) and meaningful learning (learning with understanding). While the former type of learning is synonymous with committing information to memory, meaningful learning refers to learning with understanding. The concept 'quality learning' in this dissertation is used to refer to meaningful learning. The two concepts are used interchangeably. Ramsden (1988:18) notes that rote learning leads to poor understanding of the subject. However, meaningful learning is active learning, learning that fosters vigorous interaction between the learners and the subject content and among the learners themselves. In this regard the content (what to learn) and the process (how to learn), are connected and viewed as a unified whole.

Not surprisingly, Perkins (1991:5) indicates that meaningful or quality learning is "rich with connection making," an essential aspect if the learner has to transfer

what is learnt to his/her real world. Expanding further on the two concepts 'meaningful learning' and 'rote' learning, Resnick (1989), in Gravett (2001) advances the point that information acquired through meaningful learning makes sense to the learner. Such information is categorised and is placed in an organising structure or pattern. Consequently, the learner is able to access and apply this information to his/her real world. On the other hand, memorised information is disconnected, lacks a pattern and is easily forgotten.

With regard to what has been said in the preceding paragraphs, it can now be said that quality learning is the process by means of which learners acquire information actively. Such information is incorporated into the learners' already existing knowledge and applied in the learners' real world. Thus, during the process of learning new content is connected to the already existing knowledge. Pratt, in Gravett (2001:18) indicates that the more organised a learner's existing knowledge is, the more accessible it will be when needed and the easier the learner will relate to the new content. Pratt (1992) notes that when learners relate what they already know to the new content, one of two things is bound to happen. The learner could note either the compatibility or incompatibility of the new content with what he or she already knows. In instances where the new content is compatible with the learner's pre-conceptions, the learner will construct new meaningful interconnections between the prior knowledge and the new content. Quality learning takes place when the learner's current knowledge is enriched or transformed. On the other hand, incompatibility between the learner's prior conceptions and the new information acts as an indication to the learner that his/her current knowledge is either flawed or incomplete. Quality learning takes place when changes take place in the learner's prior conceptions.

Against the above definition of quality learning, the question that now arises is: how can effective teacher evaluation bring about such learning? This will be discussed in the second part of this chapter as indicated in the introductory part of this study. For the moment however, this chapter shifts to an exploration of the concept "quality teaching" since quality learning is incumbent upon it and one cannot discuss the two concepts in isolation.

The concepts “quality learning” and “teaching” have been discussed in the foregoing sections. . It is evident that quality learning is incumbent upon quality teaching. It is evident too that dialogue as an open communicative process amongst all participants in a learning event is essential if meaningful learning is to be achieved. Thus, dialogic teaching, coupled with the educator’s ability to create a cooperative learning climate is bound to yield quality teaching and learning as conceptualised in this dissertation.

2. 2.4 Summary

In the preceding sections, the researcher examined what constitutes quality teaching and learning in detail. It became evident that the two concepts are defined and interpreted differently by different authors. Quality teaching has been conceptualised in this study as the interaction between learners, the educator and the environment that results in meaningful or quality learning. On the other hand, quality learning has been defined as the process by means of which learners construct knowledge actively during their interactions with the educator, new content, the environment and with each other. It was also indicated that the constructed knowledge empowers the learners with the ability to manage their real worlds.

2.3 THE ISSUE OF TEACHER EVALUATION

2.3.1 Introduction

The concepts of ‘quality teaching’ and ‘quality learning’ have been explored in the preceding section. In this section, the researcher explored the purpose of teacher evaluation, examined the methods used to evaluate the teachers and the principles that should guide such evaluation. She argued that evaluation should enable the educator to judge the teacher’s effectiveness and should result in quality teaching and learning.

2.3.2 The purpose of teacher evaluation

Teacher evaluation is an administrative task by means of which teacher effectiveness is judged. In this regard, the teacher's ability to perform in a number of tasks designed to bring about meaningful learning is judged. However, the task of teacher evaluation is not only designed to judge teacher effectiveness, but also to improve his/her (teacher's) professional status. The task entails gathering sufficient evidence with regard to the manner in which the educator executes all the performance standards or tasks that are designed to enhance meaningful teaching and learning.

The current outcomes- based curriculum for instance, dictates that for the teacher to be able to guide learners to the expected outcomes, he or she must be able to fulfil a number of expectations that include but are not limited to:

- Creation of a positive learning environment.
- Demonstration of thorough knowledge of the curriculum and learning programmes.
- Demonstration of competence in planning, preparation, presentation and management of learning programmes.
- Have the ability to assess learner progress and achievement.
- Engage in activities designed to bring about his/her own professional development.
- Be in a position to create and maintain sound human relations with colleagues and learners,
- Have the ability to manage and administer records (Collective Agreement, 8: 2003).

Teacher evaluation therefore entails linking the above-mentioned expectations with the evidence of the teacher's performance. It is used to identify progress towards the stated expectations and to determine the extent to which the educator is able to bring about quality learning through the fulfilment of the stated expectations. Teacher evaluation is thus used to judge the teacher's

effectiveness in relation to the evaluator's expectations. According to Rae (1997: 3), teacher evaluation is an attempt to obtain information or feedback on the effects of a teaching programme and to assess the value of teaching in the light of that information. It is also defined by the South African Qualifications Authority (SAQA) (1998:2) as the process of implementing quality assurance regarding the assessment and moderation procedures to ensure that they are fair, reliable and valid. Based on the above definitions, it can be said that teacher evaluation is concerned with making judgments about value.

From what has been said above, it is evident that teacher evaluation is the process used to judge teachers' effectiveness. However, in addition to this stated purpose, evaluation serves a number of other purposes as stated below. According to the DoE (2001: 27), through teacher evaluation:

- evaluators gather sufficient information regarding teachers' performance.
- teachers are helped to identify their strengths and weaknesses and are provided with the appropriate support.
- evaluators are exposed to a wide variety of methods, tools and techniques, enabling them to make a fair assessment of the teachers' strengths and weaknesses.
- teachers' performance is tracked and sound records are kept. This does not only help in reporting on the evaluated teachers, but makes it easy to identify areas where a teacher may require assistance to develop professionally.
- it motivates evaluators and teachers to assess and improve their own work.
- it helps evaluators and teachers as well as learners progress at their own pace.
- it monitors the effectiveness of teaching and learning strategies.
- it enables the evaluators and teachers as well as learners to assess progress.

The definition and purpose of teacher evaluation were discussed in the preceding section. It is clear that through teacher evaluation a teacher's effectiveness is judged with regard to promoting meaningful learning. In the following sections,

the methods used to evaluate teachers and the principles that guide such evaluation are examined.

2. 3.3 Methods of teacher evaluation

The dawn of the democratic era in 1996 and the introduction of the new OBE curriculum in 1997 have changed the methods of teacher evaluation in South Africa radically as indicated in the previous chapter. For instance, prior to 1994, a panel of school inspectors who may not have been specialists in the fields they evaluated; carried out teacher evaluation in the country. In addition to this, the evaluation systems were designed to exercise control over teachers, as opposed to enhancing quality teaching and learning.

This has now changed as the new evaluation methods and systems require that:

- Both the evaluators and the evaluated (teachers) are conversant with the nature and objectives of the evaluation systems.
- The evaluators are conversant with a wide range of educational matters and are equipped with adequate knowledge in the fields they evaluate.
- The teacher is evaluated as a whole as opposed to evaluating only certain identified qualities to the detriment of others.
- The evaluators are men and women working closely with the teachers as their peers, HODs or other seniors who exhibit honesty, integrity and responsibility.
- Evaluators have positive attitudes towards the teachers, are patient, sympathetic and willing to help and guide the teachers.
- Evaluators are not prejudiced against the teachers and thus guard against making decisions, which are detrimental to either quality teaching and learning or teachers' professional development (Education Labour Relations Council (ELRC) 2003).

A number of methods could be used to ensure that teacher evaluation required by the outcomes-based education (OBE) curriculum is achieved. These methods are now explained on the following page:

2.3.3.1 Formative evaluation

Formative evaluation is conducted when the educator is observed during classroom practice. The aims are the improvement and correction of the teaching process (Stuart *et al.*, 1990: 91). It is important to point out that before observations takes place, there must be consensus between the evaluators the evaluated regarding the protocol to be adhered to. The evaluators, who could in this case be the teacher's senior and a peer, or a member of the School Management Team (SMT) observes the teacher in order to make judgments with regard to how the educator creates a positive learning climate, how he /she assesses the learners and how lessons are planned and presented. The evaluators are also serious about determining the extent of the teacher's knowledge with regard to the curriculum and learning programmes. According to Mabaso *et al.* (2001: 168), this part of the evaluative process is followed by giving the evaluated feedback that can be used to improve the future performance of the educator.

The feedback that is given to the relevant teachers, assists them in correcting errors and in improving their teaching methods. In addition to the above advantages, Stuart *et al.*, (2001: 91) lists the following advantages of formative evaluation:

- The evaluated who succeed in achieving the objectives of the exercise receive reinforcement and encouragement, which results in improved teaching and learning, greater insight and more confidence.
- As mentioned earlier, teachers who do not meet the required standards are also given feedback to enable them to make the necessary changes in order to make progress possible.
- Formative evaluation supplies the teacher with the necessary feedback regarding every performance standard observed.

2.3.3.2 Diagnostic evaluation

Contemporary teacher evaluation methods require that before the teacher is evaluated, some form of diagnostic evaluation should be done. According to the ELRC (2003: 28), this can be with some form of teacher self-evaluation.. In this regard, before actual observations are done, the teacher evaluates himself/herself to determine his strengths and weaknesses, as well as areas in need of development. Such pre-evaluations are used to establish the profile of the teachers to be evaluated. The ELRC (2003: 21) notes that self-evaluation enables the teacher to familiarise themselves with the instruments that are used later to evaluate him /her during classroom observations. This is because the same instrument is used for diagnostic evaluations as is used for formative evaluations.

From the contents of the preceding paragraph, it can be seen that teachers' self-evaluation is diagnostic in the sense that it reveals the teacher's strengths and weaknesses before the actual classroom observation. No doubt, this makes the evaluator's work easier and puts him/her in a better position to guide the educator. In addition, self-evaluation also has the following advantages:

- It forces the teacher to reflect critically on his/her own performance. The teacher is in a position to set his/her own targets and timeframes for improvement, to take control of improvement, identify his/her own priorities and track own progress.
- Ultimately, self –evaluation is a most sustainable type of evaluation since no external evaluator is needed.
- It puts the teacher in the position to contribute to the entire evaluation process during the observation phase of evaluation. This makes the process of evaluation participatory (Lockett & Sutherland, 2000: 111; DoE, 2001: 26 –27; ELRC, 2003:22).

2.3.3.3 Summative evaluation

Meyer (2002: 322) refers to summative evaluation as a product evaluation. Summative evaluation is the sum of all the effects of instructions for evaluation purposes. It is against this understanding that the SAQA (1999: 10 -11) states that summative evaluation is the assessment for making decisions about achievement. For this purpose credits must be given, recorded and reported. Stuart *et al.*, (1999: 93) state that the primary function of summative evaluation is to judge teachers individually. This kind of evaluation is done at the end of a lesson sequence or at the end of the school term. It makes it possible to decide to what extent the teaching aims and learning strategies have been realised. Teaching is then evaluated on the basis of the learning results (Stuart *et al.*, 1999:93).

In the case of teacher evaluation, summative evaluation is done at the end of each school year. Thus, the educator will be scored against each of the performance standards used to judge him/her during the course of the year. Thus at the end of the year or an evaluation cycle, the evaluator(s) will draw up a composite score sheet indicating how each teacher scored with regard to each of the performance standards. The teacher's strengths and weaknesses regarding each of the performance standards are noted and recommendations for development are given. In addition, because teacher evaluation is a continuous process, the result of every teacher's summative evaluation becomes the baseline against which evaluation results in subsequent cycles/years are compared.

2.3.3.4 Content-based evaluation

In section 1.2 reference is made to the fact that prior to 1994, South Africa had 19 different education departments, with each department having its own teacher evaluation approach. In the majority of cases, a panel of school inspectors carried out the evaluation although these inspectors may not have been specialists in the fields they evaluated. The evaluation systems were designed to exercise control over the teachers as opposed to enhancing quality teaching and

learning (Sohnge, 2002: 261). This is termed content-'based evaluation' and has a number of drawbacks:

- Training objectives form the basis of evaluation.
- Evaluation is used to test the theoretical knowledge of both the learner and the teacher.
- Evaluation focusses only on subject - related objectives.
- Evaluators are subject specialists, but not trained evaluators.
- The evaluation system does not recognise teachers' or learners' previous achievements.
- The evaluation system is rigid and does not change often.
- The evaluation is very subjective and is often influenced by the level of leniency or strictness of the evaluator and other evaluation errors.
- There is more emphasis on the *role* of the evaluator than on the teacher or learners.
- Tests are used to evaluate learner performance (Meyer; 2002: 339).

According to the DoE (1999: 6), content-based evaluation systems can no longer work in the present South African education system for the following reasons:

- Evaluation usually occurs at the end of learning.
- The system lacked objectivity regarding teacher evaluation.
- The systems never evaluated the teacher as a whole as certain qualities were emphasised to the detriment of others.
- Evaluators exhibited a negative approach towards teachers, lacked patience, sympathy and willingness to help and guide teachers.

Based on the disadvantages mentioned above, the emphasis is currently being put on the OBE evaluation system, which is now the topic of discussion in the section that ensues.

2.3.3.5 Outcomes- based evaluation

Meyer (2002:338) remarks that the National Quality Forum (NQF) system of evaluation of teachers and learners is an outcomes - based evaluation system. This type of evaluation means that evidence must be collected and judgments made against agreed standards on whether or not evaluation criteria have been met. This form of evaluation is characterised by the following strong points:

- Evaluators are subjects' specialists and trained evaluators.
- Evaluation criteria are defined and clearly specified for the learners/ teachers.
- The evaluation system makes provision for recognition of prior learning.
- The evaluation system evolves and changes as new unit standard and assessment criteria are developed.
- Learners or teachers get an opportunity to be re-evaluated on particular areas where they need to obtain the required standard of competence.
- Evaluation focusses on critical cross-field outcomes and specific outcomes.
- Self-evaluation is an essential component of outcomes-based evaluation.
- A variety of evaluation methods are used to evaluate learner /teacher competence (portfolio, self-assessment, peer-assessment, simulations and the like).

In addition, the DoE (2001: 26) also mentions the principles of the new system of teacher evaluation as follows:

- Outcomes-based evaluation assists both teachers and learners to reach their full potential.
- It is participative, democratic and transparent.
- It is criterion referenced.
- It places less emphasis on norm referencing.
- It involves a shift away from learning as memorization.
- It involves learners using relevant knowledge in real life contexts.
- It is integrated throughout the teaching and learning process.
- It promotes the quality of teaching and learning.

There is indeed a marked difference between the new system of evaluation and the old one. This is reflected in table 2.1 on the following page.

Table 2.1 Comparison between content-based and outcomes-based evaluation

Content-based evaluation	Outcomes-based evaluation
Focusses mainly on knowledge	Focuses on knowledge, skills, values and attitudes
Focusses mainly on knowledge	Focuses on knowledge, skills, values and attitudes
It is summative	It is formative (continuous)
It involves mainly tests and examinations	It involves a range of methods, tools and techniques
It is norm referenced	It is criterion referenced
Confidential	Transparent
Time based	Learner paced
Arouses fear	Learners get used to it
Not always related to real life context	Uses relevant knowledge in real life context

Source: Department of Education (2001: 27).

The previous sections examined the different methods through which teachers could be evaluated. There is need to note that whatever method of evaluation is used to judge a teacher's effectiveness, certain principles must be adhered to. In the ensuing paragraphs, therefore the principles of validity, reliability and fairness as they pertain to teacher evaluation are discussed.

2.3.4 Principles of teacher evaluation

If evaluation is to be used as a tool to bring about quality teaching and learning, teacher evaluators need to be familiar with the principles that govern evaluation. In this case, as mentioned in the previous section, the evaluation exercise and the instruments used must be valid, reliable and fair as explained below.

2.3.4.1 Validity

Teachers' evaluation must be valid. According to Bellis (2001: 213), validity means that the evaluator must test or evaluate what is supposed to be evaluated. For instance, in this case the evaluation exercise and instruments used must be structured to judge the extent to which the educator is able to create a positive learning environment, plan, prepare and present his or her lessons, assess and evaluate her learners' work and all the other performance standards. Evaluators must not test aspects that are merely connected to the outcome, but the outcome itself. Indeed If teachers' work is well evaluated, they will be able to implement quality teaching and learning in schools.

2.3.4.2 Reliability

Reliability in this case refers to the extent to which an evaluation with a teacher assesses, tests or judges evidence of the same outcome every time the evaluation is conducted (Bellis, 2001: 213). Evaluators in this case have to ensure that the instrument used in the exercise and the entire exercise is reliable.

2.3.4.3 Fairness

An effective teacher evaluation system is characterised by fairness. According to Bellis (2001: 213), fairness implies that the teachers are given equal chances to give evidence pertaining to the achievement or non-achievement of the stated outcome. It is essential to point out that no teacher must be disadvantaged in the process. Furthermore, all evaluated teachers should given feedback by the evaluator and in circumstances where contextual factors could have impeded a teachers' performance, such factors must be discussed thoroughly and taken into account during the evaluation process. It is the researcher's conviction that if teachers are given the same chance to participate in their evaluation and are treated fairly, the quality of teaching and learning in schools will improve.

2.3.4.4 Flexibility

The rules and procedures governing teacher evaluation need not be cast in iron. This means that the evaluators should be able to adjust as the context dictates. According to Bellis (2001: 213), there may be circumstances in which the evaluation carried out may need to be a little different for certain individuals because of a disability, for example. However, the same evaluation must still evaluate the same skill (Bellis, 2001:213). In addition, to flexibility, the method of evaluation used must also be clear to anyone using it.

The question to be asked now is: How can evaluation be used to enhance this effectiveness and consequently quality teaching and learning? In order to answer this question, the researcher will examine a number of performance standards /expectations and how they are evaluated to enable quality teaching and learning to take place.

2.3.5 Summary

It was argued that evaluation should be designed to judge the educator's effectiveness and to bring about quality teaching and quality learning. In order to ensure quality teaching and learning, evaluation has to be transparent and participative in the sense that both the evaluator and the evaluated must be conversant with the nature and objectives of the evaluation systems. In this regard, the different forms of evaluation were discussed and it was pointed out that whatever form is used, it must be valid, reliable, fair and flexible.

2.4 ENHANCING QUALITY TEACHING AND LEARNING THROUGH EFFECTIVE TEACHER EVALUATION

2.4.1 Introduction

It has been already mentioned that if quality teaching and learning are to be achieved, teachers must be able to create a positive learning environment, must have thorough knowledge of the curriculum and learning programmes, be able to

plan and present lessons articulately, be conversant with and apply relevant assessment methods. In addition to the foregoing, the teacher must engage in professional growth activities, create and maintain good interpersonal relations with both learners and fellow teachers. The educator should also be able to administer teaching resources properly in addition to maintaining proper records (Collective Agreement, 8 of 2003 (ELRC, 2003)). This section will now proceed to examine how the above-mentioned performance criteria can be used as part of teacher evaluation to enhance quality teaching and learning.

2.4.2 Ability to create a positive learning environment

In this regard, the evaluator tries to find out and make a judgment with regard to the educator's efforts to create a learning space that is conducive to teaching and learning. As noted in an earlier section of this study, such an environment encourages learners to participate actively in a lesson as they exchange ideas with each other. Learners in such an environment are also motivated and self-disciplined; attributes that no doubt contribute to meaningful learning. As the educator guides the learners in this kind of environment, he or she is also supposed to use inclusive teaching strategies that promote respect for individuality and diversity in the class.

Based on what has been said above, it is evident that while evaluating a teacher with regard to the creation of a positive learning environment, the evaluator (who in this case could be a principal, head of department or a circuit manager) asks himself/herself one major question, namely, *Does the educator create a suitable environment for quality teaching and learning?*

Following this, he/she applies four major criteria, namely the teachers' ability to create a conducive learning space, to involve learners, instil and maintain discipline and manage diversity to evaluate the teacher's effectiveness.

2.4.3 Demonstration of knowledge of the curriculum and learning programmes

With regard to the above aspects, it is expected that the educator should have appropriate content knowledge that is demonstrated in the creation of meaningful learning experiences. In the practical situation, when evaluating the teacher's knowledge of the curriculum, the evaluator asks whether the teacher can demonstrate adequate knowledge of a specific learning area and whether that knowledge is used effectively to ensure meaningful learning experiences for the learners. According to the ELRC (2003), four criteria are used to evaluate the teacher's knowledge of the curriculum. These include knowledge of the learning area, skills, goal setting and involvement in learning programmes.

With regard to the teacher's knowledge of a learning area, the evaluator sets out to ascertain whether the teacher has enough knowledge in the subject and whether such knowledge can be used to extend the learners' own knowledge. The educator is also supposed to use this knowledge to diagnose the learners' strengths and weaknesses, aspects that aids him/her to develop appropriate teaching strategies.

One of the major challenges facing a teacher is to find out how much his /her learners know about the topic to be taught. Several authors such as Gravett (2001:14); Meyer (2002:288-232) and Moloji (2000: 73-74), observe that what the learners know about a specific a lesson is important since such prior knowledge is used as an interpretative framework by means of which new knowledge is acquired and assimilated. It is indeed imperative that the teacher is able to bring the learners' prior experiences to the fore. The teacher should also be equipped with the requisite skills to structure a dialogic lesson (see also section 2.2.2.) as well as with the techniques to conduct learner-centred lessons. Therefore, one of the criteria used by the teacher evaluator is to find out whether the educator has and uses the relevant skills to bring learners' prior experiences to the fore and to conduct dialogic and learner-centred lessons.

As far as goal setting is concerned, the evaluator looks for evidence of goals to achieve the curriculum outcomes, which are the desired results. Van Der Horst and McDonald (1997) note that with the advent of the OBE curriculum, teachers are required to set realistic goals to achieve the curriculum outcomes. They are also required to focus on the instructive and learning processes that guide the learners to the outcomes or results. In this regard, teacher evaluators look for evidence to evaluate the teacher's creativity and innovativeness in the setting of goals to achieve the curriculum outcomes.

The last criterion used to judge knowledge of curriculum and learning programmes, is the extent to which the teacher is involved in learning programmes. In this regard, if the teacher has to attain quality teaching and learning, he /she must be in a position not only to interpret the programmes for the benefit of the learners, but also to maintain excellent balance between clarity of goals of the learning programme and expression of learner needs, interests and background (ELRC, 2003). Knowles *et al.*, (1998) indicate that what the learners perceive as important and useful to them could be elicited and addressed by the teacher through dialogue and negotiation. Galbraith (1991:8) notes that learners' needs should be identified and linked to the learning programme. Therefore, the evaluator will try to find out whether the teacher has the ability to link the learning programme with the learners' needs.

2.4.4 Lesson planning, preparation and presentation

If quality teaching and learning are to be achieved, the teacher should be able to demonstrate competence in planning, preparation, presentation and management of the learning programmes. Gravett (2001:51-53) notes in this regard that the teacher should first and foremost know his /her learners' profiles, examine the situation that calls for the lesson), establish the timeframe for the lesson and determine the site where the lesson will be presented.

The teacher must also be conversant with the course content (the skills, knowledge and attitudes to be taught) in addition to being very clear about the

achievement-based objectives. Finally, the structure of the lesson or the course should also be made clear.

The implication of the above is that the teacher evaluator will be seeking to ascertain the presence of a clear, logical and sequential lesson plan and evidence that it fits into a broader learning programme. According to the DoE (2003), the following four criteria could be used to evaluate a teacher's lesson plan and presentation: planning, presentation, recording and management of learning programmes. Thus in order to make judgment about whether the teacher's plan enhances quality or meaningful learning, the evaluator will be seeking evidence of:

- An abundantly clear, logical, sequential and developmental lesson plan;
- Lessons that are exceptionally well structured and that clearly fit into the broader learning programme; and
- Outstanding record keeping that should also have evidence of learners' progress;
- Evidence of excellent learner involvement in lessons.

2.4.5 Using learner assessment/achievement to promote teaching and learning

Quality teaching and learning dictates that the teacher assesses the learners. Without valid and reliable assessment procedures, the teacher will not know whether learners have achieved the learning outcomes (Van der Horst & McDonald, 1997: 167). What this implies is that during teacher evaluation, the evaluator looks for evidence of the teacher's feedback to the learners. Such feedback must be insightful, regular, consistent, timely and built into the lesson design. Secondly, the evaluator looks for evidence concerning the teacher's knowledge of assessment techniques. In this regard, the teacher should not only be able to demonstrate an understanding of the different types of assessment but should also use a variety of them to cater for learners from diverse backgrounds, with multiple intelligences, and learning styles. In addition to the requirement of having knowledge of the different assessment techniques, the evaluator searches

for evidence of the manner in which the educator applies the assessment techniques. The teacher should be able to apply assessment in a manner that enables him/her to tailor lessons to address the learners' strength and weaknesses.

The techniques used should also motivate the learners in addition to addressing their specific needs. As a final criterion for evaluating how the teachers assess the learners, the evaluator looks for evidence of record keeping. Thus, essential records pertaining to assessment need to be kept and maintained systematically, efficiently and regularly.

2.4.6 Evidence of teachers' professional development and participation in professional bodies

Quality teaching and learning are closely linked with teachers' professional development and participation in professional organisations. Indeed, with the introduction of new curriculums such as the OBE curriculum teachers are supposed to retrain if they are to be equipped with the knowledge and skills required to keep abreast of new ways and strategies of teaching and assessing the learners. However, according to Hoberg (1994:69) South African teachers seem to lack the required knowledge and skills to implement contemporary methods and strategies to enhance meaningful learning. In line with the foregoing observation, Johnson, Johnson and Holubec (1993) note that teachers require skills and knowledge to structure positive interdependence among the learners, to promote interaction, individual and group accountability. They must also be in a position to teach interpersonal and small group skills in addition to group processing skills. All the above skills are vital if an OBE curriculum is to be implemented successfully.

Importantly, these skills can only be acquired through teacher development. Not surprisingly therefore the DoE (2003) identifies four major criteria to determining the level of a teacher's professional development and participation in professional bodies. The four criteria are:

- Teachers' attitude to professional development;

- Teachers' knowledge of contemporary educational issues;
- Teachers' participation in professional bodies; and
- Participation in professional development.

With regard to attitude to professional development, the aim of the evaluator is to ascertain the extent to which the teacher participates in activities that foster professional growth. The evaluator tries to obtain information regarding a teacher's reception of new curriculums and teaching methods /approaches and whether the concerned teacher evaluates himself/herself or not. As far as knowledge of educational issues is concerned, a teacher is expected to demonstrate a clear awareness of current education issues. Thus, he /she must be well informed, have the ability to engage in debates and critically evaluate any contemporary issues in education. Concerning participation in professional bodies, and professional development, evaluators seek to ascertain whether the teacher assumes leading positions, initiates and seizes professional development opportunities (DoE, 2003).

From the contents of the preceding paragraphs, it can be seen that there are a number of aspects upon which the evaluator focusses when evaluating a teacher. Whilst some of these aspects call for the observation of teachers in practice, others such as teachers' participation in professional bodies, fall outside classroom observations. Nevertheless, it is vital that the methods and manner in which these aspects are evaluated, promote quality teaching and learning as discussed in earlier sections of this dissertation. It is indeed against this backdrop, that the different methods of teacher evaluation are examined next.

2.4.7 Summary

The preceding sections explored how teaching and learning can be enhanced through teacher evaluation. It is evident that if this is to be done, the educator must have the ability to create a positive learning environment for such an environment encourages learner participation. The teacher should also be able to demonstrate his/her knowledge of the curriculum and learning programmes in

addition to his/her demonstration of the competency to engage in effective lesson, planning and presentation.

The teacher must also be able to use learner assessment to promote teaching and learning. It was indicated that the teacher's attainment of the above competencies have to be evaluated. In addition to the above, the evaluator should also look for evidence concerning the teacher's professional development and participation in professional bodies.

2.5 CONCLUSION

This chapter provided an overview of the literature regarding teacher evaluation as a way of ensuring quality teaching and learning. In the first part of the chapter, the concepts 'quality teaching' and 'quality learning' were discussed in detail. Subsequently, the focus of the chapter shifted; to an examination of how meaningful learning and teaching can be achieved through teacher evaluation. First, a comprehensive definition of what constitutes evaluation was given and then the purpose of evaluation was discussed as well. In the literature explored it became evident that if meaningful learning and teaching are to be achieved, teacher evaluation has to be holistic and must focus on a number of performance standards whose attainment are bound to enhance meaningful learning and teaching. In addition, it became evident that if meaningful learning and teaching are to be attained through teacher evaluation, the exercise should apply different evaluation methods and all the sound principles of evaluation should be followed.

In the next chapter, the research design and methods used to investigate the problem are explored.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter, the focus is on the research design and methods used to collect the data. A qualitative research design was used; therefore, data collection and analysis were carried out according to the dictates of qualitative research.

3.2 RESEARCH APPROACH

Devos and Fouche (1998:123) define a research design as a detailed plan that shows how a researcher intends to conduct a given research project. It is vital that such a design makes use of methods and techniques that suit the problem at hand. Importantly, such methods should be able to provide the most reliable and valid data (Hopkins, 1976:237). It should also be pointed out that a researcher should choose the approach after considering the nature of the problem or the research question to be answered (Schurink, 1998:253). However, the choice of research design is also influenced by the researcher's own research paradigm as explained below.

3.2.1 Research paradigms

Guba and Lincoln (1998:200) define a paradigm as a set of beliefs that people have and assumptions that people make. Such beliefs and actions consequently guide what individuals do. Therefore, researchers' actions and lives, including the choices they make with regard to research design, are also guided by their paradigms and the aim of the research being undertaken.

In this particular case, the major aim of this research is to show the extent to which the present evaluation system is used to enhance quality teaching and learning. The study is also intended to find out *inter alia*, how teacher evaluation can be used as a tool to enhance meaningful teaching and learning. In order to achieve the aims of this study, the researcher made use of qualitative methods of inquiry. These methods are preferred in cases where the researcher intends to investigate research questions on which there has been no significant research, as in this case.

It is the researcher's hypothesis that not much has been done within the Bushbuckridge schools to determine how the current teacher evaluation system has been used to enhance quality teaching and learning. Based on this assumption, the researcher decided to make use of qualitative research, which entailed using various data collection methods, amongst which was a literature review and semi-structured interviews.

(a) Literature study

A literature study or review was used in this investigation as another way of collecting data. The review described the theoretical perspectives and the previous research findings pertinent to the topic. Thus, by means of the literature review, the researcher was able to make use of other researchers' findings and conclusions as well as insights gained by other writers regarding teacher evaluation as a way of ensuring quality teaching and learning.

Furthermore, the literature review enabled the researcher to:

- Interpret and make sense of the findings in this investigation. Consequently, it was possible for the researcher to link the findings of this study to the work of other researchers who had investigated similar problems.
- Confirm and indeed stick to the methodological design and research methods that were used in this investigation

- Gain increased confidence in the topic because other researchers too had interest in similar topics and had invested time and money in studying it (Leedy & Ormrod, 2001:70).

(b) Qualitative approach

Schumacher and McMillan (1993:372), define qualitative research as "... a naturalistic inquiry involving the use of non-interfering data collection strategies to discover the natural flow, of events and processes and how participants interpret them." According to Denzin and Lincoln (1994:2), such research is also interpretive and descriptive. Tutty, Rothery and Grinnel (1996:4) align themselves with Schumacher and McMillan (1993:372) in this regard. They view qualitative research as "the study of people in their natural environment as they go about their lives..." with the aim of understanding how they live, talk, behave and what their words and behaviours mean to them. According to Creswell (1994: 161), qualitative research "...is an investigative process where the researcher gradually makes sense of a social phenomenon by contrasting, comparing, replicating, cataloguing and classifying the objective of the study." By its very nature, qualitative research is:

- Inductive because the researcher starts with observed data in a particular situation and then develops a generalisation between the objects observed.
- Descriptive because the researcher is interested in the process, meaning and understanding, through words and pictures and not numbers
- Interpretative since it aims at understanding and interpreting the meaning and intentions that accrue to every human action.
- Holistic in approach because it emphasises the whole and seeks to understand phenomena in their totality.
- Primarily interested in how people make sense of their world, lives and experiences.

- Discovery-oriented with the researcher as the primary instrument for data collection and analysis.
- Contextual, because it focusses on specific theories that concern phenomena (Parker, 1998:102).

Qualitative research is also exploratory as explained below.

3.2.2 Exploratory research

Roodt (1997: 30) asserts that exploratory research is a study that investigates a research question on which there has been no significant research. The aim of research of this nature is to uncover generalisations, develop hypotheses, which can be investigated and tested later, using accurate and more complex designs and data collection methods, while establishing a broader comprehension of the subject simultaneously.

The researcher has chosen to make use of this method of investigation because, as mentioned earlier, little has been done in the Bushbuckridge region to establish the extent to which teacher evaluation has enhanced quality teaching and learning. Against this background, the researcher undertook qualitative research to generate new ideas about the subject.

A further characteristic of qualitative research is that it is also analytical, an aspect which is explored in the following section.

3.2.3 Analytical research

Schumacher and McMillan (1993:442) define analytical research as research that is primarily, non-interactive document research, which is also discovery-oriented, holistic and inductive with regard to data analysis, and does not interfere in the natural setting of the objects.

In this type of research, the researcher does not observe, measure, or experiment with current issues directly, nor are his findings tested statistically. Instead, the researcher uses logical induction to analyse the documents, collections or participants' oral testimonies. Rigorous critique techniques are then applied to the documents and testimonies. The credibility of the study is determined by the procedures inherent in the methodology, which includes the search for and critique of sources and the interpretation of facts for causal explanations (Schumacher and McMillan, 1993:443).

Based on the contents of the foregoing sections and the requirements of the research question, the researcher chose to adopt the qualitative research approach for this study.

3.3 DATA COLLECTION

Data to answer the research question were collected by means of a literature review and semi-structured interviews.

3.3.1 Semi-structured interviews

Interviews have the potential of yielding a large amount of information regarding respondents' beliefs, feelings, attitudes, behaviour (both present and past) and their reasons for their actions or feelings (Silverman, 1993, in Leedy & Ormrod. 2001:159).

Therefore, interviewing respondents is one of the ways of capturing data to answer a research question. Henning *et al.* (2004:50), make a distinction between two types of interviews, namely, conventional standardised interviews and discursive or constructionist interviews, also known as non-structured or non-standardised interviews. The semi-structured interviews used in this study are derived from the latter type of interview.

Henning *et al.* (2004:53), observe that the dominant perception of the former type of interview is that it yields objective and neutral information. The collected information represents reality as reflected in the responses of the interviewees, and it is regarded as credible and believable as long as the data was collected according to a 'standardised' procedure of non-interference by the researcher. On the other hand, the discursive form of interviewing is regarded as a social process in which both the interviewer and the interviewee act as co-constructors of meaning and knowledge, intentionally or unintentionally during the process of information gathering. In a bid to make sense of the respondents' actions or ways of life, the researcher analyses amongst several other things, the actions, language and all images used by the respondent.

This method of interviewing was preferred because it is appropriate for collecting detailed data to explain phenomena. Such an in-depth investigation requires that respondents be given the freedom to express their views and perceptions, and explain the reasons behind their actions. Open-ended questions are favoured by Charmaz (2002:679-680) for the reasons mentioned above. Charmaz (2002) also indicates that open-ended questions enable the researcher to probe issues further.

Semi-structured interviews with open-ended questions were used. Open-ended questions are questions that do not restrict the respondents as they give their answers. Thus, they allow the respondents to express their feelings and perceptions freely. Consequently, it is possible to discover the emotions and values attached to the respondents' answers. It is this discovery that enables the researcher to answer the research question. Semi-structured interviews were also preferred because of the type of research conducted in this study. It is vital that in research of this nature, subjects' responses are spontaneous as opposed to being forced and specific rather than general. It is this spontaneity and specificity that elicits the natural feelings, behaviour and attitudes of the respondents, enabling the researcher to answer the research question.

Furthermore, the freedom that a semi-structured interview gives the researcher enables him or her to explore reasons and motives for any given response and to probe directions specified in the interview guide further. This is vital because it enables the researcher to amass rich and nuanced data from which the sought answers can be obtained (Michigan State University (MSU), n.d; Veronov & Semkin, 2004).

In this study, the semi-structured interviews were recorded on audiotape. The researcher made use of an interview schedule with four open-ended questions as a guide throughout the interviewing process.. Only one interview per day was conducted. Each interview lasted for a period of between 45 minutes and one hour. Participants were informed about the interview two weeks in advance and each participant received a letter in which permission to interview him/her was sought. All the interviews were tape-recorded.

Prior to the actual interviews, the researcher made frequent contact with the potential interviewees. She made sure that she discussed a range of issues concerning teacher evaluation and teaching in general on a one-to-one basis. A pilot interview was then held with some of the participants. Following the pilot interviews, the researcher embarked on the actual interviews. Each interview was conducted in a quiet private office that was allocated to the researcher by the relevant school authorities.

The researcher conceptualised each interview with the respondents as a conversation that had to be directed towards the acquisition of the sought data. In this regard, she drafted an interview guide, with the help of which she knew what to ask, the sequence for asking the questions, how to ask the questions and how to conduct follow-up interviews (MSU, n.d.; Veronov & Semkin, 2004). In the process of constructing the interview guide, a number of factors regarding human social interaction that could potentially influence the respondents' answers and probably lead to untrustworthy results, were taken into consideration.

A number of factors were acknowledged to have a potential influence on the responses from the beginning, and care was taken to reduce the influence they could have on the results. These factors will be discussed in the ensuing paragraphs.

The researcher acknowledged that respondents could answer a question though they may never have really thought deeply about the topic. Consequently, their answers could be either inventions or exaggerations, leading to the collection of inaccurate 'evidence.' To avoid this pitfall, she constructed questions in the guide in such a way that they did not seem to elicit what a respondent would perceive as a correct or helpful response.

It was also acknowledged that what respondents believe in is not always, what they do, and that when asked what they do, the tendency is to say what they believe. In order to avoid this problem, the researcher constructed the interview guide in such a way that when she wanted the respondent to tell her what they actually did, she asked for concrete examples. The use of probing and clarifying questions was also a technique to find out what the respondent actually wanted to say.

The researcher realised further that interviews are social occasions and hence, that there is a tendency for interviewees to try to present themselves in the best light possible as they respond to questions. Secondly, she also took into account that her own mannerisms and physical appearance could exert some influence on the responses. In order to reduce the influence of these two social aspects, she designed both the general and probing questions in the interview guide in such a way that they challenged the respondents' initial responses by asking for elaboration and the rationale behind given answers.

Finally, she considered the fact that a respondent's single testimony is weak evidence if regarded in isolation. Consequently, she tried to ensure that she obtained multiple 'perspectives' on the same issue. For example, though the

major focus in this inquiry was on determining the extent to which teacher evaluation enhanced quality teaching and learning, one line of questions was directed at finding out how these educators perceived evaluation (MSU Research Files, Veronov & Semkin, 2004).

The interview guide included a number of open-ended questions (see appendix D), which covered the following themes:

- Educators' conceptualisation of the different perspective of teaching and learning.
- The educators' interpretation of the concept of 'evaluation.'
- The educators' interpretation of what they perceived as proper or fair evaluation.
- Effect of evaluation on the educators' teaching.
- Educators' interpretation of 'quality teaching and learning.'
- The educators' opinions with regard to the validity, reliability and fairness of the evaluation system.

A number of questions sought to determine the educators' experience and qualifications.

The researcher supplemented the open-ended questions with probing and clarifying questions (Maykut & Morehouse, 1994:83). However, such questions were only used in cases where the responses were not clear or in cases where examples to illustrate a respondent's point of view were needed. Clarifying and probing questions were also used in cases where the researcher felt that more information about a respondent's actions or views was needed.

All tape-recorded interviews were later transcribed verbatim, in dialogue form, for the purpose of analysis. The researcher then analysed all the transcripts for

recurring themes and patterns following Maykut and Morehouse's (1994:83) constant comparative method.

3.4 SAMPLING

The following section discusses the context and selection of the sample for this study in the Dwarsloop Circuit.

3.4.1 The context of the research

This study was carried out in Dwarsloop, a rural education circuit in the Limpopo Province. The focus was on three schools that had a population of 26 educators. All the educators were included in the sample of respondents, as they had all gone through the process of evaluation. Most of the educators are permanent staff and hold various professional and academic qualifications ranging from teaching diplomas to professional teaching degrees. The majority of the respondents knew the researcher personally and on a number of occasions, they had met at various school functions such as sporting events, trade union meetings and workshops.

On some of these occasions, the researcher and the potential interviewees discussed a wide range of matters concerning education, much of the discussion revolving around how to ensure student learning, teaching methods and strategies, Curriculum 2005, OBE, evaluation systems and the current IQMS, a system that embraces teacher evaluation.

It was against the background of such discussions that the researcher conceived the idea of exploring how teacher evaluation could enhance quality teaching and learning. Through such meetings and discussions, the researcher was able to establish a good working (interviewing) relationship with the potential interviewees.

3.4.2 Sampling methods

The main aim of this study was to establish the extent to which teacher evaluation enhanced the quality of teaching and learning. The task of securing the relevant data to answer the research question included all 26 educators from three schools in the Dwarsloop Circuit. All the educators in these schools had been evaluated successfully as evaluation was part of the IQMS. Thus, the educators were selected purposively because the researcher believed they had the relevant information she needed to answer the research question. Merriam (1998:61) refers to this form of sampling as purposive sampling, which, as Maykut and Morehouse (1994:45) and Leedy and Ormrod (2001:219) indicate, involves choosing respondents for a particular purpose. Moreover purposive sampling entails sampling by means of which the researcher (purposely) selects the respondents most suitable to provide the data needed to answer the research question.

According to Merriam (1998:61), such participants are 'information rich' and are willing to provide the information sought. Therefore, in the light of the fact that the researcher had become well acquainted with all these educators and that she had engaged most of them in educational discussions regarding the subject, purposive sampling was most appropriate. She indeed believed that all the selected respondents were 'information rich,' since they were in a position to comment on the extent to which teacher evaluation enhanced meaningful teaching and learning.

The researcher further believed that all the educators in the three schools had the relevant information, because they were typical of the entire population of educators in the circuit and the district. The educators were a diverse group consisting of both males and females, with varied experiences, qualifications and included various ages (Isidor, 1976:521). Such a heterogeneous sample was not only information-rich, but also represented different strands of opinions of the subject under study (Maykut & Morehouse, 1994:57). Patton (2001:172)

observes that any common patterns that emerge out of a sample of this nature are of particular interest and value as they reflect the respondents' core experiences and shared aspects.

3.5 DATA ANALYSIS

Data analysis was the final stage in determining what the respondents had said (Rubin & Rubin, 1995:225). Henning *et al.* (2004:101), note that data analysis in a study of this nature has to be managed according to the principles of the study design. As this is a qualitative study, data analysis was in line with the requirements of a qualitative study design. Accordingly, the collected data were divided into small units of meaning and named (coded) according to the meaning each unit carried. The researcher then grouped together (categorised) all the units that had the same codes. Each category contained codes that were semantically related. Each category was examined, noting how it answered the research question. The categories that emerged formed the basis upon which the research findings were based.

3.6 ETHICAL CONSIDERATIONS

Ethics are moral standards that govern and direct the behaviour of individuals or groups of people. According to Strydom (1998:24), they are a set of principles suggested and accepted by an individual or group of individuals to guide their conduct involving research participants and other interested parties. Ethical guidelines are therefore used as standards upon which a researcher evaluates his/her own conduct. Non-adherence to the acceptable standard is either harmful or potentially harmful to all individuals involved in the research.

It is against the above background that the researcher adhered to the following ethical considerations in this research.

3.6.1 Permission to conduct this research

The researcher sought permission from the Limpopo Department of Education to conduct the research (see attached appendix C).

3.6.2 Introduction

The researcher personally introduced herself to the interviewees before the commencement of the interview process.

3.6.3 Participants' consent

In a letter to each of the research participants, she clearly explained the purpose of the research and then sought each participant's permission to be interviewed and tape- recorded. She reassured each of them that the collected information would not be used for any other purpose other than for the completion of this study.

3.6.4 Statement of confidentiality

The researcher indicated to each of the research participants that whatever information was collected from them, it would remain confidential and that their anonymity as individual participants would be assured.

It is of utmost importance that research should meet the criteria of validity and reliability and this is what is discussed next.

3.7 VALIDITY AND RELIABILITY OF THE RESEARCH

Merriam (1998:198) observes that all research should be concerned with producing valid and reliable knowledge in an ethical way. This is to ensure that the research findings are trustworthy. It is therefore incumbent upon the researcher to ensure that his/her findings are valid, reliable and can be trusted. However, this raises the following questions:

- What makes research trustworthy?
- How should the researcher ensure that his or her research findings are trustworthy?

Merriam (1998), Maykut and Morehouse (1994:64), agree that the readers and users of research findings will trust them only if they have confidence in the processes used in conducting the investigation. The onus therefore lies on the researcher to give a detailed account of the tools used to conduct the research, the appropriateness of such tools and the data analysis techniques. Merriam (1998:199) states that the researcher has to show that the research was rigorously conducted, with conclusions and insights that ring true to the readers.

Dwelling on same the issues of validity and reliability, Firestone (as quoted by Merriam, 1998:199) notes the difference in the approaches used by quantitative and qualitative researchers to convince the readers of the trustworthiness of their studies. Quantitative researchers give very little concrete description to show what they have done to ensure validity and reliability. Instead, their task is to convince the reader that they have followed the prescribed procedures faithfully. On the other hand, qualitative researchers give the reader a detailed description of the entire process, by means of which they indicate that their findings can be trusted.

Apart from the approaches used to convince their readers about the validity and reliability of their studies, quantitative and qualitative researchers also tend to differ with regard to the language or jargon used to describe the two concepts of 'validity' and 'reliability' (see Henning *et al.*, 2004:146-151). Quoting extensively from the works of Kvale, Henning *et al.* (2004:146-151) observe that these concepts were transplanted from the discourse of natural sciences to the social sciences. Not surprisingly, with the progress of interpretative qualitative research, qualitative researchers such as Lincoln and Guba (1988), question the terms and what they stood for. This has consequently resulted in the coinage of new terms such as "trustworthiness," "credibility," "dependability" and "conformability" to denote 'validity' and 'reliability' (Henning *et al.*, 2004:146-151; Merriam, 1998:212). Merriam (1998:212) for instance, argues that research is trustworthy if the readers believe in the entire process through which its final product was achieved. Such research is also said to be credible. This being a qualitative study, the researcher uses the terms "credibility," "trustworthiness" as used by qualitative researchers interchangeably with "validity" and "reliability," respectively.

Regardless of the type of research, the approaches and the jargon or language used to justify and describe the 'validity' and 'reliability' of research findings, issues concerning validity and reliability, are of paramount importance in any research. Such issues indeed call for, to borrow Henning *et al.*'s (2004) expression, a researcher's "precision throughout the research process ...care and accountability, open communication [with research participants and peers] throughout the research process and immersing the process in the conversations of the discourse community..."

3.7.1 Internal validity

Internal validity deals with matching the research findings with reality and concerns itself with the consistence of the results in relation to the data. It is thus the degree to which the study rules out any explanations for its findings, other

than the one claimed by the researcher. In other words, internal validity concerns itself with whether the researcher has observed or measured what he or she set out to measure in the investigation (Henning *et al.*, 2004:147; Merriam, 1998:201). A researcher is able to measure what he or she sets out to measure when he or she uses ideal instruments to collect the data.

As this is a qualitative study, the researcher acted not only as the centre of the analytical process, but also as a major data collection instrument. Patton (2001:461) observes that if readers of any research findings have to believe in them, they too, have to believe in the credibility of the researcher. In this regard, as an instrument of data collection and the centre of the analytical process, the researcher tried to ensure her own credibility, and therefore the validity of this inquiry, by adopting a number of strategies. As a departure point and in line with Merriam's (1998:205) recommendation, she clarified her personal assumptions and worldview at the outset of the study. This was vital in the light of the fact that a researcher's personal assumptions, experiences, pre-conceived ideas and interests have the potential to influence the outcomes of a piece of research, even before the interviews and data analysis are carried out (Mauer, 1996:8).

In this study, the researcher continuously questioned and challenged her own personal assumptions and biases. She had definite biases at the onset of this investigation, which, were rectified after her first interview.

One other tool used in this study was the interview guide. The researcher tried to ensure that only applicable questions were asked. Thus, during the process of constructing the guide, the principle question the researcher asked was whether the questions asked were suitable to solicit the educators' opinions with regard to the concepts of 'teaching' and 'learning.' The researcher also asked whether such questions would solicit enough data from which the stated research question could be answered. After the construction of the interview guide, the researcher applied the peer examination strategy, as described by Merriam (1998:204), for achieving internal validity. Thus the questions were discussed

with several course coordinators and other colleagues to ascertain their opinions on whether the questions sought to understand how the research participants conceptualised the terms 'teaching' and 'learning' and whether they were in line with the research question. They all expressed satisfaction in this regard.

In addition to using it to validate the interview guide, the peer examination strategy was also applied to the study as a whole. The researcher also maintained regular contact with her supervisor, who read each chapter of the study, including those chapters on data analysis and interpretation. She also made the work available to her colleagues who, were likewise engaged in masters or doctoral studies at other academic institutions, for their comments. They all expressed satisfaction with the work.

Apart from the clarification of the researcher's biases and peer examination as strategies to ensure a study's internal validity, Merriam (1998:204-205), recommends triangulation, member checks, long-term observations and participatory (collaborative mode of research) as additional strategies that could be used to achieve internal validity in qualitative research. With regard to triangulation, multiple sources of data and methods of data collection or a combination of various research methods were used in one study. As with long-term observations, the researcher observes phenomena or gathers data over a long period to increase the validity of the findings. Meanwhile, researchers who use the participatory strategy to enhance internal validity involve the research participants in all the phases of research from conceptualisation of the study to writing up the research findings. Finally, the member checks strategy dictates that the researcher consult the research participants to clarify uncertainties during the course of the research.

Regarding the above strategies it is suggested by Merriam (1998:204-205) that the researcher should make use of member checks as an additional strategy to increase the study's internal validity. Though research participants were not involved at all the levels of the research, she communicated with them on a

regular basis, which provided an opportunity for regular member checks (Henning *et al.* 2004:149). The research participants were also involved during the data analysis stage of the study, during which the researcher shared the provisional findings with the participants and solicited their views. The majority concurred with the findings. Establishing and maintaining an open communication channel with the respondents further enabled the researcher to revisit them and where the need arose, she re-interviewed the respondents to clarify and confirm some of the responses that had been given earlier. This process confirmed the validity of the initial interview as an instrument. All the respondents re-interviewed after some time had elapsed, gave similar responses to the ones they had given earlier.

The pilot study with five of the respondents identified a number of gaps and problems in the interview guide. It was discovered for instance, that the respondent took time to understand certain questions and phrases that had initially been used. In such instances, the questions were restructured and the language simplified. Generally, the pilot study enabled the researcher to re-assess the approach to interviewing before embarking on a fully-fledged study.

3.7.2 External validity

External validity is concerned with the extent to which the findings can be applied to other situations (Merriam, 1998:207). Thus, this concept deals with the question of whether the research findings can be generalised or transferred to other situations. This transferability of research findings to other situations depends on the degree of similarity between the original situation and the situation to which it is transferred. Guba and Lincoln in, Merriam (1998:207) have indicated that a close relationship exists between internal and external validity. However, the question that now arises is - how does a researcher ensure that a research study is both internally and externally valid?

Henning *et al.* (2004:15) indicate that in terms of conventional views on reliability, precision of the procedures and documentation should ensure that the research findings are generalised to other situations. The authors argue that if all the research steps are declared and documented, the research is potentially replicable. The situation is however different in a qualitative research project like this one. For instance, Merriam (1998:208) notes: "In qualitative research a single case or a small non-random sample is selected precisely because the researcher wishes to understand the particular in-depth, not generally the many." What the foregoing observation implies is that external validity or generalisation of research findings in the conventional or traditional sense is not possible unless the concept of 'generalisability' is re-conceptualised to mirror the assumptions that underlie a qualitative inquiry.

Not surprisingly, several writers such as Cronbach (1975), Erickson (1986), Stake (1978) and Wilson (1979), as cited by Merriam (1998:208-211), have re-conceptualised the external validity or generalisability of research findings to reflect what qualitative research is about (explanation of a world of multiple realities with multiple constructions of reality). Cronbach (1975) for instance, argues that instead of aiming for findings that can be generalised to other situations, as in the traditional sense, the qualitative researcher should aim for working hypotheses that can offer guidance to consumers of the research findings in similar situations. In almost the same vein, Erickson (1986) expresses the view that the general lies in the particular and so what we learn from a particular incident or situation can be transferred or generalised to similar situations encountered. In line with Erickson, Stake (1978) states that full and thorough knowledge of a particular study allows the readers to see similarities in other contexts.

According to Walker (1980), in Merriam (1998:211), it is then up to the reader to find out what is in the study that could be applied to his/her own situation. This is called reader or user generalisation. It involves leaving the extent to which a study's findings apply to other situations up to the people in those situations who read the research findings.

A common strand that runs through all the observations of the above quoted qualitative researchers is that the transferability of qualitative research hinges upon the degree of similarity between the original situation and the situations to which it is transferred. Researchers should therefore provide enough information to the reader to enable him or her to prove the external validity or transferability of the findings to other situations. The researcher bases her research on the above premises, namely, by providing detailed information describing how this study was conducted. The description coherently explained all the stages of the study so that readers would be able to determine how closely their situations matched the research situation and whether the findings could be transferred (Krefting, 1990:220; Merriam, 1998:211). Henning *et al.* (2004:6) and Merriam (1998:211) refer to such a description as a rich, thick description.

3.7.3 Reliability of the research

Reliability in the traditional sense refers to the extent to which research findings can be replicated. It concerns itself with whether, if a study is repeated, it yields the same results (Merriam, 1998:205). However, this definition is not applicable to qualitative research where, as mentioned above, researchers seek to describe and explain a world of multiple realities and those who live in it with their multiple interpretations. Consequently, as Merriam (1998:205) observes, there is no way in which repeated measures could be taken to establish reliability in the traditional sense in such a world.

Since the term “reliability” in the traditional sense seems to be a misfit in qualitative research, Lincoln and Guba (1985) in Merriam (1998:206), propose the use of the terms “dependability” and “consistency” of results obtained from the data. The implication of replacing “reliability” with “dependability” and “consistency” is that instead of demanding that outsiders replicate the findings in other similar conditions, a researcher wishes outsiders to agree that in the light of the collected data, the results make sense (are thus dependable and consistent).

In trying to ensure that the results were consistent and dependable, the researcher made use of the following strategies:

(a) The context, the researcher's position and the relationship with the selected participants

The researcher explained the context of the research and her relationship with the group she studied clearly, and her assumptions in the above discussion.

(b) Provision of a clear and logical "audit" trail

The researcher provided a clear and defensible link for each step of the research from the raw data to the reported findings. The trail consisted of the original transcripts and the unitised data, both of which were part of the comparative methods used in the data analysis (see also chapter four). She wanted to ensure that through the analysis of data, information was presented coherently and interpreted in the light of the empirical information in the study. She also gave a detailed description of how data were collected and analysed and how categories were formed and decisions made throughout the research (Merriam, 1998:207; Henning *et al.*, 2004:6).

3.8 CONCLUSION

In this chapter, the research design and the data collection methods were discussed. A brief description of the data analysis procedure was also given. It was indicated that the methods used to collect and analyse data were informed by a qualitative research paradigm in addition to the research question and aims of the study. Thus, it was revealed, since the inquiry is qualitative in nature, and aimed at constructing a substantive theory, the methods of data collection and analysis used were consistent with the dictates of qualitative research. Therefore, the data analysis process included data reduction, data organisation and data

interpretation. Issues pertaining to the reliability and validity of the research process were also discussed; noting that their use in the traditional sense renders them untenable in qualitative research such as this study. Consequently, the researcher tried to ensure the validity and reliability of the research by making use of strategies as suggested by advocates of qualitative research. The ethical considerations that guided the researcher throughout the investigation were also explained.

A detailed description of the data analysis process will be described next in chapter four.

CHAPTER FOUR

DISCUSSION OF RESEARCH FINDINGS

4.1 INTRODUCTION

Rubin and Rubin (1995:226) observe that in research of this nature, data analysis constitutes the final stage of hearing what the respondents have said. Through data analysis, the researcher interprets and makes sense of the data collected. The design type and the methodological position of the inquiry informed the process of data analysis in this investigation. Since this investigation is a qualitative study, the researcher made use of the constant comparative method of data analysis as described by Maykut and Morehouse (1994:128).

4.2 DATA ANALYSIS PROCESS

In line with the comparative method of data analysis, data analysis in this investigation was done in a number of stages.

4.2.1 Data analysis during data collection

The data was collected from twenty-six (26) teachers from the three different schools. None of them was in a management position. Among these teachers, 44% of them were at a functional level and were therefore directly involved with daily interaction with the learners. Importantly, the teachers understood the dynamics of teaching and learning.

Semi-structured interviews were used to collect data. All interviews were audio-taped and transcribed verbatim. Data analysis was carried out simultaneously with data collection. Each interview was transcribed and labelled as soon as it was finished. The researcher used a process called coding during data analysis. Through this process, data was compiled, labelled, separated and organised. The researcher commenced data organisation and labelling by coding pages

according to their sources. A code was placed on top of each page of a transcript for the typed data and a page number of a particular data set was indicated. Data secured from the first interviewed educator was, coded, for example, according to the sources as ED1T1 – 1, meaning Educator 1 (ED1), transcript 1 page 1 (T1 – 1) (see table 4.1).

Coding as explained above was followed by reading each of the transcripts to identify units of meaning as recommended by Maykut and Morehouse (1995). Each identified unit of meaning was then highlighted. Alongside each highlighted unit, the researcher wrote a phrase or a word, which contained the essence of the unit of meaning. For example the response, *“for me evaluation is good because it enable me to show my skills concerning lesson planning, presentation and management of learning programmes”* as given by educator ED18, in a question that sought to establish his opinion on the role of evaluation was highlighted as a unit of meaning. Then alongside it, the researcher wrote the words “teacher competence.” The units of meaning were further coded to enable easy access to them in the transcripts. This particular unit of meaning for instance, was further coded as ED18T18 – 6 (see also table 4.1 below). ED18 represented interviewed educator number 18. T18 stood for transcript number 18 and 6 represented page number 6 of the transcript, the page where this unit of meaning could be traced.

All the highlighted units of meaning were cut out from the original transcripts and pasted on A5 size cards, enabling the researcher to compare the different units with each other. This comparison made it possible for each identified unit to be put in a preliminary category. Such categories were written down in a notebook.

Table 4. 1: Example of codes used to code data pages and participants

Code	Meaning
ED1T1	Educator 1 or first educator to be interviewed transcript 1
ED1T1- 1	Educator 1, transcript 1, page 1
ED1	Educator 1

From the interview with **ED1**, a number of provisional categories regarding the role of teacher evaluation in enhancing quality teaching and learning emerged, some of which are reflected in table 4.2.

Table 4.2: Some examples of provisional categories from the interview with ED1

▪ Creates ideal learning environment	▪ Teacher competence encouragement
▪ Promotion of good record management	▪ Creation of sound human relations
▪ Encourages professional development	▪ Knowledge demonstration

Using Maykut and Morehouse's (1994:137) look / feel alike criteria, each of the coded data unitised was grouped under an appropriate provisional category. This assignment of unitised data to categories continued until the remaining data could not fit into the identified categories. Data that could not fit into the identified provisional categories were used to begin or form new categories. These categories formed the basis of the research findings in this investigation.

In several cases, when the situation demanded it, names assigned to the initial categories were changed as more appropriate categories were developed in the course of data analysis.

4.2.2 Data analysis through memo writing

In order to ensure clarity, completeness and consistency of data collection and analysis, data was also analysed through memo writing. The researcher made notes on problems or difficulties experienced during the research process. Maykut and Morehouse (1994:38) observe that notes in a researcher's memo consist of the experiences, interaction and observations that the researcher makes in the process of data collection and analysis. Memos were also used not

only to record the products of coding, but were also operational and theoretical notes.

Memos with operational notes guided the researcher with regard to sampling concepts and categories, the questions to be asked in the process of data analysis and possible comparisons. Such notes further revealed the leads to follow during the course of data analysis.

Respondents' behaviour, facial expressions, composure or uneasiness during the course of the interview were also jotted down in the researcher's memo, making it possible to compare their mannerisms with their utterances and responses, thus enabling the researcher to detect any mismatch between the two.

Memo writing commenced as soon as the researcher started interviewing the first respondent and continued throughout the process of data analysis. Memos with theoretical notes assisted in indicating the properties and dimensions of the potentially relevant categories, the relationship and variations among them (Merriam, 1998:161; Strauss & Corbin, 1990). In addition, both the operational and theoretical notes contained in the memos assisted the researcher to:

- Elaborate on processes, and assumptions that could have been subsumed in the codes.
- Explore further the codes and expand on the processes identified and suggested in the codes.
- Establish the relationship between the different categories.
- Keep focussed on the analysis and avoid the likelihood of getting entangled in irrelevant data.
- Link analytic interpretation with empirical reality.
- Identify holes and gaps in the constructed categories and in the researcher's own thinking (Charmaz, 2000:517; Strauss & Corbin, 1990:197).

The data analysis method described in the preceding paragraphs, was used to develop categories related to all the areas covered by this investigation. These categories were:

- Establishing the extent to which teacher evaluation enhanced quality teaching and quality learning.
- Establishing the teachers' conceptualisation of the terms "quality teaching" and "quality learning."
- Establishing the teachers' perceptions of the current evaluation system.

The categories that emerged out of the data analysis process with regard to the role of teacher evaluation in enhancing quality teaching and quality learning are reflected in table 4.2. Table 4.3 reflects the teachers' interpretation of the terms "quality teaching" and "quality learning."

4.3 INTERPRETATION OF THE RESEARCH FINDINGS

4.3.1 Introduction

The qualitative method was applied to analyse the data obtained from the school managers; these data were then divided into various sections addressing different aspects as discussed in chapter two. Several different questions were asked to enable the researcher to answer the research question and achieve the aims of the study. Questions were designed to obtain the respondents' demographic information to determine reliability of data collected. In addition, questions were also designed to find out how the respondents interpreted the concepts 'quality teaching' and 'quality learning' and whether in their opinion, teacher evaluation resulted in quality teaching and learning. In order to determine the reliability of the data collected, the research included a question on the respondents' qualifications. This was meant to determine the diversity of teachers in three schools under the investigation. Questions 15 to 21 were devised to test the respondents' understanding of the different principles of teacher evaluation. Question 22 was related to educators' knowledge of curriculum and learning programmes. Question 23 was related to lesson planning, preparation and presentation. Question 20 dealt with learners' assessment.

4.3.2 Educators' views of the concepts 'teaching' and 'learning'

In this section, findings regarding educators' views about the concepts 'teaching' and 'learning' ascertained by means of the interviews are given.

4.3.2.1 Introduction

Educators were asked about their views with regard to the concepts 'teaching' and 'learning.' They expressed two major views. Whilst a minority (10%) interpreted, teaching and learning as the transfer and receipt of information, the majority (90%) indicated that teaching and learning are empowering processes through which learners are equipped with knowledge and skills. The respondents indicated further, that in order to ensure quality teaching and learning, the educators should use the strategy of dialogic teaching. These responses are summarised in the table that follows and discussed in the sections that ensue.

The views as expressed by the respondents are summarised in table 4.3 and then discussed in the sections that ensue.

Table 4.3 Categories, sub-categories and outcome statements pertaining to teachers' interpretation of the concepts 'learning' and 'teaching'

Categories and sub- categories	Outcome statements
<p>1. LEARNER EMPOWERMENT</p> <ul style="list-style-type: none">• Connect teaching to real life situations.• Recognition of learners' prior experiences.• Encourage active participation in learning.• Allow many opportunities to learn.• Application of learning.• Reflection and self-evaluation.	<p>Most of the interviewed teachers indicated that quality teaching meant learner empowerment and this can be achieved through teacher evaluation.</p>

Categories and sub- categories	Outcome statements
<p>2. GIVING AND RECEIVING INFORMATION (INFORMATION TRANSFER)</p> <ul style="list-style-type: none"> • Focus on content mastery • Non – stop talking • Disregard learners’ prior experiences • Few opportunities for learner participation 	<p>The majority of the informants indicated that they approached teaching as a process involving the transfer and receipt of information from teachers to learners. Consequently, most of them ensured that they mastered the content that they presented in the form of uninterrupted lectures to the learners. They disregarded learners’ previous experiences and allowed no opportunities for learners to participate.</p>

4.3.2.2 Teaching and learning as transfer and receipt of information or knowledge

It emerged during the course of the interviews that a minority of the respondents (10%) interpreted teaching and learning as the mere transfer of information from the educator to the learners. When invited to describe what they considered their typical lesson, half of the respondents indicated that their departure point was the mastery of the content they intended to present. During the lesson, little emphasis was put on learner involvement in the lessons, reducing the learners to inactive participants incapable of describing and analysing the issues that were being presented. It became evident in this regard that some teachers interpreted the concepts ‘teaching’ and ‘learning’ from a pedagogical perspective. However, when asked whether that kind of teaching was quality teaching, all the teachers said that it was not quality teaching. In the words of ED2,

I do not see this as quality teaching and quality learning. This is precisely because the purpose of learning is not to absorb information given by the teacher. But this type of teaching precisely leads to information absorption.

Though the teachers defined teaching from a pedagogical perspective, they agreed that this type of teaching did not constitute quality teaching and thus did not yield quality learning. The response was consistent with the theory set out in, section 2.2.2 of this study.

4.3.2.3 Teaching and learning as empowerment processes

The categories and sub-categories depicted in table 4.3 show that the majority of interviewed teachers interpreted teaching and learning as empowering processes. The teachers indicated that teaching as a process guides learners through a discovery journey that empowers them with knowledge and skills to manage their environment and real life problems. Connecting teaching to real life problems for the respondents meant finding out and acknowledging the learners' needs in their communities and environments.

The teaching process would then be structured to cater for these needs. Consequently, learners would be empowered in a number of areas. Firstly, the acquired knowledge and skills would enable them to participate actively in tackling and solving community problems and challenges. Moreover, they would work better in their communities; lastly, they would gain sufficient self-esteem to make them active participants in their classes. The latter type of empowerment would only be possible if the teachers recognised and made use of the learners' prior-experiences and respected them as learners

From the above observations, it can be asserted that the respondents who viewed teaching and learning as learner empowerment, looked at teaching from a cognitive perspective (see section 2.2.2). In the literature discussed in chapter 2, it was indicated that the cognitive perspective of teaching encompasses several other perspectives and was more likely to bring about quality teaching and learning conceptualised in this dissertation.

Teachers' opinion on this matter was solicited by asking their opinion regarding what constituted quality teaching. In response to this question, all the interviewed

teachers indicated that to them teaching properly (quality teaching), meant guiding learners in such a way that the learners could make use of their insight and perceptions to discover and understand phenomena.

Teachers further expressed the view that if learners were trained to use their insight, they would be able to look critically at the world around them. They would also be able to recognise the relationship that existed between the smaller constituents of a larger problem.

ED2's response to the question regarding this aspect aptly captures the feelings of all the teachers. The educator states:

For me quality teaching means being able to empower a learner. I mean teaching a learner by guiding him or her, giving him skill and knowledge eh he can use in his real life. I mean not just to pump him or her with information that he does not understand. It is teaching where learners don't just memorize facts. Learners should be assisted to meet their human needs in this kind of teaching.

It was no wonder then that the majority of the respondents indicated that the cognitive perspective of teaching was the most ideal with regard to ensuring quality teaching and learning. This was consistent with the theory set out in section 2.2.2. This kind of response was also consistent with the fact that all the respondents were trained teachers and understood contemporary approaches to teaching.

4.3.2.4 Dialogic teaching as a strategy to achieve quality teaching and learning

In a question aimed at establishing the teachers' understanding of dialogic teaching, all teachers indicated that they knew what constituted dialogic teaching. The teachers indicated that dialogic teaching implied communication among learners during a given learning experience where each learner is afforded the opportunity to contribute to finding the solution to a given problem with the guidance of the educator.

Asked whether dialogic teaching enhanced quality learning as conceptualised in this dissertation, ED7 stated,

Certainly. You see quality teaching is partly due to learner interaction that comes as a result of dialogue among them. Through this interaction learners support and encourage each other's efforts to achieve and so learn effectively."

This response, which epitomises the majority of responses on this aspect, was consistent with the theory set out in section 2.2.2 of this study. This could have been because they were all trained teachers and therefore understood contemporary approaches to teaching.

4.3.2.5 Conclusion

The minority of the teachers interviewed defined teaching from a pedagogical perspective, interpreting the two concepts as the receipt and transfer of information / knowledge. On the other hand, the majority looked at teaching and learning from a cognitive perspective, a perspective that advocates active learner participation.

4.3.3 Educators' views on whether teacher evaluation enhances quality teaching and learning

4.3.3.1 Introduction

Having established how the teachers conceptualised the terms "teaching" and "learning," the researcher subsequently posed questions that aimed at finding out whether teacher evaluation could enhance quality teaching and learning as conceptualised in this dissertation. The responses given by the teachers are summarised in table 4.4. The educators indicated that teacher evaluation enhanced quality teaching and learning. The educators' views were based on the following premises, namely that teacher evaluation:

- aids in the creation of a climate that supports effective teaching and learning.

- enables better learner assessment, teachers' professional development and improved teaching.

This is also indicated in sections 2.4.2, 2.4.5 and 2.4.6.

Table 4.4 reflects the categories and sub-categories that emerged from the educators' responses. With these categories in mind, the research findings on educators' views regarding whether evaluation enhanced quality teaching and learning, are discussed in the sections that ensue.

Table 4.4 Categories, sub-categories and outcome statements pertaining to teachers' opinions regarding whether teacher evaluation results in quality teaching and learning.

Categories and sub-categories	Outcome statements
<p>1. POSITIVE LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Adequate space • Learner participation • Discipline • Respect for learners 	<p>Most of the teachers interviewed expressed the opinion that teacher evaluation results in quality teaching and learning since it leads to the creation of an environment that supports quality teaching and learning. However, this was not possible in their schools due to the manner in which the evaluation process was carried out.</p>

Categories and sub-categories	Outcome statements
<p data-bbox="236 248 638 286">3. LEARNER ASSSSMENT</p> <ul style="list-style-type: none"> <li data-bbox="288 360 638 398">▪ Feedback to learners <li data-bbox="288 416 724 510">▪ Contemporary assessment techniques <li data-bbox="288 528 564 566">▪ Record keeping 	<p data-bbox="831 248 1394 779">The teachers indicated that teacher evaluation results into increased feedback from teachers to learners, the use of contemporary assessment methods and good record keeping and thus quality teaching and learning. However, this was not possible in their schools because learner assessment was hardly done and evaluators hardly examined their assessment records.</p>
<p data-bbox="236 804 778 842">4. PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> <li data-bbox="288 916 715 954">▪ Participation in workshops <li data-bbox="288 972 746 1010">▪ Registration with universities <li data-bbox="288 1028 807 1066">▪ Knowledge of educational issues <p data-bbox="288 1084 644 1178">Positive attitude towards development</p>	<p data-bbox="831 804 1394 1496">The consensus among the interviewed teachers was that teacher evaluation enables teachers to participate in developmental workshops and encourages them to further their education by registering with different universities. It also equips them with positive attitude towards development and Knowledge of different developmental issues; making them better teachers. However, teachers indicated that they hardly ever attended workshops.</p>

Categories and sub-categories	Outcome statements
<p>6.HUMAN RELATIONS</p> <ul style="list-style-type: none"> ▪ Cooperation ▪ Interaction ▪ Communication ▪ Sensitivity to learner need 	
<p>7.RESOURCES ADMINISTRATION</p> <ul style="list-style-type: none"> ▪ Optimal use of resources ▪ Availability of guidelines ▪ Complete records ▪ Maintenance of equipment 	<p>Evaluation makes it possible for teachers to administer resources effectively for the benefit of the learners and the whole school.</p>

The responses reflected in table 4.4 can be grouped together under the following headings:

4.3.3.2 Teacher evaluation enables the educator to create a climate that supports quality teaching and learning

From the literature explored in chapter two, it became evident that a positive learning climate is essential for quality teaching and learning as conceptualised in this study (see section 2.4.2). The teachers interviewed indicated that through regular teacher evaluation, it is possible to organise a learning space that supports the effective use of teaching resources and that supports learners' individual and group activities. Consequently, they are able to stimulate learner participation, instil discipline in their classes and promote respect for every learner. In the words of ED9, *"certainly as a teacher I must have an atmosphere that allows me to teach well. This I can of course do if I have my bosses (evaluators) behind me."*

Though the teachers agreed that evaluation brings about quality teaching and learning by creating a positive learning climate, they were unable to create such an environment due to the crowded classes and demotivated learners. ED23 aptly summarises the situation in the three schools where the research was done:

You see in our situation here we have very many learners and few resources to go around. In such circumstances, one cannot create the learning space that is ideal for learner involvement. Discipline too becomes a problem.

4.3.3.3 Teacher evaluation leads to improved teaching (better lesson preparation and presentation)

The majority of the teachers indicated that teacher evaluation leads to quality teaching and learning, for it results in better lesson preparation and presentation (see also section 2.4.4). The respondents indicated that those teachers, who are evaluated periodically, present well-structured lessons, keep proper records and present their work in an orderly manner. This result was indeed consistent with the literature as explored in chapter two..

However, the respondents noted that in most cases, their HODs never monitored their weekly preparations.

This affected their ability to prepare, keep proper records and present well-organised lessons negatively. In response to a question that sought to establish whether the respondents believed that better lesson preparation resulted in quality teaching and learning, ED8 replied:, *“Of course, but unfortunately in our case here nobody follows up whether a teacher has prepared or not.”*

4.3.3.4 Teacher evaluation leads to improved learner assessment

In line with the explored literature in this study, all the respondents indicated that teacher evaluation guides teachers in such a way that they are able to evaluate their learners effectively (see section 2.4.5). In the words of ED7:

Teacher evaluation puts us teachers on our tiptoes. You see if one knows that evaluators are coming to check on the way you teach and evaluate learners, one is compelled to keep records in order. One is also forced to apply modern evaluation methods and constantly give feed backs to the learners.

Though the teachers felt that evaluation leads to better evaluation methods and quality learning, they revealed that in their particular circumstances, it did little to enhance quality teaching and learning. In a question that sought to know whether teacher evaluation helped her become a better teacher, ED15 aptly summarises the views of most of the respondents, as follows:

You see, sister it is not possible to evaluate these crowds of learners. I mean in grade 12 alone we have more than three hundred learners. If I gave a test in composition writing, it would take me more than three months to read each of the essays. So in most cases I only assess 10% of the scripts. The rest of the marks I give are ... I am sorry to say, and this is for your ears only, are cooked (forged).

The foregoing response, which was typical of all the responses to this question, reveals that assessment results given by the teachers were not a true reflection of the learners' performance. Therefore, evaluation has not resulted in quality teaching or quality learning.

4.3.3.5 Teacher evaluation enables teachers' professional development

From the teachers' views, teacher evaluation encourages their professional development. This view was consistent with the literature as discussed in section 2.4.6. Teachers indicated that because of evaluation, they are encouraged to participate in departmentally arranged workshops and seminars. They register

with various universities for long distance and part time studies. Consequently, they enhance their knowledge of educational issues and they develop positive attitudes towards development.

From the explored literature in this study, it was noted that teacher evaluators looked for a teacher's professional development as one of the performance standards (see section 2.4.6). Indeed, when asked whether they engaged in professional growth activities, the majority of the respondents answered in the affirmative. However, the teachers did not think that they became better teachers after exposure to departmental workshops, seminars or any other professional activities. ED11's response clearly illustrates this point:

I don't think I became a better teacher, nor do I think my learners benefited from all the seminars we attended in preparation of the implementation of the NCS (National Curriculum Statement)). You see the very people who were training us, and who at times evaluators at schools, were not conversant with most of the issues involved in the curriculum and how to implement it.

4.3.3.6 Teacher evaluation enables teachers to demonstrate adequate knowledge of the curriculum and to use that knowledge for quality teaching and learning

The teacher respondents held the unanimous view that evaluation, if well done, assisted them in obtaining accurate information regarding their teaching areas (see also section 2.4.3). Such information enabled them to interpret their programmes properly to prepare clear lesson outcomes. Consequently, the teachers are able to create enjoyable learning experiences.

Though the teachers felt that evaluation had the above-mentioned advantages, they also indicated that they did not have the skills and expertise to create enjoyable learning experiences for the learners. Indeed in the words of ED4: *"But we still don't have the ability or the skill to create enjoyable learning climate for the learners. I'm telling you some of our colleagues here can hardly interpret the learning programmes for the learners."*

From the foregoing response, it would appear that instead of evaluation, teachers would probably need fully-fledged courses to equip them with the skills and knowledge needed for quality teaching.

4.3.3.7 Teacher evaluation equips teachers with the human relations skills needed for quality teaching and learning

One of the performance standards that evaluators look for during the course of evaluation is whether teachers engage in sound interpersonal relations with colleagues and learners. Indeed, when asked for their views about evaluation, the majority of the teachers indicated that it “forces” them to initiate cooperation amongst themselves and with the learners. Thus, teachers interact and communicate easily with each other and become sensitive to learners’ needs. Such interaction and cooperation is essential, especially in the light of the fact that evaluators are usually fellow teachers. However, despite this fact, it emerged during the interviews that some teachers did not display the needed courtesy and sensitivity while interacting with fellow teachers and learners. ED20’s comments reflect this viewpoint:

Ideally, we should be working together but lady teachers have a problem in this school. They do not respect female learners; especially grade 12 learners. They look at these girls as competitors and not learners. They bark at these learners, they ridicule them in front of male teachers and are insensitive to their needs.

The educator went on to indicate that there were cases when teachers who were being evaluated, exchanged harsh words with their fellow teachers who acted as evaluators.

4.3.3.8 Teacher evaluation enables effective and efficient administration of resources and records

The achievement of quality teaching and learning demand that teachers keep and administer school and learner records in the most efficient and effective manner. In connection with this requirement, teachers indicated that teacher

evaluation leads to the optimal use of resources. In addition, it provides an incentive to teachers to maintain proper records and school equipment. In the words of ED20:

If teachers are checked (evaluated) on, repeatedly, they will make sure that their preparations are in order. They will be forced to keep their records and to use their teaching aids effectively. This will certainly lead to better results.

4.3.3.9 Conclusion

It is evident from the responses cited in the preceding sections, that educators believed that teacher evaluation enhances quality teaching and learning. Accordingly, it creates a climate that supports effective teaching and learning (see section 2.4.1).

In addition, teacher respondents indicated that, overall, evaluation leads to better learner assessment (see section 2.4.5) as well as improved teaching and educators' professional development (see section 2.4.6).

In addition, it emerged that through evaluation, educators are equipped with the skills to demonstrate adequate knowledge of the various curriculums (see section 2.4.3) and to establish good personal relationships with fellow educators and learners. Finally, teachers are able to administer resources and records in an efficient and effective manner. The opinions expressed by the teachers in the preceding sections were consistent with the theory as explored in the literature in chapter two.

4.3.4 Educators' views with regard to the principles of the teacher evaluation process

4.3.4.1 Introduction

In order to ascertain whether teacher evaluation enhanced quality teaching and learning, the researcher included a set question on the principles of teacher evaluation namely; validity, reliability and flexibility of the evaluation system as

discussed in chapter two (see sections 2.3.4.1, 2.3.4.2, 2.3.4.3 and 2.3.4.4 respectively).

The questions were structured to establish the respondents' understanding of the principles of teacher evaluation and to establish whether these principles were adhered to during the process of evaluation. The following categories reflect the respondents' opinions of the principles of teacher evaluation.

Table 4.5 Opinions about the principles and the teacher evaluation system

Categories and sub- categories	Outcome statements
<p>INCOMPETENT EVALUATORS</p> <ul style="list-style-type: none"> ▪ Lack of curriculum knowledge ▪ No staff mentoring ▪ Non-existent records 	<p>The teachers expressed the opinion that evaluators should know exactly what they want to observe during an evaluation exercise. However some of the HODs who acted as evaluators were incompetent and did not know what to observe</p>
<p>UNFAIRNESS</p> <ul style="list-style-type: none"> ▪ Favouritism ▪ No monitoring ▪ Lack of feedback 	<p>The respondents indicated that an evaluation system should always be fair. However, they noted some unfairness as HODs favoured individual teachers and gave no feed back to the evaluated. There was no monitoring system from the department to ensure the success of the exercise</p>

The categories reflected in Table 4.5 are now discussed briefly below.

4.3.4.2 The evaluation system did not promote quality teaching and learning because of incompetent evaluators

Meaningful learning and teaching is dependent on a valid evaluation system (see section 2.3.4.1). Validity in this case implies that the evaluators should be conversant with the entire evaluation system and should know exactly what to look for during the process of observation. In this investigation, however, the respondents indicated that the majority of their seniors, who acted as evaluators, had limited knowledge of the various curriculums, did not have any monitoring systems in place and kept no proper records concerning evaluation. ED19 noted in this regard, *“I think when they (evaluators) come for observation, without preparation, I mean without knowing what to observe.”*

The foregoing response was typical of the responses given by the respondents and puts a question mark behind the validity of the evaluation to which the teachers were exposed. According to Bellis (2001: 213), teacher evaluation is valid when the evaluator evaluates what he or she is supposed to evaluate. The response given by the respondent is therefore in contrast with the requirements set out in section 2.3.4.1.

4.3.4.3 The evaluation system was unfair and so could not promote quality teaching and learning

The principal of fairness (see section 2.3.4.3) as discussed in the literature must be taken into consideration in any evaluation system if the system has to yield the intended results. Fairness in this regard implies that evaluation should be applied equally to all the teachers and that the same instruments should be used for all teachers alike. According to the teachers interviewed, however, this was not the case. Teachers complained that evaluators did not treat them equally, as individual teachers who were friendly with the senior teachers were always scored higher than those who were not. They also indicated that not all of them received feedback after evaluation exercises and no senior officials visited schools to monitor the evaluation exercise. Against this backdrop, the respondents asserted that the evaluation system did not yield quality teaching or

quality learning. Indeed, the respondents asserted that the only reason they went through it was to enable them get salary increments.

4.3.4.4 The evaluation system could not yield intended results due to its inflexibility

The necessity for a flexible evaluation system was discussed in section 2.3.4.4. However, in this investigation the teachers interviewed felt that the system of evaluation was inflexible and so could not bring about quality teaching and learning. In this regard, the interviewees noted that in cases where evaluation was done, the evaluators used stringent procedures and insisted that such procedures could not change because it was government policy. It also emerged from the respondents' answers that the evaluators observed fixed timeframes. In cases where the teachers failed to stick to deadlines, scores were forged for submission to the department. In the words of ED13, which were typical of most of the responses, the educator states:

Sister, I am telling you that this whole thing (evaluation) does not and cannot bring about good results. Look, we are under pressure to submit evaluation results. Some of us were never evaluated but the department wants the results at a specific time. This forces the educators and management to forge scores for submission. Do you think that can lead to better results? Of course not.

4.3.4.5 Conclusion

Promoting quality teaching and learning through teacher evaluation demands that teacher evaluators should be equipped with adequate knowledge regarding the systems of evaluation and the curriculums to be evaluated. The system of evaluation should be fair (see section 2.3.4), valid (see section 2.3.4.1) and reliable (see section 2.3.4.2). Nevertheless, in this investigation it emerged that teacher evaluators lacked knowledge of the various curriculums followed by the educators (see section 4.3.4.1). In addition, the system of evaluation used was also inflexible (see section 4.3.5.3) in addition to being unfair (see section 4.3.5.2). The implication of these findings is that the system could not promote quality teaching and learning as it was intended to.

4.4 SUMMARY

This chapter dealt with the process by means of which data was analysed and interpreted. It also presented the findings obtained from the data analysis. The data were then interpreted against the theoretical background of the research, emerging from the literature review in chapter two. The findings indicated that properly executed teacher evaluation creates a climate that supports effective teaching and learning (see section 4.3.3.2), leads to better lesson preparation and presentation (see section 4.3.3.3) and learner assessment (see 4.4.4.4) and educators' professional development (see section 4.3.3.5) (amongst several other aspects). In addition, it emerged that educators demonstrated adequate demonstration of knowledge concerning the curriculum (see section 4.3.3.6), establishment of cordial human relations with other educators and learners (see section 4.3.3.7) and effective administration of resources and records are also possible results of teacher evaluation. The findings in this chapter confirmed the necessity of teacher evaluation if quality teaching and learning are to be achieved.

However, the principles of evaluation discussed in the literature (see section 2.3.4) must guide any form of teacher evaluation if the intended results are to be obtained. It emerged in the findings that there were a number of problems with teacher evaluation in its present form.

The problems were that the evaluation system did not promote quality teaching and learning because of incompetent evaluators, A further finding was that the evaluation system was unfair and could therefore not promote quality teaching and learning. Lastly, it was found that the evaluation system could not yield the intended results due to its inflexibility.

The following chapter will contain the conclusions pertaining to this research and recommendations based on the conclusions will also be presented finally.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS TO THE STUDY

5.1 INTRODUCTION

The aim of this study was to examine the extent to which teacher evaluation enhanced the quality of teaching and learning in Bushbuckridge. The study was also structured to find out how teachers conceptualised the concepts 'quality teaching' and 'quality learning.' The questions that were posed by the researcher made it possible for her to arrive at an explanation with regard to the extent to which teaching and learning were improved through teacher evaluation.

Data to answer the research question were collected from 26 teachers by means of semi-structured interviews in three schools in the Dwarsloop Circuit, in the Bushbuckridge region. All the teachers in these schools had been evaluated. The researcher purposely included them in the sample because they possessed the information required to answer the research question. The main question in the inquiry addressed the extent to which the teachers thought that evaluation enhanced quality teaching and quality learning, but a number of questions sought to determine the teachers' understanding of the concepts 'quality teaching,' 'quality learning'" and their opinions regarding the type or system of evaluation to which they were subjected.

The necessity of investigating the teachers' interpretation of the terms "quality learning'" and "quality teaching" was premised on the researcher's assumption that a teacher who does not know what constitutes quality teaching and quality learning, is not in a position to determine whether teacher evaluation enhanced quality teaching and learning.

The major research question of the study is: *To what extent does the teacher evaluation system in Bushbuckridge schools enhance the quality of teaching and learning in schools?* The following sub-questions were also investigated:

- *What does quality teaching and quality learning constitute?*
- *What role does teacher evaluation play in enhancing quality teaching and learning?*
- *How do teachers interpret the concepts 'quality teaching' and 'quality learning'?*
- *How do teachers perceive the evaluation system to which they were subjected?*

Data to answer the above stated questions were collected following the dictates of qualitative research. Using semi-structured interviews, the researcher collected and analysed data in order to answer the research question and sub-questions.

The study was divided into five chapters. In chapter one, the problem statement, aims of the study, research design and methods and sampling of the study were discussed and conceptualised.

Chapter 2 explored the literature concerning teacher evaluation, providing a theoretical framework against which respondents' opinions regarding effective teacher evaluation in promoting meaningful teaching and learning were investigated. Many concepts related to evaluation were discussed, but the focus was on teacher evaluation in terms of ensuring a system of quality teaching and learning in schools. In the same chapter, a detailed examination of what constitutes quality learning and teaching was undertaken. Chapter 2 was divided into two major parts. The first part undertook a detailed exploration of the concepts 'quality teaching' and 'quality learning.' The second part focussed on the concept 'evaluation' and how it could bring about quality teaching and learning.

The focus of chapter 3 was on the research design and methods used to collect the data. A qualitative research design was used in the planning and execution of the investigation. Data were thus collected and analysed using the dictates of qualitative research.

Chapter 4 dealt with the interpretation and analysis of data and presented the findings obtained from the data analysis. The data were interpreted against the theoretical background of the research, emerging from the literature review in chapter 2.

The findings in this chapter confirmed the necessity of teacher evaluation if quality teaching and learning are to be achieved (refer to section 2.4). However, the principles of evaluation discussed in the literature must guide any form of teacher evaluation if the intended results are to be obtained. Indeed, the respondents indicated that since the evaluators did not apply the principles of evaluation properly, they did not think that it yielded quality teaching and learning.

The present chapter, chapter 5, serves as a summation of the study and presents a summary of the findings, as well as the conclusions and recommendations pertaining to this study.

After the investigation, a number of findings emerged. The first set of findings pertained to the educators' conceptualisation of the terms "teaching" and "learning." The second set of findings revealed the role of teacher evaluation in promoting quality teaching and learning. The last set of findings revealed the educators' perceptions of the evaluation system to which they were subjected (refer to sections 4.3.2.1; 4.3.2.2; 4.3.3 and 4.4). A summary of these findings is now given below.

5.2 FINDINGS OF THE STUDY

This study sought to find out teachers' interpretation of the concepts 'teaching' and 'learning,' and to elicit their opinions regarding whether teacher evaluation enhanced quality teaching and learning and their opinions regarding the system

of evaluation to which they were subjected. The findings with regard to the aforementioned issues are now presented in the paragraphs that ensue.

5.2.1 Findings pertaining to the teachers' interpretation of the concepts 'teaching' and 'learning.'

- **Teaching and learning as the transfer and receipt of information**

Twenty seven per cent of the respondents interpreted teaching and learning from the pedagogical perspective (refer to sections 2.2.2 and 2.2.3). They indicated that the concepts referred to the transfer and receipt of information from one party (the teacher) to another (the learner). However, in their opinions, this process did not constitute quality teaching and quality learning.

- **Teaching and learning as a two way process**

The majority of the respondents (73%) conceptualised teaching and learning as a two way process through which educators and learners learn from each other. In the process, learners are empowered with the knowledge and skills required to manage their real-life problems. In many cases, teachers conceptualised 'teaching' from a cognitive perspective and agreed that such teaching constituted quality teaching and hence, yielded quality learning.

5.2.2 Findings pertaining to teachers' opinions with regard to whether teacher evaluation enhanced quality teaching and quality learning

Though the teachers had different interpretations of the concepts 'teaching' and 'learning,' the consensus among them with regard to whether teacher evaluation enhanced quality teaching and quality learning was that:

- Teacher evaluation enabled educators to create a climate that supported quality teaching and learning (refer to section 4.3.3.2). However, the educators interviewed were unable to create such an environment due to

a number of reasons that included the crowded classes and demotivated learners (refer to section 4.3.3.2).

- Teacher evaluation led to better lesson preparation and presentation (refer to section 4.3.3.3). However, the teachers' expressed the opinion that this was only possible if the HODs monitored their weekly preparation. The educators indicated that such monitoring was practically non-existent in their schools. Even where some monitoring had taken place, it was done. Inefficiently (refer to section 4.3.3.3).
- The teachers felt that evaluation led to better learner evaluation methods and resulted in quality learning (refer to section 4.3.3.4). However, in their particular circumstances, the teachers asserted that they could not carry out proper learner evaluation because they had to deal with very large classes (refer to section 4.3.3.4).
- Teacher evaluation enabled their professional development (refer to section 4.3.3.5). This is because it encourages educators to participate in departmentally arranged workshops and seminars and to register with various universities for long distance and part-time studies. Unfortunately, teachers did not think that attending departmentally arranged seminars made them better educators, because the facilitators of such seminars lacked the knowledge and skills required for facilitation (refer to section 4.3.3.5).
- Teacher evaluation enabled teachers to demonstrate adequate knowledge of the curriculum and to use that knowledge for quality teaching and learning (refer to section 4.3.3.6). However, this was only possible if the teachers themselves were equipped with the knowledge and skills that were vital for such a demonstration. Such skills and knowledge were found lacking among the respondents (refer to section 4.3.3.6).

- Teacher evaluation equipped teachers with the human relations skills needed for quality teaching and learning (refer to section 4.3.3.7). However, such skills were found lacking among the respondents. It emerged that interactions between fellow teachers and learners were often confrontational (refer to section 4.3.3.7).
- Teacher evaluation should enable educators to administer resources and records in an effective and efficient manner; contributing to the achievement of quality teaching and learning (refer to section 4.3.3.8). However, this not achieved due to the poor quality of management and leadership that existed in the schools where the research was done (refer to section 4.3.3.8).

5.2.3 Findings pertaining to teachers' opinions about the evaluation system to which they were subjected

Having explored teachers' opinions with regard to whether teacher evaluation enhanced quality teaching and quality learning, the researcher also wanted to obtain their views about the evaluation system to which they were subjected.

The educators that were interviewed were of the opinion that the evaluation system did not promote quality teaching and learning because of the incompetent evaluators (refer to section 4.3.4.1) .Their opinions are reflected in the comments below:

- The teachers felt that the evaluation system was unfair as senior teacher evaluators favoured their friends and never gave proper feedback to those who were evaluated (refer to section 4.3.5.2). This was contrary to the principle of fairness (refer to section 2.3.4.3) referred to in the literature. Thus, the evaluation system did not promote quality teaching and learning.

- The evaluation system could not yield the intended results due to its inflexibility. Flexibility as discussed in section 2.3.4.4 is a vital component of any evaluation system. However, the interviewees noted that in cases where evaluation was done, the evaluators followed stringent procedures and insisted that such procedures could not change because it was government policy (refer to section 4.3.5.3). It also emerged in the respondents' answers that the evaluators observed fixed time-frames. In certain instances, where the teachers could not meet the deadlines, scores were forged for submission to the department (refer to section 4.3.5.3).

5.2.4 Concluding paragraph

It is evident in section 5.2.2 that teachers believed that the evaluation of their teaching activities *could* bring about quality teaching and learning as conceptualised in this study. Nonetheless, the teachers indicated that this did not happen in practice because of the unfair and inflexible evaluation system to which they were subjected.

5.3 CONCLUSIONS REGARDING THIS STUDY

This study focussed on three major issues, namely the teachers' interpretation of the concepts 'teaching' and 'learning,' teachers' opinions with regard to whether teacher evaluation enhanced quality teaching and learning and teachers' opinions with regard to the system of evaluation to which they were subjected. Three conclusions pertaining to the three explored issues are now given in the paragraphs that follow.

5.3.1 Conclusions pertaining to the teachers' interpretation of the concepts 'teaching' and 'learning'.

The conclusions regarding the teachers' interpretation of 'teaching' and 'learning' are discussed below.

- **‘Teaching’ and ‘learning’ as the receipt of information and knowledge**

Paragraph 5.2.2, reveals that a minority (27%) of the respondents viewed ‘teaching’ and ‘learning’ as the transfer of information and knowledge from the teachers to the learners and their receipt of this knowledge.

- **‘Teaching’ and ‘learning’ as an empowering process**

Seventy three percent of the teachers viewed teaching and learning as an empowering process in which both teachers and learners exchanged information and knowledge; each party learning from the other. The two concepts were thus seen through the lenses of the developmental and cognitive perspectives of teaching and learning (refer to sections 2.2.2 and 2.2.3); and stated that this was what constituted quality teaching and quality learning. This interpretation could be attributed to the fact that all the respondents were trained and qualified teachers. The teachers had also been exposed to contemporary methods of teaching and learning in the departmental workshops and seminars that they attended regularly. With regard to the interpretation of the two concepts by the minority of the teachers, their views could probably have been due to their strong and unchanged attachment to the old systems and methods of teaching. In their opinions, the transfer and receipt of information did not constitute quality teaching and quality learning.

5.3.2 Conclusions pertaining to teachers’ opinions with regard to whether teacher evaluation enhanced quality teaching and quality learning

Educators believed that teacher evaluation enhanced quality teaching and learning. This included their belief that it had the following positive effects.

- It enabled them to create a climate that is supportive of effective teaching and learning (refer to sections 2.4.1 and 4.3.3.2).

- It led to better learner assessment (refer to sections 2.4.5 and 4.3.3.4) and encouraged their development (refer to sections 2.4.6 and 4.3.3.5).
- It equipped them with skills to demonstrate adequate knowledge of the curriculums (refer to sections 2.4.3 and 4.3.3.6) and enabled them to establish good interpersonal relationships with fellow educators and learners (refer to section 4.3.3.7).
- Lastly, the respondents indicated that it was possible for them to administer resources and records in an efficient and effective manner if they were evaluated properly (refer to section 4.3.3.8).

5.3.3 Conclusions pertaining to teachers' opinions about the evaluation system to which they were subjected

Teachers expressed the opinions that evaluation could be used to enhance the quality of teaching and learning. However, the system of evaluation to which they were subjected did not bring about this improvement for the following reasons:

- The system was neither fair (refer to sections 2.3.4, 2.3.4.3 and 4.3.5.2) nor valid (refer to section 2.3.4.1).
- The reliability of the system was also questioned (refer to section 2.3.4.2) as the results did not reflect the actual situation in schools (refer to section 4.3.4.1). The teachers' opinions were based on their perceptions that their evaluators as well as the educators lacked knowledge of the various curriculums (refer to section 4.3.4.1), that they adhered to fixed deadlines (refer to section 4.3.5.3) and in many cases, favoured certain colleagues (refer to section 4.3.5.2). Consequently, the general opinion was that the system did not promote the quality teaching and learning that it was intended to do.

5.3.4 CONCLUSION

The previous paragraphs explored the teachers' opinions with regard to whether evaluation enhanced the quality of teaching and learning in the light of the evaluation system to which they had been subjected. The view was expressed that in theory, evaluation could enhance the quality of teaching and learning, since it enabled them, *inter alia*, to create a climate that was supportive of effective teaching and learning. In addition, it could bring about better learner assessment. However, the teachers asserted that the evaluation system to which they had been subjected did not achieve either of these goals, since it was neither fair nor valid.

5.4 RECOMMENDATIONS TO THE STUDY

It is evident from the preceding sections, that teacher evaluation could be used to promote quality teaching and learning. However a number of factors have been uncovered in this study that prevent this from happening. Against this background, a number of recommendations are proposed that could lead to quality teaching and quality learning.

5.4.1 Recommendations pertaining to teachers' opinions about the evaluation system to which they were subjected

Teachers expressed the opinions that the evaluation system to which they had been subjected, had a number of shortcomings that made it difficult for the system to yield quality teaching and learning. The following recommendations are given against the background that the teachers indicated that the system was unfair (see section 4.3.5.2), invalid and inflexible (see section 4.3.5.3), and that the evaluators (who were either peer educators or senior teachers) lacked the knowledge and skills vital for effective evaluation (see section 4.3.5.2).

- In order to ensure fairness in the system of evaluation and to ensure the equal treatment of all the evaluated teachers, it is recommended that

neutral and independent evaluators should carry out the evaluation exercises. This recommendation is given in the light of the fact that the teacher respondents complained that evaluators (who are usually senior teachers in the school) did not treat them equally (see section 4.3.5.2).

It is recommended in this regard, that external evaluators from the department who would probably be curriculum advisors should be used. It is of utmost importance that they should be neutral as this will enable them to mete out fair treatment to the teachers they evaluate.

- It is also recommended that workshops and in-service programmes for serving educators and teacher evaluators should be organised by the Department of Education. The fundamental principle behind such workshops is that they will assist educators and teacher evaluators to acquire relevant and requisite skills and knowledge. For instance, it was revealed in this study that teachers perceived the evaluation system as unfair since they perceived the evaluators to be biased toward their colleagues. Through workshops, the principle of fairness and impartiality should receive special attention. Furthermore, through such workshops evaluators would be able to acquire the relevant knowledge and skills concerning how an evaluation programme is conducted.
- The necessity for a flexible evaluation system cannot be overemphasised (see section 2.3.4.4). It is therefore recommended that the department should make provision for more lenient procedures and flexible deadlines regarding the submission of evaluation results. This recommendation is based on the respondents' assertions that the evaluation system was inflexible and that stringent procedures (that were part of government policy) were adhered to by the evaluators. It is the researcher's conviction that introducing some flexibility into the system would help to avoid the situation arising where educators and peer evaluators simply make up evaluation scores for submission to the department.

- In addition, the respondents were of the opinion that the evaluation system could not yield the intended results because the evaluators lacked the knowledge and skills required to carry out the evaluation exercises. The recommendation in this regard is that the department should ensure that the evaluators are equipped with the necessary skills and knowledge required for the exercise. This could be in the form of workshops and in-service programmes for serving educators and teacher evaluators or even external evaluators. The fundamental principle behind such programmes would be to assist educators and evaluators to acquire the relevant skills and knowledge. Through these workshops, the relevant principles would be explored and implemented jointly. In the process, evaluators would also acquire the relevant knowledge and skills regarding how an evaluation programme is conducted.

5.4.2 Recommendations pertaining to other issues pertaining to the enhancing of quality teaching and learning through teacher evaluation

The following recommendations regarding teacher evaluation can lead to quality teaching and learning:

5.4.2.1 Proper resource and record administration

- As indicated in an earlier section, one reason why the evaluation system did not yield quality teaching and learning, was the failure by educators to administer the relevant resources and records properly. Therefore, the researcher's conviction is that that this issue should also be addressed during workshops. Issues pertaining to poor relations amongst educators themselves and between educators and learners should also be addressed during such workshops. (See also sections 4.3.3.8 and 4.3.3.7).

5.4.2.2 Organising seminars and fully-fledged courses

- Exposing evaluators and teacher to departmentally organised seminars is recommended as a way of ensuring that the evaluators acquire the skills and knowledge required for effective evaluation (refer to section .5.4.1). In addition, it is recommended that educators be sent for fully- fledged courses of between six and twelve months in order to acquire the necessary knowledge and skills.

5.4.2.3 Effective and regular monitoring of teachers' preparation

- One finding in this study revealed that teacher evaluation could not bring about quality teaching and learning because senior educators and school management did not follow up what the teachers did in class (refer to section 4.4.4.8). Moreover, it became clear during the investigation that teachers never prepared for lessons, since no monitoring was ever done by their immediate seniors to check that their preparation had been done.

Therefore, it is recommended that school managers, especially the Heads of Departments should ensure that teachers' work is monitored on a weekly basis and that class visits are carried out. Furthermore, it is recommended that the school management should empower teachers by providing them with the necessary resources and by dividing the large classes into smaller manageable ones that can easily be evaluated and controlled.

5.4.2.4 Final concluding paragraph

The foregoing sections enumerated several recommendations that emanated from both the findings and the conclusions resulting from this investigation. Amongst several other recommendations, it was recommended that neutral independent evaluators should conduct the evaluation exercise to counteract any tendency towards favouritism. Furthermore, it was recommended that school management should be improved, as it plays an active role in the entire

evaluation system to ensure that the evaluation system accomplishes its goals. Lastly, having noted that the evaluators lacked the skills and knowledge required for evaluation, it was recommended that evaluators should be exposed to fully-fledged courses in evaluation.

5.5 CONCLUSION

This aim of this study was to investigate the extent to which teacher evaluation resulted in quality teaching and learning in schools in the Bushbuck Ridge district. The study was also structured to find out how teachers conceptualised the concepts 'quality teaching' and 'quality learning.' The need to establish how teachers interpreted the two concepts was based on the premise that unless the teachers knew what 'teaching' and 'learning' entailed, they would not know if evaluation enhanced quality teaching and learning.

Most of the respondents interpreted the two concepts from the cognitive and developmental perspectives (refer to sections 2.2.2 and 2.2.3)., It became clear from the opinions expressed by the respondents, that they regard teacher evaluation as essential if the quality of teaching and learning is to be improved. However, in this particular study, it transpired that the evaluation, which they had undergone, did not result in quality teaching and learning for a number of reasons. These included, but were not limited to the rigidity of the evaluation system, unfairness of the system, the lack of skills and knowledge on the part of the evaluators and the evaluated.

A number of recommendations on how to deal with the problems identified in this study were made. Such recommendations included *inter alia*, using external evaluators to ensure neutrality and training the evaluators to ensure that they adhered to the principles of evaluation. It is envisaged that if these recommendations are implemented, teacher evaluation in the schools concerned can indeed result in quality teaching and learning.

This chapter presented a summary of the findings and recommendations regarding this investigation. It is suggested that further research be undertaken to

establish the impact of teacher evaluation on the quality of teaching and learning. This is necessary in the light of the fact that this research was confined to schools in a rural setting. The findings may thus not be representative of all schools in South Africa. It is therefore, proposed that further research be conducted in urban schools that are well endowed with human, financial and physical resources to optimise the impact of evaluation on the quality of teaching and learning.

5.6 Abbreviated summary

This research investigated the role of the teacher evaluation in enhancing quality teaching and learning and the extent to which teacher evaluation in Bushbuckridge schools enhances the quality of teaching and learning. It also set out to investigate how the teachers perceived the evaluation system to which they were subjected. A qualitative research approach was used. It emerged that teacher evaluation enabled educators to create a climate that supported quality teaching and learning, led to better lesson preparation and presentation in addition to enabling better learner assessment. Furthermore, evaluation encouraged teachers' professional development. Despite these findings, the respondents indicated that in their specific cases, evaluation did not lead to the desired results due to a number of reasons that included incompetent evaluators and an inflexible and unfair evaluation system.

5.7 Key terms

Education; Evaluation Systems; Integrated Quality Management System; National Curriculum Statement; Outcomes-Based Education; Quality teaching; Incompetent evaluators; unfair evaluation system; lesson preparation; inflexible evaluation system

BIBLIOGRAPHY

Bell, J. (1993) *Doing your research project*. (2nd ed.). Buckingham: Open University Press.

Bellis, I. (2001). *Skills development. A practitioner's guide to SAQA, the NQF and the Skills Development Acts*. Randburg: Knowledge Resources.

Burbules, N.C. (1993). *Dialogue in teaching*. New York: Teachers College Press.

Bush, T. & West-Burnham, J. (1994). *The principles of educational management*. University of Leicester: Longman.

Chamaz, K. (2000). Qualitative interviewing and grounded theory analysis, in Curium, J.F. & Holstein, J.A. (Eds), *Handbook of interview research: context and method*, (pp.675-694). London: Sage.

Cook, W.S., Selltiz, C. & Wrightsman, L.S. (1976). *Research methods in social relations*. New York: Holt Rinehart and Winston.

Creswell, J. (1994). *Research design. Qualitative & quantitative approaches*. Oaks: Holt Rinehart and Winston.

Department of Education (DoE). (1991). *Manual for the evaluation and grading of teachers*. Polokwane: Department of Education.

Department of Education (DoE). (2001). *Curriculum 2005 in a nutshell: Outcomes-based education*. Polokwane: Department of Education.

Department of Education (DoE). (2001). *Evaluation guidelines and criteria for whole school evaluation*. Polokwane: Department of Education.

De Vos, A.S.(Ed.) 1998. *Research at grassroots. A primer for the caring professions*, pp.297-312. Pretoria: Van Schaik.

De Vos, A. S. & Fouche, C.B. (1998). General introduction to research design, data collection methods and data analysis, in, De Vos, A.S. (Ed.), *Research at grassroots. A primer for the caring professions*, pp.77-94). Pretoria: Van Schaik.

Dogget, M. (1994) *Staff development: Eight leadership behaviours for principal*, in, Steyn, G.M. (Ed.). Educational management: personnel management. Pretoria:UNISA

Dreckmeyer, M. (1993). Contemporary problems, in, *ODI 411-E Didactics II*. Pretoria:UNISA.

Duminy, P.A., Dreyer, H.J., Peters, V.M., Steyn, D.G. & Vos, A.J. (1992). *Education for the student teacher 3*. Cape Town: Maskew Miller Longman.

Education Labour Relations Council [ELRC] (2003): *Collective agreement Number 8 of 2003: Integrated Quality Management System*. Polokwane: Department of Education.

Galbraith, M.W.(1991). Attributes and skills of an adult educator, in Galbraith, M.W. (Ed.), *Facilitating adult learning: A transactional process*, pp.3-20. Malabar: Krieger.

Gravett, S. (2001). *Adult learning, Designing and implementing learning events. A dialogic approach*. Pretoria:Van Schaik.

Guba, E.G. & Lincoln, Y.S. (1998). Competing paradigms in qualitative research, in, Denzin, N. & Lincoln, Y.S. (Eds.), *The landscape of qualitative research: Theories and issues*, pp.196-218. London: Sage.

Hammond, M. & Collins, R. (1991). *Self directed learning. Critical practice*. London:Kogan.

Henning, E., van Rensburg, W. & Smit, B. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik.

Hoberg, S.M. (1994). Effective educational management, Comparative observation on the interconnectedness between principals and teachers. *Educare*, vol. 23, no.2, pp.43-47.

Hopkins, C.D. (1976). *Educational research. A structure for inquiry*. Columbus: Charles. E. Merrill.

Isidor, C. (1976). An introduction to sampling, in Selltitz, C., Wrightsman, L.S. & Cook, S.W. *Research methods in social relations*, pp.512-540.. New York: Holt Rinehart and Winston, Inc.

Johnson, D.W. & Johnson, R.T. (1989). *Cooperation and competition: theory and research*. Edina: M.N. Interaction Book Company.

Johnson, D.W. & Johnson, R.T. (1995). *Teaching students to be peacemakers* (3rded.). Edina: M.N. Interaction Book Company.

Johnson, D.W., Johnson, R.T. & Holubec, E.J.(1993). *Cooperation in the classroom*. (6th ed.). Edina:M.N. Interaction Book Company.

Krefting, L. (1990). Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, vol. 45, no.3, pp. 214-222.

Leedy, P.D.& Ormrod, J.E. (2001). *Practical research planning and design*. Upper Saddle River, New Jersey: Merrill Prentice Hall.

Limpopo Department of Education. (1999). *Circular No.26*. Polokwane: Limpopo Department of Education.

Lucket, K. & Sutherland, L. (2000). *Assessment practices that improve teaching and learning, in Makoni, S. (Ed.), Improving teaching and learning in higher education*, pp.98-138. Johannesburg: Wits University Press.

Mabaso, J., Meyer, M. & Lancaster, K. (2001). *E.T.D. practices in South Africa*. Durban: Butterworths.

Maurer, K. F. (1996). *Formulating proposals for theoretical and qualitative research*. Johannesburg: RAU.

Maykut, P. & Morehouse, R. (1994). *Beginning qualitative research .A philosophical and practical guide*. London: The Falmer Press.

Meyer, M. (2002). *Managing human resource development – an outcomes-based approach*. Durban: Butterworths.

Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Moloi, K.C. (2002). *The school as a learning organization. Reconceptualization of school practices in South Africa*. Pretoria: Van Schaik.

Mouton, J & Marais, H.C. (1990). *Basic concepts in the methodology of the social sciences*. Pretoria: HSRC.

Michigan State University (MSU). (n.d.) *Research files* [http:// ed-web3.educ.msu.edu/ digital advisor/ Researchfiles/InterviewGuide.htm](http://ed-web3.educ.msu.edu/digital%20advisor/Researchfiles/InterviewGuide.htm). (Accessed: 12.06.2004).

Parker, A.J. (1998). *The role of employment relations management in the business strategy of a South African organisation's pursuit of world class*. Johannesburg: RAU.

Patton, M.O. (2001). *Qualitative evaluation and research methods*. Thousand Oaks, C.A: Sage.

Perkins, D.N. (1991). Educating for insight. *Educational Leadership*, vol.49, no.2, pp.4-8.

Pratt, D.D. (1992). Good teaching: one size fits all? In Ross-Gordon, J.M. (Ed.), *Contemporary viewpoints on teaching adults effectively*, pp. 5-15. San-Francisco: Jossey- Bass.

Rae, L. (1997). *How to measure training effectiveness*. Hants: Grower.

Ramsden, P. (1988). *Learning to teach in higher education*. London: Routledge.

Roodt, G. (1997). *Study guide for psychometrics*. Johannesburg: RAU.

Rubin, H.J. & Rubin, I.S. (1995). *Qualitative interviewing. The art of hearing data*. London: Sage.

Sandine, B. (1996). Communication and the learning organization. *Paper presented at the annual meeting of the Speech Communication Association*. San Diego, ERICH, November, pp.23-26.

Schumacher, S. & McMillan, J.H. (1993). *Research in education. A conceptual introduction*. (3rd ed.) New York: Harper Collins.

Schurink, E.M. (1998). The methodology of unstructured face - to - face interviewing, in De Vos, A.S. (Ed.), *Research at grassroots. A primer for the caring professions*, pp.297-312. Pretoria: Van Schaik.

SAQA. (1998). The National Qualification Framework and Quality Assurance draft document. *South Africa Journal of Higher Education*, vol. 12, no.12, pp. 9-10.

Schulze, S. (2002). *Research methodology study guide for MEDEM3-5*. Pretoria: UNISA.

Sohnge, W.F. (2002). An educational psychological analysis of latchkey children. *Educare*. Pretoria:UNISA.

Sredl, H.J & Rothwell, W.J. (1992). *The ASTD reference guide to professional training role and competencies, vol.2*. Amherst, Massachusetts: HRD Press.

Steyn, G.M. (1997). *Educational management. Personnel management (ONB452-G)*. Pretoria: UNISA.

Strydom, H. (1998). Writing the research report, in De Vos, A.S. (ed.), *Research at grassroots. A primer for the caring professional*, pp.419-429. Pretoria:Van Schaik.

Stuart, J.T. (1990). *Didactics. An orientation for first students*. Pretoria:University of South Africa.

Stuart, J.T. Van Niekerk, L.J., McDonald, M.E.W. & De Klerk, V. A. (1999). *Didactics. An orientation for first students*. Pretoria: University of South Africa.

Teifel, H. (1995). Corporate culture. *A potential hurdle to total quality management*. Johannesburg: Rand Afrikaans University.

Tutty, L.M., Rottery, M.A. & Grinnel, R.M. (1996). *Qualitative research for social workers, phases, steps and tasks*. Boston: Allyn & Bacon.

Van der Horst, H, & McDonald, R (1997): *OBE-outcomes based education: A teacher's manual*. Pretoria: Kagiso.

Vella, J. (1994). *Learning to listen, learning, to teach: the power of dialogue in educating adults*. San Francisco: Jossey-Bass.

Wlodkowski, R.J. (1998). Strategies to enhance adult motivation to learn, in Galbraith, M.W. (Ed.), *Adult learning methods: a guide for effective instruction*, pp.91-112. Malabar: F.L. Krieger.

Wlodkowski, R.J. (1999). *Enhancing adult motivation to learn. A comprehensive guide for teaching all adults*. San Francisco: Jossey-Bass.

Wlodkowski, R.J. & Ginsberg, M.B. (1995). *Diversity and motivation: Culturally responsible teaching*. San Francisco: Jossey-Bass.

APPENDICES

Appendix A: Permission to conduct research

20-05-09 12:32

00201

TP

001

A. V. CAROL JANSEN

Appendix A

MPUMALANGA PROVINCIAL GOVERNMENT



DEPARTMENT OF EDUCATION -- BUSHBUCKRIDGE DWARSLOOP CIRCUIT

Date : 17 May 2007
Enq : Matyeka O.M
Cell : 082 459 3657

Tel : 013 797 1557
Fax : 013 797 1584

DWARSLOOP CIRCUIT

TO WHOM IT MAY CONCERN

PERMISSION TO CONDUCT RESEARCH FOR M.ED STUDIES: DWARSLOOP CIRCUIT.

1. The above matter bears reference.
2. Permission to conduct research for M.ED studies is hereby granted to Ms L.N Nziyane. Parsed No: 81117434
3. Ms Nziyane will be visiting your school on a date that shall have been agreed upon between herself and the school management.
4. Kindly give her the necessary assistance that she will require

Yours truly

CIRCUIT MANAGER (MATYEKA O.M)

Appendix B: Letter to the respondents

P.O. BOX 674
Bushbuckridge
1280
2007-05-17

Mr. /Ms _____

Dwarsloop Circuit schools

Bushbuckridge

1280

Dear Sir / Madam

RE: PERMISSION TO INTERVIEW YOU

I am Linneth Ntombhana Nziyane, currently registered at the University of South Africa for a Master's Degree. The title of my dissertation is: *Attaining a system of quality teaching and learning through effective teacher evaluation in the Limpopo Province.*

Following my meeting and discussion with you in mid-May, I am seeking permission to interview and tape record you in order to collect information that will enable me complete the above degree.

Please take note that the collected information will remain confidential and will not be used for any other purpose than for this research only. You will also remain anonymous and will be free to withdraw from the interviews whenever you wish to do so. During the interview, you are requested to be as honest as possible. There are no right or wrong answers to the questions asked.

Thank you for your anticipated cooperation.

Yours truly,
L.N. Nziyane.

Appendix C: letter to the Department of Education

P.O. Box 674
Bushbuckridge
1280
2007-05-17

The Circuit Manager
Dwarsloop Circuit
Bushbuckridge
1280

Dear Madam

RE: PERMISSION TO CONDUCT A RESEARCH AT DWARSLOOP SCHOOL

I am a registered student at the University of South Africa and am busy pursuing a master's degree. The title of the dissertation is: *Attaining a system of quality teaching and learning through effective teacher in selected schools in the Limpopo Province*. I am therefore writing to seek permission to conduct research in the Dwarsloop Circuit. The major question to be examined is: Why do adult educators' espoused teaching orientations differ from the orientations they use in practice?

Though this work will be submitted towards my Masters Degree, the results of the investigation will be made available to the department and ABET centres and will hopefully help current and future adult educators to align their teaching orientations with what they believe in and with that they can use.

Thank you for your anticipated co-operation.

Yours sincerely
L.N. Nziyane

Appendix D: Open ended questions

OPEN ENDED QUESTIONS

QUESTION ONE

Can you explain to me what do you understand by the concept ‘teaching?’

Can you talk about teaching as a process of information transfer?

What do you understand by the terms “Quality teaching”? and “Quality learning”?

Do you think in your view that teaching as information transfer is quality teaching?
Explain.

QUESTION TWO

One perspective on teaching and learning is that learners learn by imitation. What is your view?

Would you think that learning by imitating behaviour is quality learning?

QUESTION THREE

Can you please share with me, what in your opinion constitutes “Quality teaching?”

QUESTION FOUR

What is dialogic teaching, according to you?

QUESTION FIVE

Can you explain how it can be used to ensure quality learning?

QUESTION SIX

For how long have you been a teacher in this school?

QUESTION SEVEN

What is your teaching experience?

QUESTION EIGHT

According to you, what is teacher evaluation?

Can you please share with me what you think is the purpose of teacher evaluation?

QUESTION NINE

Tell me how you are evaluated in this institution?

Are you satisfied with the manner in which you are evaluated as a teacher? Explain.

QUESTION TEN

In your opinion do you think your evaluators evaluate what they are supposed to? Explain.

Please share with me some of the things they look for during the process of evaluation?.

Are you satisfied with the instruments they use while evaluating you?

QUESTION ELEVEN

Are you satisfied with the instruments your evaluators use during evaluation? Explain.

QUESTION TWELVE

Tell me about the fairness of the evaluation system in your school.
