

**PROCESS EVALUATION OF THE SECONDARY SCHOOLS INTERVENTION  
PROGRAMME**

by

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**DECLARATION**

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I, Motladi Angeline Setlhako, declare that, **PROCESS EVALUATION OF THE SECONDARY SCHOOLS INTERVENTION PROGRAMME** 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.

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SIGNATURE

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DATE

## **DEDICATION**

To my dearest late parents, James Molefyane and Flora Ephenia Setlhako and my guardians, Rakgadi Dikeledi Catherine and Nomkhasisi Jacob Masemola who nurtured and shaped my life to the person I am today. You have been my pillars of strength and I am blessed and grateful to have had you all in my life. I will always treasure your inspiring perseverance and love for education.

**AS PROMISED, "I WILL NEVER GIVE UP".**

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## ABSTRACT

Evaluation of intervention programmes is essential to adduce evidential information on their implementation, delivery and effectiveness. Evaluation of programmes is conducted for various reasons: to identify provision of programme services and ways to improve the programme, to judge programme merit and to generate knowledge about programme functioning. Process evaluation explains the operation of the programme, service delivery and the utilisation of resources with a view to continuous improvement. However, process evaluation has been neglected despite the significant role it plays in the continuum of evaluation strategies. In South Africa, the poor performance of Grade 12 learners has led to the introduction of the Secondary School Intervention Programme (SSIP) to reduce the number of failures in the matriculation examination and improve the results, particularly in underperforming secondary schools. This study evaluated the delivery of the SSIP in the Tshwane West district through process evaluation using qualitative research methods. As part of the evaluation, relevant records and SSIP documents, which yielded information on the participating schools, learner attendance, the tutors and their qualifications were examined.

During the course of the fieldwork, 10 lesson presentations were observed and 10 tutors were interviewed immediately thereafter. Ten learners, the Programme Coordinator and 3 site managers volunteered for interviews about the programme. Findings indicated the necessity of tutor training in the use of the programme materials and frequent assessment of learners to determine improvements in learner performance. The SSIP should focus not only on improving matriculation results but also on the education and professional development of educators. To enhance effective programme delivery, innovative and modern teaching resources, such as computers to access the internet and other technologies, should be introduced. Based on the findings, it was recommended that SSIP should not be confined to underperforming schools but should be extended to other schools as well. Learner feedback on strengths and weaknesses in the programme and how the latter can be remedied will contribute to programme improvement. Finally, this study reflects the need to adopt process evaluation as a significant component of evaluation and advocates further research conducted on other areas of evaluation.

## KEY CONCEPTS

Activities,

Constructivism,

Formative evaluation,

Input,

Interpretivism,

Output,

Theory of change

## ABBREVIATIONS

ANA	Annual National Assessment
C2005	Curriculum 2005
CAPS	Curriculum and Assessment Policy Statements
DBE	Department of Basic Education
DoE	Department of Education
DPME	Department of Planning, Monitoring and Evaluation
ECD	Early Childhood Development
FET	Further Education and Training
GDE	Gauteng Department of Education
HoD	Head of Department
HSRC	Human Sciences Research Council
MRC	Medical Research Council
NCS	National Curriculum Statement
NGO	Non-government Organisation
OBE	Outcome-Based Education
OFSTED	Office for Standards in Education
PE	Process Evaluation
QLP	Quality Learning Project
RtA	Response to Assessment
Rtl	Response to Intervention
SE	Systemic Evaluation
SIAS	Screening, Identification, Assessment and Support
SMT	School Management Team
SPM	Special Projects Manager
SSIP	Secondary Schools Intervention Programme
TIMSS	Trends in International Mathematics and Science Study
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USA	United States of America
WSE	Whole School Evaluation

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## CHAPTER 1 ORIENTATION

*Programme evaluation, like any other deliberate inquiry process, is about learning. The process explicates programme process, activities and outcomes*  
(Rallis and Bolland, 2004)

### 1.1 INTRODUCTION

The South African education system has undergone numerous changes over the past years. It evolved from several education departments to a single department, common examinations and the opening of all public schools to all races. The matriculation examination, however, has remained as the number one performance indicator for learner achievement and the measurement of school performance. In spite of great strides taken in transforming the education system, some schools still consistently underperform in the matriculation examinations. The causes for this are many and varied – from being under-resourced to poor teaching delivery and the disadvantaged nature of most children in such schools.

As stated above, matriculation results are an important measure of performance. Hence, the number of learners who qualify to proceed to tertiary institutions is usually used as a yardstick for school success. The Department of Basic Education (DBE) (2010) identified schools that were not successful against this measurement (so-called underperforming schools) and designed intervention programmes to assist learners from such schools in preparing for the matric examinations as a measure to improve learner performance. Unfortunately, the DBE has not evaluated the interventions nor determined if the interventions are achieving their aims.

Evaluation of intervention programmes should be an on-going activity (Darling-Hammond, Cook, Jaquith, and Hamilton, 2012) so that problems are identified and rectified as the programme develops. It should therefore, be conducted at intervals so that interim reports can be used to track the progress of both learners and tutors so that it can be adjusted or improved on an on-going basis. The researcher identified the lack of evaluation of intervention programmes as a gap in knowledge and decided to undertake process



evaluation research for the matriculation intervention programmes to contribute to the filling of this knowledge gap.

### **1.1.1 Intervention Programmes**

Intervention programmes are widely utilised all over the world and are usually aimed at improving situations where there are learning problems such as reading difficulties – others are used as educational and social interventions aimed at solving or alleviating problems faced by disadvantaged learners or those experiencing learning difficulties. Moore, Ochiltree and Cann (2001) consider intervention programmes as a specific and purposeful set of actions that takes place over a period of time with the intention of changing or influencing the anticipated course of development.

As intervention programmes are usually initiated to resolve specific societal problems, South Africa sought to utilise a variety of programmes to address the problems incurred during apartheid. Intervention programmes mushroomed at various levels from school management to the classroom to address the inequalities most South Africans experienced, post 1994. In recent years, a variety of national intervention programmes were implemented across the country in order to enhance learner performance and support teaching and learning in South African schools.

According to the DBE (2014), a number of national curriculum intervention programmes have been implemented from Grade R–12. Of special significance is the Curriculum and Assessment Policy Statement (CAPS), which was introduced in incremental stages, from the Foundation Phase in 2012 to Grade 12 in 2014 to improve the education system and thereby learner performance. Although, the curriculum is a revised and improved one based on the previous Outcome-Based Curriculum and National Curriculum Statement, rushed to have it implemented by 2014. Although, curriculum improvement can play a role in improving the education system, it was realised that it is but one factor and that other interventions are required to address the root causes of underperformance in schools (Spaull, 2013). One of these is the Secondary Schools Intervention Programme (SSIP) which is the subject of this investigation.

### **1.1.2 Personal Involvement**

Since the inception of the Secondary Schools Intervention Programme (SSIP) in 2010, the researcher has been interested to understand what difference the intervention was making for learners in underperforming schools. The researcher found that to date, no formal programme evaluation has been conducted. No empirical investigation has been carried out to ascertain if the programme is being implemented and delivered as planned. In addition, no evidence is available to compare it with previous intervention programmes of a similar nature. Thus, process evaluation research was seen as imperative.

### **1.1.3 Motivation of the Evaluation Research**

There has been a dearth of programme evaluation in the South African education system (Louw, 1995; Khosa, 2010). Critics attribute some failures in the education system and intervention programmes offered at various levels of schooling to the absence of process evaluation of such programmes (Abrahams, 2003; Mouton, 2010). Programme evaluation is an area of research that was often overlooked and underrated by the previous government. Since evaluation is inherently political and specific to a particular context (Weiss, 2005; Bowen, 2011), the previous government was not eager to deal with social issues affecting the majority of the population in South Africa.

Sullivan and Coats (2000) argue that evaluation provides hard evidence of success or failure and that this might account for the previous government's reluctance to assign or undertake research of this nature and expose issues that might reflect badly on them. Although, evaluation under the present government is viewed as an important aspect that can provide accountability of processes, it is still in its infancy (Louw, 1995).

Evaluation holds people accountable and the process is regarded as transparent as information is sourced from the people or participants involved in a programme (Khosa, 2010). Other stakeholders such as evaluators, researchers and teachers can therefore, learn from the process. However, in the past internal and external organisations funded intervention programmes, keeping their reports for their own exclusive use. As such, very little is known about the results of the evaluated programmes. Therefore, the evidence that

will emerge from this investigation may inform researchers, policy makers, programme evaluators and all those interested in evaluation.

#### **1.1.4 Significance of the Study**

The significance of the process evaluation research regarding the SSIP during the delivery process is that it provides programme managers and other key stakeholders with well-documented evidence to help support their decision-making regarding the programme during its delivery. The decisions are based on scientific information about what works and what does not during the process (Hassandra, Zourbanos, Kofou, Gourgoulianis and Theodorakis, 2013). If the programme is meant to continue for longer than the initial planned period of time, it is important for funders and key stakeholders to understand how the programme operates so as to allow programme developers and managers to refine it as it grows (Patton, 2000; Killion, 2002). The refinement strengthens and improves the programme so that an enhanced better-quality programme can be replicated and used in other areas and/or provinces and the school districts as well. It also makes it possible to make changes or realign the programme during the intervention as progress evaluation results are continuously made available.

When there is no significant empirical evidence to indicate whether services offered in the programme are meeting the demands of the programme, facilitators of programmes continue to experience similar challenges and/or problems for as long as the programme is in operation. In this study, process evaluation aims to provide an explanation of how and why such decisions are made and various activities undertaken (Bess, King and LeMaster, 2002). Emerging evaluators in South Africa can also learn thereby how process evaluation works. In addition, the study aims at opening new ground in the field of process evaluation of programmes in South Africa.

## **1.2 BACKGROUND TO THE PROCESS EVALUATION RESEARCH**

Research states that there are many types of evaluation and each type serves a particular purpose and focuses on particular aspects (Scriven, 1967; Patton, 2003; Rossi, Lipsey and Freeman, 2004). The two commonly used types of evaluations were first introduced by Michael Scriven in 1967: formative and summative evaluation. Each type is conducted

for a particular purpose. He asserts that formative evaluation should focus on implementation; summative should focus on the impact of the programme.

This is illustrated in Figure 1.1.

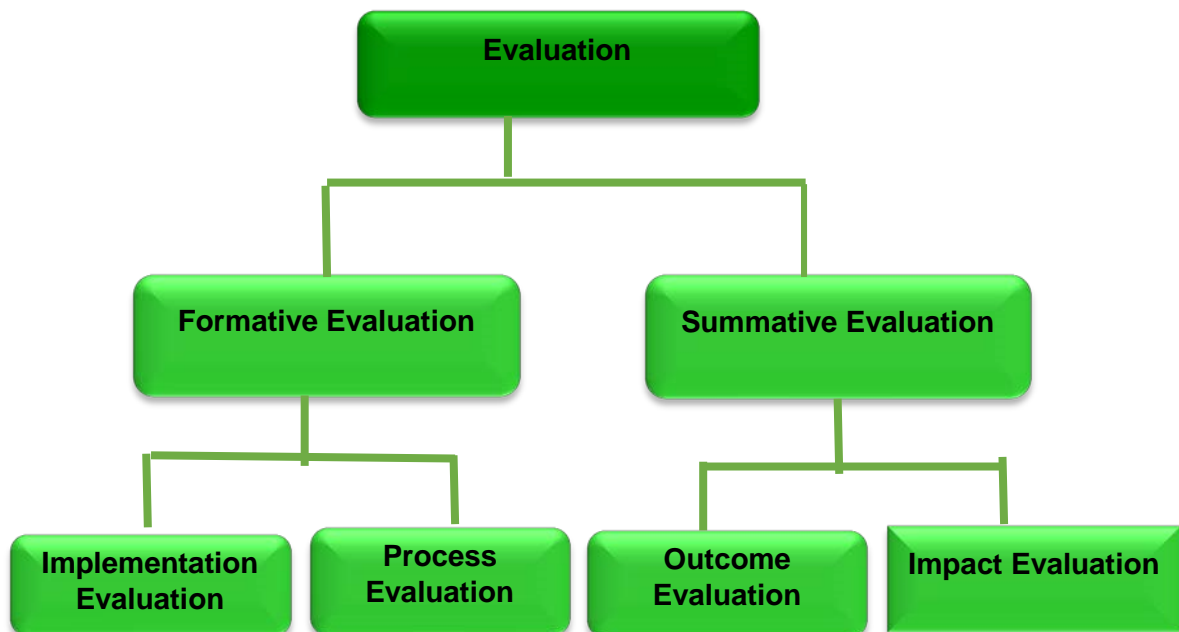


Figure 1.1: The type and components of evaluation. Adapted from Scriven, 1967

### 1.2.1 The Components of Formative Evaluation

As illustrated above, formative evaluation consists of two components: implementation and process evaluation. Scriven (1967; 1991; 2005) argues that formative evaluation is designed to see how well the programme is implemented and to improve the implementation. Although, Scriven does not elaborate further than commenting on the implementation and improvement of the programme, many researchers agree that formative evaluation should be conducted at an early stage, which may include evaluation of the design, development of the programme and during the process of delivery (Duignan, 2009; Scheirer, 2012). Formative evaluation applies to this study and is explored in the investigation. Within the formative stage of this investigation, the researcher focused on process evaluation in order to examine how the programme was delivered and how to improve it. The improvement is necessary since the programme is viewed as the flagship

of the government's interventions: SSIP was seen as the vehicle for the improvement of results in Gauteng Region in 2010 and 2011 (DBE, 2012).

### **1.2.2 Implementation Evaluation**

Implementation evaluation is one component of formative evaluation used to pilot the programme and it examines the way in which the programme is put into action. At this early stage evaluators study how the programme functions before it is fully rolled out and widely distributed in order to improve the validity of the intervention (Hulscher, Laurant and Grol, 2003).

### **1.2.3 Process Evaluation**

Process evaluation is another component of formative evaluation, which plays a significant role in improving programmes. It evaluates to what extent a programme is being implemented as originally intended and describes the operation of the programme: how well the programme performs against the intended functions and examines its strengths and weaknesses (Dehar, Casswell and Duignan, 1993; Moore, Audrey, Baker, Bonds, Bonells, Hardeman, Moore, O'Cathain, Tinati, Wight and Baird, 2014). Not only does it monitor and record the processes that relate to programme implementation, it forms part of the whole cycle of evaluation (Sheirer, 2012). The cycle of evaluation includes evaluation of the design and development, the implementation and the process of the programme's delivery. This is one of the ways in which comprehensive insight is provided, monitors how the programme is performing and why the programme succeeds or fails to achieve the intended outcomes.

The researcher investigated the process of SSIP delivery and operation in order to find possible deficiencies, which could be attended to during the delivery of the programme. Evaluation of the process of how a programme is delivered is as significant as evaluating the effectiveness or impact of the programme at the end of its operation. Process evaluation is furthermore important because the results from the investigation can also be used to provide information that can be used in the investigation of the outcome and impact of the programme (Baker, 2000; Centre for Health Promotion, 2007; Young and Valach, 2009).

#### **1.2.4 Theoretical Framework**

A theoretical framework is used to guide the logic of the researcher's intentions in the study and helps researchers to view, analyse and interpret facts (Miller, 2011). The theory that guides this intervention is based on Theory of Change (ToC) (Weiss, 1972). A shift from defining expectations, giving instructions of what to do and how to do it without thinking is required. This suggests departing from a top-down approach to participating in the change process for all people involved in education, especially teachers who should work together in the change process. Participating in the change process and working together means affording all key stakeholders the opportunity to understand the sequence of events and the steps taking place in order to understand how change occurs.

The success of an intervention does not only depend on the large number of learners participating in the programme, but it is crucial that all key stakeholders' have a clear understanding of how changes occurs (Miller, Oliver, and Changefirst, 2015). This means giving up the traditional practices and approaches of providing instructions from top-down to collaboration, working in teams and involving key stakeholders in the intervention programme to contribute to the change of performance they expect to achieve. The contributions that stakeholders make when sharing and exchanging ideas leads to the understanding of the issue and arriving at the common goal, which is the change people want to see. Thus, the Theory of Change is a way of working together, participating and contributing to the expected change that should result in improved learner performance.

Weiss (1972) as the advocate of ToC described it as a theory of how and why an initiative works. It is regarded as an approach that represents how people believe change will occur (McCracken, 2006). Employing ToC in an intervention programme influences stakeholders to address challenges effectively through analysing the sequences and steps of the change taking place (McCracken, 2006; Valters, 2014). Analysing the sequence of change also helps the stakeholders involved to have a clear understanding of the underlying theory of the programme. As such, Valters (2014) regards ToC as part of the broader programme analysis that reflects the underlying theory for development practice.

Stakeholders contributing towards the envisioned change are forced to interrogate their own assumptions about how change will take place. This means they need to reflect and

self-introspect their own beliefs of the change they plan to achieve. As such, ToC is regarded as an approach that explores a set of beliefs or assumptions of how change will occur and explains how and why an intervention will lead to change (Valters, 2014). Exploration of assumptions amounts to an analysis of each component of the intervention programme. The programme under study (SSIP) assumes that providing support in terms of additional classes, resources and the best tutors from the district, will have a substantial influence on the learner performance from underperforming secondary schools and ultimately, result in improved matriculation results.

Based on the preceding discussion, the researcher found that ToC provides a theoretical framework that can be used to assess whether an intervention is delivered as planned and how it can be improved. The ToC framework was used to help the researcher and stakeholders to deliberate on the envisaged change and provide the reason why the change took place. Thinking through the envisioned change is important because the process guides the researcher to look at different components of the programme, informing the researcher of the action to be taken. As ToC is perceived as the roadmap to change and suitable for evaluating SSIP, it forces the investigator to identify:

- the resources or input required
- the activities leading towards change
- outputs that show a road to improvement
- ways of knowing how the outcomes are achieved

Due to the interaction and deliberation between various stakeholders, the researcher regards ToC as a pragmatic and realistic framework that describes how the intervention influences learners to perform, improve and change. In the deliberation process detailed questions to be asked can be identified and ToC can provide explanation of how these questions can be answered (De Silva, Breuer, Lee, Asher, Chowdhary, Lund and Patel, 2014). ToC should therefore, be seen as a comprehensive framework that can be used in the planning, monitoring and outcome of the investigation.

Having discussed the background and the purpose for selecting ToC, the researcher based the framework for this investigation on Weiss's Theory of Change. Weiss (1972) states that every framework is based on a set of underlying beliefs and assumptions.

Making those beliefs and assumptions explicit increases the likelihood that the study will be integrated into practice and will promote an insightful approach, which will result in a greater understanding of, and on-going modifications to beliefs and practices (Kahan, 2008). This investigation uses the term framework as a set of steps to operationalise a particular evaluation model or approach. In this study the terms theory of change and programme theory are used interchangeably.

### **1.3 PROBLEM STATEMENT**

South African schools and teachers in particular are faced with a myriad of challenges. These multifaceted challenges include teachers' poor preparation; poor implementation of the curriculum; lack of understanding and implementation of various education policies; and poor understanding of various teaching approaches and assessment methods (Mabunda, 2000; Jansen, 2002; Jansen and Taylor, 2003; Onwu and Mogari, 2004) to mention but a few. These challenges affect learner performance throughout the schooling system, more particularly, the performance of secondary schools learners (Jansen and Taylor, 2003). The poor standard of education in South Africa's classrooms tends to impact various areas of learners' lives in the long run (Jansen and Taylor, 2003), as adduced from the disappointing results of the matric learners.

According to Taylor, Mabogoane and Akoobhai (2011), teachers' poor knowledge of subject content leads to learners' low achievement exacerbating the underperformance in secondary schools. In addition, factors such as lack of resources in schools; entrenched poverty in communities; learners' poor family backgrounds, inexperienced and ineffective teachers worsen the problem. Due to the poor foundation learners received in earlier years, these elements negatively affects learner performance especially in secondary schools.

Poor learner performance in various grades pressured the government to change the situation to ensure that learner performance improves in order to achieve better results. In order to alleviate the problems experienced by teachers and learners, a number of interventions were implemented to enhance learner performance and support the teaching of mathematics and languages in schools (Interventions Report, 2013). Despite a variety of interventions in schools, a flurry of national interventions were implemented in 2014 in



response to demands from the general public (Maringe and Prew, 2015). A variety of intervention programmes were put in place to improve the situation for learners. In particular, the poor performance of Grade 12 learners led to intervention programmes such as SSIP in secondary schools. These intervention programmes are aimed at reducing the number of failures in matric and improve the results in secondary schools.

Against this backdrop the researcher resolved to evaluate the process of delivering the above mentioned programme and articulate the benefits of process evaluation of programmes. To this end, this study addressed the following main research question: “How effective is the process of delivery of the Secondary School Intervention Programme operating in Tshwane West (D15) District?”

In order to answer the main question the following sub-questions were also addressed:

- What specific processes were put into place in order to deliver the programme?
- To what extent are the intended processes operationalised effectively?
- In which ways do the specially designed teaching and learning materials influence the delivery of the intervention programme?
- How satisfied are the programme facilitators and the participants with the process of delivery?

This study argues that process evaluation plays an integral role in monitoring and evaluation as it can be used to identify gaps within the programme during its delivery. Any identified gap or loophole can be rectified and the programme can be improved while it develops rather than at the end of the programme. This is a better way of monitoring how the programme operates so that adjustments can be executed as the programme is delivered.

#### **1.4 AIMS AND OBJECTIVES OF THE STUDY**

In light of the above stated main and the sub-questions, the aim of the process evaluation study was:

To explore whether the Secondary Schools Intervention Programme (SSIP) in the Tshwane West District (D15) was delivered as initially intended and to examine how effectively the programme operated.

#### **1.4.1 The Objectives of Process Evaluation Study**

The objectives of this study were to:

- explore the processes and systems for the delivery of the Secondary School Intervention Programme
- examine how the material and delivery of the programme reached learners
- reveal how the teaching methods learning and material provided influenced the delivery of the programme
- describe the experiences of all those stakeholders involved in the process delivery of the programme

### **1.5 EVALUATION RESEARCH DESIGN AND METHODOLOGY**

A research design is a logic or logical arrangement that links data to be collected to the initial questions of a study (Yin, 2009:24–27; De Vos, Strydom, Fouche and Delport, 2012:73). Furthermore, these authors are of the view that every empirical study has an implicit if not explicit research design. In addition, Babbie and Mouton (2009:72) view research design as a strategy for establishing something and planning a scientific enquiry. In this study, research design is understood as a plan that guides and provides direction on how this evaluation research is to be conducted to ensure addressing the research question.

#### **1.5.1 Evaluation Research Design**

Literature reveals two broad ways of conducting research: a qualitative or quantitative approach to investigate the phenomenon under study (De Vos, 2005; Leedy and Ormond, 2005; Neiwenhuis, 2007; Babbie and Mouton, 2009; McMillan and Schumacher, 2010; Kumar, 2012)., The researcher used a qualitative approach to source information for the case study under investigation, giving the researcher an in-depth understanding of the

phenomenon under study. Furthermore, as the qualitative approach is an interactive approach, it brought the researcher closer to the participants to learn from their experiences and understand how they made sense of the programme.

#### **1.5.1.1 Evaluation Research Paradigm**

The researcher opted for use the qualitative approach because it gives researchers the opportunity to have close contact with participants in their natural setting to understand the phenomenon under study and make sense (Caudle, 2004) of participants lives and experiences (Babbie and Mouton, 2009). For the researcher to unearth information from the natural setting of the programme, the researcher looks for specific features of the programme and gives voice to participants' experiences (Vaterlaus and Higginbotham, 2011). De Vos (2002:79) concurs that the qualitative evaluation researcher is therefore, concerned with, "an understanding rather than an explanation, naturalistic observation rather than controlled measurement and the subjective exploration of reality from the perspective of an insider as opposed to the outside perspective that is predominant in the quantitative paradigm". Thus, the interpretivist paradigm is seen as relevant for this investigation as the researcher wished to understand participants' experiences regarding the programme and make meaning out of this investigation.

##### **a) Interpretive Study**

The interpretive, also known as phenomenological approach, seeks to understand people through the way they experience the world (Du Plooy-Celliers, Davis and Bezuidenhout, 2014). It is a study that is concerned with understanding the social actions of human beings and interpreting those actions as people see things differently from diverse perspectives (Bryman, 2012:28). The interpretive study is aimed at understanding people and their engagement with the world in order to make sense of their (life) world experiences (Babbie and Mouton, 2009:28). As human beings are different and see the world differently, their understanding and meaning attributed to the world vary and this is drawn from their personal point of view. This means their understanding and meaning could be regarded as subjective, but, the way they interpret their understanding of the situation would suit their own reality. The above statements clearly indicate that the world consists of many and varied realities because people see and understand the same

phenomenon in many differently ways. The interpretive researcher as in this case would therefore, need to acknowledge the existence of people, their understanding and experiences as they are revealed at the time of a conversation in order to construct and understand their subjective meaning making and avoid distortion (Goldkuhl, 2012).

In order to gain in-depth understanding of all stakeholders' views including participants involved in the investigation, the researcher needs to take cognisance of the context in which evaluation research is being conducted. Interpretivism is about understanding the context (Green, 2009), views and experiences of participants. The researcher should create a situation in which participants feel safe and at ease to interact with the researcher so as to learn more about the social and historical area in which the study is undertaken (Goldkuhl, 2012). Furthermore, understanding the local language and the context under study will help the researcher relate at the level of participants in order to succeed in this undertaking. In studying the context in which evaluation is conducted, the researcher grasps that participants' knowledge is derived from their experience and understanding of their context.

Through reflection, the stakeholders' experiences and insight into the process, meaning and understanding of the evaluation process is acquired. Although, this endeavour may be challenging, it is authentic and stakeholders are given the opportunity to voice their concerns and to take ownership of the evaluation process as well.

When stakeholders participate in the process, they bring valuable insight and experience to the meeting. Their deep insight may help evaluators and other stakeholders understand why some interventions succeed or fail and what to do to improve the situation. Stern (2015) states that involving stakeholders in the process is important as they may have vital information and insights into the past experience of similar efforts and provides information of what went wrong or what worked. This vital information could be used to suggest what could be done to bring about change and future improvements.

Focusing on stakeholders' knowledge and experience may be helpful to the entire process in creating or mapping out the theory of change (Schunk, 2004). As stakeholders interact and unpack various issues, they learn to understand each step of the process. In their debate they add multiple perspectives through the contributions they make and they deal

with various issues (Giesen, 2010). The continuous exchange helps each stakeholder to create new understanding and make meaning of the situation. In addition, their contributions help them map out the process and how the programme will be operating and delivered in order to realise the intended outcome. The process helps them to take ownership of the evaluation process.

#### **1.5.1.2 Evaluation Research Approach**

The theoretical framework discussed in the preceding paragraphs guided the qualitative investigation. Qualitative research is regarded as an “umbrella term”, which refers to several strategies that share certain characteristics (Bogdan and Biklen, 2003:2; Bamberger, Rugh and Mabry, 2006; Padgett, 2008; Schurink, 2009:3). Although, qualitative evaluation is regard as an umbrella term, Schurink (2009) argues that it is based on different methods with the aim of describing the lived experiences of people according to their own indigenous constructions of social reality; Bogdan and Biklen (2003) mention strategies that share particular features. The researcher’s aim is to gain an in-depth understanding of the delivery of the programme. Information was thus, sourced from participants and those involved in the programme.

#### **1.5.1.3 Evaluation Research Strategy**

A case study focuses on gaining an in-depth understanding of a particular entity in a particular time (Yin, 2009). It is an intensive investigation of a single unit (Babbie and Mouton, 2009:280) and focuses its attention on one or a few instances or what is called a unit of analysis of a particular case (Babbie, 2008:326; Willig, 2008). Each case is unique and may differ in shape or form. As a result, case studies are not easily defined and set out. The uniqueness and examination of a specific case are confined to a specific period of time (Babbie, 2008). An examination of each specific case may be confined to an individual(s), organisation(s), school(s), department(s), village or a family. In other words, it can take single or multiple perspectives (Babbie and Mouton, 2009:280–281). Thereby, making it difficult to provide a clear definition of a good case study as there is little to no agreement among researchers as to what constitute a case study (Babbie, 2008).

A case study analyses a situation, describing what is happening or what happened in a particular time or provides an explanation of how and why a particular situation happened. This means a case study can take a descriptive or explanatory form with the intention of yielding in-depth insight derived from an analysis of a particular situation (Shavelson and Towne, 2002:99–106; Babbie and Mouton, 2009). The researcher deemed this approach suitable for investigating this intervention because it met the requirements of a qualitative study in which data were collected in a natural setting through a variety of means: document analysis, observations, interviews, video and audio recordings. In the case of this process evaluation, a descriptive case study was used with qualitative evaluation methods.

## **1.5.2 Selection of research population**

The population for the study was constituted by secondary schools identified as underperforming secondary schools, located in the district of Tshwane West in Gauteng Region. The Tshwane West District (D15) consists of six clusters or sites where tuition is offered to learners from various secondary schools, which converge at a centre in a particular area. This population was selected because the researcher deemed participants in the identified five learning centres (three learning centres and two camps sites) as information rich sources of information about the SSIP programme. In addition, learners' attendance of classes at these centres was more consistent than in other centres. Investigation at these centres would thus yield relevant information about the programme.

### **1.5.2.1 Sampling**

A list of all the secondary schools and tutors engaged in the SSIP programme was obtained from the Tshwane West District and used as a sample frame. There are 36 secondary schools in the district and the secondary schools participating in the programme are grouped together to form 6 learning sites in the district. Tutors recruited to facilitate the programme are teachers sourced from within the district who are teaching in these Tshwane West schools and have produced good results in their subject of specialisation for the past 3–5 years. Thus, the term tutors and teachers will be used interchangeably throughout this study.

The sample taken from the population as indicated above, formed the unit of the study in this process evaluation research. The structure of the sample comprised of 10 tutors employed to facilitate the SSIP programme, 10 learners from participating secondary schools, 3 site managers and 1 district official. The explanation of the sample structure is provided in chapter 4.

Purposive sampling was used to select learning sites, tutors, site managers and learners who participated in the research study. The selection was based on the Special Project Manager's knowledge of the population as the coordinator of the project in the district and guided the judgment of the researcher in seeking the participants to provide relevant information (Babbie and Mouton, 2009:166; Kumar, 2012:213) on the intervention programme. The researcher, therefore, is of the conviction that the selected sample of participants held key information and rich knowledge regarding the SSIP programme. Chapter 4 explains the procedure in more detail.

#### **1.5.2.2 Data Collection**

Literature indicates that a great diversity of approaches can be used to collect data (Bryman, 2012; Kumar, 2012). Quantitative or qualitative approaches are commonly used to collect data. As previously mentioned, data collection for evaluating this programme followed qualitative methods. Quantitative data was obtained from secondary sources, such as lists of underperforming schools in the district, attendance registers, number of tutors recruited to facilitate the programme, their teaching experience in the subject they teach and expected learner attendance per site. This data provided valuable insight, strengthened the evidence obtained from secondary sources (El-Jardali, Ataya, Jamal and Jafaar, 2012) and helped in the decision making process for offering recommendations at the end of the investigation. This information was used to complement and validate qualitative information that assisted the researcher in finding deeper meanings in understanding situations (Babbie and Mouton, 2009; Kumar, 2012). However, the dominant data collection method remained qualitative methods.

## a) **Qualitative Data Collection Techniques**

The researcher reviewed various SSIP documents in order to make sense of the intervention programme. It was important to understand the purpose of the programme and the intended delivery as envisaged by the Department of Education (DoE). Data was also collected through observing tutors presenting lessons. The purpose of classroom observation is to observe tutors in action, how they deliver their prepared lessons and how they use the prepared material provided by the service provider. Furthermore, the researcher conducted personal interviews at the selected sites where the programme was offered. The researcher interviewed the coordinator of the project, 3 site managers, 10 tutors and 10 learners. All the interviewees participated willingly in the interviews. The main aim of these interviews was to gain a clear understanding of how the programme is delivered and to ascertain what challenges they experienced in the different areas of the programme. In reference to the tutors, interviews were used to follow the researcher's observation of their lesson presentations. All the interviews were tape recorded and transcribed verbatim.

In order to answer the research sub-questions, the following methods were used to collect data per question (cf. par.1.4.1):

- What specific processes were put into place in order to deliver the programme? The researcher examined the SSIP policy documents in order to understand the plans made prior to the delivery of the programme.
- To what extent are the intended processes operationalised effectively? This required the researcher to observe how lessons were facilitated and establish how the programme affected learners with a view to improvement of their performance.
- In which ways do the specially designed teaching and learning materials influence the delivery of the intervention programme? The researcher examined the resources provided to learners and interviewed both Programme Coordinator, Centre Managers, Tutors and learners to understand how the programme and supporting material help the recipients of the programme.



How satisfied are the programme facilitators and the participants with the process of delivery? The researcher interviewed tutors, site managers and learners in order to understand whether they are satisfied with the programme and whether it adds value to the schools and district and to suggest ways to improve it in order to sustain the programme.

These above indicated methods were seen as appropriate approaches in response to the identified questions. Analysing the documents afforded the researcher the opportunity to learn more about the programme, whereas classroom observation provided the researcher first-hand information of what and how the programme is reaching the recipients (learners) of the programme. The interviews provided all stakeholders an opportunity to voice their opinions. The researchers' experience regarding the evaluation process assisted with drawing up valuable recommendations.

### **1.5.2.3 Data Analysis**

Information obtained from departmental documents and SSIP documents, data sourced from classroom observations and all recorded and transcribed interviews were analysed using appropriate procedures. The procedure involved an inductive approach whereby the researcher reduced the large amount of information gathered through documents analysis, observation of tutors' teaching practice and interviews with various stakeholders by grouping the textual material into themes and categories to make sense of the information collected (Bryman, 2012). With the help of another professional researcher and using an inductive approach, the researcher identified groups of words that shared similar ideas and concepts, broke them into components, coded them and created themes and categories. This process afforded the researcher the opportunity to make sense of the collected data and to interpret the findings for discussion and recommendations.

### **1.5.2.4 Trustworthiness in Evaluation Research**

There are different methods of ensuring trustworthiness in research. In quantitative experimental study, the credibility of research is ensured by employing the following criteria: objectivity, reliability and validity. These criteria are based on standard instruments that are used for measuring large samples at random selection. However, standardised

instruments do not work as samples are usually smaller in qualitative studies and not randomly selected. Although, trustworthiness in qualitative evaluation research is questioned by many quantitative researchers, Silverman (2001) and Shelton (2004) argue that trustworthiness in qualitative research depends on the soundness of the methodology employed. Notably, Denzin and Lincoln (2004) established ways of ensuring trustworthiness in qualitative research, which includes credibility, transferability, dependability and conformability.

#### **a) Credibility**

Credibility is comparable to internal validity (Shelton, 2004; Bryman, 2012). It involves the stakeholders who participated in the research to establish if the results are credible or believable (Trochim and Donnelly, 2007) and to ensure that the analysis of data is convincing and trustworthy. While investigating the delivery of the SSIP programme, the Coordinator of the programme, site managers, tutors who facilitated the programme and learners as recipients of the programme, provided in-depth and insightful information on the programme. To establish credibility in this evaluation research, triangulation through observation of teaching practice, document reviews and multiple interviews were used to provide a combined unit of collected data. Patton (2008) declares that credible data collection provides support for emerging findings.

Different qualitative evaluation techniques were employed throughout this investigation to triangulate data: SSIP documents, interviews and multiple perspectives from the 24 participants, purposive sampling of information-rich participants. Triangulation allowed the researcher to compare data with the view of determining the participants' responses. In addition, member-checking was applied in order to build credibility. The member-checking process permitted the researcher to review the data from the participants as well as giving the participants the opportunity to verify the accuracy of the facts and interpretation (Woods, 2006; Harper and Cole, 2012) to correct such errors if identified. In this study, member-checking was conducted at the end of each interview as this was the only time that the researcher and some selected participants were able to see each other. The interview transcripts were corrected before the analysis of the data and the coordinator of the programme checked the entire document, as he could easily be located.

## **b) Dependability**

According to Riege (2003), dependability is analogous to reliability in quantitative research in order to show stability and consistency in the process of inquiry. However, in qualitative research, it is regarded as interdependent to credibility. The processes of research are reliant on each other and observation of the same findings under similar circumstances should be consistent. Denzin and Lincoln (2004) argue that in research one cannot exist without the other. Lincoln and Guba (2010) further argue that this criterion can be used to establish the merit of qualitative evaluation research by encouraging researchers to adopt an auditing approach. It is required that a detailed report of the research processes and records are kept in order to enable future researchers to repeat the work or gain the same results. However, human behaviour is not static as it can be easily influenced by context, which makes it unreliable, problematic and impossible to uphold in qualitative research. There is also the multiple interpretation of reality of the subject under study.

In this study, dependability was ensured through following the researcher's plan – reviewing field notes and transcribing the field notes from the interviews and findings of the data. For this purpose, the researcher drew up a schedule for but, due to unforeseen circumstances the schedule could not followed. For example, the individual who transcribed the interviews became indisposed therefore, the process was delayed by two weeks. This delayed the researcher's data analysis.

## **c) Conformability**

Conformability is similar to objectivity in quantitative research. In qualitative research the researcher should display trustworthiness by showing that he or she acted in good faith and refrained from manipulating the research findings. Here, the researcher is expected to be unbiased as the Robert Wood Johnson Foundation (2008) argues that the findings of a study are important as they are shaped by the respondents and not by the bias, motivation or interest of the researcher. The researcher verified the participants' understanding of the issue under study and the meanings they gave to their experiences. Thus, data analysis, the findings of the results and the conclusions can be verified as reflective of and grounded in the participants' perceptions (Jensen, 2008).

Findings resulting from the information provided and where the data is derived should match the study and not the researcher's bias. Triangulation of data can be used as it is supportive of this process. Providing data sources, retaining interview transcripts and documents for review if necessary establishes impartiality guarding against researcher bias.

#### **d) Transferability**

According to Merriam (2009), transferability is parallel to external validity or generalizability as compared to qualitative research. It is concerned with the extent that the findings of one study can be applied in another situation (Merriam, 2009). It means that the research findings can be applicable in other contexts. Here, the researcher is responsible for providing a rich and detailed description of data so that the reader is able to employ his or her own judgement to the findings and transfer them to other settings. Lincoln and Guba (1985; 2004; 2008) argue that a detailed description is a way of achieving a type of external validity. Describing the phenomenon in sufficient detail affords the evaluator the opportunity to evaluate the conclusions drawn and transfer such information to other times, settings, situations and people. As qualitative research entails an intensive study of a small group in order to obtain a detailed description of the issue under study, the researcher may display some form of subjectivity as the key instrument in the research and a threat to valid inferences. A detailed explanation of the research methods, the context in which research is taking place and the underlying assumptions of the study can enhance transferability in qualitative research.

Notably, this evaluation research used purposive sampling to collect data and acquire valuable information. Furthermore, the researcher developed emergent findings during the process of data analysis. In addition, the evaluation framework that was developed assisted the researcher to look at how the services were provided to reach the recipients of the programme.

#### **1.5.2.5 Ethical Considerations**

As the stakeholders (the SSIP special projects programme manager, the site managers, the tutors and the learners) were the main sources of information, the researcher ensured

that ethical issues were dealt with in a professional manner. Permission to conduct this investigation was sought and obtained from the Gauteng Provincial Department of Education (GDE) as custodians of the districts and schools in Gauteng who notified the Head of Department (HoD) of Policy and Planning in the district. Additionally, the SPPM was informed about the proposed research and was mandated to give the researcher access to the various learning sites (see Appendix A and B).

#### **a) Confidentiality**

To ensure that confidentiality was maintained, the researcher built a relationship of trust with the participating stakeholders so that they would disclose the required information with ease. Although the tutors and the learners were protected by the district as permission was granted from the Head Office as well as from the parents of participants (see Appendix C). They were assured the right to anonymity and all the participants were treated with respect. To increase a sense of confidence, respect and maintaining privacy, the participants were given assurance that their names would not be revealed. Pseudonyms are used to protect the identity of participants when analysing data. Collected data was kept as a confidential matter. Permission to record the participants' voices during the one-on-one interviews was obtained from the individual respondents.

The researcher made sure that the participants had a clear understanding of the purpose of the study and were fully informed about the programme and what the researcher aimed to achieve. Although, there was no risk envisaged and/or incurred during the research, it was important to clarify the potential risk involved in the research (Best and Kahn, 2006; Jones and Kottler, 2006). Notably, evaluations of education intervention programmes such as SSIP are usually non-threatening. The participants were informed that they were well within their rights to withdraw from the study if they were not comfortable with the issues under study.

The draft of the findings was forwarded to the district office so that the SPM could read through it to determine whether the issues presented reflect what had been agreed upon. The verification of information with the various stakeholders is an important step because the manner in which the researcher analyses issues may differ from that of the participants.

## **1.6 CHAPTER DIVISION**

The thesis is structured as follows:

### **CHAPTER 1: ORIENTATION**

This introductory chapter aimed at acquainting and giving the reader an overview of the study. The purpose of this process was to describe the study, state the problem, outline the aim of the study and demonstrate the design and method the research would use to carry out the evaluation research.

### **CHAPTER 2: UNDERSTANDING PROCESS EVALUATION**

The literature reviewed in this chapter provided an understanding of the evaluation issues being addressed and interventions that have been used. The major part of the literature dealt with programme evaluation. The last section of the literature review culminated in the discussion of the formulation of the evaluation theoretical framework discussed extensively in Chapter 3.

### **CHAPTER 3: THE THEORETICAL FRAMEWORK THAT UNDERLIES PROCESS EVALUATION OF THE SECONDARY SCHOOLS INTERVENTION PROGRAMME**

This chapter provided the evaluation framework that was used in this investigation. The framework guided the researcher into the process of investigation. The design and methodology used guided the investigation of the programme under study.

### **CHAPTER 4: EVALUATION RESEARCH DESIGN AND METHODOLOGY**

This chapter described and discussed the plan for evaluating the targeted intervention programme. The chapter also discussed the approach and the design of the study, the sampling procedure, and the data gathering instruments, data analysis, validity and reliability, ethical guidelines for purposes of producing rich and descriptive data. The programme evaluation model selected for the study guided the programme. The study

used qualitative process evaluation research and the methods used to gather data were observations, semi-structured interviews and analysis of documents.

## **CHAPTER 5: PRESENTATION OF EVALUATION FINDINGS AND ANALYSIS OF DATA**

This chapter presents the data gathered to answer the research questions. The findings were derived from the data collected at the 3 learning centres and 2 camps with twenty-four participants through observations, interviews and document analysis. This indicates that the researcher observed the tutor participants in action in the classroom situations facilitating learning in their subject of specialisation. Semi-structured interviews were conducted and each of the categories of participants were asked questions relating to their position. Charts and tables were used to support the summary of data. However, the findings were presented in a narrative form and the data from the interview questions are presented in the appendices section (see Appendix E). The chapter ends with a summary.

## **CHAPTER 6: INTERPRETATION OF DATA AND DISCUSSION**

This chapter presented an interpretation of the data and discusses the findings of the empirical investigation in detail, integrating it with the empirical literature that relates to the issue under study.

## **CHAPTER 7: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary, conclusions and recommendations of the qualitative evaluation research, integrates them with the literature study and the empirical investigation that was conducted. The implications and recommendations drawn from the study are discussed and final conclusions are drawn.

### **1.7 SUMMARY**

Chapter one provided an orientation to the study and focused on the background of the study. The status of evaluation in South Africa was discussed and the problem statement, aims and objectives of the evaluation study were outlined. The research question and sub-questions were stated and the research design was explained. The researcher further

described how data will be analysed. The trustworthiness and ethical issues were also explained. Lastly, the organisation of the thesis has been presented.

The next chapter will review literature pertaining to process evaluation.



## **CHAPTER 2**

### **UNDERSTANDING PROCESS EVALUATION**

#### **2.1 INTRODUCTION**

This chapter presents the literature review on process evaluation (PE) and examines factors related to process evaluation and intervention programmes. Attention is paid to various intervention programmes used to resolve learning problems experienced by learners in South African classrooms. It is imperative to look at policies related to intervention programmes offered to South African learners and also to understand evaluation of intervention programme in order to improve the current SSIP programme in order to improve the performance of learners in South African schools.

#### **2.2 CONTEXTUALISATION OF EVALUATION**

Evaluation has become increasingly important in various organisations and it is gaining momentum in South Africa. Not only is it important to those responsible and accountable for decision-making and providing funding but to all the stakeholders involved in various activities of the organisation (UNDP, 2009). For example, company executives and management staff as key stakeholders have always been interested to know whether the organisation is making progress, improving and/or meeting its obligations or not. By so doing, they want something to help them decide what next steps to take in order to improve the organisation. In general, evaluation is conducted to benefit various institutions and help decision makers in the organisation to make informed decisions.

Although, evaluation is not openly conducted and reported in South Africa, it is not a new phenomenon as it has been practiced for decades elsewhere and in many countries. Programmes are evaluated for specific reasons and one needs to become familiar with and understand the context of the situation in order to be able to work with various stakeholders. However, evaluators need to understand the reasons why evaluation has to be conducted prior to embarking on the process. Proponents and practitioners of evaluation research use different terminology and language to define it. In light of the above mentioned background, evaluation is defined as:

*“The systematic assessment of the operation and/or the outcomes of a programme or policy compared to a set of explicit or implicit standards and as a means of contributing to the improvement of the programme or policy (Weiss, 1998:4)”.*

For example, Weiss describes evaluation as an elastic band that stretches to cover judgments of many kinds (Weiss, 1972:1). Weiss views the internal operations of the programme as important aspects of evaluation. However, it depends on how the collected information will eventually be utilised.

Based on the above definition, evaluation is, therefore, adaptable and changes as the situation directs it to do so. The systematic approach to evaluation suggests that evaluation requires a clear, structured and consistent action of collecting and examining data. It also requires researchers to probe stakeholders involved in programmes for information in order to learn to understand the situation and thus, be better positioned to make informed decisions.

Experts in evaluation define the evaluation of programmes differently. Patton (2008) describes evaluation as the systematic collection of information about activities, characteristics and outcomes of a programme for use by specific people to reduce uncertainties, improve effectiveness and make decisions about what the programmes are doing and what it is that they impact upon. The focus of evaluation is on action and activities. Therefore, tasks and actions that are performed, play a major role in a programme.

Similarly, Rossi et al. (2004) and Van den Akker (2007:37-50) use concepts as used in Patton with the exception that they view evaluation as the systematic application of social research procedures for assessing the conceptualisation, design, implementation and utility of programmes in order to source particular information to be able to make the best decisions. Patton refers to evaluation as a systematic collection of information, whereas Rossi et al. and Van den Akker describe evaluation as a study of designing, developing and evaluating educational interventions. In this regard, evaluation can be regarded as a practical process that requires an organised and logical procedure in its execution so that the accumulated information is used to make informed decisions about the programme.

According to Stern (2005) evaluation encompasses collection of information and documented evidence, which help key stakeholders to account for what happened in a particular situation judging by the actions and activities that took place when the programme was delivered. This shows that evaluation uses a variety of research methodologies to express the stories about the programme using information obtained from participants. In order to source information from various stakeholders' qualitative and/or quantitative methods are used to evaluate different programme (Hollway, 2007; Hansen, 2009; Rouse, 2012). However, this depends on the purpose of commissioning evaluation as not all evaluations are assigned to determine the merits or worth of the programme (Weiss, 1998). There may be other hidden agendas for requiring a particular programme to be evaluated and the evaluator thus, learns the reasons for doing so, only once they engage with the key stakeholders involved in the programme.

In a nutshell, evaluation requires a systematic collection of data in order to understand all areas of the phenomenon under study. The data that is collected is used to learn from so as to improve the situation that is perceived as problematic. However the type of evaluation determines the approach to be used, of which the components are discussed later in this chapter. The next section discusses evaluation in South Africa.

### **2.2.1 Evaluation in South Africa**

Although, evaluation plays an important role in any institution and governments worldwide, the apartheid administration in South Africa overlooked the value that evaluation could bring (De Vos, 1999). Louw (1995) says evaluation was not a priority in the previous dispensation. As such it is fairly new and is slowly developing in South Africa (Louw, 1998; Potter, 1999; Potter and Kruger, 2001). Although some private organisations that offered intervention programmes conducted some kind of evaluation, their reports are private matter and are not easily accessible.

In support of various programmes offered by Non-government Organisations (NGO's), funding was sourced from foreign donors such as Ford Foundation, Carnegie, and Charles Steward Mott (Ewing, n.d.). Thus, NGO's have been conducting evaluation of programmes (Mouton, 2010) in order to satisfy funders as most of their funding was sourced from international donors. According to Bratton and Landsberg (1999) accountability for the

utilisation of funding in some cases came with no strings attached. Some donors demanded an audit report and an annual report (Everatt, 2010) only. With this situation in mind, it might not have been necessary to submit a detailed evaluation report at that time.

The researcher regard evaluation as a tool used to bring about change to those who have been affected. The changes and the dramatic actions the South African society experienced till recently placed its emphasis on accountability, improvement, credibility of programme, efficient utilisation of resources, and policy changes that translate into concern for evaluation (Louw, 1995). Louw, Katzenellenbogen and Carolissen (1995) claim that there have been numerous programmes and projects to address the inequalities of health care and education, for example, but no report about evaluation of such programmes exists or were made available to the public.

Taylor (2000) also confirms that intervention programmes have a long history in South Africa, however evaluation of such programmes have not been made public. In other words evaluations that provide evidence of the implementation, delivery, impact or efficiency of such evaluated programmes are unavailable. It may also mean the evidence produced out of evaluation of such programmes was not meant for the public.

Now that evaluation is seen as a valuable component of assessing the various activities in organisations, South Africa has taken serious strides to evaluate programmes that have been implemented. Though evaluation is still at an infancy stage and is relatively new (Amisi, 2015) and not widely conducted (Goldman, Mathe, Jacob, Hercules, Amisi, Buthelezi, Narsee, Ntakamba and Sudan, 2015), the government is determined to demonstrate to the public that they are accountable and interested in improving the situation in certain areas. But then Louw (1995); Mouton (2009) and Khosa (2010), say there have been very few guidelines to assist researchers in the formulation of evaluation. This means, without evaluation guidelines, evaluators or researchers interested in programme evaluation are at liberty to employ any strategy of their choice.

However, systems are gradually being put in place as it can be seen by the implementation of the National Evaluation Policy Framework, which was approved in 2005 (Department of Performance, Monitoring and Evaluation, 2011) (DPME) to educate government officials about evaluation and its significance. It is reported that it aims at

focusing on priority areas, although the priority areas are not clearly defined. One can just assume that education is one of the priority areas as Early Childhood Development (ECD) and National School Nutrition Programmes have been mentioned.

Nonetheless, the purpose of the framework is said to promote quality evaluation, which can be used to improve the effectiveness and impact of the government by reflecting on what is working and what is not working and revising interventions accordingly (DPME, 2011:iii). The researcher is of the view that the government focus on the effects and/or the impact of programmes only. This indicates that the government adopted the outcomes-based approach to evaluation and places its emphasis on outcomes and results. Focussing only on outcomes evaluation and ignoring other components of evaluation would however, not provide a true reflection and picture of whether the programmes are working or not.

Other components of evaluation include implementation and process evaluation (formative evaluation), especially process evaluation plans. Process evaluation should be seen as an interim evaluation (Greenaway and Gregory 2009; Republic of Uganda, 2011) that can be used to inform decision makers on the progress of the programme while it is underway. For example, when introducing a new curriculum or any new programme and evaluation of this nature is factored in during the planning process, the programme could be evaluated while it is underway and the findings thereof, could be used to inform policymakers on how the programme is performing and changes effected in the early stage of implementation, instead of waiting until the programme is completed and only evaluate the outcome of the programme.

Longer term outcomes should not be expected (Chappelle, 2012) at this stage as evaluation as this stage only focus on the service delivery of the programme. The progress on the programme should be anticipated in order to learn where and how the programme could be adapted and improved. Although, evaluation is a costly process and time consuming, evaluation experts promote the necessity of evaluating programmes at every stage, especially while the programme is underway to help save time, resources and improve the programme (Duignan, 2009; Scheirer, 2012).

As most of the programmes are either government or foreign aid funded, Bloch, Favis and Hargovan (2000) and Badat (2010) say that by providing evidence that the programme is working or not and demonstrating accountability that the resources provided are used efficiently or not, strengthens the value of the programme. Evaluation in South Africa should be viewed as an important feature of the programme because it demonstrates the value of being accountable and the credibility of the work they (institutions) do. As such, evaluation should be incorporated from the early stage of the programme initiation. Programme evaluation is the important aspect required to provide evidence that the programme works (Metz, Bowie and Blasé, 2007) or can be improved, continued or discontinued (UNICEF, 2003). Evidence in this regard is important as it helps policymakers and funders to make informed decisions whether to continued or discontinued with a programme (Kirkpatrick, 1994; Gilliam and Leiter, 2003). Furthermore, it helps evaluators or commissioners to appropriately diagnose if the implementation and the delivery process was followed as planned or not.

The above discussion, shows that evaluation is important and should be conducted systematically as defined by different evaluation experts. Not only is evaluation conducted for the purpose of documenting information, it is instituted for the purpose of accountability, to resolve problems and also improve the situation to bring about change. Significantly, it is used to help policymakers to make informed decisions about the programme offered.

### **2.2.2 Conflict between Policy and Practice**

Policies are meant to support and guide processes in organisations and also to comply with government legislations. Any change that takes place in an organisation should be preceded by a policy in order to guide implementers of those policies (Spaull, 2013). As a result, the transformation of the education system in South Africa brought with it a plethora of policies to restructure and improve the quality of education at various levels of the system (Naidoo, 2005). For example, The National Education Policy Act (1996), The Interim Policy for Early Childhood Development (1997), The Language in Education Policy (1997), National Policy on Whole School Evaluation (2002), just to mention a few, were put in place. The new education policies and practices are put in place and used as a yardstick to redress the inherited inequalities in the post-apartheid South Africa. The

various education policies and the implemented curricula used to guide teachers are discussed in the next section.

### **2.2.3 The Norms and Standards for Educators**

The Norms and Standards for Educators (DoE, 2000a) is a policy for teachers and provides the criteria for professional teachers. The policy states the roles and competencies required for teachers in the new dispensation. In the new dispensation, teachers are expected to play a variety of roles and become the mediators of learning, interpreters and designers of learning programme and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens, play a pastoral role and be assessors (DoE, 2000). The overarching role in which all roles are integrated is that teachers are required to become learning area and phase specialists (DoE, 2000). Each of the roles are described in terms of practical, integrated and reflective competences, which involve foundational, practical and reflective competences (Harley, Barasa, Bertram Mattson and Pillay, 2000; Parker, 2006). In other words, teachers need to understand their own actions, act decisively in any given situation and analyse critically, clarity and own understanding as to why certain action should be taken. Thus, teachers must be reflective and critical thinkers as well as emotionally intelligent or stable to act decisively.

### **2.2.4 Curriculum 2005**

The most important policy used to integrate the different education department was Curriculum 2005. The reformation of school education was based on Curriculum 2005 (C2005). Curriculum 2005 followed the education model that is based on the principles of Outcomes Based Education (OBE) (DoE, 1998). It was envisaged that the C2005 would have been implemented and operating in all grades (Gr 1–12) by the year 2005. The construction of learning in C2005 was built on 66 specific learning outcomes and divided into 8 critical fields across eight learning areas (DoE, 1997:29). The new curriculum assumed the learner-centred approach and teachers' were stripped of their roles as the authority and centre of learning to become facilitator of learning (Jansen and Taylor, 2003). Teachers were also required to design learning programme informed by the stated learning outcomes (Harley et al., 2000).

Although, it had not been implemented in all grades by 2005 as initially planned, the new curriculum created problems for the majority of teachers. Moving from the influence of fundamental pedagogics to democratic education (Moll and Naicker, 2001) was seen as very radical and created serious problems. This means moving from a position of power and control of knowledge and learning to a powerless position of limited knowledge regarded as outdated did not sit well with teachers. Teachers needed to be schooled and re-educated to understand the change of a position of power and control to the sharing of knowledge, learning from each other and becoming part of a community of learners. This shift required some mental and emotional preparation before implementation (Feiman-Nemser, 2001; Hameed, 2013).

Teachers needed extensive training to learn and understand the myriad of policies they had to implement. Instead, as Naicker (2006) points out, many trainers of curriculum implementers and teachers as agents of change who are required to implement C2005 were oriented to policy goals and aims. Training is an essential aspect of learning when any new product is introduced (Luchs, Swan and Griffin, 2016). Implementation of a new product without intensive training is a recipe for disaster. Lack of proper training created serious problem for teachers (Mda and Mothata, 2000; Modisaotsile, 2012) as implementers of change. This then resulted to radical changes from Curriculum 2005, to Revised National Curriculum Statement (Le Grange and Beets, 2005; Killen, 2007; 2012).

### **2.2.5 The National Curriculum Statements (NCS)**

The National Curriculum Statements (NCS) were regarded as an improved C2005 as it was described as a streamlined and strengthened version of C2005. According to a Department of Basic Education (2011) report, it describes the number of subjects to be offered to learners in each grade and the promotion requirements learners had to obtain were outlined. Of significance, assessment was standardised and the recording and reporting processes for Grades R–12 was also outlined (DBE, 2010). However, the new version kept the principles, purposes and the thrust of OBE intact (DoE, 2002). For example, in NCS the assessment practices were shifted from criterion referenced to standard referenced. This was clearly stated in each learning area, in each phase, which then provided a direct link to the principles of OBE.



The NCS policy stated that in helping learners to reach high potential, assessment should be continuous in order to support learners' growth and development (DoE, 2000:94–95). But the guidelines given were not clearly stated and less explicit for teachers to understand, interpret and utilise. In practice the high expectations as indicated in the policy document became difficult to attain (Vandeyar and Killen, 2003). Teachers had difficulties in interpreting the policy, understanding what to do and how to help learners to reach the expected level of potential (Vandeyar and Killen, 2003; Lumadi, 2013).

Furthermore, the NCS indicated that assessment of the performance of learners had to be conducted and monitoring the performance of the education system (DoE, 2000:94) had to be undertaken. The systematic assessment of learner performance was to be undertaken at the end of each phase (at the end of grades 3, 6 and 9). This would be a way of informing the education department about the performance of learners in the mentioned grades and assessing the system as well. However, teachers were not guided on how to prepare for this type of systematic assessment. It was not clear how often the assessment would take place. It is important for teachers as agents of change to have a clear understanding of such initiatives and processes prior to implementation. Instead lack of information and understanding of processes led to resistance (Badugela, 2012).

As NCS was less complicated than C2005, assessment procedures did improve. As the difficult and confusing terminologies were removed, teachers could now relate to some areas of the curriculum but some problems could still continue. For example, guidelines on the fundamental principles of good assessment practices were not provided (Vandeyar and Killen, 2003). A new way of thinking in teachers' mind had not yet taken place. Teachers are used to being told what to do and how to do it and this was still their expectation. Teachers needed time to internalise new assessments practices for example, and also learn to be creative and innovative. With what was on the table, they could easily work together as a team of grade or phase specialists to design or create their own guidelines. This was not the case as teachers were still not ready for the kind of shift expected of them. The NCS was reviewed and adjusted and this gave birth to CAPS.

## **2.2.6 The Curriculum and Assessment Policy Statement (CAPS)**

In order to improve the curriculum and respond to the need of teachers NCS was adjusted and gave birth to CAPS. NCS was amended because teachers complained about being overburdened with administration (DoE, 2009) responsibilities instead of teaching. Different and confusing interpretations about the implementation of NCS and the underperformance of learners (DBE, 2011) were of concern. In CAPS an adjustment of the curriculum was made providing teachers with detailed information on what to teach and how to teach it, which is what teachers needed (Dreyer, 2014).

As seen above various policies were promulgated and used to address the inequalities experienced by the South African nation. Sayed and Kanjee (2013), maintain that all these policies were collectively used to create a national system of education to unite the previously fragmented, racially divided education system and to work towards the twin imperative of quality and equal education system. The fact that the curriculum has been revised and amended on several occasions, shows that it is still evolving. In order to get it right teachers need to be extensively trained on how to teach. Employing new teaching strategies and infusing technology in teaching in order to facilitate learning with confidence and provide learners with learning resources is a process that will take several years to accomplish.

Based on the above discussion, teachers as change agents need thorough training to enable them to implement any new programme with ease and understanding. A clear understanding of new policies and the ability to interpret such policies is of fundamental importance. Discussions and debate around what and how to implement such policies with important stakeholders (teachers) would be helpful and reduce misunderstandings that may arise during implementation of new policies or programme. To accomplish the various initiatives discussed above, the implemented policies must also be evaluated at different stages. This means policies should also be evaluated at formative and summative stages.

Moving from teacher-dominated to learner-centred teaching and learning as advocated in the CAPS, requires new thinking and a paradigm shift. As the new curriculum is located within the constructivist learning theory, it assumes that learning and knowledge is socially constructed (Jordan, Carlile and Stack, 2008:58-66). Teachers need training in order to

learn and understand issues relating to the epistemology of constructivism and how this relates to the new introduced curriculum. They need a gradual paradigm shift into the expected new mode of teaching and learning.

The move to a different mode of doing things requires teachers to be exposed to the epistemological understanding of the dynamics (Legotlo, 2014:183) of curriculum issues. This would clarify teachers' understanding of the type of changes in education and/or curriculum that needs to take place in teaching and learning. Teachers as agents of change and implementers thereof are required to understand the curriculum process and buy into it. Instead, South African educators are somewhat forced to implement the education policies they barely understand and find difficult to relate to (Naicker, 2006; Legotlo, 2014:183). It is therefore, important to focus on policies and practices that may be relevant to evaluation of intervention programmes. The discussion below follows.

### **2.3 POLICIES AND PRACTICES RELEVANT TO EVALUATION OF INTERVENTION PROGRAMMES**

As the education system in South Africa continues to evolve, a variety of relevant and specific intervention policies and programmes are introduced in order to address the training needs associated with the multifaceted and identified challenges both teachers and learners are experiencing. The improvement of the education system required policies that focused directly on the issues related to how should schools function, are administered and are managed. For example some schools are dysfunctional and a culture of teaching and learning is non-existent. To improve such schools, the policy on Whole School Evaluation (WSE) was adopted and used as one of the evaluation strategies to improve schools so that they can become more effective.

#### **2.3.1 Whole School Evaluation (WSE)**

Mgijima (2001:1) indicates that WSE is one of the intervention strategies used to improve schools that are in critical situations to try and assist them to become effective. Spaull (2015:324) is of the view that WSE is used as a means to hold districts accountable and ensure they are providing the necessary support to schools. Dieltiens and Mandipaza (2014) and Risimati (2007) hold the view that WSE was used to erase the judgemental

and punitive reputation of the inspectorate who were not specialists in any field of the curriculum. Therefore, WSE was used as a tool to measure and improve the performance of an entire school. Although, the focus was directed at schools, this reveals some of the various opinions regarding the introduction of WSE policies.

To solve problems in schools requires a holistic approach, whereby, all stakeholders involved in education participate in the improvement process. Whether the WSE was effective or not is difficult to assess – it is significant that the strategy has been abandoned. As a result, the dysfunctional schools still have challenges to date.

### **2.3.2 Systematic Evaluation**

Systemic Evaluation (SE), is another strategic evaluation tool used to measure the extent to which the education system achieves set social, economic and transformational goals (DoE, 2003:5). Furthermore, SE is used to benchmark performance and track the progress made towards the achievement of transformational goals of access, redress, equity and quality. As the intention is to look at the needs of the entire education system, however, it focuses on Grades 3, 6, and 9 (DoE, 2003:5) as these grades are regarded as key points of the education system. According to reports from the GDE, (2006:97) SE was shared with districts in order to develop intervention strategies to guide and assist districts to provide informed support to schools. SE has been used extensively to assess the performance of learners in the key focus grades over the years. It should be noted that there was no national standardised examination for these grades prior to the implementation of SE. The Annual National Assessment (ANA) replaced SE as it follows similar goals (Dieltiens and Mandipaza, 2014).

### **2.3.3 Annual National Assessment (ANA)**

The Annual National Assessment (ANA) policy is a national standardised examination recently implemented as the public examination in grades 1, 6 and 9. Learners write the same examination at the same time across the country. According to the DBE (2012), it represents a hallmark achievement and is used to improve the quality of education in the country. However, this national standardised examination is not externally evaluated by Umalusi, such as the matriculation examination. Umalusi is the national quality assurance

body in South Africa, it verifies and quality assures the standardised matriculation examination. The fact that this (ANA) type of examination is not quality assured, has the potential to be manipulated as teachers in schools administered and assessed the examinations. The results thereof may not provide a true reflection of the performance of learners in those grades.

Due to policies that are set in place, the above discussion indicates that evaluation in the education sector is ongoing. The question remains whether those being evaluated understand the purpose as to why evaluation has to be conducted at various levels of the education system requires further investigation or research.

WSE and SE focused on the school system and not the performance of learners per se. The ANA, which was introduced to assess the performance of learners at various grade levels or exit points of the schooling system, is currently plagued with problems (Kanjee and Moloi, 2014). Teachers are unhappy with the way it is being conducted. In order to understand the issues and politics around ANA, These issues need further investigation. Nonetheless, the researcher believes that learners need to be assessed at various points of the school system as a way of measuring the current curriculum as well as measuring the performance of learners in key subjects such as mathematics and languages. The results thereof, may be used to indicate whether learners are ready or not for the next level or phase, while using them to improve the curriculum.

Evaluating the performance of learners at an early stage of the school system will help the government to identify the learning difficulties that learners encounter as they learn. This is one way of establishing where the problem lies, with the learner, the teacher or the curriculum. Instituting interventions to rectify identified problems before learners reach Grade 12 alleviates many problems that usually become apparent when it is too late. Despite evaluation being an important indicator of measuring the performance of the learners and the system thereof, are the misconceptions and misunderstandings regarding the whole process of evaluation. It is therefore, important to learn more and understand the process and factors that influence evaluation. These factors are discussed in the next section.

## 2.4 FACTORS INFLUENCING EVALUATION CONTEXTS

People live and function in different situations and as such understanding the context in which they find themselves makes a huge difference when evaluation is commissioned (Loud and Mayne, 2014:50–52). In order to understand this context, the researcher needs to take into consideration the spatial, geographical and institutional location wherein an intervention programme is located (Stame, 2010). Learning more about the identities of the people, which entails where they are, who they are with, the availability of resources, their physical, social, emotional or informational state (Schilit and Theimer, 1994; Brown, Bovey and Chen, 1997; Ryan, Pascoe and Morse, 1997; Dey and Abowd, 2000) helps understand what people are experiencing and assists in making more informed decisions.

In other words, it implies that the context includes anything that impacts the lives of individuals participating in the programme. It may include the way people relate and respond to a situation or the meaning/interpretation they attach to a situation. Such an understanding would vary from person to person and from one setting to another. To succeed when evaluating a programme, the evaluator needs to be patient, careful and critical when collecting data that provides clues about the context and its activities. Considering social and political settings provides valuable information for the study. (Weiss, 1998; White, 2009)

It would be unrealistic to expect learners in school C to perform in the same way as the learners in school H because they are situated in the same locations, for example. It must not be assumed that learners from the same province will perform in the same manner because the contexts in which they live and learn differ in many ways. School A might be situated in the city and be well-resourced, while in the same province, school H is situated in a semi-rural township without enough staff to teach, less resources such as classrooms, reading materials and desks. Often 6–8 learners share a desk that only accommodates 4 learners. The lack of such resources affects the learning of such learners. Such an undertaking would reveal varied information and the envisaged results of the intervention could differ from area to area of the same province and the same country (Lippman, 2010).

### **2.4.1 The Effect of Social Context**

Social context refers to the people involved and/or participating in the intervention programme. Notably, evaluation is a social activity that involves the recipients of the programme, users of the programme, facilitators, funders and decision makers. These various stakeholders play a major role and can be influential in how the programme is delivered and they can provide information required for evaluation.

Blamey and Mackenzie (2007) point out that understanding the social context in which evaluation is taking place requires a thorough analysis of the relationship and the dynamics of the people involved and/or participating in the programme because context is multifaceted and operates at various levels. This may help the evaluator in uncovering certain hidden issues and thus make it possible to understand why some interventions work while others do not. Therefore, Blamey and Mackenzie (2007) suggest that context should be part of the evaluation.

Jensen (2009) found that the use of evaluation information generates an understanding and awareness of the level of power each participant holds. This means the position stakeholders hold in the social context have a positive or negative influence in evaluation. Jensen further found that the relationship of leaders in various contexts may affect the usability of evaluation as they are capable of switching roles to protect the final result and evaluation report. It is uncertain whether the evaluation results may be useful or not because it depends on the influence and power held by stakeholders in powerful positions.

### **2.4.2 Political Context**

This affords the evaluator the opportunity to learn and understand the dynamics of both the social and political environments. Failure to understand the dynamics of the settings where evaluation is conducted may lead to undesirable results (Fitzpatrick, Sanders and Worthen, 2011). Understanding the political context helps the researcher or evaluator to acquire a deeper understanding of the situation from relevant stakeholders or members identified as knowledgeable about the programme.

Various aspects of the environment relate to the way people act and shape the way processes work in a society. These aspects may include the distribution of power, the power of organisations involved and their interest in the matter, formal and informal rules that govern the interaction among different role players (Nash, Hudson and Luttrell, 2006). These aspects may be explicit and some implicit. However, the researcher is of the view that they are influential in determining the practicality, relevance and effectiveness of their actions.

For instance, authorities in high positions in the government have the power to pressurise evaluators or evaluation organisations not to release or publish evaluation results, if the results of the evaluation portrays a negative image of the government. Reimers (2003) reported that in the 1990s the Deputy Secretary of Education in Latin America prevented UNESCO from releasing the international assessment of students' learning outcomes, the Third International Mathematics and Science Study (TIMSS). The performance of students in that country was reported far below the performance of students of other countries who participated in the study. This shows that that political forces strongly influence what evaluators could or could not reveal (Weiss, 2005).

Several authors indicate that evaluation is inherently political and it takes place in political contexts (Weiss, 1997; 1998; 2005; Markiewicz, 2005; Patton, 2005; Taylor and Balloch, 2008). Because evaluation is generally influenced by human interest, Weiss and Alkin (2004) spell out three ways in which politics intrudes in the evaluation of educational programmes. Firstly, programmes are created and maintained by political forces. Secondly, the higher echelons of government, which make decisions on programme are embedded in politics – the very act of evaluation has political connotations. This simply implies that governments use politics to protect its environment and exercises power to control various entities, education, health and the economy. Weiss (2005) then cautions that evaluators who fail to recognise this intrusion will be shocked and frustrated. These forms of intrusion need to be considered when one is commissioned to evaluate programmes.

An impressive body of evaluation research emphasises the importance of understanding the political context of evaluation as it shapes the world in 3 different ways (Nash et al., 2006). Firstly, there is a possibility of change or reform that could take place. Secondly,



organisations interested in change or policy reform may shape or change its position or perspective. Thirdly, different actions may be taken to shape or effect change and overcome a difficult situation. For the situation to change and suit the needs of the people, evaluators need to engage, interact, source information from key stakeholders and participants involved in the programme.

Interacting with various stakeholders according to their seniority and level of understanding the issues relating to the programme, the evaluator learns to understand how they operate. This affords them (key stakeholders) the opportunity to know when and where to intrude in order to control and often manipulate the system in order to suit the needs of funders and/or commissioners. Thereby, evaluators get a clearer picture of the kind of data to be obtained and where to source relevant information. Even though, Weiss (2005) emphasises that politics may interrupt the evaluation process, there are times where political interference is necessary and should not always be viewed negatively.

The preceding discussion shows that context in programme evaluation plays an essential role. It is therefore, crucial for the researcher and/or evaluator to understand the dynamics in which evaluation is taking place. Ignoring the social and political contexts may produce insufficient information and render the evaluation inadequate and not user-friendly (Lopez-Acevedo, Rivera, Lima and Hwang, 2010). Understanding all these dynamics assists the evaluator in deciding the type of evaluation that could be appropriate for a particular context.

### **2.4.3 The Typical Context of Process Evaluation**

This section provides the context of process evaluation of the SSIP. The focus is placed on how the programme is being delivered in order to bring change and improve the performance of Grade 12 learners in the identified district. The improvement of learners' performance as anticipated by programme designers, policy makers and the district should lead to the improvement of matriculation results in the district.

As process evaluation is used to track the progress of the programme in terms of delivery of the intervention it also tracks the integrity (Duerden and Witt, 2012) of the programme. Duerden and Witt (2012) describe the integrity of the programme as the degree to which

the programme is delivered in terms of what was originally planned. Steckler and Linnan (2002) calls it fidelity which emphasise the quality of delivery.

Duerden and Witt (2012) and Steckler and Linnan (2002) agree that integrity or fidelity consist of 5 elements, namely: adherence, dosage, quality of delivery, participants' responses and programme differentiation. However, Steckler and Linnan (2002) further add that not only is the technical aspect of delivery important but capturing the quality of what was being delivered plays a significant role. This suggests that observation, communication and discussion with the deliverers and recipients of the programme is critical as that will provide significant and in-depth information to then enable the researcher to fully understand the issues at hand.

Evaluating the quality of the programme would require the evaluator to go deeper and explore the internal processes. The internal processes involve investigating the integrity or fidelity of the programme. Therefore, Duerden and Witt (2012) suggest the following elements:

- Adherence investigates the implementation of the programme as it should follow or match the expected operations as planned.
- Dosage refers to the amount of the service the participants are receiving. The researcher needs to look at how often participants attend intervention classes and how often the instruction is delivered to learners.
- Quality of delivery, the researcher needs to look at the way in which the service was provided. This refers to the methods and teaching strategies that tutors use to reach learners participating in the programme.
- Participants' responses, this refers to the engagement and involvement of individuals in the programme. This includes learners, tutors, site managers, district officials and unknown stakeholders involved in the programme. In this case it is important to understand how learners respond to the programme.
- Programme differentiation identifies the components of the programme that helps in making a difference and contributes to the outcome of the programme. However, it is beyond the scope of this investigation to focus on the outcome of the programme.

Considering the above mentioned elements of process evaluation shows that this type of evaluation not only tracks or monitors the progress of the programme but provides the researcher the opportunity to explore all aspects of the programme. In this way, the researcher has the responsibility to ensure that the programme is delivered in a consistent way and stays with the original plan (Wilson, Griffin, Saunders, Kitzman-Ulrich, Meyers and Mansard, 2009). The focus in process evaluation includes inputs, activities and outputs (Evaluation Brief 4, 2009). It is during the monitoring of the delivery period that the researcher is allowed to examine the internal operations of the programme. This will inform the researcher whether the programme is delivered as intended or not.

When examining the internal operations, the researcher analyses fidelity, dosage and reach (Wilson et al., 2009) to decide whether the programme is being delivered as initially planned or not. This is one way of finding out and understanding whether the intervention and activities are operating as planned (Bowie and Bronte-Tinkwe, 2008) or not and to make changes if necessary. The changes brought about during the delivery process are meant to increase fidelity, dosage and reach, as explained above, to improve the programme. For example Wilson et al., (2009) used process evaluation to improve dosage, fidelity and reach and concluded that it can be used to identify key practices for the delivery of interventions.

In their study, Bouffard, Taxman and Silverman (2003), examined the utility of using qualitative and quantitative techniques to improve process evaluation. They found that had they relied on using one source to collect data the results of process evaluation would have provided evaluators with inaccurate information, which would have made it difficult to reach a conclusion. Relying only on interviews or fidelity measures (Bouffard et.al, 2003), they failed to achieve the core objectives of the evaluation of the programme. They further indicated that had they used the combined evaluation methodologies, they would have been able to discover several discrepancies between information gathered by different means, such as staff reports for example.

Qualitative and quantitative methodology are regarded as comprehensive or combined approaches as it allows investigators in any study to informally cross-validate the collected data with each of the techniques used. The study suggest that using combined methodologies would benefit the results of process evaluation. Readers will understand

the programme and the quality of each component of the delivery of the programme. For the study under investigation, it would be appropriate to use qualitative approach (explanation in Chapter 4) and apply different methods of data collection, triangulation helps cross-validate the results of the study.

Despite process evaluation providing insightful information regarding the delivery and whether the programme is working or not, research has shown that process evaluation is generally not a priority (Bouffard et al., 2003) and is not taken seriously. Organisations prefer outcome or impact evaluations because most are interested in the results and not how the results came about (Duerden and Witt, 2012). Integrity of process evaluation should be critical to stakeholders' accountability to policy makers and those providing funding to conduct evaluation of intervention programme. Process evaluation provides valuable and insightful information that is eventually also required in evaluating the outcomes of the programme.

The researcher argues that conducting outcome evaluations without examining the implementation and the internal operations of the programme will result in incomplete information. Process evaluation provides insight into the "black box" of interventions (Hasson, 2010). Opening the "black box" was a result of various evaluation researchers who were not satisfied with the results produced by various outcome and impact evaluations. These processes produced unsatisfactory results (Astbury and Leeuw, 2010). This means, the results of the intervention did not explain how and why the results were produced. There is therefore, no clear understanding of how the results were realised. Process evaluation tries to open the "black box" by assessing the internal processes of the intervention, looking at the mechanisms that helps to explain how and why the intervention works or does not work. Weiss (1972; 1997a) and Chen (1989; 1990) tried to unpack the "black box" to provide explanations that lead us to an understanding of how and why change occurs.

Research states that the lack of process evaluation information will lead to Type III errors (Hasson, 2010). Type III errors refers to the conclusions that were arrived at were ineffective and that the programme was not implemented as intended (Wilson et al., 2009). Furthermore, Hasson (2010) says that if no process measures were conducted, the conclusion of the outcome and impact of the programme evaluated may lack vital

information, which could have been acquired from process evaluation results. Thus, process evaluation should be given as much space in education intervention programmes as possible as policy makers can learn from it and correct the otherwise “concealed” cracks or mistakes as the intervention programme is being delivered. This study will therefore help researchers to identify areas of SSIP that need attention and advise and/or suggest to key stakeholders on where and what needs to be done to improve the programme as the programme is being delivered. Various intervention programmes have been used to improve the performance of learners as will be discussed in the next section.

## **2.5 INTERVENTION PROGRAMMES**

The next section discusses the various intervention programmes that have been widely used to improve the performance and/or achievements of learners/students. The discussion will conclude with a suggestion of an encompassing intervention programme that can be implemented to help all learners in all levels of schooling.

### **2.5.1 Screening, Identification, Assessment and Support (SIAS) Programme**

According to DoE (2008), SIAS is an intervention strategy used to increase learners’ participation in the classroom. It is a programme designed to manage and support teaching and learning processes for learners experiencing learning barriers. Although, SIAS is a programme designed exclusively for a particular category of learners, the strategy may be applicable to all learners at all levels due to their low performance in various subjects or learning areas. This intervention could be helpful to all learners experiencing any form of learning difficulties and barriers from reading, mathematics, language for example, and be used to improve their performance in all these areas.

There are many factors that may affect the performance of learners. The factors affecting poor performance of learners may vary from social, economic and political (Rammala, 2009; Dhurumraj, 2013). Especially learners from disadvantaged communities experience learning difficulties and barriers from an early age, such as poor eye-hand coordination, reading and numeracy. Rossi and Stuart (2007) found that early intervention improves learning skills and the performance of learners at a later stage. Many learners from disadvantaged communities who enter formal education are already at risk (Rossi and

Stuart, 2007) of not performing well. Thus, remedying learning problems at an early stage would enable more learners to receive the required assistance and alleviate problems they may experience at a later stage of their schooling.

Pillay and Di Terlizzi (2009) found that when learners are provided with valuable resources that meets their needs, improvement of learning is almost inevitable. The way in which the resources are applied and utilised depends on the user (teacher). As such, instead of making SIAS an exclusive programme for learners experiencing learning barriers, it could include all learners at all levels. This will afford all learners the opportunity to learn and develop skills required for learning at an early stage.

Geldenhuis and Wevers (2013) revealed that educators seldom use a variety of teaching strategies to accommodate the diverse learning styles of learners. The researcher is of the view that teachers usually teach the way they were trained. It then becomes very difficult for those teachers to adopt new ways of teaching (Brown, 2003; Kiggundu and Nayimuli, 2009).

The way in which teachers present their lessons, how they teach and what they teach (Daggett, 2007) plays a significant role in improving the performance of learners. Daggett (2007) further say that the skills that teachers acquire during their learning process has a great deal to do with teaching or instruction and not just content. SIAS encourage teachers or facilitators of learning to use a variety of teaching strategies in order to reach all learners, a required skill for teachers of today to benefit not only learners experiencing learning barriers but for all learners.

### **2.5.2 Quality Learning Intervention Project (QLP)**

This multi-level, multi-site educational intervention was aimed at improving learner performance in 524 South African high schools (Taylor and Prinsloo, 2005). The project was underpinned by the principle that mathematics and language were the foundations for all further learning. Therefore, high school teachers in all learning areas were required to promote the development of better reading, writing and mathematical skills. The main emphasis of QLP was to improve mathematics, reading and writing abilities at high school

level. The QLP was a theory-driven intervention, and was underpinned and informed by the following **if-and-then** model:

*If the demands [to perform better] on the school and teachers are increased **and** we enable the district to provide high quality support to the schools **and** we train the schools (SGBISMT, etc.) to manage their schools more effectively **and** we train the teachers to teach mathematics and the languages better, **then** we should get improved **teaching quality in the classrooms, which will lead to improved learner performance** (Kanjee and Prinsloo, 2005).*

QLP underwent a comprehensive and longitudinal evaluation which was conducted in various phases. The phases included baseline assessment, interim or mid-term evaluation and summative evaluation. The baseline assessment was commenced from 2000 to 2002 to test various instruments used to assess the needs required to improve the performance of learners and improve teachers' skills to facilitate learning. Through observation the process allowed for the amendment of the instruments. The baseline sample was also reduced from the original 102 to 70 schools in 2002. This was due to the withdrawal of some schools from the project as well as the costs involved (Kanjee and Prinsloo, 2005). The baseline study was able to identify schools lacking resources, teachers' qualifications, teaching skills, overcrowded classes, and the learners lacking proficiency in English. This helped programme developers to review and plan the programme around those pertinent issues.

The interim or mid-term evaluation commenced from 2002 through to 2004. The original model was revised and included 16 control schools. The 70 schools were used as experimental schools undergoing intervention whereas the 16 schools as the control schools did not receive any form of intervention. This helped in comparing and evaluating the performance of experimental schools. The interim evaluation was used to understand the delivery of services and identify the gaps and the findings thereof were used to improve on service delivery of the programme. Gaps within the programme were identified and the programme was improved. For example, resources were made available, number of learners in the English and Mathematics classes were reduced from 40 to 30.

Workshops for teachers in the programme were ongoing. This kind of report is necessary as the information plays a vital role during summative evaluation.

Summative evaluation of QLP was conducted in 2005, which included assessment of tools used at various stages of evaluation. The information was obtained from learners, teachers, school principals, circuit managers, district managers, Mathematics learning Area Specialists (Mathematics Curriculum Specialists), Language learning Area Specialists for English (English Curriculum Specialists). Both qualitative and quantitative approaches to collect data were used and data was obtained through surveys, classroom observation, site visits, interviews, and review of document, minutes of meetings and a performance test. The availability of data from the two stages provided sound, useful and complete intervention data, which informed evaluation at the end of the programme. The QLP findings indicated that Language and Mathematics interventions impacted positively on learners' performance and should be included across the curriculum in all grades (Taylor and Prinsloo, 2005).

### **2.5.3 Dinaledi Intervention Programme**

According to Human (2003) and Taylor (2006), the Dinaledi intervention project has been in existence from 2003 but it was re-launched in 2006 as an improved project. The project is aimed at increasing a number of matriculation learners from under -privileged schools to gain access to Mathematics and Science at higher grade level. The Chief Director of FET schools indicated that the Dinaledi schools were intended to raise the participation rate and performance of learners from historically disadvantaged learners in the National Certificate examinations in Mathematics and Physical Science. In so doing, the initiative could afford learners from the participating schools to acquire university-entrance passes in Mathematics and Science (DoE, 2009). A selection procedure and certain criteria was used to invite schools to take part in the project and the selected schools across the country were provided with resources and support to improve teaching and learning in these particular subjects.

The DoE (2009) report indicate that teachers participating in the project were given 100-hour training across the nine provinces to strengthen their content knowledge, improve their teaching and learning skills in the identified subjects in order to improve the



performance of learners. The professional development of these teacher-facilitators continued during school holidays (June and September each year) in specific content areas of the key subjects.

To try and ensure that the project succeed, the participating schools who lacked resources and infrastructure, were provided with temporary laboratories and supplied with micro-science kits in order to facilitate practical work (DoE, 2009). Over and above the provision of these resources, the schools were provided with ICT equipment, connectivity to various networks and software packages aimed at teaching reading in mathematics and science.

Training was also offered to the Dinaledi teachers to enable them to use the equipment. In addition, an audit of teacher qualifications in the targeted subjects was performed in order to strengthen the quality of their teaching, normalise the class-size and establish teacher-learner ratio in Dinaledi schools (DoE, 2009). The project also utilised the services of people outside the department who have experience in the teaching of mathematics and science as well as education research. This is aligned with Taylors' (2002) assertion that unless resources are provided, no school will function effectively and adequately.

In their findings of the Dinaledi project Schaffer and Watters (2010) established various deficiencies that are perceived as contributing to barriers to learning. Firstly, the majority of learners have been found to have a weak command of English as a language of learning. Code switching between English and vernacular dominated the teaching process. This might be necessary to help learners understand what is being discussed but is time consuming. Most learners were also found to have a weak foundation of Mathematics, and Science knowledge and skills. Lastly, learners were found to be lacking confidence in their own abilities and ideas. As such they were said to develop unproductive coping strategies.

Despite the above mentioned findings, Narsee (2011) reported that the Dinaledi programme have substantially improved the Senior Certificate (Grade 12) examination results in Physical Science and Mathematics. The focus had been on impact evaluation and the desk top method was used to collect data. The report clearly stated that desk top does not provide empirical evidence. Secondly impact evaluation does not provide the whole picture. It only reports on numbers without exploring the experiences of participants in the programme. In other words, process evaluation was not conducted to determine

how the programme was delivered and why the performance of learners in the above mentioned subjects improved in this study.

The preceding discussions clearly indicate that our South African learners have a long way to go if interventions do not take place early in their school life. Although, the study is conducted in a predominantly black township, the researcher is of the view that the majority of the learners in South Africa originate from disadvantaged communities where resources are lacking, their teachers are ill equipped due to the training they received. As such they lack the necessary teaching skills (Tsanwani, Engelbrecht, Harding and Maree, 2013).

The status quo will remain if learners are not given the necessary support at an early age. Desperate intervention programmes will continue to cost the country a lot instead of intervening when learners are still young and there is still sufficient time to remedy learning barriers. Intervening at the earliest stages will help and cost the government less as they will have fewer learners with learning difficulties later in their school life. Teachers and schools also need the support from the district to identify learners experiencing learning difficulties or even barriers to be addressed earlier in their learning lives than later. Secondly, support is needed for teachers to enhance their teaching skills so that they are able to reach all learners in their classrooms. All should begin in the classroom.

#### **2.5.4 The Response to Intervention Framework (Rti)**

The Response to Intervention framework is an instructional intervention and supportive framework that helps teachers in the classroom to identify learners who might not be performing well, falling behind with their academic work or who might be experiencing learning difficulties in the classroom (Parents Reaching Out, 2008; Fuchs and Fuchs, 2009). As such, this framework is the diametrical opposite of the practice of identifying schools that are producing unimpressive results in matric, as is the case in South Africa. This framework was developed in order to provide academic support to all learners and intervene as early as possible by providing assistance in order to prevent failure before it occurs (Fuchs and Fuchs, 2009; Vaughan and Fletcher, 2012).

Some expert researchers describe the Response to Intervention Framework as a comprehensive or multi-tiered framework used to provide teaching of high quality and intervention needed to match the needs of learners (Dorn and Schubert, 2008; Elliott, 2009; Wyoming Department of Education, 2011). Thus, Rtl not only focuses on teaching and improving the performance of the learners by providing support throughout the schooling system but also involves classroom teachers to identify learners who might be having learning problems.

#### **2.5.4.1 The purpose of Rtl**

Dorn and Schubert (2008) used this framework as a base for developing a comprehensive intervention approach to improve reading to help schools in Arkansas, while the Los Angeles District mandated schools to use this framework to develop intervention programmes in all areas of the curriculum. This means Rtl can be used for a variety of reasons. It can either be used to resolve specific problems or it can be a mandated intervention programme for the whole school, as in many states in America. For example, the U.S. Department of Education approved the flexible plan to implement Rtl in 35 States (McInerney and Elledge, 2013). This intervention framework is flexible, adaptable and adjustable to help learners struggling in various areas of the curriculum, such as Mathematics, Reading or having behaviour problems and make it easier for learners to understand the subject content of various learning areas if this was identified as a problem.

As the framework is used as a guide to plan the intervention, it is not prescriptive on how to do it. The flexibility of the framework also allows planners to consider the context in which learning is taking place. For example, it might be that learners are experiencing learning difficulties because they are taught by ill qualified teachers or maybe the class is overcrowded and learners are not given attention if they require assistance. In order to resolve problems learners are experiencing, Rtl can be used to combine the core curriculum, teaching and learning and assessment. Research suggests that the intervention improves the performance and achievement of learners in the classroom (McInerney and Elledge, 2013; Elliott, 2009; Dorn and Schubert, 2008).

#### **2.5.4.2 How Rtl function**

The intervention may be provided by the classroom teacher if the size of the class is manageable and/or the teaching assistant may be used to provide specialised assistance. Specialised assistance is only delivered to a small group of learners based on their specific needs. This form of intervention is executed immediately after the learners has been identified through a screening and assessment process

Learners are monitored frequently, either weekly or every second week using tools that help to measure progress and changes that individual learners are expected to make. As the intervention is a collaborative process (Murawski and Hughes, 2009), the monitoring tool is discussed and designed by all stakeholders who have an interest in the progress and achievement of learners. The contribution made by all stakeholders serves the needs of learners, teachers and the schools as a whole.

The preceding discussion focused on various interventions and the Rtl framework, which is seen as an all-encompassing intervention approach. If such a continuous intervention programme could be introduced in South Africa from the foundation phase it could benefit the identified learners instead of introducing such endeavours later in the learners' school life. The SSIP, which is the focus of this study was only introduced in Grade 12, whereas the problems they (Grade 12 learners) are experiencing perhaps originate from their foundation phase learning or in subsequent years. These problems could have been addressed with an intervention when they were identified.

This view is supported by the findings of a study by Taylor, Van der Berg, Reddy and Van Rensburg (2011) that indicates it is important to institute interventions prior to secondary school, either at early child development phase or primary school level, but definitely not as late as matric level. The interventions instituted at an early stage of learners' schooling could help identify learners' problems such as reading, mathematics and writing, find interventions suitable for those learners instead of one size fits all kind of an intervention. Such an intervention could help close the cognitive ability gaps, learning disadvantages and difficulties experienced by learners at an early stage, instead of introducing such interventions later at matric level.

Nonetheless, SSIP is a necessary intervention for secondary schools as it should be seen as a special project for improving the matriculation results. Learners at this level need all the support they could get and guide them toward writing final examination. The guidance provided will help instil confidence in learning and prepare them for the future. The section below discusses SSIP.

## **2.6 THE CONTEXT OF SECONDARY SCHOOLS INTERVENTION PROGRAMME**

The Secondary School Improvement Programme (SSIP) is an ongoing intervention programme designed to improve the performance of Grade 12 learners. Secondary schools participating in the SSIP programme are labelled as underperforming for producing below the expected results in matriculation or Grade 12. The intention of the programme is to reduce the number of matriculation failures in the respective schools at the end of their school year.

The programme was initially aimed at providing extra tuition to Grade 12 learners. Learners converge at a common selected venue for tutoring sessions on Saturdays for one and a half hour each session per subject. The sessions are delivered by highly skilled and competent tutors from around the district. According to the reports from the district, the tutors selected to participate in the programme are regarded as the best teachers in their subject specialisation. They are selected from a list of teachers who have a good track record of producing good results over the past three (3) to five (5) years, between 80% and 100% in matric in their specialisation subject. Thus, their selection is based on the evidence of their competence and on availability (GDE Memo, 15 March 2010). These tutors work with the learners for a period of approximately 45 days a year on average.

According to reports the Gauteng Department of Education (GDE) engaged the services of Sci-Bono Discovery Centre, which is the GDE Science Education Centre, trading as Sci-Bono Discovery Centre ([www.scibono.co.za](http://www.scibono.co.za)). The entire SSIP programme is funded by the Gauteng Department of Education (GDE) as the centre's principal partner and Sci-Bono is responsible for managing the programme. Furthermore, it is responsible for providing teacher training and support by providing curriculum materials to schools. The provision of support material is in the form of lesson plans for Tutors and learning material for learners.

According to various GDE Reports, the programme teaching and learning materials were prepared by a team of selected expert teachers and provided to tutors and learners at each location. This means that all the centres used the same material on the same day. It also suggests that the selected tutors in their specialisation subjects were expected to implement the programme according to the prepared lesson plans and teaching materials provided by Sci-Bono Discovery Centre through the Tshwane West District, as indicated by the coordinator of the programme. Sci-Bono is accountable, and reports to the District Director General (DDG) of Curriculum of the GDE.

In Gauteng alone, 276 secondary schools were classified as underperforming and so the programme aimed at targeting learners from these schools. Learners at these schools may be regarded as “at-risk” of not being able to fulfil their educational potential, due to a number of factors. In addition, it should be noted that the majority of schools regarded as underperforming are found in previously disadvantaged areas, in black townships.

The Tshwane West District (D15) as one of the districts in Gauteng Province is responsible for schools in Soshanguve, Ga-Rankuwa, Winterveldt and Lotus Garden. The Tshwane West District was receptive to the National Department SSIP initiative as it aimed at reducing the high number of failures in the district. The project was then housed in the Institutional Development Support Officers (IDSO) directorate in the district. However, the IDSO works in collaboration with curriculum facilitators as the project was seen as involving curriculum, especially teaching and learning.

Intervention programmes are seen as a means of improving situations, supporting learners, bringing some form of change (OFSTED, 2009; Fraser and Galinsky, 2010) making amendments or making up for a loss in the life of the individual taking part in the intervention. Depending on the individuals understanding of an intervention, it has been acknowledged that some intervention programmes benefit both advantaged and disadvantaged learners (Lenyai, 2001). However, the researcher is of the view that all learners need some form of intervention but at varying degrees and for different purposes. It could be that intervention is needed to improve reading, behaviour of the learner, improve learner performance in a particular area of learning or subject.

Research shows that many interventions vary across studies because the context, targeted group and the actual delivery of the programme intervention differ (Oakley, Strange, Bonell, Allen, Stephenson, 2006). In addition, some schools whether performing well or not do offer some form of intervention (extra lessons) without making the programme public. This may be a school internal arrangement as teachers see the need to intervene upon realising the difficulty the learner is experiencing. According to Lenyai (2001), an intervention is all about education and improving the problematic learning situation learners are experiencing. SSIP is trying to improve the performance of Grade 12 learners and increase the pass rate in the district.

Improvement in terms of numbers of learners passing the various subjects have been reported by DBE. The researcher is of the view that DoE is focused on impact of the programme and seem to be ignoring the formative (implementation and process) evaluation of these intervention programme. To date there has been no comprehensive review of the various projects and discussion on the effect of the different intervention programme on the education system has been limited (Kanjee and Bholá, 2014). Various forms of evaluations are needed in order to provide comprehensive information about the programme, which includes the implementation, process of delivery as well as the outcome including not only the impact but the effect as well. However, a clear understanding of different approaches used in evaluation research is required in order to help the researcher decide and select relevant approach appropriate for the programme under study. These approaches are discussed in the next section.

## **2.7 APPROACHES TO EVALUATION RESEARCH**

Whilst many evaluation theorists were taking stock of the ways in which programmes are evaluated, different approaches emerged to design and evaluate programmes. Although each of the many available approaches consists of specific methods, Mathison (2005:257) suggested that these approaches should provide evaluation practitioners with details that allow them to make informed choices based on the purpose and the process to be followed. This research does not intend to review all the available approaches but to outline a few examples that are commonly used.

### 2.7.1 Goal Free Evaluation (GFE) Approach

According to Scriven (1974) a goal free approach focuses on the actual results or the goals instead of verifying the achievement of the planned or intended goals. In this approach, evaluators commissioned to evaluate the programme are expected to conduct evaluation without knowledge of the programme and even without being exposed to prior-knowledge of the goals or objectives (Youker and Ingraham, 2013) and what the programme is trying to achieve. Goals are long term aspirations that take time to be realised. In order to realise this aspiration planning is essential to avoid losing focus. Objectives are rather specific and short term and can be realised while the participants are engaged in the programme and while the programme is in operation.

Understanding the goal of the programme prior to undertaking the journey to do evaluation gives direction as to what the programme is trying to achieve. Working without direction and expecting evaluators to unearth the goals may prolong the process. Time is of no essence to Scriven as he interested in ensuring that the evaluators start by finding out what the intention of the programme is instead of examining what is really happening or what has happened as a result of the programme (Morra-Imas and Rist, 2009). Thus, evaluators are blinded from being aware of the intended goals of the programme, which would be difficult and/or time consuming instead of assessing and revealing the real effects of the programme.

For example, in the evaluation of the middle school summer school programme, Youker (2005a) found important positive effects of the programme that were not related to any of the stated goals. This may suggest it would have been a fruitless exercise to go ahead with the evaluation process without finding out what the goals of the programme were. It was required to learn from programme designers and decision makers what the envisaged outcomes of the programme were in order to proceed with evaluation.

Defending Scrivens' approach on the value of uncovering the unexpected in a programme, Pace (1978:12) writes,

*What Michael Scriven (1972) means when he talks about "goal free" evaluation is not that evaluation is devoid of values but it should not*



*be limited or restricted to a specific set of goals.....The notion of relevant criteria, rather than explicit objectives, at least tends to avoid a restrictive influence, for it opens one's mind to thinking about a wider range of observation that might be pertinent in judging the worth of a programme.*

The crucial aspect of this approach (GFE) is to determine the goals of the programme and source information directly from those that have experience with the programme. This type of evaluation requires an evaluator with good and extensive knowledge of the phenomena under study (Worthen, Sanders and Fitzpatrick, 2010). It might be a challenge to the evaluator to want to identify and specify goals with staff while evaluation is taking place. This undertaking might bring a different dimension of arguments and struggle whereby the stakeholders might want to manipulate the process and take over control and direction of the programme in order to suit their agenda. Goal free evaluation has the potential for not overlooking unanticipated outcomes as it might be seen to eliminate preconceived perceptions when goals are known. This helps evaluators to maintain their objectivity.

### **2.7.2 Utilisation Focused Evaluation (UFE) Approach**

Michael Patton's (1997; 2008) approach begins with the premise that evaluations should be undertaken for their utilitarian value and their actual use. This means evaluation should be conducted with a clear purpose in mind namely that the results would be used. Thus, the intention of UFE is to be used and not to be perused and kept in shelves. Patton recommends that key stakeholders and if possible decision makers should be involved in the evaluation process.

The UFE approach as explained above encourages involvement and collaboration with key stakeholders. Stakeholders involved in the evaluation process should however have distinctive knowledge about the programme under study and a perspective from their own experience. The extensive collaboration of stakeholders and their involvement in the programme provides them with the opportunity to share their common understanding of the process.

The UFE approach emphasises the need to involve stakeholders and users of the programme in its conceptualisation. It is believed that this action would benefit all those involved in the programme from all sides, developers, decision makers, facilitators and to some extent the participants. Arguably, the contribution they make add value to the programme. The team would then be able to create and formulate goals that are specific, measurable, attainable, realistic and timely. This continuous interaction helps all those involved in the process to understand effective ways of programme evaluation and take ownership of the process in order to achieve the intended results and have the results used at the end.

Based on the preceding discussion, UFE uses a collaborative and participatory approach, whereby insightful information is derived from knowledgeable and experienced stakeholders. The engagement of key stakeholders in the UFE approach involves decision makers with the view of helping them understand the entire evaluation process that would eventually culminate in making appropriate decisions. As such, their involvement in the process builds within them a sense of ownership and also gives them the right to take ownership of the enterprise to implement and utilise the recommendations derived from the study.

### **2.7.3 Empowerment Evaluation (EE) Approach**

Empowerment Evaluation is an evaluation approach that helps people to help themselves (Fetterman, 1996:5). It also helps people or organisations to improve their programme using a form of self-evaluation and reflection (Fetterman and Wandersman, 2005; Wandersman and Snell-Johns, 2005). Stufflebeam et al (2000:395) describe this approach as a move towards training stakeholders to conduct their own evaluation in order to be empowered and become self-sufficient.

Notwithstanding, the real purpose of this approach is to challenge the status quo by acknowledging existing social problems (Sherriff and Porter, n.d.). This approach should be seen as inclusive and may attract evaluators willing to coach and guide participating stakeholders involved in intervention programmes to participate in decision making, build capacity, promote independence and self-determination and advance a community of learners (Sullins, 2003; Andrews, 2004; Fetterman and Wandersman, 2005; Wandersman and Snell-Johns, 2005; Steichen, Bhandari, Hutchinson, Reddi, Steward and Erickson,

2006). As such, empowerment evaluation expects the evaluator to play a different role, that of a coach and guiding those participants facilitating the process. However, this process depends on the interest, needs and abilities of the participants. It might sound like a training programme because much as evaluation should be conducted but the evaluator is guiding and coaching participants in the organisation simultaneously.

Like any other new approach, which is not readily acceptable and receptive to the evaluation community, this approach was met with mixed feelings, emotions and \*criticisms. Patton (2005) accepts the fact that the approach sets the vision forward and involves the users of evaluation; however, it lacked specificity. Scriven (2005) argues on the contrary that this approach lacks credibility. Critics like Patton and Scriven need some empirical evidence to prove that the approach works as they do not believe that self-evaluation as supported by the empowerment evaluation approach could be unbiased. Since it encourages self-reflection of the participants in the organisation, there is no way that people can be impartial. However, the good thing is that the introduction of this approach created dialogues between evaluators and all those who embraced the approach to shape it.

Miller and Lennie (2005) used a case study to evaluate a national school breakfast programme in Australia. Following the **three steps** to conduct the EE process, the participants were divided into three groups in order to manage the process. One group developed the mission and vision of the organisation. The other group was responsible for stock taking where participants were to rate the programme activities using a scale from 1 to 10 and then discussed the rating. Then, it was required to plan for future groups, to set realistic goals and identified strategies to help reach the envisaged goals.

Participants involved in the evaluation of the programme included managers, coordinators, volunteers, teaching staff, parents or carers and students and Senior executives. People of different levels and understanding were brought under one roof to listen to each other's contribution and share their experiences, which made the process easier. To source information from people of different backgrounds baseline data was collected through the use of questionnaires. Furthermore, interaction through workshops and documents analysis such as minutes of the meetings, surveys and checklists were used. The rating of activities, identification of programme activities, goals, strategies and forms of evidence is

a clear indication that a variety of methods were employed. Different approaches were used to collect data.

The approach is multidimensional as it employs both qualitative and quantitative methodologies to collect data. The facilitator also needed to build and develop a good relationship with all the stakeholders. The process is challenging, requires time, preparation is needed and participants need to be open-minded. However, the approach is very pragmatic and it encourages participants to be realistic about the issues under discussion. But, to produce quality products using this time consuming process, the organisation must be prepared to invest time and resources.

The above discussion emphasise the fact that EE focuses on empowering staff in an organisation to embrace self-reflection using a democratic process, which aims at fostering self-determination, self-improvement and building capacity (Fetterman, 2002). For the mere fact that people work in groups to learn to conduct their own evaluation and help themselves, the process is non-threatening and the evaluator acting as a coach or facilitator gives them (participants) confidence to participate in the process without fear. Although, a quantitative approach may be used to collect data, its success depends on how and what is to be measured while a qualitative approach seems to more suited to it. Evaluators should be careful in selecting this approach as it is expensive in terms of time, costs and resources to implement. It should also be considered that commissioners of evaluation are usually interested in the performance of the programme and results and not necessarily learning about empowerment.

#### **2.7.4 Context, Input, Process and Product (CIPP) Approach**

This comprehensive approach is divided into four stages, which is Context, Input, Process and Product. CIPP is extensively used in evaluating educational programmes. It evaluates the context in which evaluation is taking place; the inputs available to offer the programme and the process that leads to the construction of a good product. Stufflebeam (2001; 2007:326) argues that in evaluating the context, the researcher is afforded the opportunity to assess needs, problems and assets of a programme and decision makers are able to define goals and priorities and help the relevant users to set goals, priorities and outcomes. Understanding the environment in which evaluation takes place determines

what needs are to be addressed to help define the objectives for the programme, level and direction of the investigation (Hockings, Stolton and Dudley, 2000).

Tseng, Diez, Lou, Tsai and Tsai (2010) conducted a study to assess an engineering curriculum, a matrix was designed for a nanotechnology curriculum. As the starting point to design and develop this curriculum, the environment was assessed and the data gathered served as the foundation to ensure that the needs of the participants (students) in this programme were taken care of and also structure and develop the goals and objectives of the programme. The researchers also examined the inputs of the intended content for teaching, which included skills or strategies that students were expected to learn from the programme as well as the resources to help students achieve the curriculum goals. This stage of CIPP included the work plan, equipment, funds and personnel resources. Expert panel was used at each stage to examine the validity of the curriculum and help in the decision making process.

The input process requires the researcher to consider the available resources and provide information that will help in determining how to utilise the resources in order to meet the desired goals of the programme. According to Zhang, Zeller, Griffith, Metcalf, Williams, Shea, and Misulis (2011) the input component helps in prescribing a response to the programme to address the identified needs. This stage requires a collaborative process and that decisions should be taken with key stakeholders in order to forge a common and clear understanding of what is available.

As the programme was piloted, the results were used to reconstruct and improve the programme. Zhang, et al. (2011) assert that the process component monitors the project process and potential barriers and identifies needs for project in order to adjust it. The feedback from process evaluation is used to establish the gaps observed in the process of examining this stage. The gathered information or feedback need to be forwarded to the director of the programme to decide on what to make of what was established. To obtain this information, the researcher used various tools to measure the behaviour of teachers', teachers' ratings, standardised achievements, expert references, teacher-constructed knowledge and performance instructions (Little, Goe and Bell, 2009).

The fourth stage, the product evaluation refers to the assessment of outcomes. This is the stage where the product measures, interprets, and assesses the programme's outcomes and interprets their merit, worth, significance and probity Stufflebeam and Shinkfield (2007); Tunc, (2010); Zhang, et al. (2011). Therefore, the outputs of the curriculum activities would be evaluated at this stage. Furthermore, the stage is also used to determine whether the curriculum should be modified, fine-tuned or discontinued, for example. Each stage of the CIPP required the collection of data including the review of policy documents, learning from other established programme, analysis of the environment, interviews of expert panel, teachers offering the programme as well as analysis of the students' performance.

The example given above illustrates that CIPP is a comprehensive and integrated approach and as such it actually calls for a longitudinal study. The approach operates in different stages ranging from the initial stage of evaluating context to the stage of experiencing the final product of achieving the expected goals. As the approach demarcates four different components or types of evaluation and compresses them into a single approach or model, decisions are continually made but at different stages of the programme. Stufflebeam et al., (2007) insists that the evaluator is responsible for determining the decision making process. Multiple ways of gathering data were used and this included quantitative and qualitative approaches, which played a significant role. The style of evaluation could take the format of formative and summative evaluation at each stage of the programme. This all-inclusive approach is a long decision-making process and a costly process in terms of time and financial resources. The long winding approach is rather suitable for a longitudinal study that requires an open minded evaluator with multiple skills.

Having discussed the CIPP approach, it is clear that the approach is eclectic or rather diverse but comprehensive as it evaluates context, inputs, process and product. The approach acquires its strength from using a variety of methods and components. All these components are important in their own right as each serves a particular purpose. Using a variety of methods indicates that to collect data either quantitative, qualitative and/or mixed method approaches can be used. However, the approach is time consuming and costly as each component should follow an appropriate evaluation structure in order to achieve results.

### **2.7.5 The Theory Based Evaluation (TBE) Approach**

The Theory Based Evaluation (TBE) approach emerged from dissatisfied experts or theorists who found it difficult to understand how and why an outcome or goal of the programme was realised. They detected an unexplained gap or space between the actual input and the expected output of a programme (Stame, 2004), which was seen as problematic as it did not help to solve the problems that were identified at that time. The identified empty space is regarded as a black box because it does not address the internal issues of the problems that explain how change was brought about. They intended to close the gap by developing a new approach, TBE.

The beliefs and assumptions of the underlying interventions that uses TBE are expressed in terms of a sequence of causes and effects (Weiss, 1972). By using this approach to evaluate programmes one is able to examine activities step by step and in sequence to assess whether the steps planned for the intervention are taking place to make a difference or not. Following the steps or a particular sequence helps the researcher to describe the actual mechanisms that are related and lead to achieve the envisaged outcomes. In support of Weiss's theory, Cojocaru (2009) regards TBE as a guide for the evaluation process because it identifies important fundamentals in the programme and how they link together logically.

The discussion above makes it possible for the reader to have a clearer understanding of what is presented as information is placed boxes containing summarised points of variables putting together the programme theory (Rossi et. al., 2004:142). This tells us that TBE is a source of information that helps explain how and why a programme works instead of evaluating only if it works or not. In other words it is used as a guide to examine the elements or components that link together the boxes to ensure the success of the programme.

As TBE is founded on the basis of aiming to understand how and why changes occur in a programme (Weiss, 1972); Chen and Rossi, 1983), it has the ability to identify, articulate, explain and test the transformation process between inputs and the end or expected results (Stein and Valters, 2012; Corlazzoli and White, 2013). This means using this approach influences the researcher to look into the internal operations of the programme

and this helps us to understand the process as well as how and why the outcomes of the programme were realised or not achieved.

Cook, Habib, Phillips, Settersten, Shagle and Degirmencioglu (1999), undertook a study with unexpected and surprising results. It was revealed that although the TBE model used in Comer's School Development Programme showed improvement in social climate and social outcomes as well as improvement in academic achievement in students' mathematics in schools, there was no improvement in the state mathematics scores. However, the model used helped researchers to understand why the programme did not influence students to focus on academic improvement. This teaches us to understand that combining social and academic aspects in the same programme does not work. Hence, improvement in the academic arena did not take place. This was not what the programme developers anticipated. This also shows that the political and social context should be taken into consideration and the programme should be changed and adapted as the situation demands.

In another example, Reed, McNicholas, Woodcock, Issen and Bell (2014) employed a Theory of Change approach, which originate from TBE and systematically examined the programme step by step. The process engaged stakeholders, that is, staff and key decision makers involved in the programme in order to concur on the theory of the programme as this would make it easy to translate the theory into evaluation activities. The methodology used to evaluate the programme, helped to articulate and spell out the elements of the theory of the programme as well as the activities and the outcomes of the systems. This undertaking provided the framework to guide and afford the evaluators the opportunity to carry out the evaluation of the QI initiative. The TBE approach provided guidance to execute evaluation of the IQ initiative. It guided researchers on the method and assessment of fidelity of its application. The approach was found to be systematic and structured. Furthermore, it was found to have helped researchers to identify and articulate the internal services (activities) of QI initiative. TBE was seen as an appropriate approach for the execution of the programme under investigation.

The discussion above should serve as an example of how approaches to evaluation can help generate informed and thorough understanding when selecting an approach for programme evaluation. The different approaches through their discussion have shown that



the evaluator plays a significant role in this regards and should be knowledgeable regarding various approaches used for evaluation. The point of departure when selecting any of the discussed approaches demands a clear understanding and reflection on the goals and objectives of the programme. Understanding the theory to the approaches to evaluation provides the framework to inform the practice of evaluation. Nonetheless, this needs a dialogue, negotiations and agreement between the evaluator as facilitators of this learning and relevant stakeholders as well. It is then that the evaluator may recommend to the stakeholders the appropriate approach that may be suitable for the programme to be investigated. Being knowledgeable and having a clear understanding of various approaches may help minimise if not resolve, the ongoing debate over the utility of different evaluation approaches and methodologies in evaluation practice (Bledsoe and Graham, 2005). It is important to focus on the SSIP framework. It is therefore important to now focus on the framework of SSIP.

The next section focusses on the conceptual framework of SSIP

## **2.8 PROCESS EVALUATION OF INTERVENTION PROGRAMMES: CONCEPTUAL FRAMEWORK**

Process evaluation is regarded as one of the forms of formative evaluation, which plays a significant role in improving programmes. It assesses the extent to which a programme is implemented as originally intended, describes the operation of the programme, how well the programme performs against the intended functions and examines the strength and weaknesses of the programme (Dehar et al., 1993). By so doing, it simply tracks how a programme or service is doing, placing its focus on the internal dynamics and actual operations of the programme in order to understand its strengths and weaknesses (Hawe, Degeling, Hall and Brierley, 2003; Patton, 2008). Not only does it monitor and record the processes that relates to programme implementation, it also forms part of the cycle of evaluation (Schreirer, 2012). The cycle of evaluation includes evaluation of the design and development, implementation of the programme and monitoring the process of the programme's delivery. This is one of the ways in which comprehensive insight is provided into how the programme is doing and why the programme succeeds or fails to achieve the intended outcomes.

Process evaluation is conducted to identify areas that are working well and those that may benefit from change to enhance service delivery (CAFCA, 2010). As an interim evaluation, it looks extensively at how the internal services are provided, tracking the delivery of services whilst the programme is on-going. For example, it looks at how well the targeted participants are receiving the programme and whether the resources provided relate to the programme being offered. It can be concluded that process evaluation is a monitoring tool for documenting the performance of the programme (JBA, 2008) while it is being delivered.

Evaluation researchers posit that programme designers, funders and implementers have a moral obligation and authority to periodically evaluate their programmes in order to account, learn, improve and ensure that those practices are sustainable (Royce, Padgett and Logan 2001; Shen, Yang, Cao, and Warfield, 2008; Blum, 2011; Dixon-Wood, Bosk, Aveling, Goeschel, and Pronovost, 2011). It is in the researchers' interest to want to understand whether SSIP, an intervention programme designed for Grade 12 learners is implemented as planned.

The preceding discussion provides a clear understanding of the need to include the stage of evaluating the process of programme delivery. The process evaluation stage provides valuable information to inform decision makers about the programme and the changes or additions that could be made to improve it. Information gathered or findings discovered from this will also be used during the evaluation of the outcome of the programme. Feedback sourced from programme facilitators as well as recipients of the programme is needed to help make decisions on the improvement of the programme. To create a conceptual framework of how the researcher understands the process of this research it is first necessary to clarify concepts critical to the study.

According to the Webster's New World College Dictionary (2010), the term intervention originates from the Late Latin, *interventio* and Classical Latin, *intervenire*, which simply means something that comes between or interrupt something to change the course of it. The American Heritage Dictionary (2013) define intervention as a systematic process of assessment and planning employed to remediate or prevent a social, educational or developmental problem to spiral and become worse.

An intervention in an academic or educational setting calls for an educationist to come between learners and the situation, which makes learning problematic. Education authorities such as a department of education, education specialists, teachers' and all those concerned about the welfare of learners are called to intervene and help to address a challenging situation that prevents learning to occur. They are required to set up a specific intervention programme to help deal with a specific problem or learning challenge. An intervention is a specific programme or a set of activities and steps designed to help learners to improve in an area of need (Bergeson and Heuschel, 2005; Hilgart, Ritterband, Thorndike and Kinzie, 2012; Lee, 2013). This set of planned activities are usually complemented by additional learning material to support and help prevent factors contributing to a problem situation from increasing and worsening (Hilgart, et al., 2012).

Walker and Donaldson (2012) and the Centre for Disease and Control for Prevention (2013) describe an intervention as a combination of strategies and activities applied in a programme to help produce some kind of improvement to individuals participating in the planned programme. In SSIP improvement is expected from schools identified as underperforming. Underperforming schools are identified from the previous years' matriculation examination results. Improvement measures may include multiple strategies such as providing additional support material and attending extra classes either on weekends or after formal classes in the afternoon. Multiple strategies are seen to be most effective in producing the desired and lasting change (Merzel and D'Afflitti, 2003). Strategies of such nature are seen as viable and most effective because they have the potential to reach a wider community (Merzel and D'Afflitti, 2003) that need help. As such a large number of people are given access to the programme to improve their situation.

Research or evidence, especially in education and health, has shown that interventions can change the lives of people (Jacob and Ludwig, 2009; Cohen and Sherman, 2014). Change in many communities is brought about by influencing individuals' skills, knowledge, values and attitudes (SKVA), increasing social support directed at learners to improve a variety of learning difficulties and creating a supportive environment, policies and resources (McLeroy, Norton, Kegler, Burdine and Sumaya, 2003).

On many occasions, especially in the educational environments intervention programmes are implemented in different settings and use multiple strategies as indicated in the

previous section. Multiple strategies are seen as viable and most effective because they have the potential to reach a wider community (Merzel and D’Afflitti, 2003) that need help. Research or evidence especially in education and health has shown that a variety of intervention has changed the lives of many people in communities. The change in many communities is brought by influencing individuals’ skills, knowledge, values and attitudes (SKVA); increasing social support in many educational programmes directed to learners to improve a variety of learning difficulties and creating supportive environment, policies and resources (McLeroy et al., 2003).

The description above indicates that interventions are designed with the intension of improving a particular problematic situation or weakness (Dehar et al., 1993; Sheeran, Webb and Gollwitzer, 2005). In the case of SSIP the intervention focuses on certain subjects where learners seem to be experiencing difficulties. The indicator used to determine the underperformance of Grade 12 learners was the high failure rate in the previous years’ matriculation examination in subjects such as Mathematics, Physical Science, Accounting, Life Sciences and Mathematics Literacy. Intervention programmes should be reviewed at planned or regular intervals (Krishnan, Gupta, Ritvik, Nongkynrih, and Thakur, 2011) in order to establish whether the recipients of the programme are improving or not. The review may involve evaluation of the programme in order to inform stakeholders (especially funders and decision makers) about whether the programme adds value to learning and that learners are benefitting from it (Patton, 2008; Krishnan et al., 2011). Process evaluation is one such review mechanism that is used to evaluate the delivery of the programme.

In order to find information about the examination of the intervention, the researcher will need to examine the components of the intervention programme, SSIP. As the study aims at evaluating the process of delivering SSIP and establish whether it was being delivered as intended, it is important to conceptualise how the intervention is operating and how the process evaluation research will be undertaken. The intervention components involve the inputs or enabling resources to facilitate the programme, the planned activities for the programme and the expected outputs that help learners improve their performance. As it is the goal of the programme to enhance learning and improve the performance of learners, it is important to find out if the programme is being implemented to make sure if it is on track to achieve the aim of bringing about change in learner performance.

The schematic representation of the SSIP conceptual framework is given below and the aspects that will be researched through process evaluation are highlighted in yellow:

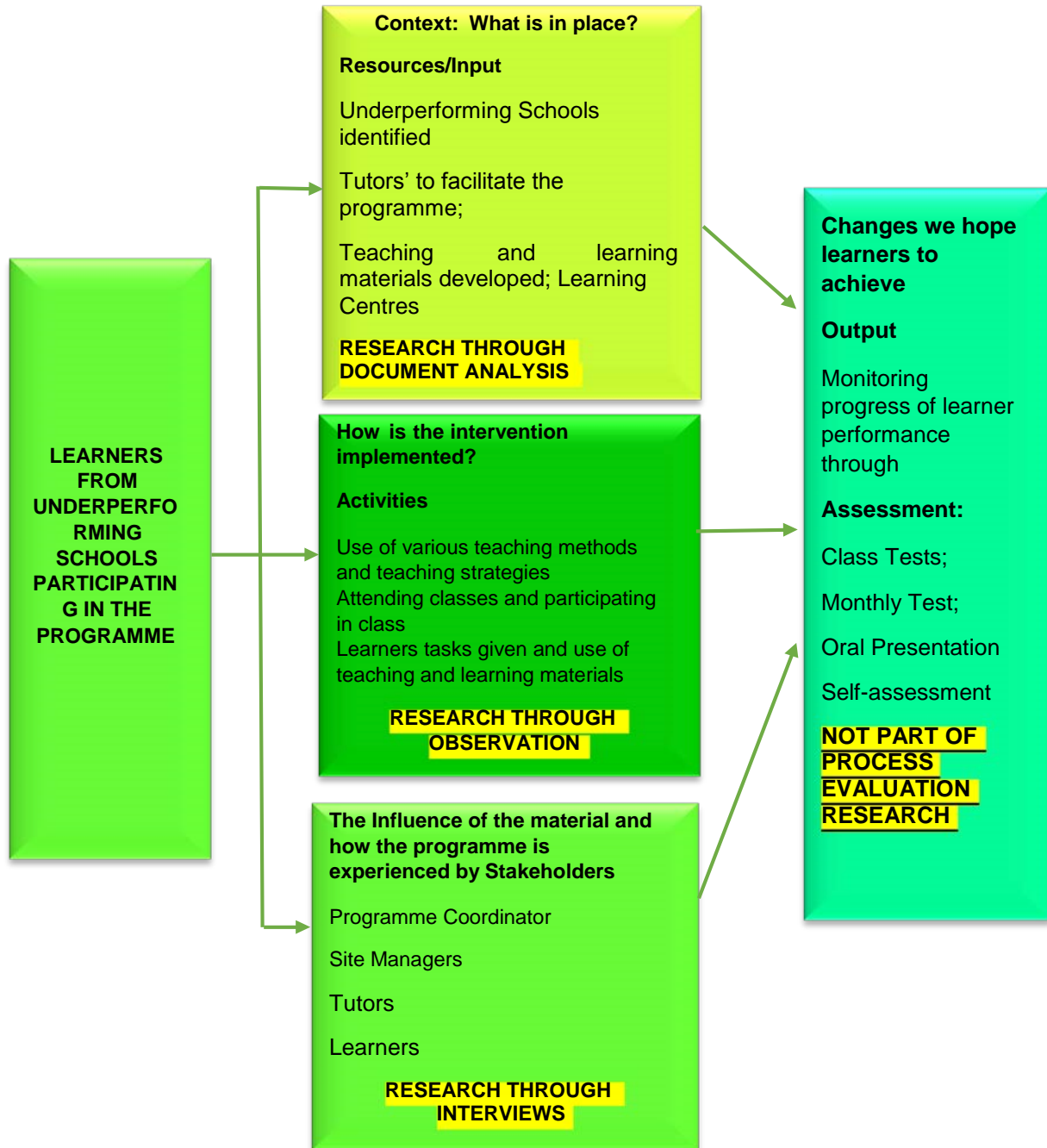


Figure 2.1: Schematic representation of the SSIP conceptual framework

The next section discusses the empirical investigation of intervention programmes.

## **2.9 EMPIRICAL INVESTIGATIONS OF INTERVENTION PROGRAMMES**

Results from empirical investigations may provide support for using intervention programmes to help schools, learners and/or teachers to resolve problems experienced by learners at some stage during their learning process if positive results are achieved. The section below provides examples of intervention programmes evaluated in various countries that have been used with the intention of improving the performance of learners.

### **2.9.1 Process Evaluation of Intervention Programmes in Various Countries**

Desouza and Zeck (2003:216) argue that many countries use intervention programmes as part of nationwide education reform, more especially countries undergoing political changes. Intervention programmes are used worldwide to either improve a situation, to remedy a problem or compensate (Moore, Ochiltree and Cann, 2001) where something was thought to be lacking and need to be addressed. Research inform us that a variety of intervention programmes has been implemented to improve the situation of learners in schools and communities. Studies from various countries contribute to this phenomenon.

### **2.9.2 Evaluation of Intervention Programmes in the United States of America**

Learners in the USA as in other countries faces challenges in education and learning. For example, the “No Child Left Behind” (NCLB) strategy in the USA encouraged a variety of interventions to improve reading, mathematics as well as other areas of the curriculum (Dee and Jacob, 2010). Some interventions were used to fast track learning in certain areas of the curriculum. Other interventions were used to help learners to change their behaviours, to prevent failure before it happens and to prevent learners from dropping out of school, just to mention a few. Interventions such as Response to Intervention (RtI) have proven to be successful and made compulsory and legislated in various states in the USA (Shores, 2009; Worrell and Taber, 2009; Zirkel and Thomas, 2010; McInerney and Elledge, 2013).

### **2.9.3 Evaluation of Intervention Programmes in Singapore**

A negative attitude can be an obstacle towards teaching and learning. This may be due to the methods of teaching used in the classroom and learners find it difficult to understand what is being taught. In the study conducted in Singapore Secondary Schools it was revealed that participants' attitude changed positively towards Mathematics and enjoyed the subject (Fan and Zhu, 2008), when teaching methods that engaged learners were used. It was also reported that learners benefitted from using performance tasks that promoted higher order thinking. Teachers should vary their teaching methods in order to keep learners engaged and stimulated.

### **2.9.4 Evaluation of Intervention Programmes in Kenya**

Learning becomes easier when learners are involved in the learning process. They understand their peers better, listen to each other's ideas and ask questions in the language their peers understand (Kyei-Blankson, Blankson, Ntuli and Agyeman, 2015:248). The Mathematics and Science intervention study conducted by Irungu and Mercy (2013), revealed that using different teaching strategies such as learning from peers, allowing learners to interact with each other and the teachers as well improved the performance of learners in those subjects. The interactive strategy forces learners to become actively involved and decisively engaged in the classroom (Hill, 2007). Through training teachers should be skilled to be able to control such activities and discussions because if learners are not properly managed the discussion activities might go out of control.

### **2.9.5 Evaluation of Intervention Programmes in South Africa**

In evaluating the Dinaledi intervention programme Ncanywa (2015) found that the improved performance of learners was influenced by the provision of resources such as textbooks, mathematics kits, projectors and availing facilities (laboratories) to learners to perform experiments. The provision of learning resources as well as the training of teachers to use the material prior to the facilitation of the programme is said to have contributed to the improvement of the classroom teaching practice and increase the pass rate in the Dinaledi schools. This suggests that providing resources, training of teachers as

well as increasing opportunities for students to learn had an effect on the performance of learners.

In another longitudinal intervention evaluation study Kanjee and Bhola (2014) found that schools that participated in the Quality Learning Project (QLP) showed significant improvement of learners' performance across both subject areas (Mathematics and Science). Improving performance of learners requires capacity building to improve districts, schools and support classroom teachers to improve learning (Kanjee and Bhola, 2014) so as to function efficiently and effectively. Capacitating teachers to do their work effectively instil confidence in their profession, the community and the learners they teach.

The studies above indicate that by providing learners with learning resources and ensuring that facilitators of learning are capacitated, learners' performance will significantly improve.

## **2.10 USE OF PROCESS EVALUATION TO EVALUATE INTERVENTION PROGRAMMES**

Research informs us that process evaluation is different from outcome evaluation as the former focuses on whether the programme and activities are operating as planned (Bowie and Bronte-Tinkew, 2008) while the latter investigates whether the programme and activities affect the outcomes for the programme and activities of participants (Allen and Bronte-Tinkew, 2008).

It was difficult finding research on educational intervention programme evaluated through process evaluation. According to Bouffard et al. (2003) it is because process evaluation often is a low priority or not considered at all. The researcher found intervention programmes that used process evaluation as a tool to evaluate programmes but in health and community projects. However, the researcher believes that much can be learned from process evaluations done in health studies.

### **2.10.1 Examples of Intervention Programmes that Used Process Evaluation**

Hassandra et al. (2013) employed mixed methods to collect data in order to undertake process evaluation of "the no more smoking programme". A quantitative questionnaire



used revealed that the number of cigarettes smoked gradually decreased and that behaviour changed significantly as the programme continued. The qualitative interviews revealed the cessation aid used helped participants to reduce or stop smoking.

This study will only address the questions as indicated in the study. It is beyond the scope of this study to evaluate the merit of SSIP. The investigation will not include the financial audit of this intervention as the focus is based on the delivery service of the programme. It is critical to understand whether the programme was delivered as initially planned so as to improve and bring about change if necessary. Otherwise, the outcome and impact of the programme will be left to future summative evaluation.

## **2.11 SUMMARY**

This chapter presented a literature review on evaluation studies leading towards a clear understanding of what process evaluation is. In dealing with the research question on “How is the Secondary Schools Intervention Programme operating in the Tshwane West District being delivered”, the researcher concluded that process evaluation is needed to find an answer.

The context in which process evaluation of SSIP was to take place was discussed. The discussion further focused on how the process evaluation will identify gaps or problems at the delivery stage. Once the gaps have been identified it will help designers to improve the quality of the programme while it is being delivered.

Approaches that were used to evaluate programmes found in the literature provided valuable guidance for the process evaluation research that needed to be undertaken for this study. Examples of intervention programmes that utilised PE were found to examine the quality, examining adherence, dose and reach of the programmes, using a variety of data collection methods. This approach will be used in this study.

The next chapter will focus on theoretical framework that influence the research regarding the PE of SSIP.

## **CHAPTER 3**

### **THE THEORETICAL FRAMEWORK THAT UNDERLIES PROCESS EVALUATION OF THE SECONDARY SCHOOLS INTERVENTION PROGRAMME**

#### **3.1 INTRODUCTION**

The purpose of theoretical framework and the theories that influenced the study under investigation are discussed in this chapter. A theoretical framework is required in each study in order to guide policymakers and programme designers in understanding how the intervention was evaluated. The framework, which serves as a foundation for the evaluation of the intervention programme under investigation, is presented. The subsequent discussion highlights the relationship and the influence of the concepts used in the study in relation to the development of the intervention framework for SSIP. In the section below the researcher provides an explanation for using the theoretical framework for evaluating the intervention programme.

#### **3.2 THE PURPOSE OF A THEORETICAL FRAMEWORK**

Evaluation like any other research is guided by a theoretical framework. A theoretical framework provides a structure to help support a theory of the evaluation research study (Swanson, 2013). In other words a theoretical framework is needed to guide the evaluation of the intervention programme under study and gives meaning to the gathered information. Using a theoretical framework assures the reader that evaluation is informed by established theory and empirical facts obtained from credible studies. It helps the reader to understand the perspective of the researcher (Trochim, 2006). Furthermore, the theoretical framework provides the researcher with a lens to view the world from different perspectives (Merriam, 2001; Mackenzie and Knipe, 2006; Troudi, 2010). This helps the reader to understand the researcher's perspective before making any form of judgment about the study.

In the case of the SSIP, the theoretical perspective guides the study and determines its focus. The focus of the study influences the selection of an appropriate methodology to conduct the evaluation study, that is, how information should be obtained and how it should be processed and summarised (McMillan and Schumacher, 2010:322). This

means the theoretical framework influences the researchers' method of investigation. It guides research, determines what things to measure and/or what statistical relationships to look for. In designing the theoretical framework, the researcher aims at helping the reader to make logical sense of the relationships of the variables and factors that are considered relevant to the problem.

Prior to discussing the theoretical framework used in this study, it is important to focus on the theories that influenced and guided the evaluation of the intervention under investigation. The discussion below guided the researcher to select the research methodology used to evaluate the SSIP programme.

### **3.3 THE INTERPRETIVIST THEORY IN PROCESS EVALUATION**

The theoretical framework for the intervention programme focusing on secondary schools used in this study is based on the philosophy of interpretivism. Interpretivism assumes that the reality in evaluation is socially constructed (Given and Saumure, 2008; Yilmaz, 2008). This means the meaning and understanding of evaluating the phenomenon under study is socially produced by information sourced from individuals participating in the programme. In order to understand the phenomena under study the interaction between participants and the researcher (Babaheidari, 2007) plays a significant role.

Interpretivism arose from scholars such as William Dilthey, Edmund Husserl and Weber who argued that human sciences (*geisteswissenschaft*) were in essence, different from the natural sciences (*naturwissenschaft*) because science is based on abstract explanations while human sciences is based on understanding the everyday lived experiences of people in their specific contexts (de Vos et al., 2012). These scholars criticised science for refusing to acknowledge that theories and realities are not waiting somewhere to be discovered but emphasised that all knowledge, including evaluation theories and methodologies, are constructed by humans.

Scotland (2012) concurs with them and adds that meaning is not discovered but constructed by individuals interacting with self-consciousness and the world. Such constructions are created by individuals or groups of people through their discussions and various forms of interactions. Thus, interpretivists believe that reality is constructed

through social interactions and how people perceive it (Jones and Hughes, 2001; Wahyuni, 2012).

The lifeblood of interpretivism is the understanding of subjective meaning of which the meaningful reality is constructed through interaction between individuals and their environment and transmitted in a social context. In order to extract information and understand the phenomena under study, it is imperative to explore ways in which people make sense of their experiences and the environment. Babbie and Mouton (2009) adds that all human beings are engaged in the process of making sense of their worlds and continuously interpret, create, give meaning, define, justify, and rationalise daily actions. In order to understand the subjective and social reality of human beings, an interpretivist need to have actually comprehended the meaning(s) of the actions presented as well as the context in which evaluation is taking place. To be able to comprehend the action presented it is required of the evaluator to be able to interpret the observed actions within context.

As interpretivism is regarded as a subjective approach to evaluation, researchers such as Garrick (1999); Douthwaite, Kuby, van de Fliert and Schultz (2002); Rowland (2005); de Vos et al. (2012) and Scotland (2012) assert that evaluation research should be qualitative. An interpretive approach to evaluation research furthermore relies heavily on inputs by participants (Cuthill, 2000; Creswell, 2009; Thomas, 2010) and as such qualitative methods of data collection would seem most appropriate. Mackenzie and Knipe (2006) indicate that in some cases it might be necessary to use mixed methods research in evaluation studies but this study employed a qualitative approach.

Using an interpretive paradigm and qualitative approach to evaluate SSIP, the researcher needed to search for information from participants' and gain insightful knowledge regarding the programme by taking advantage of their (participants') personal teaching and learning experiences. This process provided the researcher the opportunity to interact and communicate with various stakeholders and/or participants as a way of constructing new knowledge. In addition creating the link between the needs and desires of participants and the anticipated outcomes as planned by management provided valuable and meaningful information. The social interaction that developed between participants and the researcher was helpful in that the researcher learned to understand what is happening as

participants related to and reflected on their experiences. As the researcher listened to participants' reflection on their lived experiences, attention was placed on understanding and making sense from the stories they related in order to interpret those experiences.

Developing an understanding of meaning in evaluation is not easy (Bell and Aggleton, 2016), as it requires openness and dialogue between different stakeholders. Thus, meaning is understood through open discussions and negotiation with various stakeholders. This kind of activity is necessary as stakeholders involved in the programme are identified on the bases of their insightfulness and it is assumed that they will provide valuable information about the programme and might contribute in suggesting ways in which the programme can be improved.

Individual participants involved in process evaluation of the programme are afforded the opportunity to reflect on their experiences as the programme is being delivered. This is one way of monitoring the programme and establishing whether the programme is being delivered as planned. The information gathered, analysed and interpreted will then help programme designers, policymakers and managers of the programme to shape and improve it. The information provided will guide key stakeholders as to what is good and relevant about the programme and what needs to be removed or abandoned, if necessary.

Methodologically, the interpretive paradigm prefers data to be obtained from the natural setting in order to make sense of the programme. The researcher or evaluator in this regard is required to acquire information by studying or observing the subject while in action, in the natural environment (Gravetter and Forzano, 2016). In other words, the researcher observe the participants while in action and watch what is happening to acquire first-hand information in the natural setting. Due to the fact that the researcher employs direct observation of participants and also interact with stakeholders involved in the programme to source information and learn from their experience, he/she is tries to understand their experiences, learn in order to make sense of their world. This suggests that evaluation from the interpretivist point of view is based on qualitative methods and it is context-based, which may connect with Theory of Change (ToC).

The next section focusses on understanding ToC.

### 3.4 UNDERSTANDING THE THEORY OF CHANGE

The theory that underpins this study is a Theory of Change (ToC). ToC is a strategy that is proposed by Carol Weiss (1972) and it developed from Theory-Based Evaluation (TBE). Theory-Based Evaluation (TBE) has been given different labels by various researchers who utilise different terms interchangeably to refer to the same thing. It is referred to it as theory driven evaluation, programme theory, theories of practice, programme theory, theory of change, theory driven evaluation, evaluation theory and/or the logic model (Chen, 2005b, 2005c; Donaldson and Lipsey, 2006; Donaldson, 2007; Hansen and Vedung, 2010). It seems to depend on whom and how one plans to utilise the theory to investigate the phenomenon under study.

Research suggests that a Theory of Change can be used in three different ways. It can be used as discourse or as a tool or as an approach (Valters, 2015). As a discourse, it forces one to interrogate one's assumption about change and asking questions like "What is my/your ToC? In other words one is forced to self-examine one's beliefs about change and what it means. Such an examination requires one to reflect and explore one's beliefs about change and how it happens. ToC is one way of reflecting and thinking about change and how it happened over the years. Reflection is an important aspect of learning; as John Dewey (1933) says we do not learn from experience but we learn from reflecting on experience acquired.

The acquired experience in peoples' lives helps them to reflect, learn and work on the change one wants to institute. ToC can play an important role in the process of reflection to explore the change one intends to achieve. James (2011) says that a ToC is an ongoing process of reflection to explore change, how it happens and what it means for the part we play in a particular context, sector and/or group of people. Process evaluation is one way of monitoring the process of change and reflecting on how learners are in the process of improving their performance to change for the better.

As a tool a ToC is often used as a way of making the assumptions connecting the activities, outputs and outcomes clearer and making them more explicit (Valters, 2015). Assumptions are used to provide an explanation of the connections between the preconditions for long-term changes that occurs in early and intermediate stages of the

change process and an expectation of how and why the proposed interventions will bring about change (Anderson, 2004). Weiss (2000, 2004) maintains that to design and evaluate an intervention, the assumptions of the envisaged programme must be clearly defined. This tool helps users of a ToC to create a framework and a mode of change that maps out how the programme plans on getting from a particular point to the end of the programme (INSP, 2009). For the process evaluation in this study, the researcher believes that by unpacking the assumptions about the programme, stakeholders involved in the programme will understand the relationship between the problems they are addressing and the strategies they are planning to use in order to get the work done (Mackinnon, Amott and McGarvey, 2006) to improve the programme in such a way that it is eventually delivered as intended.

As an approach a ToC develops the thinking and practice of what is known about how the organisation can make an effective contribution to the social change in a complex environment (Stein and Valters, 2012). This means a ToC occupies a broader space than a tool and as such it should be seen as an inclusive tool. For example, the group involved in the change process is afforded the opportunity to think critically about what is required to bring about a desired social change (Anderson, 2004). In the case of learners, they think of strategies that than help leaners improve their situation for themselves to perform better. Using a ToC as an approach helps stakeholders to understand how a complex change process will unfold over time and acknowledge that change is a process and not an event (Fullan, 2003). As such it needs time and commitment to be realised.

James (2011) argues that a ToC used as an approach involves an analysis at an organisational level and link processes like outcome mapping, log frames and associated tools at project level to describe what one plans to do and help review progress at that level. A ToC is not selective as it can be used and be applicable at different levels of the organisation on macro- or micro-levels. It provides users with the opportunity to describe their plan at each level because each level might have a different interest regarding change. For example, the contribution at macro-level can be made in terms of mission, vision, beliefs, capacity and approach (James, 2011). Then, they need to explain how they envisage change to happen at that level. A ToC approach at micro level will be different as the needs differ from those at macro level.

It should be noted that using a ToC is an intense and time-consuming process. The stakeholders' interaction and their contribution made through their reflection, dialogues, critical thinking and analysis of issues from different perspectives helps them to develop a plausible, doable and testable framework (Weiss, 2004; Vogel, 2012). According to various researchers, a plausible framework provides evidence that the suggested activities will lead to the desired outcomes; what is doable indicates the availability of resources to carry out the initiative and test them (Sunal and Wright, 2006; Waltz, Strickland and Lenz, 2010:463; Chen, 2012). The evaluator is allowed to track the progress the programme is making in a credible and useful manner. These attributes must be identified before any commitment to evaluate the programme is made.

### **3.4.1 Weiss's articulation of assumptions**

According to Weiss (1997:265) a ToC refers to a chain of assumptions that explains how the programme activities lead to step by step achievement of the desired outcomes. They are also statements and beliefs that guide the rationale behind the programme (Weiss, 1997; 2000; 2004). Weiss (2000, 2004) indicates that to design and evaluate the intervention theory, the assumptions of the envisaged programme must be clearly defined. In other words, the study of any evaluation should state exactly what these assumptions are and how the programme will bring about change.

It is important to define and clarify assumptions because the explicit articulating of assumptions helps in evaluating programmes, no matter how complex they might seem. Ignoring this process makes it difficult to evaluate any form of programme (Weiss, 2004). The process helps stakeholders to guard against using faulty assumptions, which may lead to poor result findings. Therefore, clarifying the underlying assumptions of the initiative will have to be detailed in such a way that the theory can be tested and measured (Connell and Klem, 2000; Hansen and Vedung, 2010; Stein and Valters, 2012). Assumptions are important aspects of the programme and spelling out the assumptions is critical as this makes it easier to evaluate the programme.

Weiss (2005) introduced a sequence of steps that demonstrate how the expected outcomes of an intervention can be realised. She put into place an evaluation strategy to track the steps and activities that build towards the outputs and outcomes to determine



whether those expected outcomes are actually produced through those steps. Otherwise, if the clarification of the mini-steps are lacking, the sequences that must be taken to reach a long-term goal reduces the possibility that critical factors related to the outcomes will be addressed. Clarifying assumptions is a significant step to help key stakeholders to identify the beliefs they have about the programme and think through how the programme will operate. A ToC is in reality meant to help clarify and simplify people's thinking and understanding of a project, its implementation and the delivery process of the programme. It is important to employ a ToC strategy at each stage of programme evaluation.

The section below discusses reasons for selecting a ToC for guiding the evaluation of the SSIP programme.

### **3.4.2 Rationale for Selecting Theory of Change**

Selecting a ToC as a base for process evaluation of SSIP is beneficial as it would make stakeholders and those involved in the programme interested in understanding how the activities are used to help programme participants achieve the planned outcomes of the programme. Denying them (stakeholders) exposure and excluding them from contributing to the process will harm the entire evaluation process rather than affording them the opportunity to take part in and own the process. The researcher concurs with Weiss (2005) that involving stakeholders encourages engagement on matters that would serve the needs of the participants (in this case the district and under performing schools). In this case stakeholders will understand how the performance of learners could improve because of the SSIP.

Another important reason for selecting a ToC is that the process is open, transparent and allows all those involved to learn and understand the connection of the processes from one step to the next and how change comes about. Furthermore, it is practical, realistic and the undertaking stimulates debates among the community of participants. The community of participants in this case would mean key stakeholders, such as decision makers, programme managers, coordinators as well as programme facilitators. The varied and differing views, experiences and knowledge that participants bring to the table is very important. This brings a diversity of wisdom as participants listen and learn from each other. This collaborative and collective effort helps in creating a meaningful strategy and

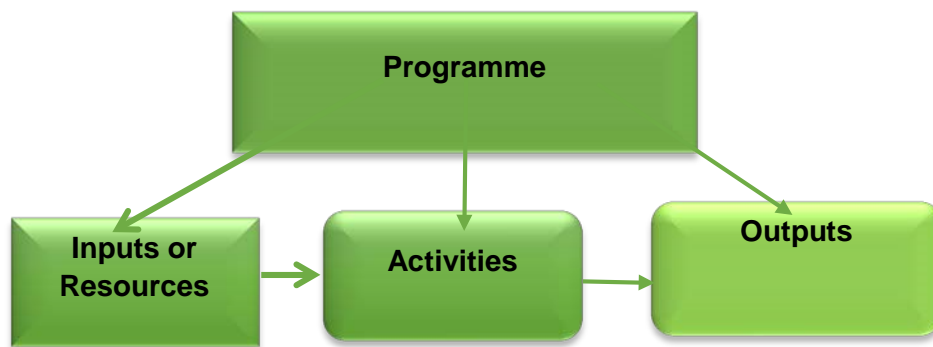
provides direction towards improvement of learners' performance, which may be seen as a key to success.

The section below discusses the theoretical framework for SSIP.

### **3.5 THEORETICAL FRAMEWORK GUIDING PROCESS EVALUATION OF SSIP**

The theoretical framework for the process evaluation of SSIP is based on a ToC refers to the mechanism that mediates between the delivery of the programme and the emergence of the intended outcome that leads to change (Weiss, 1998; Young, Crow and Murphy (2009). A ToC focuses on the internal operations of the programme and examines the links between resources, processes and the results. Understanding a ToC complements process evaluation that focuses on the implementation plan, processes and procedures of programme delivery. According to Hawe et al. (2003) and Patton (2008) process evaluation focuses on the internal dynamics and actual operation of the programme. Identifying those dynamics and the gaps in this study will help the researcher to track how the programme or service being delivered is progressing.

A ToC and process evaluation are sharing similar concerns namely that of understanding how the programme is operating internally and if what is made available could bring about change as planned. While a ToC examines the link between resources and activities wanting to understand how change is brought about, process evaluation is interested at how activities in the programme are being delivered to change the lives of stakeholders participating in the programme. To understand how change takes place Weiss's (1995) framework does not only specify the programme's outcomes but how and why of the programme by identifying resources, activities, outputs and outcomes of the programme. The components of investigation are inputs or resources, activities and outputs. The illustration presented below is an example of a ToC model:



**Figure 3.1: Sample of a Theory of Change Model for process evaluation - Adapted from Weiss (1997:63)**

### **3.5.1 Inputs or Resources**

Parsons, Gokey and Thornton (2013) describe inputs as resources that are used to contribute towards the delivery of outputs. They are raw materials that provides a base for work to be executed. They are things that people need to use to do the work. In this process evaluation of SSIP, resources involve tutors or teachers facilitating the programme and district officials managing and supporting the programme. Resources that go into the programme include the teaching and learning material provided to tutors to facilitate teaching and learning to learners as recipients of the intervention programme.

### **3.5.2 Activities**

Activities are processes or actions that use a variety of resources to produce the desired outputs and eventually outcomes (Parsons et al, 2013). It simply means activities are what people do to produce the anticipated result. They are actions that make learning possible and transform inputs to yield outputs. In the case of SSIP, activities may be services such as developing learning material and preparing lessons, recruiting new tutors to facilitate the programme, identifying underperforming schools and providing information to schools as well as delivering teaching and learning materials. These step by step activities are a guide to provide a proper service to the participants in the programme, the learners. In addition activities may be derived from the material provided as tools used to improve the performance of learners.

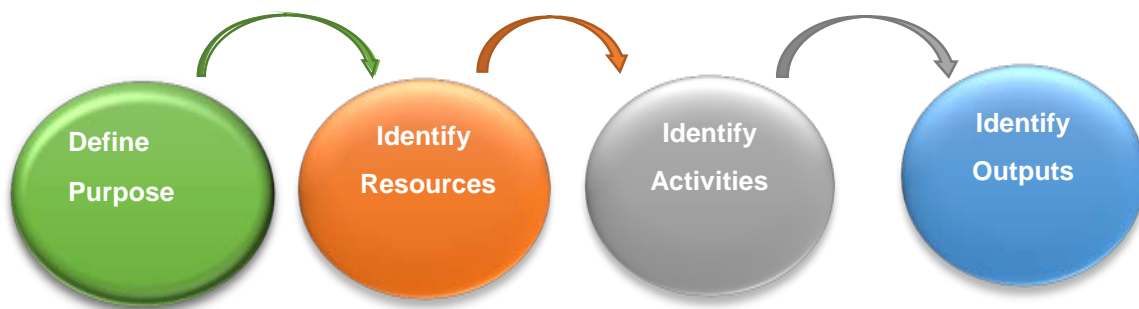
### **3.5.3 Outputs**

Outputs are goods, products or services produced upon delivery (Parsons et al., 2013). They are produced when an action has been effected or a service has been delivered. They are thought of as activities, products, and participation generated through the investment of resources and also goods and services that are delivered (Taylor-Powell and Henert, 2008). Outputs in process evaluation are interim improvements or lack thereof that learners make as the programme is being delivered. This would be an indication whether participants in the programme are making progress or not.

## **3.6 THE COMPONENTS IN PROCESS EVALUATION**

Process evaluation tracks the programme and provides information for monitoring while the programme is in operation or it is being delivered. Information is documented or recorded so as to provide feedback to stakeholders to allow them to eliminate weak areas in the programme and promote suitable strong points for programme improvement. It is important to include the experience and views of learners about the programme to determine if the programme adds value. It is imperative to obtain the teachers or tutors' perspectives on the quality of the programme to enhance the realisation of ToC.

For change to take place, the process compels people to think critically about the kind of action that needs to be taken to bring about the desired change and why some actions are necessary in order to achieve the planned outputs. This process requires thorough planning and engagement of people involved in the process. The process illustrates the importance of involving various stakeholders in the change process so that they are able to understand the relationship between the mini-steps and the envisaged goal and take ownership of the change (Weiss, 1996; 1997; 2004; 2005). The process illustrated in the diagrammatic representation below also shows that each step feeds into the next until the desired results are realised:



**Figure 3.2: Steps of Process Evaluation**

Developing this map early in the process helps in formatting and shaping the programme. It provides all stakeholders involved in the programme with confidence that the delivery of their programme is on the right track and enables stakeholders to identify the missing gaps as activities are being carried out. The feedback to stakeholders must be informed by scientific research to provide empirical evidence of how the envisaged results are being realised. It also helps funders of programmes and key decision makers to make informed decisions based on scientific research.

The researcher believes as the process is a social and realistic activity, it requires interaction of humans to function. Thus, the activation and the functioning of the entire process of facilitating improvement of learners' performance should be driven by tutors and district personnel to support the process. Tutors or teachers and learners participating in the programme should be at the centre of the investigation.

### **3.7 THE LOGIC MODEL AS A GUIDE FOR THE PROCESS EVALUATION OF SSIP**

Articulation of the purpose of the programme and the assumptions on which the programme is based is considered the appropriate way that communicates what the programme is trying to achieve. The development of the logic model requires stakeholders to participate in order to contribute to what the programme is trying to achieve. The starting point of achieving the intended goals and objectives of the programme is to describe how the programme is intended to work as well as how it will be measured in order to succeed (Silverman, Mai, Boulet and O'Leary, 2011).

Clark and Anderson (2004) assert that the logic model organises and conveys information in a graphic way to map out and display the thinking of people involved in constructing the programme and actions to be taken in order to achieve the desired results. The logic model gives direction and shows the steps to be taken in a logical sequence in order to reach a certain destination (Weiss, 1997; Yampolskaya, Nesman, Hernandez and Koch, 2004; List, 2006). The details provided indicates how each activity will lead to desired changes. The illustration of the flow chart below can be used to guide a team of participants to create a clear understanding of the programme and help in achieving the objectives of the intervention.

In the next section the steps when developing a logic model are discussed. At each step it is also indicated how these steps relate to the process evaluation of the SSIP. This information was gained retrospectively by studying the following SSIP documents: The Handbook of Rules and Regulation, as the researcher was not present when the project was conceived.

### **3.7.1 Step 1: Identify the purpose of the programme**

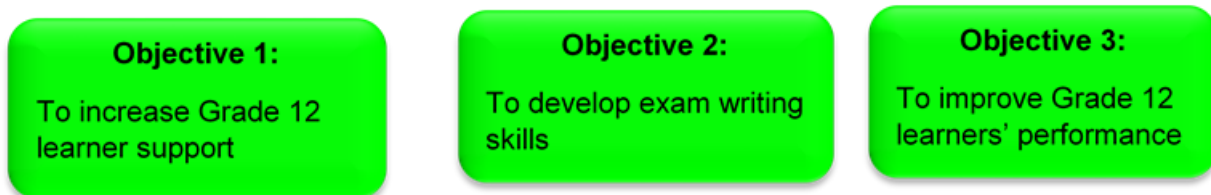
It is important to identify the purpose of the programme as it describes and provides the broad picture the programme intends to accomplish (Silverman et al., 2011). This step reflects the nature of the problem to be addressed, which includes the population to be served and the direction of the projected change.

#### **Purpose OR Mission of SSIP**

To improve the performance of Grade 12 learners by providing additional tuition on weekends in order to reduce matric failure rate and increase matric results in the district

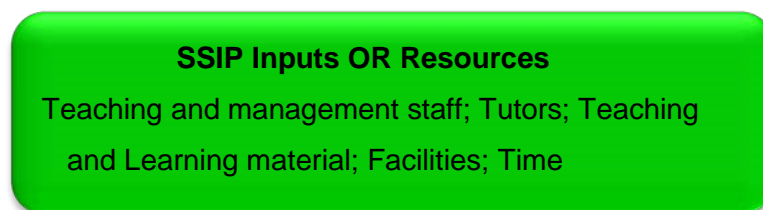
### 3.7.2 Step 2: Objectives

Silverman et al. (2011) describe objectives as statements used to indicate what the programme aims to achieve, to what degree and within a specified period. In other words it identifies who will be able to what, how it will be done and by when. An objective spells out the intended outcomes as a way of indicating what the programme is aiming to achieve. The objectives indicate the approach offered to the target group as well as the expected aspect of change in knowledge, skills or behaviour (Walker and Donaldson, 2011). These objectives should be regarded as the base for programme delivery. See SSIP objectives below:



### 3.7.3 Step 3: Inputs or Resources

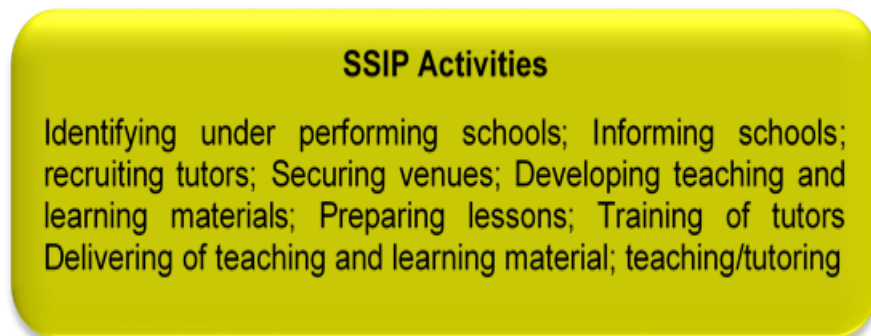
Inputs or resources are essential means required by the programme in order to provide services so as to accomplish the identified activities of the programme. They are items needed for the goals of the programme to be realised. In this step, stakeholders are expected to identify resources needed for the programme to be delivered. See SSIP inputs below:



### 3.7.4 Step 4: Activities

List (2006) and Clarke and Anderson (2004) describe activities as specific action that make up a programme and/or what the programme does with the resources in order to bring about the intended change. In some cases, activities are actual services or treatments required in order to address the problem and to ensure the programme can

operate. In other words, this step required stakeholders to identify specific services as well as categories of the services in some cases. Examples of SSIP activities are given below:

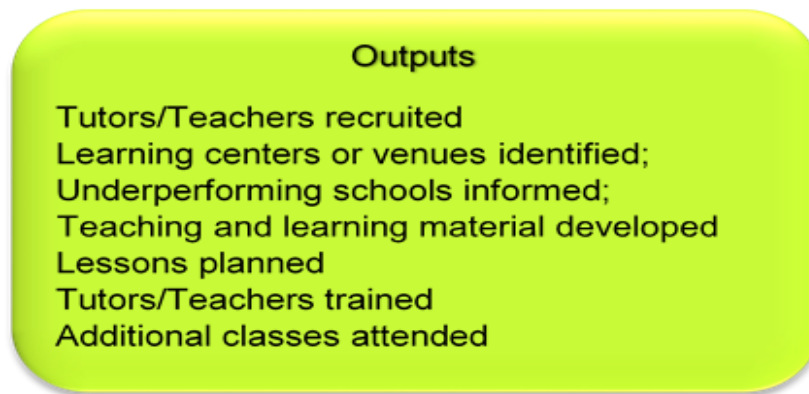


### **3.7.5 Step 5: Outputs**

Outputs are produced from the activities. They result from services provided or treatment given and they produce evidence that something such as learning for example took place. They are what has been produced and Silverman et al. (2011) regard them as the direct evidence of the implemented activities such as trained people and observed teaching practice.

In process evaluation one gathers information from the first three components of the evaluation framework (CDC, 2008). Notably in SSIP, process evaluation determines how tutors/teachers as programme facilitators make it possible for learners to improve their performance. It is furthermore required of the programme to be organised and to ensure that the services of subject specialists that are required for the delivery of the programme are made available. The necessary facilities for the implementation of the programme as well as effective management of the resources should lead to outputs. Process evaluation can determine if these outputs materialised at a certain moment in time during the implementation process. See examples of SSIP outputs below:

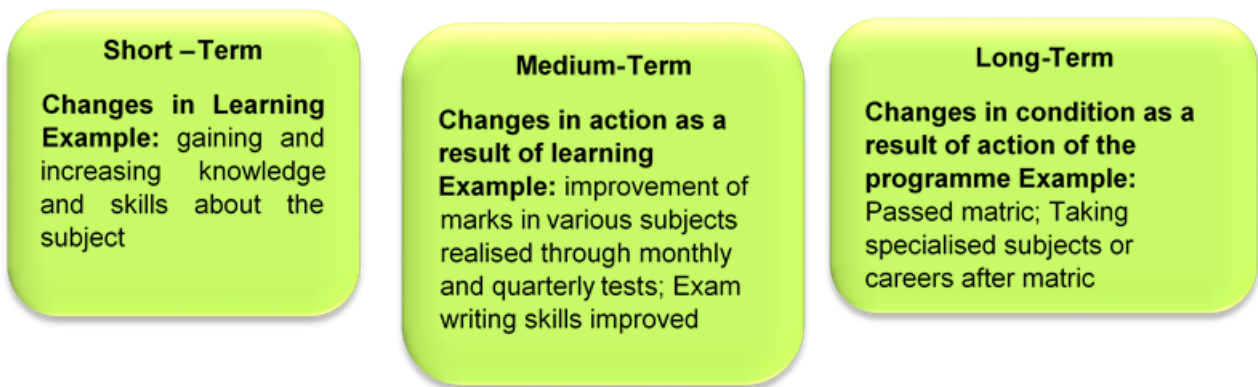




### **3.7.6 Step 6: Outcomes**

The expected outcomes to be realised are divided into three categories of change. According to Silverman et al. (2011) and IUCN (2004), immediate change is a result of learning that takes place within a short period of time and is regarded as a short-term outcome. This involves an increased knowledge and skills in the various subjects as well as an improvement in responding to examination questions in the various subjects, for example. Intermediate-term outcomes exhibit changes in action. This stage involved improvement of performance realised through monthly and quarterly tests (improvement of marks in various subjects). The researcher is of the view that process evaluation function effectively at short-term. It can still function in medium-term outcome, however, this would depend on when it is done.

Long-term outcomes are what the programme is expected to affect and seen as conditions that changes as a result of actions. Long-term changes take longer to be realised and are regarded as having less direct influence on the programme (Silverman et al., 2011). For example, expected changes would result in learners passing matric and gaining tertiary qualifications and or gaining special skills (Sous Chef) or qualifying in a particular career after matric which might be after 3 years or more. This means change is a process and it requires time to be realised



### 3.7.7 Step 7: Context

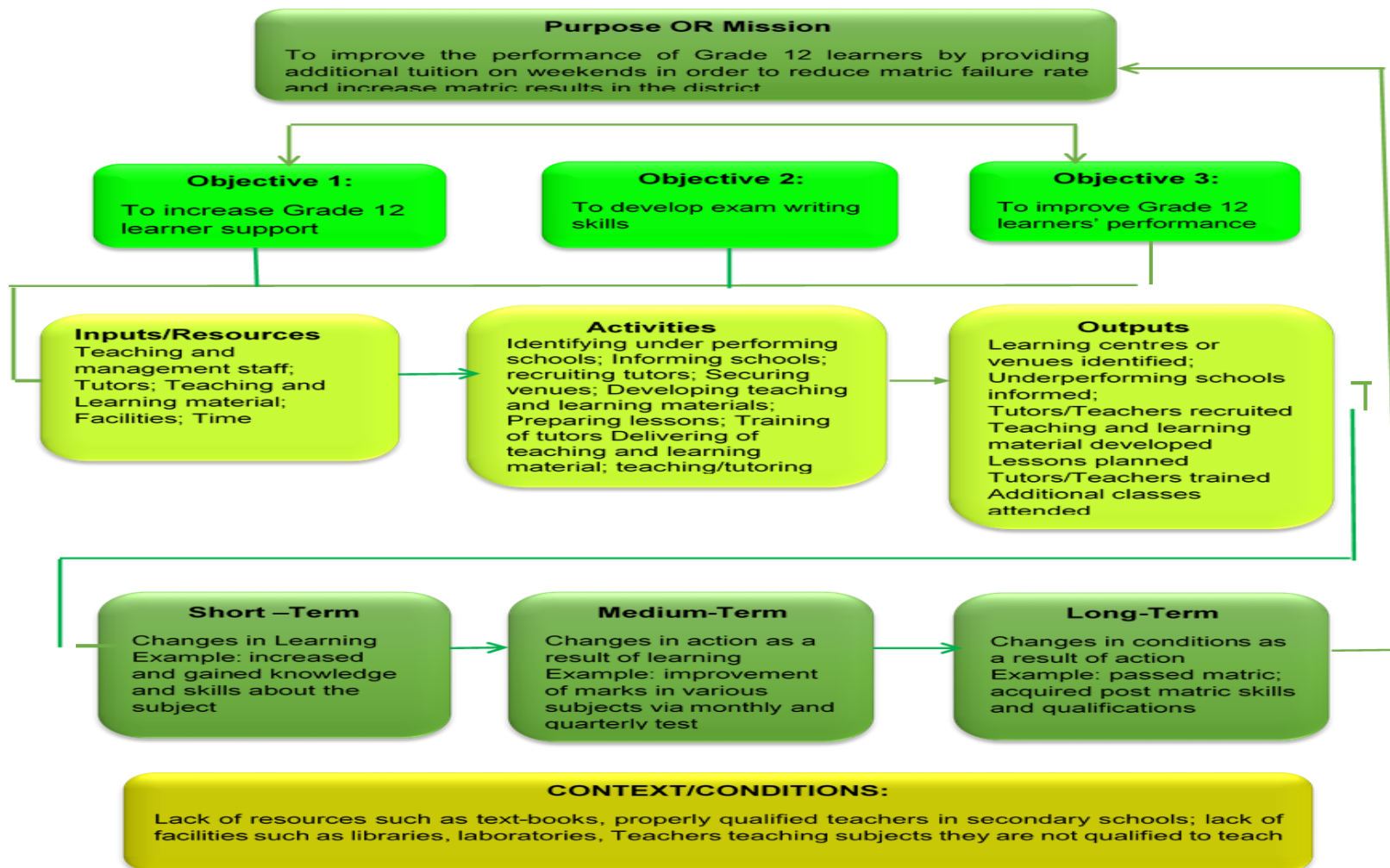
When conducting evaluation, the context in which evaluation takes place should be taken into consideration. The evaluator needs to have a clear understanding of the environment in which evaluation is being conducted. See the SSIP context below:

**CONTEXT/CONDITIONS:**

Underperforming schools where there is a lack of resources such as learning materials, poorly qualified teachers; lack of facilities such as libraries and laboratories and teachers teaching subjects they are not qualified to teach

Any programme evaluation should be regarded as a learning process for the purpose of improvement and ensuring that all stakeholders understand the roles they play in this undertaking. It also helps stakeholders to understand that they are all accountable for the failure or success of the programme delivery. Below is a suggested illustration of a flow chart for the development of a logic model for SSIP. Furthermore, it is important to discuss the distinction between a ToC and a logic model for the reader to understand the important role each plays in the study.

## THE FLOW CHART OF THE SSIP LOGIC MODEL



3.3 Flow Chart of SSIP Logic Model - Adapted from Global M and E Initiative, IUCN

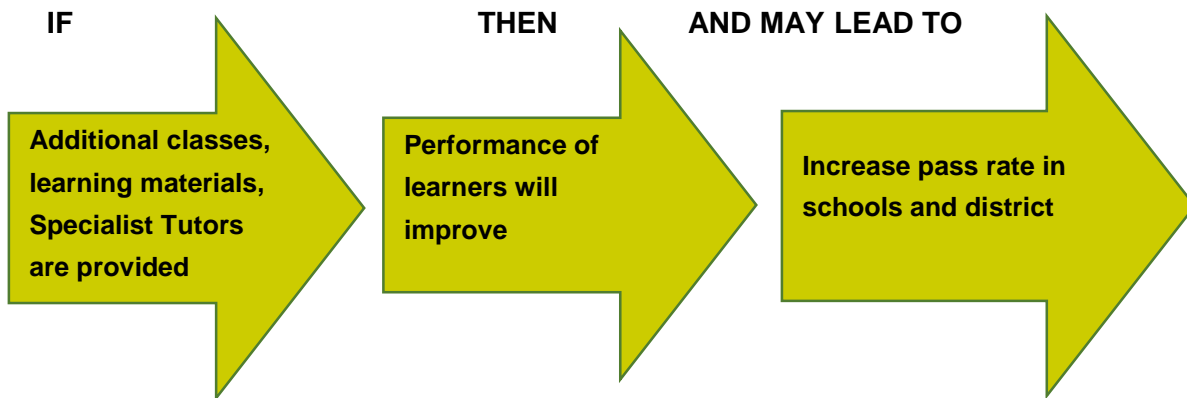
### 3.8 THE DIFFERENCE BETWEEN THEORY OF CHANGE AND LOGIC MODEL

When an intervention is planned the initiators has a theory that it will bring about change. A ToC explains why a programme is expected to work. It provides a logical and reasonable description of why and what you do should lead to the intended results or benefits (Wilder Foundation, 2009). This means the theory of change for the intervention is that the planned activities in the programme should lead to the expected results. ToC spells out why the expected change should happen by employing the predicting process of “if” and the “then” displaying evidence or the connection of the supporting idea that the particular intervention will accomplish the programme goals. Every intervention has a particular theory of change for that specific intervention.

According to the Wilder Foundation (2009) a ToC is similar in concept to a logic model. A logic model is however, different in that is provides a framework for the evaluation of an intervention. In other words the evaluation with the use of the logic model will indicate if the theory of change was in fact valid and if not why not. The logic model is used to identify the components of the programme so that stakeholders can see at a glance if outcomes do or do not align with inputs, activities and outputs. In other words the logic model deals with the operationalisation (McCraken, 2006) of the programme providing detailed information on if and how change is taking place (List, 2006). A ToC and a logic model serve different purposes but are complimentary as one cannot determine if the theory of change regarding the intervention was valid and if change occurred without doing an evaluation using the logic model framework. The assumptions held in the ToC have fundamental value for the operationalisation of the programme (Clarke and Anderson, 2004) and the logic model is aligned to that so that the success of the intervention can be determined.

The theory of change for SSIP is that **if** Grade 12 learners from underperforming secondary schools are given learning support materials, provided the opportunity to attend additional classes on weekends and their teaching is facilitated by experienced teachers/tutors who are specialists in their subjects **then** their performance will improve and this will **lead** to an increased pass rate in schools and the district.

This premise is demonstrated in the following manner:



The premise above indicates the sequential process of change and explicitly shows the mechanism in which change occurs. The provisions of additional classes, supporting material and specialist tutors should be seen as the necessary conditions a\*nd/or underlying resources that is assumed can bring about change and improvement (Stein and Valters, 2012). The suggested framework for process evaluation of the SSIP is illustrated below:

The suggested **LOGIC MODEL** as the framework for the evaluation of the SSIP programme is as follows:

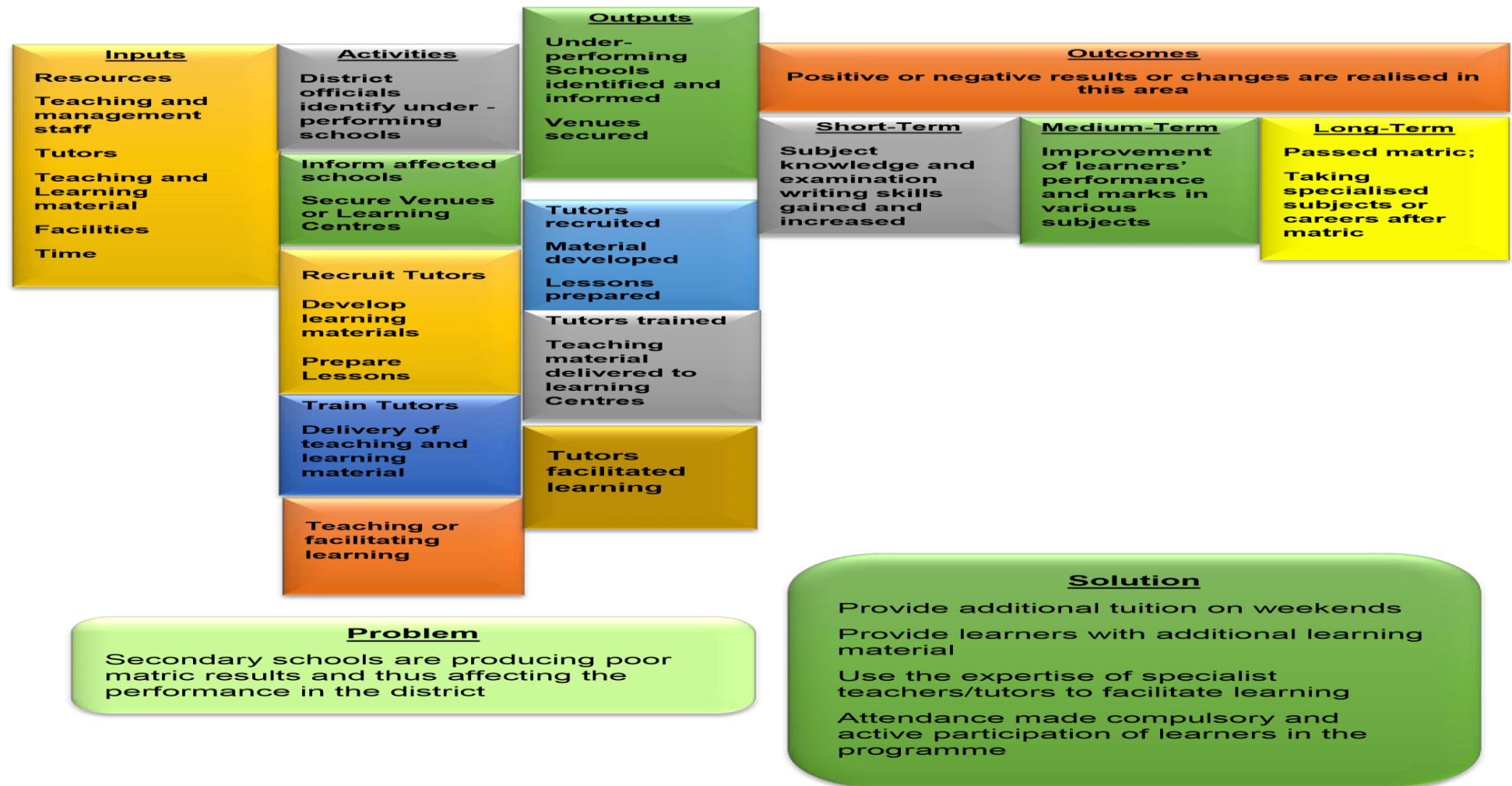


Figure 3.4: SSIP Logic Model

### PURPOSE OF SIPP

To enhance exam performance of grade 12 learners in the district

To increase grade 12 results in the district

### SSIP ASSUMPTION

If Grade 12 learners are given support through provision of extra classes on weekends by well qualified, specialist teachers who have produced good results in their subjects, in the previous three to five years **AND** learners provided with learning materials **AND** previous examination questions papers **AND** basing the focus on answering previous years exam questions to learn to develop examination writing skills **AND** develop positive attitude towards writing grade 12 final year examination **THEN** the intervention **WILL LEAD TO IMPROVED LEARNER PERFORMANCE IN THEIR RESPECTIVE SUBJECTS** to eventually **PRODUCE SATISFACTORY RESULTS AND INCREASE GRADE 12 PASS RATE IN THE DISTRICT.**

### **3.9 SUMMARY**

This chapter discussed a theoretical framework and its purpose in evaluation research. An interpretivist perspective to evaluation was used to guide the study. The interpretivists, are of the view that evaluation theories and methodologies are human constructs and further argue that meaning is constructed by individuals. Understanding the meaning of any issue under discussion is derived from reflecting on the experiences of participants in the programme.

A Theory of Change as proposed by Weiss and described as a set of assumptions was discussed as well as the rationale thereof. A ToC was seen as the appropriate approach for the phenomenon under study. A ToC flow chart has been provided to illustrate the flow of information as required when using ToC as an approach to evaluate the SSIP. Furthermore, the discussion of a conceptual logic model for SSIP followed culminating with the example of

the SSIP flow chart. The difference between a ToC and a logic model was discussed and the suggested Logic model as the framework for the evaluation of the SSIP programme was presented. The research design and methodology are presented in the next chapter.



## **CHAPTER 4**

### **EVALUATION RESEARCH DESIGN AND METHODOLOGY**

#### **4.1 INTRODUCTION**

This chapter describes and discusses the evaluation research design and the method used to collect data in order to evaluate the SSIP. The description of the evaluation process is necessary to inform the study. Furthermore, the chapter provides a detailed rationale for the evaluation research study. In addition the data collection and analysis are discussed as well as the trustworthiness of the findings and ethical issues involved in the study.

#### **4.2 RATIONALE FOR EMPIRICAL EVALUATION RESEARCH**

The field of evaluation is fairly new in South Africa. Within this area of evaluation, process evaluation is relatively unexplored, especially the aspect of examining the operation of the intervention programme being delivered.

From the literature and the researchers' understanding of programme evaluation, the programme should be evaluated at four different stages. However complex, costly and time-consuming the process may be, if the aim is to deliver the programme for a long time, evaluation is worth the investment. The stages are:

- The needs analysis or awareness of problem stage
- The design and development stage
- The implementation and delivery stage
- The completion of programme stage

Each of the four stages serves a different purpose but this will give a comprehensive understanding of the programme to help policy and decision makers to make a fully informed decision about the programme. Although, the study focuses on stage 2, that is, examining the delivery of the intervention programme, the researcher provides the summary of the stages of evaluation from the initial stage of identifying the needs of the people to the last stage of evaluation. The comprehensive evaluation provides the sequence of events and an

understanding of where it went wrong and/or how the desired results were realised. It also provides evidence regarding the effectiveness and impact of the programme. The visual summary of the stages of evaluation is given below:

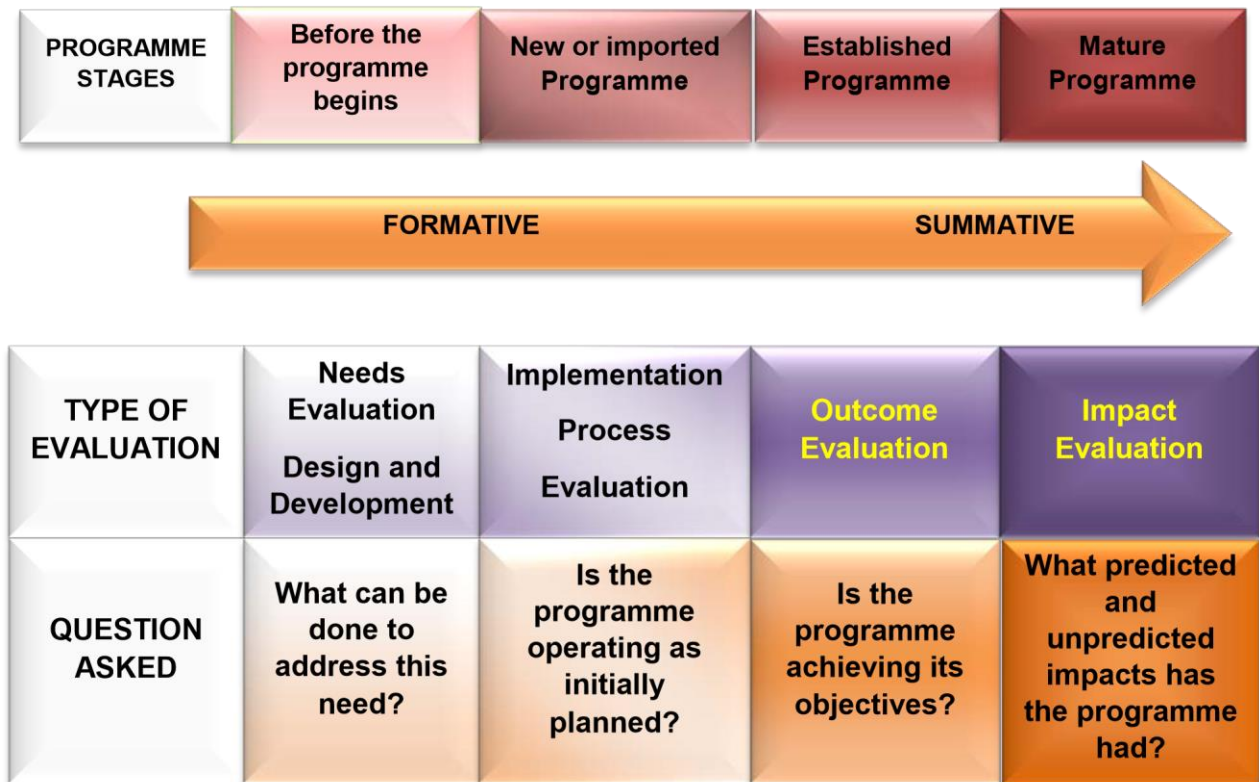


Figure 4.1: Stages of Evaluation: Adapted from Duignan, P (2009)

Since evaluation provides valuable information that requires action to be undertaken, programmes should be evaluated at various stages. The evaluator or researcher should be sure of what needs to be investigated, at what stage and how the intervention programme was conceived. Otherwise it is difficult for evaluators or researchers to identify and evaluate a programme, which they were not part of conceptualising. Such evaluation yields incomplete information. Nonetheless, the evaluation of intervention programmes at different stages shows that evaluation is an important tool used to gain insight so as to improve the situation of the people in question (PREST, 2004; Rossi et al., 2004; Babbie and Mouton, 2009).

Schreirer (2012) advises that programmes should be evaluated throughout because the methods used at each stage of evaluation provide useful information required for the next stage of evaluation. For example, the information obtained from the design and development

stage would be required at the implementation and delivery stage to learn and make informed decisions. The process carries on until the completion of the programme.

Studies have also shown that involving evaluators from the beginning of programme development stimulates evaluative thinking more than designing and developing a programme with the intention of improving and changing it later without the contribution of relevant stakeholders (Gamble, 2008). The contributions that evaluators and other stakeholders bring to such meetings are empowering (Weiss, 2005; Bowen, 2013) as both members learn from each other. All the stakeholders participating in these meetings need to understand that they all have to contribute to this learning process. The evaluator as part of the conceptualisation process does not have to impose his/her viewpoints but has to provide guidance in order to produce a good product that can be adopted by other organisations in different contexts.

Examining the internal processes of the programme plays a significant role as the information obtained from this process is used to improve the components of the programme (Tunc, 2010). The components of the programmes involve establishing whether resources for the programme are in place, ensuring activities are developed and planned to improve the situation of participants, securing facilities and importantly capacitating facilitators to deliver the programme. This stage plays a very crucial role as it focuses on each of the above mentioned components. Looking at each component of the programme helps to improve and shape the programme (Stringfield, Reynolds and Schaffer, 2008). The focus of this study was then to examine the internal processes of SSIP.

It is at this stage (i.e., process evaluation) that the evaluator describes the programme and learn whether the programme was implemented as initially planned. This study is more about learning and understanding the value of each the components of the programme. It offers important insights about the programme. The data collected at this stage helps evaluators to identify areas of concern that require attention. Thus, improving the programme at this stage is more appropriate as it focuses on specifics that require urgent attention.

Weiss (2004) suggests that this process has the capacity of building a theory as new learning is unearthed and evaluators become better positioned to inform policymakers about

the progress the programme is making. This is a critical formative step of programme evaluation, which indicates where the changes have to be made in order to make informed changes when improving the programme. The researcher regards this stage as valuable as it provides detailed insight on how the intervention was delivered and received by recipients of the intervention.

Process evaluation should be seen as an interim evaluation that can be used to inform decision makers on the progress of the programme while it is underway. For example, when introducing a new curriculum or any new programme, evaluation of this nature should be factored in during the planning process. When the programme is evaluated while the programme is underway and/or during the delivery process, the findings can be used to inform policymakers on how the programme is performing; changes effected in the early stage of implementation are more lasting, instead of waiting longer than anticipated? Longer term outcomes should not be expected (Chappelle, 2012) at this stage as this stage only focuses on service delivery of the programme. Only the progress on the programme should be anticipated. It is necessary to evaluate the programme at every stage and especially while the programme is underway to help save time, resources and improve the programme. Nonetheless, the researcher is of the view that a comprehensive evaluation of any programme would give detailed information as long the evaluation is conducted at each stage of the programme. This includes the design, implementation, delivery and outcome of the programme.

While process evaluation of intervention programmes is an important stage, it is usually not included in many education intervention programmes evaluated. Process evaluation has mostly been conducted either in health or community based projects and less in educational projects (Education Endowment Foundation, 2013; Moore et al., 2013). Most examples used in this study were obtained from health because it has been difficult to find process related evaluated programmes in education. Examples used in this study can be used as a guide to evaluate programmes in education. However, studies of programme evaluation in education have mostly focused on measuring the outcomes especially the effectiveness of intervention programmes. Empirical investigations on process evaluation with a focus on delivery service of intervention programme are lacking, limited or do not exist (Chapman, 2006). Interventions of school based intervention programmes have been focused on the outcome

and efficacy of the programme, which tended to minimise variability in implementation. The empirical investigation of this study is an attempt to bring a new dimension into evaluation of intervention programmes.

Evaluation research indicates that evaluation of intervention programmes uses a variety of evaluation methodologies to analyse the planned programme (Habicht, Pelto and Lapp, 2009; Dlamini, 2012). Programme evaluation can either use qualitative or quantitative approaches or both. In their evaluation project, Witham, Jones, Milanowski, Thorn and Kimball (2011) stress that the evaluation question determines the methodological approaches when evaluating a programme. The choice depends on the focus or purpose of evaluation of the programme under study. The evaluation research question in this study is as follows:

*“How effective is the process of delivery of the Secondary School Intervention Programme operating in Tshwane West District?”*

In order to answer the main question the following sub-questions were also addressed:

1. What specific processes were put into place in order to deliver the programme?
2. To what extent are the intended processes operationalised effectively?
3. In which ways do the specially designed teaching and learning materials influence the delivery of the intervention programme?
4. How satisfied are the stakeholders involved with the process delivery of the programme?

### **4.3 PROCESS EVALUATION RESEARCH DESIGN**

An evaluation research design describes the procedures on how to evaluate a programme. The evaluation research procedure explains who was involved in the investigation, when, from whom and under what conditions data are collected or obtained (McMillan and Schumacher 2010:322; Babbie and Mouton, 2009:72). Seeing that the procedure is systematic, Yin (2009:24–27) indicates that an evaluation research design is a logical procedure that links data to be collected to the initial questions of study. He adds that every

empirical study has an implicit if not explicit research design. It is a strategy for finding out something and addresses the planning of a scientific enquiry (Babbie and Mouton, 2009:72).

An evaluation research design should be seen as a summary that employs different procedures the researcher uses to collect, analyse, interpret and present the research data. This also includes how the evaluation research is organised and provides an explanation of the methods and procedures used for collecting and conducting research. An evaluation research design should be understood as a plan that will be used to guide the study and also provide the direction of how the investigation will be conducted and what the researcher intends to investigate.

In this study, the researcher followed the qualitative approach to uncover the background knowledge of tutors who are regarded as the best in the district. Secondly, it was imperative to enquire from the learners if they had been made aware of this intervention program and whether they understood what the SSIP program is about. The researcher needed to establish how the programme is delivered and how it reaches the targeted population. Thus, various strategies were employed to source information about the programme under study. Weiss (2001; 2004); Babbie and Mouton (2009) and Hatch (2002: 92–93) argue that using more than one strategy to source data allows the researcher to cross check the consistency and reliability of the outcome or evaluation process.

The purpose of the investigation is to capture in-depth views of both the tutors and their learners, participating in the programme. Their views would reveal or put into perspective the manner in which the SSIP programme is operating and being delivered. In addition, the views may provide an empirical foundation of what could be done to deal with contributory factors to curb the poor performance of Grade 12 learners and promote ways in which matriculation results can be improved. In this study the evaluation design is required to guide the research on how the intervention programme has been delivered, which then leads towards evaluating the design.



**Figure 4.2: Schematic presentation of the Process Evaluation Research Design**

### **4.3.1 Evaluation Research Paradigm**

A paradigm is regarded as a set of beliefs that one holds to represent how one views the world and its relationship. Henning, Van Rensburg and Smit (2004) regard it as a framework that influences how one sees the world, determines their perspectives and shapes their understanding of how things are connected. Paradigms are meant to help the researcher to

frame their thinking and used as a guide when investigating the issue under study (Jonker and Pennink, 2010).

When planning to conduct any form of research, the design of the research plan cannot be divorced from the researcher's understanding of various paradigmatic worldviews. In spite of the necessary understanding of the various paradigms, Patton (1988:118; 2008) points out that describing how the paradigm operates in the real world is in a way trying to free evaluators or researchers from the bonds of paying allegiance to a single paradigm.

The research paradigm is composed of three elements. Denzin and Lincoln (2001; 2004) identified three elements of those beliefs as:

1. **Ontology:** It is described as the basic assumptions about the nature of reality. How one sees reality. It basically refers to the philosophy of reality (Krauss, 2005) and opinions about the nature of what is known or reality signifying how people view the world or the reality peculiar to a certain theory or paradigm (Jennings, 2005; Scotland, 2012).
2. **Epistemology:** It is a philosophy of knowledge of how we come to know reality (Trochim, 2006) as well as the relationship between reality and knowledge. Guba (1990; 2005) says that epistemology examines the problematic of what is the relationship between the one who knows and what is known as well as what can be deemed as knowledge. Simply, it is the way one generates, understands and uses knowledge that is considered suitable and valid.
3. **Methodology:** According to Patton (2008:425), this involves issues of strategy. It specifies how researchers plan to carry out their study and reveal information (Guba, 1990; 2005) and how they go about studying whatever they believe can be known.

The three theoretical paradigms relate to each other and may not be separated. They need each other for the reader to understand how information was gathered to build a story. They are interconnected as shown in the diagram below. However, Goldkuhl (2012) is of the opinion that only ontology and epistemology are intertwined (in interpretivism) because he



believes understanding the world requires knowledge and reality, leaving out the methodology to acquire the knowledge to interpret that knowledge into meaningful understanding. The researcher argues that focusing on the 3 components, that is knowing and understanding how reality comes about (epistemology), understanding the philosophy of reality (ontology) and methodology used can help the researcher to identify strategies or ways in which knowledge is gathered and in order to reveal the complete story about the situation or whatever issue is being investigated or evaluated.

Below is the schematic illustration of evaluation research paradigm.



**Figure 4.3: Schematic Illustration of Evaluation Research Paradigm**

Nonetheless, Guba and Lincoln (1994; 2004; 2010) identified four main philosophical paradigms. Positivism posits that only one reality exists. As such the researcher and participant are independent of each other. Post-positivists believe that reality is known within a specified level of probability therefore, objectivity is important. Constructivists or interpretivists believe that there are multiple realities and that knowledge is socially constructed through object and subject. There is an interactive link between the researcher and participants. Critical realists recognise that different versions of realities exist and these versions are based on social positioning. Although, there is an interactive link between the researcher and participants, they believe that knowledge is socially and historically situated.

Although mention has been made of the four main philosophical paradigms, the researcher selected one to discuss as it is seen to relate to the phenomenon under study. The interpretive approach was chosen as appropriate to evaluate the programme under study.

#### **4.3.1.1 Evaluation Research Paradigm Perspective**

The researcher is of the view that although experiments and observation are important and have been used to evaluate programmes for many years, ignoring in-depth information derived from participants' views about the programmes would make it impossible to understand the lived experiences of the people involved in a particular intervention. The knowledge and experiences of participants involved in the intervention under study are required as they provide the researcher with valuable information to learn and understand the programme. Thus, experiments and observation alone will not reveal or provide a true reflection of the situation and a clear understanding of the programme. It is important to provide an interpretivist approach to evaluation, which is discussed in the next sub-section.

#### **4.3.1.2 Interpretive Study**

The interpretive, also known as the phenomenological approach, seeks to understand people through the way they experience the world (Du Plooy-Celliers et al., 2014). It is a study that is concerned with understanding the social actions of human beings and interpreting those actions as people see things differently from diverse perspectives (Bryman, 2012:28). The interpretive study is aimed at understanding people and their engagement with the world in order to make sense of their (life) world experiences (Babbie and Mouton, 2009:28). As human beings are different and see the world differently, their understanding and meaning attributed to the world vary and this is drawn from their personal point of view. This means their understanding and meaning could be regarded as subjective, but the way they interpret their understanding of the situation would suit their own reality. The above statements clearly indicate that the world consists of many and varied realities because people see and understand the same phenomenon in many different ways. The interpretive researcher as in this case would need to acknowledge the existence of people, their understanding and experiences as they are revealed at the time of a conversation in

order to construct and understand their subjective meaning making and avoid distortion (Goldkuhl, 2012).

In order to gain in-depth understanding of all stakeholders' views including participants involved in the investigation, the researcher also needs to take cognisance of the context in which evaluation research is being conducted. Interpretivism is about understanding the context (Green, 2009), views and experiences of participants. The researcher should create a situation in which participants feel safe and at ease to interact with the researcher so as to learn more about the social and historical area in which the study is undertaken (Goldkuhl, 2012). Furthermore, understanding the local language and the context under study will help the researcher relate at the level of participants in order to succeed in this undertaking. In studying the context in which evaluation is conducted, the researcher grasps that participants' knowledge is derived from their experience and understanding of their context.

The next section discusses the evaluation research approach.

### **4.3.2 Evaluation Research Approach**

As has been suggested above, a qualitative process evaluation approach was followed to collect information required for the study to elicit in-depth information from all those involved in the intervention programme. The various techniques used to collect the data comprised of document research (utilising official documents for the programme such as the SSIP Handbook of Rules and Regulations and Attendance Registers), observation, field notes and semi-structured interviews.

#### **4.3.2.1 Qualitative Evaluation Research**

This process evaluation investigation utilised qualitative evaluation research methodologies. As evaluation research is regarded as an umbrella term for different approaches, researchers emphasise that it utilises a variety of theoretical backgrounds, methodological principles, research issues and aims (McMillan and Schumacher, 2006; Babbie and Mouton, 2009; Bryman, 2012; Kumar, 2012). For this qualitative study three different methods were needed to answer the research question and sub-questions. These methods were utilised in

order to understand the lived experiences of people under investigation and to listen to their stories as they unfold and people voice them (Denzin and Lincoln, 2011).

Qualitative process evaluation research is a tool for programme planning and evaluation that is focused on understanding the stories behind a particular individual, event, programme, situation or group (Guion, Flowers, Diehl and McDonald, 2011). As such, process evaluation research tends to be naturalistic (McDavid and Hawthorn, 2005; Denzin and Lincoln, 2008), since the researcher does not have to control or manipulate the setting of the programme. Instead the researcher is compelled to work with the programme as it is as well as the stakeholders as they interact or perform their duties in relation to the programme or with each other. In this case, the researcher is expected to use the natural, undiluted language in a natural setting. This means, using the same words that are used by the programme stakeholders (McDavid and Hawthorn, 2005) as well as the participants involved in the programme and making sure they are comfortable in relating to the researcher and are willing to relate their stories.

People disclose information and relate their stories using different means, which is why the researcher used individual interviews, focus groups interviews, observation and written documentation (Hasen, 2009). In obtaining information from the participants, the researcher gave all those involved in the programme, especially tutors and learners, a voice to relate their experiences of the programme and explain the materials used. She also observed how the lessons were delivered in the classrooms and analysed all relevant documentation related to the programme.

In qualitative process evaluation, the researcher becomes the principal measuring instrument. Researchers collect data using interviews (asking open ended questions about the delivery of the programme) (Guion, Diehl and McDonald, 2011). This study employed interviews as a method to source the information from the participants. Furthermore, observation and documents analysis were considered a critical part of constructing patterns to generate an evaluation report at the end of the investigation. Employing these different techniques make triangulation of data possible.

#### 4.3.2.2 Triangulation in Process Evaluation Research

Yeasmin and Rahman (2012) describe triangulation as a process of verification that increases validity by incorporating several viewpoints and methods. The researcher uses and/or examines different sources of information to identify themes or categories from the sets of collected data. Similarly Taylor, Kermode and Roberts (2007) indicate that triangulation involves the use of two or more methods to collect data in order to reduce disconformities. It is argued that the process helps the researcher to use a combination of different data collection methods to produce more and valid information. Guion et al. (2011) assert that triangulation is used to check and establish validity in research studies through analysing the research questions from multiple perspectives. In this case triangulation was used to reinforce and enhance the process evaluation study in order to generate deeper meaning from the collected data (Patton, 2002; 2008). In a nutshell the researcher used more than one method of data collection in a single study.

Literature indicates that there are four types of triangulation. The four types include:

1. **Data triangulation** involving time, space and persons
2. **Investigator triangulation** uses several observers to collect data
3. **Theory of triangulation** uses more than one theoretical perspective to interpret the phenomenon of the study
4. **Methodological triangulation** makes use of more than one procedural approach in the process of collecting data.

Some authors argue that triangulation is used to increase a wider and deeper understanding of the phenomenon under study, while Hussein (2009); Guion et al. (2011) add that it can be used to increase the accuracy of the study. Triangulation, in the form of multiple data sets in this study, was used to increase the credibility and validity of the study. Multiple sources of information and techniques were used to cross-check and validate findings thereby increasing the depth and quality of the results (Patton, 2003; Picciano, 2007; Schwandt, 2007; Vaterlaus and Higginbotham, 2011) and provide significant guidance in the evaluation of programmes. The combination of methods used to source data for this study included: interviews, observation of facilities as well as classroom teaching presentations and analysis

of various official documents from the district, such as minutes of the meetings, SSIP Handbook of Rules and Regulations, Attendance Registers.

## **1. Data triangulation**

According to Bryman (2012), data triangulation entails gathering data through several sampling strategies so that slices of data at different times and social situations as well as on a variety of people are gathered. This is done in order to source different viewpoints about the situation from a range of people participating in the same programme. For example, data was collected through semi-structured interviews from tutors, learners, education department officials, reviewed learners' attendance registers and the number of learners per feeder schools and per subject participating in this study. Exploring the different viewpoints of the situation in the programme evaluation helped the researcher to validate the findings of the phenomena under study. Data triangulation involves time, space and people (Hussein, 2009).

The researcher investigated five different learning sites (three learning sites and two residential camps). In this case data was collected at different times of the day, on different days of the week and different months of the year at different sites. As the programme was offered on weekends and during school recess, the researcher wanted to establish whether the three centres were following the same programme as planned and gain insight as each learning centre is located in different townships. It was also the aim of the researcher to compare the feedback from the different stakeholders during the data analysis stage (Guion et al., 2011). It was not the purpose of the study to compare the activities at different sites but to evaluate how the intervention was being delivered over a period of time.

## **2. Space triangulation**

In space triangulation data is collected from multiple sites or at more than one place (Wellington and Szczerbinski, 2008; Hales, 2011) in order to increase the reliability of information. In this study, data was collected from three learning centres where weekend classes were offered and from two residential camp sites where learners were accommodated and taught for five days preparing them for examinations. It was the aim of

the researcher to gain a clearer and complete description of the delivery process of the same programme at different locations. This process was employed in order to increase the validity of the research design.

### **3. Person triangulation**

Using person triangulation implies that the researcher collects data from more than one level of persons (Bryman, 2012; Wellington, 2015). This means data is sourced from various stakeholders participating in the programme such as a set of individuals or groups. In this case, the researcher collected data from the Special Project Programme Manager (SPPM) for the District, Site Managers, tutors and individual learners for the study. Individuals such as SPPM have in-depth understanding of the processes within the district, schools and the programme.

The different data collection instruments for the study included an observation protocol, review of documents and interview schedules. Although the researcher mentioned four types of triangulation, only one of the four was discussed because it relates to the study under investigation. The discussion below focuses on the procedure followed to source information for the study.

#### **4.3.3 Evaluation Research Strategy**

This type of study necessitated the use of a descriptive evaluation approach. As a specialised kind of research, process evaluation research is also concerned with making decisions about the process, quality, effectiveness, the value, products and practices of the educational programme (Rossi et al., 2004; (Weiss, 2004) Babbie and Mouton, 2009; Henninger, 2009; Kumar, 2012). The evaluation process requires the researcher/evaluator to communicate directly with the programme participants (Denzin and Lincoln, 2008) in order to explain and describe their experiences regarding the programme. In this way the researcher can identify what participants are currently experiencing while the programme is being delivered.

According to Kumar (2012:10), a descriptive study describes a service or a programme in order to provide information about the phenomenon under study. Such a study identifies possible problems or issues that are prevalent. De Vos et al. (2012:96) explain that a descriptive study presents a picture of the specific details of the situation, social setting or relationship and focuses on how and why questions. The specific details originate from an intense examination of the components of the intervention programme. The assumption is that an intense investigation of the programme would provide deep meaning and rich, detailed and thick descriptions of the process (De Vos et al., 2012:96; Babbie and Mouton, 2009:272).

Description studies relate well with process evaluation as they focus on “how” and “why” questions (De Vos et al., 2012:96). The study describes how resources are used in the programme, the service that participants receive, the characteristics of the programme and solicits views from a group of people regarding a programme (Project Star, 2006).

By describing the intervention programme, the reader would be able to understand how the programme was delivered. Project Star (2006) authors indicate that descriptive studies can be used periodically to determine whether a particular service is improving or not to inform stakeholders, especially funders and project managers. In the case of the SSIP, all stakeholders involved in the programme were informed about the process so they could adjust the intervention strategy where needed.

The researcher decided on a descriptive study in order to help explain if the programme was operating as planned and would provide feedback about the services offered and how they could be improved. Furthermore, the descriptive study determined whether the programme is set to produce the types of outputs and outcomes as desired.

#### **4.4 EVALUATION RESEARCH METHODOLOGY**

The purpose of evaluation research methodology is to help the researchers understand the kind of information required, how it should be obtained as well as the process for sourcing the necessary information for the programme under study. The discussion below will indicate how research participants were selected, the procedure for collecting data and analysis of data, measures of trustworthiness, and ethical measures taken in doing the interviews.



#### **4.4 1 Selection of the research sites and participants**

The centres that offer additional tuition to underperforming schools in a particular area differ from one another. The researcher aimed at learning a great deal about issues of central importance that related to the purpose of the research without any desire to generalise. As he was intimately involved with all sites, the district project manager selected sites that could provide the most valuable information. Once again the researcher was not given a choice in the selection of sites but was informed what sites she could visit.

Purposive sampling was used to select the sites and the participants of the study. Babbie and Mouton (2009) argue that it is appropriate for the researcher to select participants on the basis of the researcher's knowledge of the population and the nature of the research aim. In this study the researcher was not afforded the opportunity to select participants as it was the prerogative of the managers of various projects to give directives in terms of selection. Burns and Grove (2009) maintain that purposive sampling involves a conscious selection of certain subjects who have certain characteristics and knowledge. The selection of participants was based on the judgment of the project managers and motivated by the purpose and objectives of the study. The managers were asked to select participants who they thought could offer the richest information and deepest insights regarding the intervention.

The qualitative researcher is required to identify a small number of participants that will provide in-depth information about the object under study because Creswell (2006:112) claims that the larger the number of people, the less amount of detail emerges from any one individual. So, small numbers were used in this study. Out of the eight sites that offer the SSIP programme in the district only 3 learning centres and 2 residential camp sites were selected to participate in the investigation.

##### **4.4.1.1 Research sites**

The identified learning sites and residential camp sites had similar characteristics because the schools participating in the project are under the jurisdiction of the same district. The whole organisation of the learning and camp sites were managed and organised from the same district. Thus, stakeholders and participants had similar features and the expectations were the same. Even though the learning sites are located in different townships and each of

the townships differs in terms of the culture, the size of the learning sites, and the community attachment with the schools, the history of the school as well as the proximity of the researcher to each of the sites, resources were sourced from the same district. The expectation of the outcome would benefit that particular district. The townships in which the three learning centres are located are poor. Although the learning centres boast modern buildings from afar, the inside of the schools tells a different story.

Camp site A is located 80 kilometres away from the district and camp site B is located 120 kilometres away from the district under study. Camp site A accommodated the learners from learning centres S and half from X, whereas, camp site B was able to accommodate learners from learning centres Y and the other half from X. This means both camp sites shared the learners from the various learning sites. Not all the learners from the same learning centres were accommodated at the same camp sites. Moreover, the selection of the learners accommodated at the residential camps depended upon performance in the trial exams. Both camps are located in the bush far from the urban areas. The areas are tranquil and as such they are conducive for learning as they are insulated from distractions.

#### **4.4.1.2 Research Participants**

The participants for the study were selected on the basis that they could provide answers to the issue under investigation. Kuper, Lingard and Levinson (2008) and Creswell (2009) concur that the participants in a qualitative study are selected in order to provide valuable information and enhance the understanding of the phenomenon under study. The participants involved in the SSIP programme included District officials with the Special Projects Project Manager (SPPM) being the key staff member. The SPPM coordinates the programme and works together with the curriculum facilitators who only monitor the SSIP sites to ensure that the tutors are doing what they are employed to do and follow instructions as agreed upon with the GDE. The Coordinator was seen as relevant because he has been involved in the programme since its inception in the district. He was well conversant and insightful about the programme and provided the researcher with appropriate information.

Site managers also played a significant role in the SIPP intervention programme. The site managers are appointed to take care of the learning sites and camp sites. They had to

ensure that the venues are ready when the tutors and the learners arrive for lessons on Saturdays and during school holidays. As the responsible custodians of learning sites and camp sites, the researcher believed they held valuable information regarding the programme. It was necessary to understand how their role influences the programme. Only 3 of the 5 site managers were willing to be part of the investigation.

The tutors selected to deliver the sessions are sourced from schools within the participating district. They are perceived as the best within the district because they held a record of producing good results in Grade 12 for the past three to five years. In addition, the selected tutors are specialists in the subject they teach and have participated in the SSIP programme for at least 2 years. Two tutors from each of the 3 learning centres (6 in total) and 2 tutors from each camp (four in total) volunteered to participate in the study. This strategy worked in all the three learning centres and the camps. Consequently, a total of 10 tutors participated in the study.

Learners were requested to willingly volunteer to participate in the programme and no personal information would be discussed while participating. Their participation was focused only on the programme. In all the learning centres and residential camps, the interested learners were informed during the observation of the lesson presentations about their participation mostly through interviews. Although a number of the learners were willing to participate in the study, the time to meet with the learners determined the availability and possibility of scheduling the meeting. The researcher then planned to meet with learners during their lunch breaks, which were longer than their short breaks. A total of 10 learners (two from each site - the three learning centres and the two camps) made themselves available for semi-structured interviews.

As qualitative case study requires a small number of participants in research, a total of 24 individuals participated in this process evaluation research investigation. The identified participants were seen as appropriate to provide comprehensive information and understanding of the programme under study. The selection of participants was guided by the research question of the study (Sargeant, 2012). Below is the general demographic data of the process evaluation research participants in a nutshell:

**Table 4.1: The general demographic data of the participants in the programme**

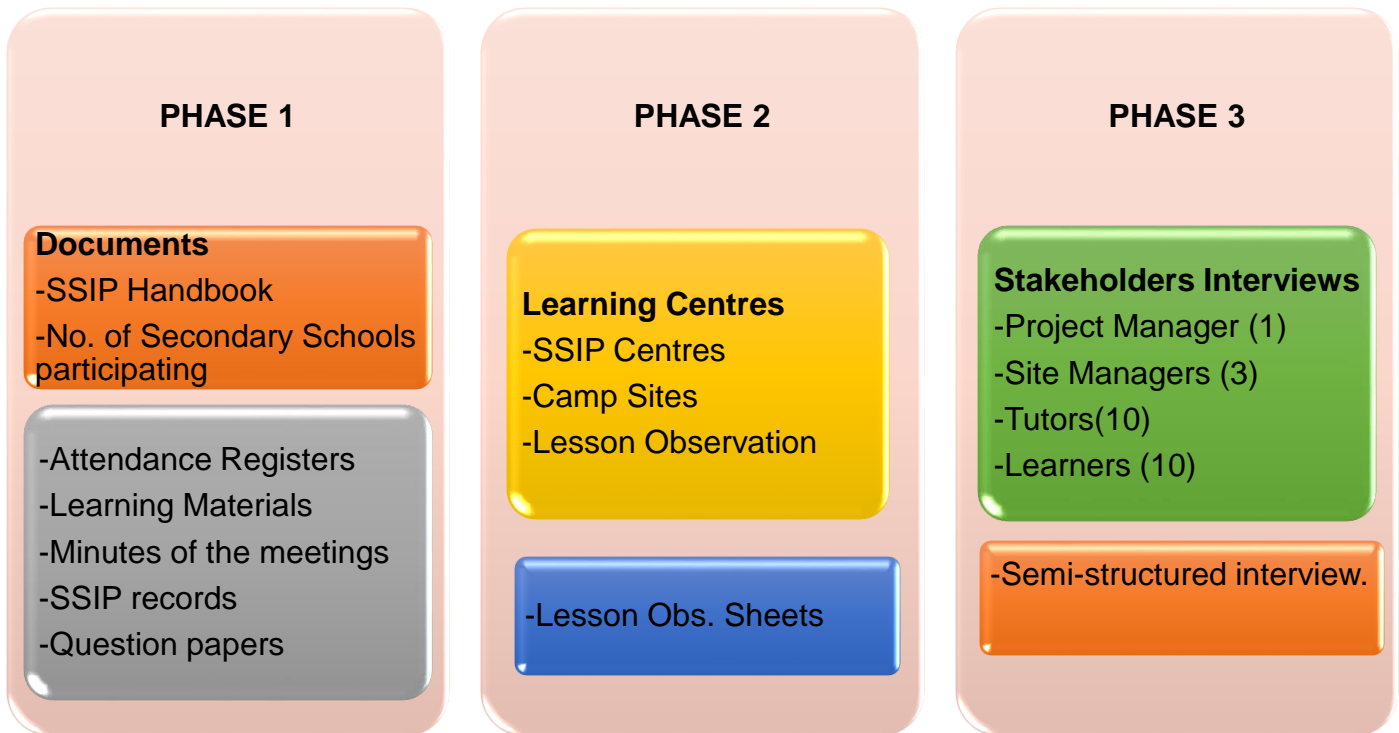
RESEARCH PARTICIPANTS									
Participants			Sex	Numbers	Learning Sites			Camp Sites	
Location					S	W	X	A	B
Special Projects' Manager	Project		Males	1					
Site Managers			Males	3	1	1	1		
Tutors/Teachers			Males	5	1	1	1	1	1
			Females	5	1	1	1	1	1
Learners			Males	5	1	1	1	1	1
			Females	5	1	1	1	1	1
				<b>24</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>

#### 4.4.2 Data Collection

The collection of data is a very unique and crucial aspect in any research process because it employs a variety of techniques to collect data. However, it depends on the research question and the choice of the researchers' method/s to employ certain techniques. The researcher should understand the chosen method to be used to collect information in a study. The data collected is designed to contribute to a better understanding of the theoretical framework, which guided the methodology and analysis of the phenomena under study (Grant and Osanloo, 2014).

In order to understand how the SSIP intervention programme was delivered, it was imperative to gain insight into how the programme is being delivered from the facilitators to the recipients of the programme (Kahan, 2008; McCawley, 2009; Mouton, 2009). The aim was to offer suggestions on how intervention programmes offered could be improved and make a difference in schools. In addition, this step was taken because the researcher wanted to ensure that the reader understands the procedure, which was followed when data was collected. For this process evaluation investigation the researcher planned to collect data in three phases. The 3 phases are illustrated in the flow chart given below:

**Chart 4.1: Flow Chart - Phases of Data Collection**



#### **4.4.2.1 Phase 1: Review of documents**

The field of qualitative research is broad and cuts across various disciplines and fields of studies but utilises multiple ways to collect data (Creswell, 2013). Documents review is one of the most utilised techniques used in qualitative research to collect data. It provides stable, written records of events and decisions made (Sugarman and Sulmasy, 2010:199). The researcher needed to obtain information to guide the study and to structure relevant questions with information sourced from the statements acquired from the documents.

The researcher opted to review the documents in order to understand and acquire background information about the programme. Reviewing documents afforded the researcher the opportunity to gain a rich understanding of the programme (Prior, 2003:4; Owen, 2014). They provided useful and insightful sources of information used in the planning process of the programme evaluation, such as activities, resources and processes planned for the programme. Of significance, the intensive perusal of programme documents

helped the researcher to construct questions used as a follow up during observation and interviews.

Data were collected from three sources – documents, which included the SSIP Handbook of Rules and Regulations, Minutes of the meetings, Attendance Registers, SSIP Records and the compiled previous question papers. Although, the SSIP Handbook is regarded as a policy document, the researcher found it to be more of a guideline document than a policy document. No policy documents regarding intervention programmes were available. Notwithstanding, it was necessary for the researcher to review all the documents available in order to understand the issues about the programme and establish whether the necessary procedures were clearly stated or outlined.

#### **4.4.2.2 SSIP Handbook of Rules and Regulations**

The advantage of reviewing documents is that it helps the researcher to understand the operation of the programme and the organization in which it operates (Harrell, Burt, Hatry, Rossman, Roth and Sabol, 1999; Kahan, 2008). The documents from the district were made available for the researcher to assess and examine the issues related to the delivery of the programme. By examining the SSIP Handbook of Rules and Regulation, the researcher wanted to establish whether the handbook provided guidelines for the delivery of the programme. This included the following:

- goals of the programme including aims and objectives
- duration of the programme
- criteria for selecting participating secondary schools
- approach to the programme
- selection of tutors
- training of tutors
- learning materials
- subjects offered
- delivery of lessons

The above-mentioned information was needed to guide the development of the investigation questions and for analysing the final data before engaging in the process. This is in agreement with Patton's (2008) view that reviewing existing documents is advantageous in that it helps the researcher to better understand the programme and its organization. Furthermore, it also helps in formulating interview questions and developing questionnaires, focus groups and an observation guide.

Information from existing documents, for example, the SSIP Handbook, which provided guidelines for the intervention does not necessarily indicate that whatever is outlined will be followed to the letter. It only tells what should be done and not whether it was actually done (Magalakwe, 2006; Prince, Felder and Brent, 2007). Thus, the researcher wanted to establish whether the tutors as facilitators of the programme followed the guidelines as prescribed without deviations. If there were deviations, this would be explored during the interviews.

#### **4.4.2.3 Minutes of Meetings and Attendance Registers**

The documents such as the minutes of meetings, attendance registers and other SSIP records allowed the researcher to learn about the different areas (Fischer and Zigmond, 2006) of the programme. For example, in the meeting with the site managers and school principal the discussion revolved around planning the upcoming residential camps. Such meetings were scheduled for the purpose of reporting, raising concerns and planning for future events. This included recruitment of additional tutors and agreement letters to be signed by the parents. Of significance in that meeting was the selection of the learners who would attend the camps since not all learners were given that opportunity. Attendance registers informed the researcher about the attendance of additional classes and the actual numbers of students attending Saturday and School holiday classes. This information was needed to help the researcher in the analysis of the findings in the next chapter. Unlike observations and interviews, which are discussed in the next sections, documents and any form of records were readily available, not reactive and inconspicuous (Taylor, 2009). For example, the records of the expected number of learners per subject from the feeder schools to each learning centre, the attendance registers, minutes of the meetings and SSIP Handbook of rules and regulations were e-mailed to the researcher upon request.

#### 4.4.2.4 Phase 2: Observation of the Lessons

Observation of lesson presentation was one of the techniques used in this study. Various techniques can be applied to collect observational data. This also depends on the purpose of the study, which then informs the utilisation of a particular approach, which may include participant observation, field observation, qualitative observation, direct observation or field research (McMillan and Schumacher, 2010; Gillham, 2008). Mertens (2009) and Chen (2014) are of the view that the evaluator directly watches and notes all the activities taking place when using the observation technique to collect data. In other words this technique deals with external behaviour in a controlled or uncontrolled situation. Terre Blanche and Durrheim (2004), on the contrary, emphasise that observation is about using eyes first and ears second. This means through watching and listening, the observer is able to see what the people are doing, when they do it, how they do it and where they do it. Thus, the information is gathered at the natural setting and recorded as the activity takes place.

According to Terre Blanche and Durrheim (2004:393), the observation is systematic whereas Babbie and Mouton (2009:293) consider it as simple observation where the researcher remains an outside or a hidden observer. Either way, the subjects under study do not have to know that they are being observed, otherwise they might behave differently. The researcher would observe the behaviours of the people as they interact or relate with each other in a natural context over an extended period of time and take notes in order to describe what actually occurred (McMillan and Schumacher, 2006). The observer may be hidden and watch as situations unfold in a natural setting and the subjects under study may not be aware of the researchers' presence (McMillan and Schumacher, 2006; 2010). If subjects are aware that they are being observed, Terre Blanche and Durrheim (2004) argue that they would not behave in a natural manner.

Other researchers prefer spending more time at the setting and become more involved in their participation in the observation process (McMillan and Schumacher, 2006) with the view of collecting as much information as possible. The observer then becomes a member of the group or becomes fully involved in the setting under study and is perceived as a participant observer (Terre Blanche and Durrheim, 2004: 134; Babbie and Mouton, 2009:293). In participant observation, Biklen and Bogdan (2007) argue that the researcher



enters the world of the people he/she plans to study, gets known and trusted by the participants, strives to observe and record information within the context and experiences the symbols that are relevant to the participants. This requires time for the participant observer to develop an insider view of learning and what exactly is taking place in the natural setting under study. As such it is difficult to determine how long the observation will last. Notably, the length of a study is determined by resources, interest of both the participants and the observer and the needs of the observer (Patton, 2008:265).

Although the participant observation method seems appropriate for this evaluation research due to time constraints and the lack of resources, the researcher employed direct observation. The researcher was interested in understanding how the programme is used to reach the learners participating in the programme. The researcher directly observed the teaching strategies employed by the tutors in the programme. Specifically, the researcher observed how the supporting learning materials were used by both the learners and the tutors. The observation took place in real settings where the tutors applied their knowledge of the subject thus displaying their classroom practice skill and their interaction with the learners. An observation tool was used to make notes and record their observations (see Appendix D).

Ten tutors were observed while presenting their lessons and each of the lessons observed lasted for one and a half hours. The lessons presented were observed in all three learning centres and the two camps in a natural setting for the phenomena under study. The researcher occupied the status of a non-participant observer (Creswell, 2013) and it was not the researcher's plan to appraise the tutors at the end of each of the lessons observed. As the researcher was mainly interested in observing the perceived best teaching practices during the lessons, her observation included the various modes of delivery, the pre-packaged materials used by the tutors and the learners, participation of the learners, the setting and ambience of each of the learning sites not to the exclusion of any interesting aspects that arose as the lessons developed. The interviews of the various stakeholders followed after the lessons had been observed.

#### **4.4.2.5 Phase 3: Interviews in Evaluation Research**

The commonly used approach to collect data in qualitative research is through interviews. The interviewing exercise that is most popular in gathering qualitative data is the interactive one. An interactive qualitative interview requires interaction between an interviewer and the interviewee (de Marrais and Lappan, 2004; Bobbie and Mouton, 2009). The selected person/s interact(s) face-to-face with the interviewer. Similarly, Polkinghorne (2005) asserts that a qualitative interview is a one-to-one session in which the researcher asks a series of predetermined questions as well as probing questions. However, the interviewer needs to establish the general direction of the conversation (Babbie and Mouton, 2009) and various questions are raised as the conversation develops. The participant should be given the opportunity to do most of the talking and share experiences and knowledge of the issue under discussion. So the interviewer does less talking and more listening. Mayoux (n.d.) concurs with other researchers that central to qualitative research is simply talking and listening to people.

The conversation in an interview should always focus on questions related to the phenomena under study in order not to confuse the participant. The participants were asked questions about their thoughts, opinions, perspectives or descriptions of specific experiences in terms of the SSIP programme. In so doing, the researcher tried as much as possible to elicit information and learn more about the issue at hand by digging deeper into the knowledge and experience they had about a particular phenomenon (de Marrais and Lappan, 2004:53; Killion, 2008). This can be done by using of different kinds of interview strategies. The different kinds of interviews are used to solicit information on the subject of discussion and depend on the purpose and theoretical framework of the study. Similarly, de Marrais and Lappan (2004) and Sudsawad, (2007) are of the view that specific types of interviews are employed and that this depends on the kind of knowledge and information required by the researcher. Thus, interviews are conducted for specific purposes, are informed by a set of assumptions and use labels to describe the purpose for conducting the interview (de Marrais and Lappan, 2004). This means that the gathered information may direct the research and it is at this stage that the researcher discusses approaches used in interviews.

## **a) Approaches Used in Interviews**

There are varied reasons for conducting interviews. For example, interviews may be used to gather information in response to evaluation objectives; assess instructional changes or innovations; acquire in-depth information; validate other methods; test hypotheses; describe and understand the meaning of certain issues; use in a multi-method evaluation design to follow up unexpected results and probe into issues of interest and source stories from the experiences of the participants (Cohen et.al. 2002:268; Kvale, 2006). De Marrais and Lappan (2004:52) argue that interviews are used when the researcher wants to gain in-depth knowledge from the participants on a particular phenomenon, experiences or set of experiences. In this way, the researcher enters into the perspective of the other person to make sense of the meaning they make of their experiences (De Vos, 2002:298; Kvale, 2006).

Interviews are used extensively in evaluation research and across all disciplines of social research. In so doing, the researcher applies different approaches to source information as a way of collecting data by interviewing people. This depends on various aspects: the nature of questions asked, the number of people involved, the degree of control over the interview by the interviewer and the setting in which the interview is taking place (Rubin and Rubin, 2012). The commonly used forms of interviews are structured, semi structured or unstructured interviews. The focus of the next section is the discussion about semi-structured interview and the reason why it was seen as most relevant for this undertaking.

## **b) Semi-structured interviews**

The semi-structured interview method is perceived as the most appropriate method for collecting data for its interactive uniqueness (McMillan and Schumacher, 2010) in which the interviewer interacts face to face with the interviewee in order to obtain valid and reliable information (Seidman, 2006). The conversation becomes meaningful and purposeful in that further questions are built and explored from the participants' responses to those questions (Seidman, 2006). Rubin and Rubin (2005) further argue that semi structured interviews are used when the interviewer is interested in gaining understanding, knowledge and insight of a particular phenomenon from the respondent. However, the interviewer establishes the

general direction of the conversation (Babbie and Mouton, 2009) and various questions are raised as the conversation develops.

Additionally, semi-structured interviews and structured interviews are closely linked. Semi-structured interview questions are listed as closed questions; although they are not highly structured and not limited by specific questions in a set order and are not followed to the letter. Therefore, they can be regarded as unstructured because the respondent has the flexibility to respond freely as she/he deems fit. For the purpose of this investigation, the researcher adopted this approach.

The semi-structured interview is considered a unique method of acquiring data that is unobtainable in any other way. For example, things such as past events which occurred out of the researcher's sphere of observation, or the way things used to be, would require the researcher to elicit such information through interviewing people, in order to gain an understanding of the historical perspective on a situation of interest. In this case, the interviewer would be searching for specific information and knowledge, which is in the domain of selected individuals.

Research literature informs us that there is a relationship between structured interviews and semi-structured interviews. In both interviews the interviewer is interested in understanding the knowledge and insights of the respondent. In the semi-structured interview the formulation of the questions happens spontaneously as the interview moves into unanticipated areas. In unstructured interviews very few questions are asked by the interviewer and the participant says what she/he believes is important or relevant to the topic. This suggests that in both cases the participant is somehow in control of the situation by determining the direction of responses.

The semi-structured interview method was chosen as the most appropriate method for collecting data. This data collection method was chosen for its interactive uniqueness as suggested by McMillan and Schumacher (2010: 321 - 322) in which the interviewer interacts face to face with the interviewee in order to obtain valid and reliable information (Zohrabi, 2013). This interactive technique becomes a meaningful and a purposeful conversation (Kvale and Brinkman, 2009; Galetta, 2013) in which further questions develop from the

participants' responses (Seidman, 2006) and urges the interviewer to probe and explore the participant through further questioning.

In addition, the researcher decided on using semi-structured interviews because the approach is flexible (Owen, 2014) and allows the researcher to probe the interviewee with further questions in order to confirm and understand what he/she heard as the conversation develops until they are satisfied with the responses and no further questions can be asked. As an interpretive constructivist researcher, she employed this interview strategy to find out how participants perceive what happened regarding the programme for example, or how they understood the object under study. This approach helps the researcher to construct or generate meaning out of probing and listening to the conversation (Rubin and Rubin, 2005:27).

The researcher used semi-structured interviews to gain insight into the participants' knowledge and experience on the SSIP programme. This technique was structured and used according to the needs of the enquiry and the level at which the participants understood the programme and/or were involved in the SSIP project. Questions were structured to elicit as much objective information as was possible about the delivery of the programme and the material provided. The researcher prepared a list of basic questions (see Appendix E) that were used to guide the interview. However, further questions developed as the conversation continued and the researcher probed for clarity. The researcher prepared the main question, which focused on the research problem that helped to guide and pursue the in-depth or further questions. The follow up questions were asked for further explanations and/or clarity. In this case, the participants were in control as they were allowed to do more of the talking while the interviewer was listening and taking notes. The researcher jotted down notes and used the tape recorder to record the conversation with the permission of the participants. The researcher did not want to miss any valuable information.

#### 4.4.3 Data Analysis

With the help of a professional data analyst, the researcher commenced with her data analysis while the process of data collection was underway. Research indicates that it is not unethical to analyse data while collecting data as this process allows the researcher to continue making findings (Mertens, 2005) about the already collected information. These on-going findings help the researcher to modify the data collection process for further investigation until saturation of data collection has been reached (Creswell, 2012). Analysing data while being compiled revealed gaps perceived by the researcher in the programme. The researcher noted that the most important aspect of training of tutors prior to the delivery of the programme was neglected and this was pursued during one on one interviews.

Nonetheless, in trying to make sense of the collected data, the researcher searched for meaning through direct interpretation of what she observed during the presentation of the lessons, the reports from the meetings and other documents as well as the experiences reported by the tutors and the learners participating in the programme. Bogdan and Biklen (2006) describe qualitative data analysis as "working with data, organising it, breaking it into manageable units, synthesising it, searching for patterns, discovering what is important and what is to be learned, and deciding what one will tell others". The researcher broke up the data into manageable forms in order to discover patterns, concepts, themes and meaning from the tools used in the process evaluation of SSIP.

To establish patterns, the researcher organised and categorised data into themes. Although the process is complex and time consuming, it is learning process, which helped the researcher to understand what was taking place. Strauss and Corbin (2008) regard the process as open coding whereby the initial interpretive process of raw research data are first systematically analysed and categorised. The researcher used open coding to break down the data into fragments in order to interpret it (Masinter, 2005; Charmaz, 2006; Boeije, 2009). This includes the labelling of concepts, defining and developing categories based on their properties and dimensions. The researcher then identified the concepts and placed them into categories in order to uncover the ideas and the meanings held.

To make sense of the collected data the researcher applied this complex process of reducing the raw data into manageable concepts and grouped them into categories and explored key themes and patterns, in order to arrive at a meaningful and justifiable conclusions based on the analysis of the data. The created categories helped the researcher to compare and contrast between patterns and reflect on patterns to make sense of the complex threads that developed. These processes were complex and cumbersome because they involved moving forward and backwards between concrete bits of data and abstract concepts, between inductive and deductive reasoning and between description and interpretation (Mpya, 2007).

The researcher collated the data from 24 interviews, the handwritten notes that were jotted down during the observations of the lesson presentations, as well as the notes made while examining the programme documentation such as the attendance registers, teaching and learning materials and the Handbook of SSIP Rules and Regulations. Multi-dimensional categories were created and provided a preliminary framework for analysis.

#### **4.4.4 Trustworthiness**

Trustworthiness illustrates the worthiness of the project to the reader, so as to understand the quality and value (Loh, 2013) undertaken when evaluating this intervention programme. The trustworthiness of the project in qualitative study includes credibility, dependability, conformability and transferability (discussed in chapter one). To ensure credibility, the researcher reviewed SSIP documents, observed tutors delivering lessons used to improve learners performance and interviewed a number of stakeholders to learn more about the programme and allow participants to share their experiences regarding the programme. The stated activities required an extended period of engagement (Zainal, 2007) with stakeholders involved in the programme, in order to build a relationship. A relationship of trust developed between the researcher and stakeholders. Stakeholders gained confidence over this period (from 2013) as the researcher kept on visiting the different venues to talk about different issues and their experiences regarding the programme.

Dependability was ensured through the use of document review and observation of presentations of different lessons and interviews with voluntary participants. This resulted in

triangulation by using different methods of collecting data in order to enhance the credibility of research findings. To detect consistency in this process, coding and recording procedures were followed and used during the analysis of findings. Dependability was also ensured through following the researcher's plan, reviewing field notes and transcribing the field notes from the interviews and findings of the data. The researcher used a schedule but the scheduled was not strictly followed because of unforeseen circumstances: the person who transcribed the interviews fell ill and the process was delayed by two weeks.

To adhere to the measures of conformability, the researcher verified whether the participants understood the issue under study or not and whether the participants understood the meanings they gave to their experiences or not. The researcher was careful not to influence the procedures applied by tutors when presenting their various lessons and their interactions with learners as well. The compiled field notes were kept in a journal file and all observed activities and actions that took place during observation were recorded in writing and kept safe in a file. As a lecturer, it was critical to be prudent and to avoid using expert knowledge of the delivery of lessons and of different teaching methods. To guard against this bias, the researcher continued to examine her views, emotions and attitudes during the data collection process to ascertain how this may influence the investigation as she was expected to act neutral (Given and Saumure, 2008). This was also important to guard against tainting the investigation and ensuring that the process evaluation was free from bias as suggested by Green (2011:62).

One of the most important aspect in trustworthiness is the ability to generalise what has been learnt from the findings of the study and apply these findings to other contexts. As this case study focused on a single situation and in one district, used purposive sampling and a small number of participants, it was not possible to generalise these findings as expected in a quantitative study or even transfer the findings to other situations. This problem was addressed by providing a thick description of the study to achieve external validity (Lincoln and Guba, 2008) and enhancing transferability of findings to other contexts. It is the responsibility of the researcher to provide detailed information of the findings as is the case with this process evaluation study to help the reader to make an informed decision (Houghton, Casey, Shaw and Murphy, 2013) in case they would want to utilise the study and adapt it to other programmes. In this case study, the thick description of the observation



of teaching practice and stakeholders' interviews were provided so that future readers can learn from this process evaluation and make informed decisions prior to applying the findings and recommendation in other settings.

**Table 4.2: Summary of techniques applied to enhance Trustworthiness**

<b>Criteria</b>	<b>Techniques Applied</b>
Credibility	Reviewed SSIP documents
	Observed Tutors
	In-depth, semi-structured interviews
	Verbatim accounts of interviews
	Participants' quotations used to illustrate meaning
	Tape recordings used as evidence
	Member checking: evidence was confirmed with participants
Dependability	Documents
	Triangulation
	Observation of lesson presentation
	Interview audit
	} Review
Conformability	Hand written notes and records kept in files
	Act neutral to avoid biasness
Transferability	Generalisation of findings possible
	Transferred to other contexts
	Adapted to other programmes

#### **4.4.5 Ethical Measures**

The Provincial Department of Education granted permission and the district concerned was notified of the intention of the researcher. This meant approval to evaluate SSIP was approved by GDE prior to the commencement of the investigation. As the district acted as the custodian of learners participating in the programme, consent to participate in the programme was given by the participating district. In addition, the researcher adhered to the guidelines as stated by the Ethical Committee of UNISA who approved the research design of the planned intervention programme investigation prior to collecting data.

In order to protect the rights and welfare of the subjects who participated in the study as suggested by McMillan and Schumacher (2010:15), participants were fully informed about the evaluation research. The purpose of providing this information prior to the commencement of data collection was to allow participants to decide whether to participate in this undertaking or not. Their participation was voluntary and participants were at liberty to withdraw from the study if they felt uncomfortable at any time. Creswell's (2012) admonition regarding the importance of confidentiality and anonymity to protect participants' identity helped the researcher to assure participants that their identity would be protected in that their personal details such as their names and the name of their schools would not be revealed. Furthermore, all sources of information for the data used in this study have been acknowledged.

#### **4.4.6 Closing Remarks**

This chapter provides the description of the research design and methodology for the process evaluation of the SSIP. Firstly, the rationale for undertaking this empirical evaluation is explained and the researcher clarified her philosophical position for the reader to understand her perspective, elaborated on the evaluation research approach used in this study. This section also contains description of different aspects of triangulation, describing its use in process evaluation. Secondly, evidence for planning how process evaluation is conducted and the description thereof is provided, as well as detailed information of the case study research sites, participants and the 3 phases of data collection. This descriptive process contributed to triangulation as discussed in the chapter. Thirdly, the methodology

as described in the study was used to improve the authenticity and trustworthiness of the evaluation research undertaken and the ethical measures were also highlighted.

The next chapter presents the findings and analysis of process evaluation of SSIP.

## **CHAPTER 5**

### **PRESENTATION OF EVALUATION FINDINGS AND ANALYSIS OF DATA**

#### **5.1 INTRODUCTION**

The previous chapter presented a detailed outline of the methodology used in this study including the procedure, which had to be followed when collecting relevant information. This chapter focuses on process evaluation findings and analysis of data sourced by means of examination of SSIP documents, direct observation of classroom teaching practice, field notes obtained from the observation of lessons at different sites and in-depth semi-structured interviews with a number of the stakeholders. To carry out this task efficiently and effectively required the reiteration of the main research question to serve as a background to the qualitative process evaluation investigation.

#### **5.2 BRIEF ANECDOTAL REPORT ON DATA COLLECTION PROCESS**

The section that follows provides information pertaining to the process in which data for the intervention programme was collected. The purpose of providing this information is aimed at relating the researchers' narrative and the procedure she undertook from identifying the district, seeking permission from Gauteng Department of Education, meeting with the District Officials to the actual evaluation research of SSIP.

##### **5.2.1 Background: The District as the Research Site**

The participating district consists of 36 secondary schools of which the learning sites or centres are clustered according to the areas in which schools are located. The information for the study was obtained from secondary schools that are identified as underperforming schools, located in the district of Tshwane West in Gauteng Region. Underperforming secondary schools are those schools that did not meet the targeted expected pass rate in the previous years' matric results.

The underperforming secondary schools from one area were grouped together and clustered into 8 learning sites. Learners from the identified underperforming secondary

schools are bussed to a central venue where they congregate and tuition is offered. The learning sites for the research investigation were selected by the Manager responsible for Special Projects in the district.

### **5.2.2 The Learning Sites/Centres as Data Collection Sites**

The purpose of bussing learners to a common venue is to ensure that all classes start on time. A site manager is identified from the site management pool in order to manage the identified site. This means the site manager can either be the school principal, deputy principal or Head of Department from the location where additional classes were held. Each learning site can accommodate approximately 1000 learners from different schools around the area. In order to encourage the learners to attend additional classes, they are provided with food (during short break and lunch time) to keep them at the centre for at least seven hours on a Saturday. Data were also collected from the residential camps.

### **5.2.3 The Residential Camps as Data Collection Sites**

The camp sites for learners are arranged for the first week of October for five days. The learners are relocated from their respective underperforming schools to the identified camps. The camps are arranged to accommodate learners from Level 1–4. Learners in these levels (1–4) are those whose performance in the preliminary examinations in each subject ranges from 0% to 40% in each subject. The purpose of sending the learners from this bracket is to encourage them to focus on the upcoming final year matriculation examination and motivate them to improve their attitude towards learning.

Sending a large group of learners to camps requires prior planning for accommodation, catering and a programme for a week as well as tutors who also have to be away from their schools. Camp leaders are identified to organise the schedule for the week to manage each of the camps. Each camp accommodates approximately 500 to 750 learners. As such due to limited areas at the camp sites where classes can be held, tents are erected and used as classes to accommodate the learners from within this particular district for different subjects. Tutors are also appointed to facilitate learning at the respective camp sites. An intense programme is scheduled for a week.

#### **5.2.4 Seeking and Obtaining Permission**

Permission to conduct this investigation was sought from the GDE as custodian of the district and schools in the Gauteng province. Application to conduct research in the district was organised through the Gauteng Provincial Department of Education (GDE). Through the provincial Department of Education permission was granted and the district of concern was notified of the intention of the researcher. Upon arrival at the district, the Head of Department (HoD) of Policy and Planning in the district had already received communication from Head Office, GDE. In addition, the researcher obtained permission to interview volunteer learners from the management of the project in the district as the custodian of the schools and the participants. Saturation of data was reached after 24 interviews with stakeholders participating in the programme.

#### **5.2.5 Sample Procedure**

Purposive sampling was used to select the sites and the participants of the study. Purposeful sampling is selected due to its rich information (Patton, 2001) for it is seen to have the ability to provide in-depth information for the study under investigation. The selection of the sample was based on the judgment of the project manager and motivated by the purpose of the object of the study. Although, the researcher might have had knowledge of the population in the district, in the case of this study the district project manager provided directives to the researcher as to which learning sites would provide valuable information. Out of the eight sites that offered the programme under study in the district only three sites were selected to participate in the investigation. The units selected in the sample would help the researcher to unearth the reasons why certain things did or did not happen (Eysenck, 2004) in the intervention programme under investigation.

#### **5.2.6 Providing Information to Participants**

Upon receiving approval from Head Office (GDE) as well as the district to access the natural setting where the programme is being offered, consent from parents of learners participating in the programme was sought through the district office. However, participants needed to have a clear understanding of the purpose of the study and be fully informed

about the programme and what the researcher aimed to achieve. Of great importance was to clarify the risk involve in the research if any as well as the demand placed upon participants (Best and Kahn, 2006; Jones and Kottler, 2006). Evaluations of education intervention programmes such as SSIP are usually non-threatening. Participants were also informed of their rights to withdraw from the study if they are not comfortable of the issues under study.

Prior to the collection of data, the researcher met with various stakeholders involved in the SSIP programme to inform them about the research being undertaken, provided reasons and the purpose of the study as well. The researcher also provided a permission letter from GDE that informed stakeholders about the research and why the research needed to be conducted. Interesting enough, the researcher had to carry the letter wherever she went in case a department official demanded to see it. The letter was critical as a way of gaining trust and support from those interested in the research. Permission was also obtained from each of the participants to use a tape recorder for all interviews.

### **5.2.7 Groundwork for Data Collection**

The researcher was introduced to the secretary who worked directly with the Coordinator of Special Projects. The researcher was informed to schedule appointments with the Coordinator of Special Projects through the secretary and contact her with whatever information would needed. The researcher and the secretary exchanged e-mail addresses and telephone numbers for the purpose of ongoing communication. A working relationship was then established.

In this first meeting with the secretary, the researcher requested documents pertaining to SSIP. No time was wasted, the SSIP documents were e-mailed to the researcher and this included the SSIP Handbook of Rules and Regulations, Attendance Registers, Schedule for classes, List of underperforming Secondary Schools and Clusters, List of Tutors selected to facilitate the programme and the SSIP schedule. The researcher needed these documents in order to understand the project and be informed about the programme. Furthermore, it was important to acquire information about the programme for proper planning. Acquiring information about the programme enabled the researcher to plan what to look for in the

investigation and to structure interview questions (Appendix E), which were planned after observing tutors' lesson presentations.

On the first day of gaining access to each of the three learning centres, a meeting was held with the tutors to explain the purpose of the research. In order to make them feel at ease, they were asked to participate voluntarily in the study and all the ethical considerations were explained. The tutors were also informed that the researcher would need to observe their facilitation of learning in the classrooms and would follow up with an interview thereafter. The tutors wanted to know how often the facilitation observations were going to take place. They were assured that because of time constraints, observation of their teaching would only happen once but they would be interviewed twice.

In the initial interview, the researcher wanted to learn from the participants whereas in the second interview the researcher would want to confirm that all the captured information was that had been expressed verbatim by the participants and verify the recorded notes. The researcher also requested those who were willing to volunteer in the study to video tape their lesson presentation. However, all the tutors were very uncomfortable with the idea of being videotaped; they echoed that it would be intrusive of their personal space and interfered with lesson procedures and the learners. It was agreed that only notes would be taken during observation and that verification of notes taken would be done and validated by follow up interviews. Eventually, two tutors in each of the 3 learning sites (6 in total) and the 2 tutors from each camp (4 in total) volunteered to participate in the study. This strategy worked in all the three learning centres and the camps as well. Consequently, a total of ten tutors participated in the study.

The second round of data collection took place at the camp sites in the first week of October. During this period learners were bussed to two different camp sites on Sunday and resided at the camp for five days. As the two camps were far from each other, at least three hours' drive apart, the researcher scheduled a two-day visit per camp. The researcher was welcomed at each of the camp sites as she was expected. Upon meeting each of the camp leaders on different days the researcher was introduced to the teaching staff (tutors). Because this was a different group of tutors, the researcher met with the teaching staff on the first days at each camp to talk to them about this project and its intention.



In the meeting, the discussion included observation of the lesson presentations as well as a follow up interview to verify what was observed in the presentation. The researcher ended the discussion with a verbal request to tutors to volunteer as none were forced to participate in the study. The tutors at camp A were friendly and receptive of the researcher, while camp B tutors seem to have been compelled to join the camp. In camp A two tutors volunteered to participate in the study whereas in camp B the researcher negotiated with two who showed interest in the meeting but were hesitant to be part of the study. They eventually agreed to participate in the study. In total 4 tutors from the camp sites participated in the study.

The camp sites had a very tight schedule. The researcher met with the tutors separately to schedule a day and time when the observation would take place. At these scheduled meetings, they were assured that their identity would not be revealed and that pseudonyms would be used as this issue seemed to have been a concern to all the tutors. It was important for the researcher to schedule the meetings as she had to travel for each visit.

At the end of this discussion the researcher was taken from class to class to meet with learners. In each class, introductions were made and the researcher was given the opportunity to address learners. Learners were informed about the purpose of the researchers' visit, when and how they would meet for a conversation. Learners were informed about the anonymity of their details and that only those willing to participate are at liberty to do so as no one was forced to participate in the project. Furthermore, it was agreed with the tutors and Site Managers that the meetings with both tutors and learners would be scheduled during breaks and after school.

The third round of data collection was randomly scheduled for the learners. Upon entering the class to be observed, the tutor would introduce the researcher who would be given a few minutes to address the learners. The researcher then explained the purpose of the class visit and what she aimed to achieve. She also assured the learners that she would not interfere with any of their classroom activities while their tutors were busy, and asked them to ignore her presence and continue as usual. The learners were allowed to ask questions if there were any. They were informed that the researcher would like to have a conversation with those learners interested in participating in the study. Learners were then requested to volunteer for the interviews and it was explained that the questions would be based on the

programme and nothing personal would be discussed. In all the learning centres and residential camps the learners were approached during the observation of the lesson presentations. Although, a number of the learners were willing to participate in the study, the time to meet with them determined the availability and possibility of scheduling the meeting. In spite of the tight schedule for both participants and the researcher, she managed to meet with the learners during their lunch breaks (longer than the short breaks) and some met with the researcher at the end of the day.

The following discussion presents a detailed data analysis report designed according to the collection of data through examination of documents, observation of lesson presentations followed by one-on-one-interviews.

### **5.3 DATA COLLECTION PROCEDURE**

Qualitative evaluation research is a broad field and is divided into various disciplines and fields of studies and it utilises multiple ways to collect data (Denzin and Lincoln, 2000: 2). For this investigation data were collected from different sources of documents. The SSIP Handbook is regarded as a policy document as it provided guidelines about the programme. Notwithstanding, it was necessary for the researcher to examine all the documents available in order to understand the planning of the delivery of the programme and establish whether the necessary procedures were clearly stated.

#### **5.3.1 Examining Various SSIP Documents**

In examining various SSIP documents such as the SSIP Handbook of Rules and Regulations, Minutes of the meetings, Attendance Registers, SSIP Records as well as the compiled previous question papers required time to help the researcher address questions as stated in 1.3. These questions examined different areas of the intervention programme to understand how the programme was delivered and improve it where necessary. The study was guided by the stated main question “How is the Secondary School Intervention Programme operating in Tshwane West district being delivered”? However, this main question is supported by sub-questions in order to learn more about the programme. Thus examining the SSIP documents was aimed at responding to the sub-question stated below:

### 5.3.2 Evaluation Question 1: What specific processes were put into place in order to deliver the programme?

The aim of this sub-question was to determine planning and arrangements in terms of inputs or resources made prior to the delivery of the programme. During this phase the researcher examined the documents as stated above. All these documents were sourced from the district.

The documents revealed that the participating district consists of 36 secondary/high schools of which the learning sites or centres are clustered according to the areas in which schools are placed. According to the documents obtained from the district, there are eight learning sites and each site is fed by a number of secondary/high schools located in the area. The number of learners at each site differs. Each site is allocated a number of tutors depending on the number of learners and subjects required. The following is a distribution of the learners and tutors according to each site:

**Table 5.1: Distribution of the Learners per Site**

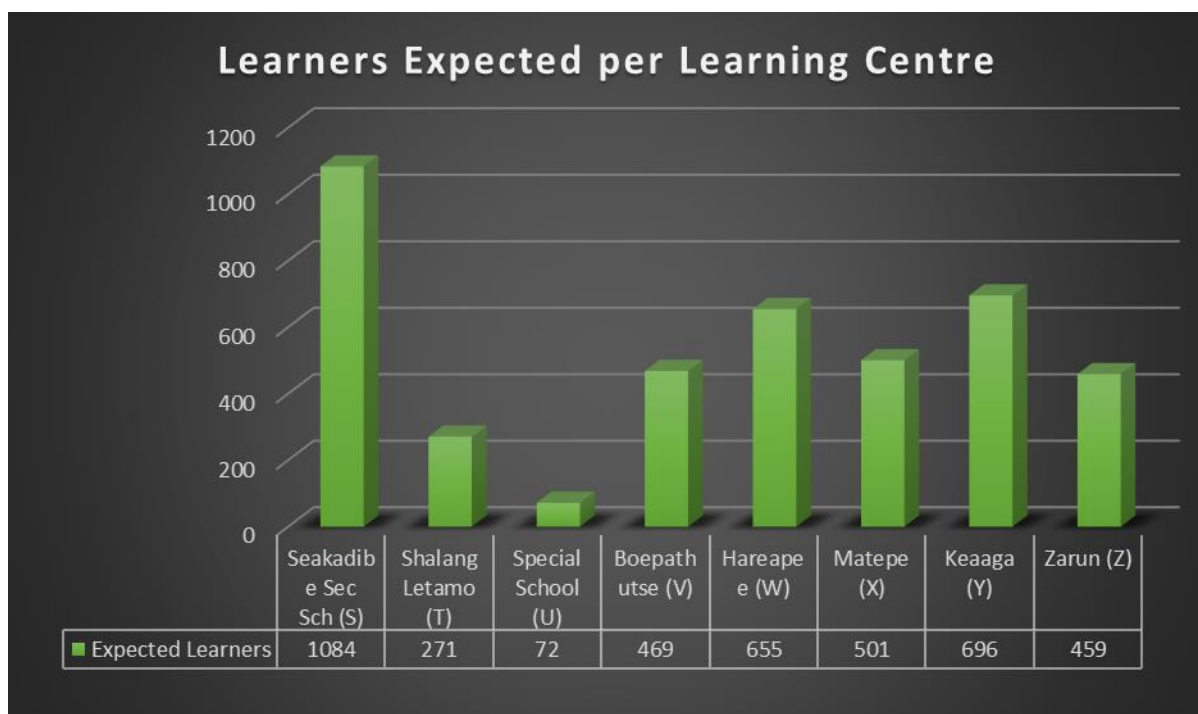
No	Name of Site	Area	No. of Feeder Schools	Learners	Tutors per Site
1	Seakadibe Sec Sch (S)	Soshanguve	6	1084	12
2	Shalang Letamo (T)	Soshanguve	3	271	5
3	Special School (U)	Soshanguve	1	72	4
4	Boepathutse (V)	Mabopane	4	469	7
5	Hareapee (X)	Mabopane	5	501	6
6	Matepe (W)	Ga-Rankuwa	6	655	8
7	Keaaga (Y)	Winterveldt	6	696	9
8	Zarun (Z)	Lotus Garden	5	459	5
Total	8	5	36	4207	56

The table above shows that there are three learning sites in Soshanguve, two in Mabopane and one in Ga-Rankuwa, Winterveldt and Lotus Garden respectively. The learning sites S, W and Y are each fed by six secondary schools. The learning site S is composed of 1 084 learners, while Y has 696 learners and W has 655 learners. These learners are expected to

converge at one centre on a Saturday or during school holidays. The samples for the investigation were sourced from learning sites S, W and Y and were purposely identified due to the large number of learners at each of the selected centres.

The number of feeder schools in an area is not equal. The Feeder Site S has the highest number of learners and Y have a slightly higher number than W. The number of learners at centre sites V, X, Z and T are lower than the sites mentioned before. The learning site U is a stand-alone special school for the deaf and blind learners and this is indicated by the low number of schools feeding the site. It is serving learners with special needs hence the lowest number of learners expected to attend classes at this site. The learners expected at each centre are shown on the chart illustrated below:

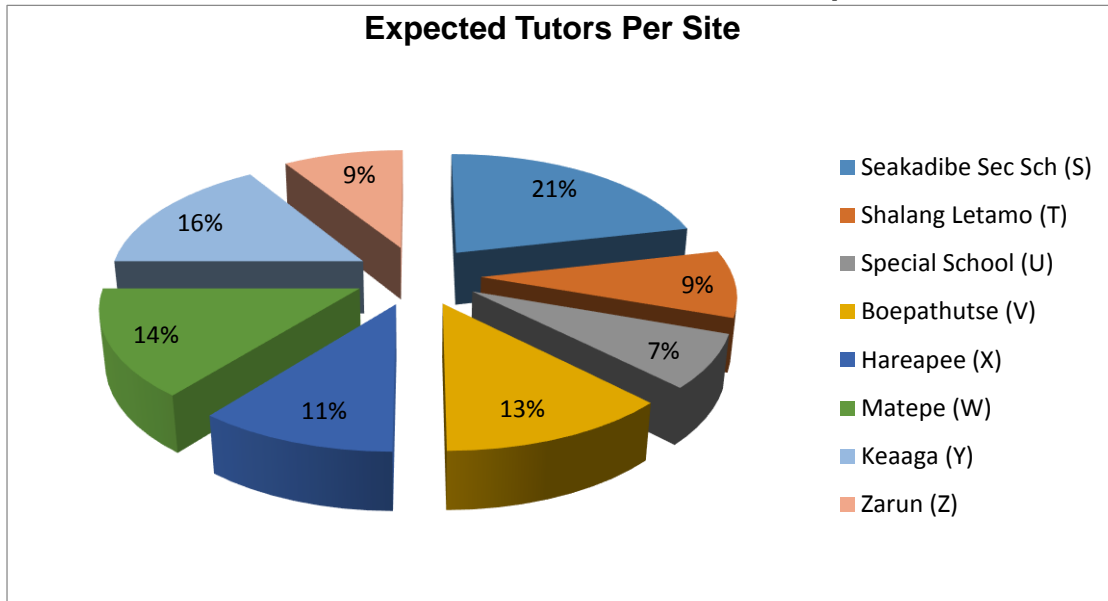
**Bar Chart 5.1: Distribution of the expected learners from the feeder schools**



**a) Number of the Tutors per Site**

Since the number of secondary schools feeding each learning site is not equal, tutor distribution depends on the number of learners expected at each learning site. The larger the number of learners expected at the learning centre, the more the number of tutors at a particular site. The number of expected tutors per site is shown in the chart below:

**Pie Chart 5.2: Distribution of the Tutors per Site**



Learners expected to attend classes at learning site S far exceeds (1084 expected learners) the number of other learning sites. It required more tutors (12) indicated as 21% in the chart. The next biggest number of learners expected to attend classes was learning centre Y (696 expected learners) with 9 (16%) tutors and learning site W expecting 655 learners at the site and requiring 8 (14%) tutors to offer various subjects as indicated in the chart.

The chart above shows that preparations had already been made prior to the commencement of the programme. It shows that secondary schools that performed lower than expected had already been identified, informed about the intention of the district as well as the tutors to facilitate the programme selected and informed in advance. As part of establishing the processes put in place, it was imperative to establish the characteristic of those participating in the programme.

**b) General Characteristics of the Participants and Learning Sites**

The characteristics of the participants involved in the intervention programme include the following variables: qualifications and teaching experience of Tutors facilitating the programme, the SPPM, Site Managers and learners who participated in the interviews and their gender as well.

### **c) The Demographic of the Participants**

The participants involved in the SSIP programme include District officials with the SPPM being the key personnel. The SPPM coordinates the programme and works together with the curriculum facilitators who only monitor the SSIP sites to ensure that tutors are doing what they are employed to do and follow instructions as agreed upon with the GDE. The tutors are sourced from within the district to facilitate the programme and are supervised by the site managers who are appointed to take care of the learning sites and ensure that the venues are ready when the tutors and the learners arrive for lessons on Saturdays and during school holidays. Participating learners were sourced from secondary schools classified as underperforming schools in the district. As indicated in the previous chapter, these learners are bussed to an identified learning centre in the area to receive tuition as a way of supporting and improving their performance in various subjects. The participants volunteered to be observed and interviewed included the Special Projects' Project Manager (male); 3 site managers (males); 5 male and 5 female tutors and 5 males and 5 female learners. A total of 24 volunteers participated in the investigation of the programme.

### **d) Tutors/Teachers as Facilitators of the SSIP Programme**

The tutors selected to deliver the sessions are sourced from schools within the participating district. Being perceived as the best within the district, it was important to establish their qualifications and the years of experience in teaching the subjects offered in the programme. The tutors participating in the programme were found to be in possession of qualifications indicated in the graph below:

**Bar Chart 5.3: Distribution of Qualifications of Tutors Facilitating the Programme**

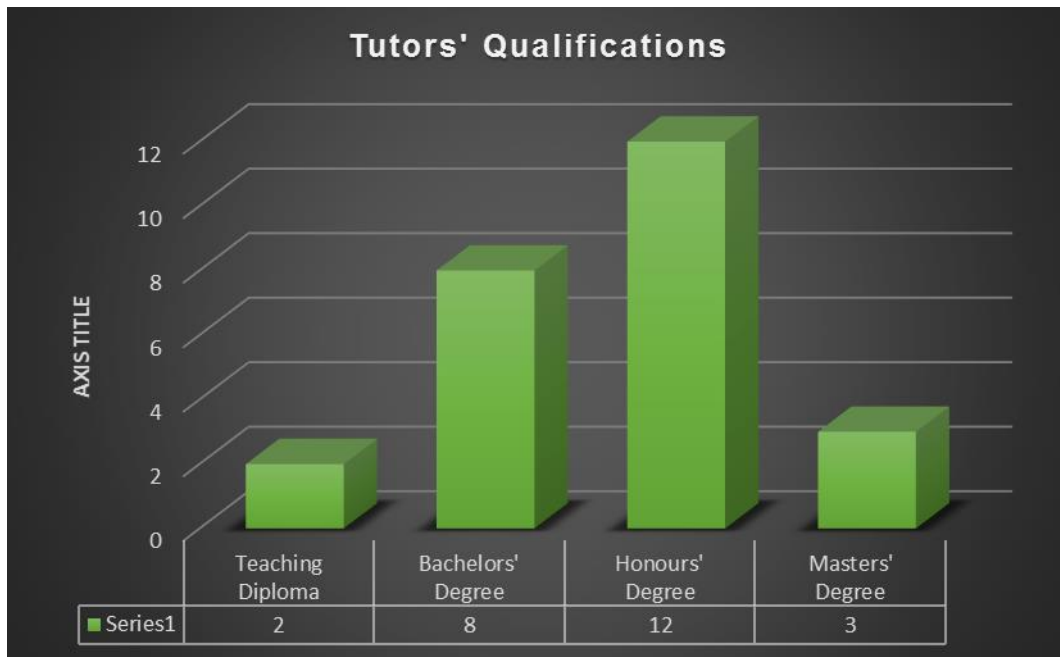


Chart 5.3 illustrates a distribution of qualifications of the tutors participating in the SSIP programme. This illustration indicates that the programme is facilitated by tutors who are suitably qualified in their subject specialisations. Although the tutors facilitating the programme are teachers drawn from secondary schools around the district, most of whom are qualified for the job they are doing, this is obviously not the only criterion used in the selection.

From the SSIP Handbook of Rules and Regulations, the researcher found that the selection of the tutors is based on the fact that tutors selected to facilitate the programme have a good track record of producing excellent results with matric learners for a number of years. Having a good track record means that the selected tutors have produced matric results ranging from 80–100% pass rate. Such tutor/teacher had been teaching Grade 12 in the current and previous years. However, the researcher found that inconsistencies in the appointment of the tutors and their selection is done randomly. This is attested to by the fact that some tutors do not teach Grade 12 classes, as this was pointed out from the interview held with the SPPM.

**e) Years of Experience in teaching the subject**

The researcher established whether the selected tutors have relevant qualifications to teach the specialist subject in Grade 12.

**Table 5.2: Experience in Teaching the Subject of Specialisation**

<b>Subject</b>	<b>No. of Years</b>	<b>Grades Teaching</b>
Accounting (Accounts)	23	11, 12
Mathematics (Maths)	20	10, 11, 12
Mathematics Literacy (Maths Lit.)	12	10, 11
Physical Science ( P. Sc)	17	11, 12
Life Sciences ( L. Sc)	15	10, 11, 12
Geography (Geog)	25	11, 12

Table 5.2 indicates that tutors participating in the programme have a wealth of experience (all of them have been teaching their specific subject for more than ten years). Almost all of them have been teaching the subject from Grades 10 to 12. Only one tutor lacked prior experience of teaching Grade 12; she is currently not teaching the grade and has not yet taught the grade.

The researcher established that in all the learning sites the tutors responsible for Mathematics Literacy are the only ones who have been teaching the subject for less than fifteen years. All tutors, except for one tutor who is currently not teaching Grade 12, have considerable experience in teaching Grade 12.

This investigation revealed that some teachers have been teaching a subject they are not qualified and/or been trained to teach, hence the poor learner performance in those subjects. The investigation also revealed that the district is struggling to find suitable teachers to facilitate Mathematics Literacy as it is a somewhat new subject within the new curriculum. However, the appointed tutors who are not teaching Grade 12 yet have shown potential. The researcher is of the view that this is a way of professionally developing, empowering and grooming such teachers to become the best Grade 12 specialists in the subject in future.



The examination of the SSIP documents as indicated from section 5.2 above revealed that the process of identifying and informing schools that were found to have performed below expectations and selection of tutors, the teaching and learning material, central venues for accommodating learners from various secondary schools and site managers were in place. This means processes or rather planning inputs required for the delivery of the programme were in place prior to the delivery of the intervention. However, reports about the training of tutors in preparation for the delivery of the programme were not available. Nonetheless, this was explored during the interview with various stakeholders participating in the programme.

### **5.3.3 Evaluation Question 2: To what extent are the intended processes operationalised effectively?**

In order to understand how the programme is delivered to the targeted population, it is necessary to observe tutors' lessons representation as well as interview tutors immediately thereafter. Prior to this observation, it is imperative to comment on the various learning sites where the intervention is offered. The school buildings are huge, modern, standing on spacious grounds and visible from the main roads. One of the learning centres (Y) is a double story building and very conspicuous from afar. All of the three learning centres buildings are spacious and may accommodate at least 30 classrooms, a library, laboratory, consumer studies centre, centre for technology but none of the latter four are available.

It was also necessary to establish the number of learners expected to attend classes per month per subject and the numbers of learners who actually attended classes. This information was needed to establish whether learners value the intervention support provided by the district by attending the learning centres or classes on weekends. In the literature it is indicated that providing additional classes is one of the strategies to help learners improve their performance and this will eventually increase the pass rate in their schools and the district as well.

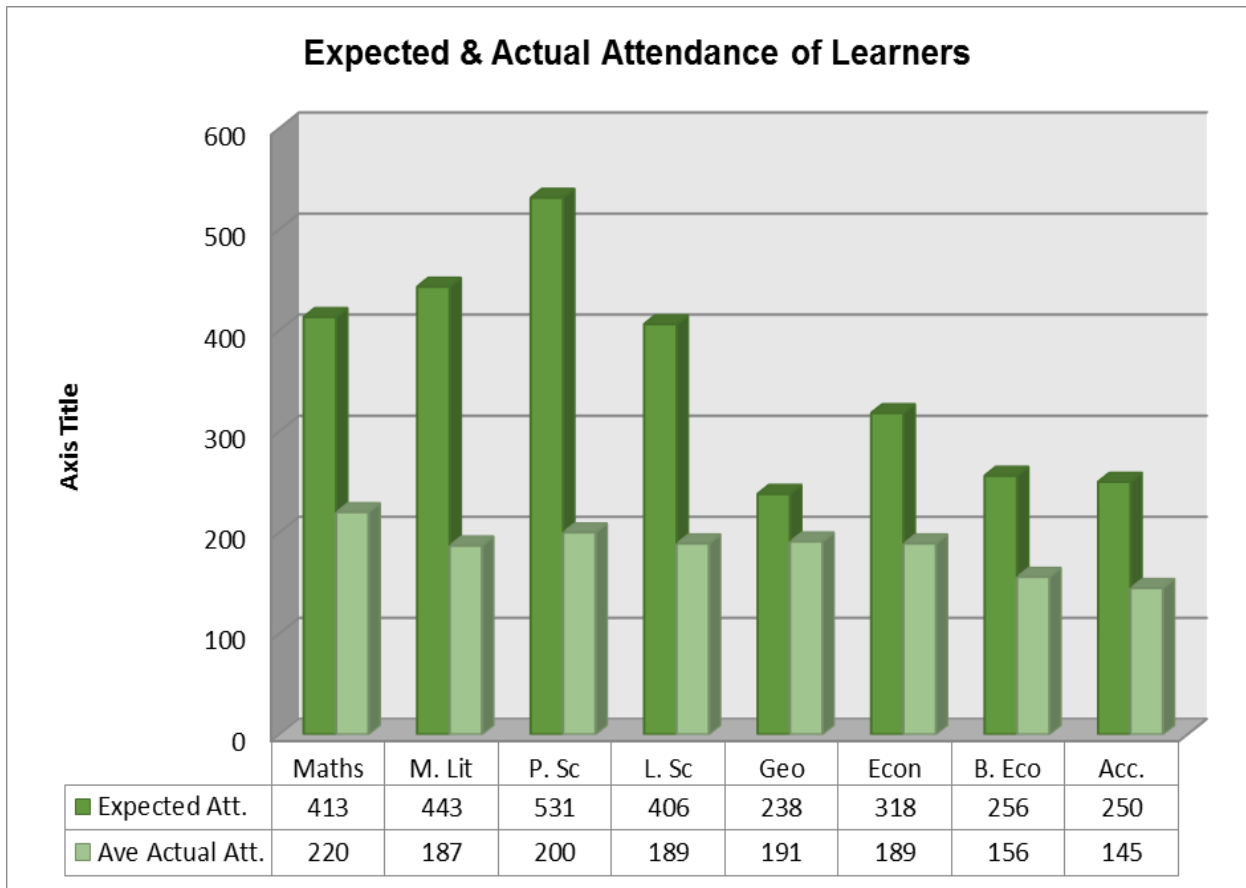
#### **Expected Number of Learners from Feeder Schools per Learning Site**

The Attendance Register documents used indicated the number of learners expected to attend Saturday classes at each of the participating sites. The chart below displays the number of learners expected to attend classes for each of the planned subjects. This also

includes the actual number of learners who attended classes per month. Subjects such as English Additional language, Afrikaans and African languages are not included in the chart below:

**a) The Number of Learners Expected in Learning Centre S**

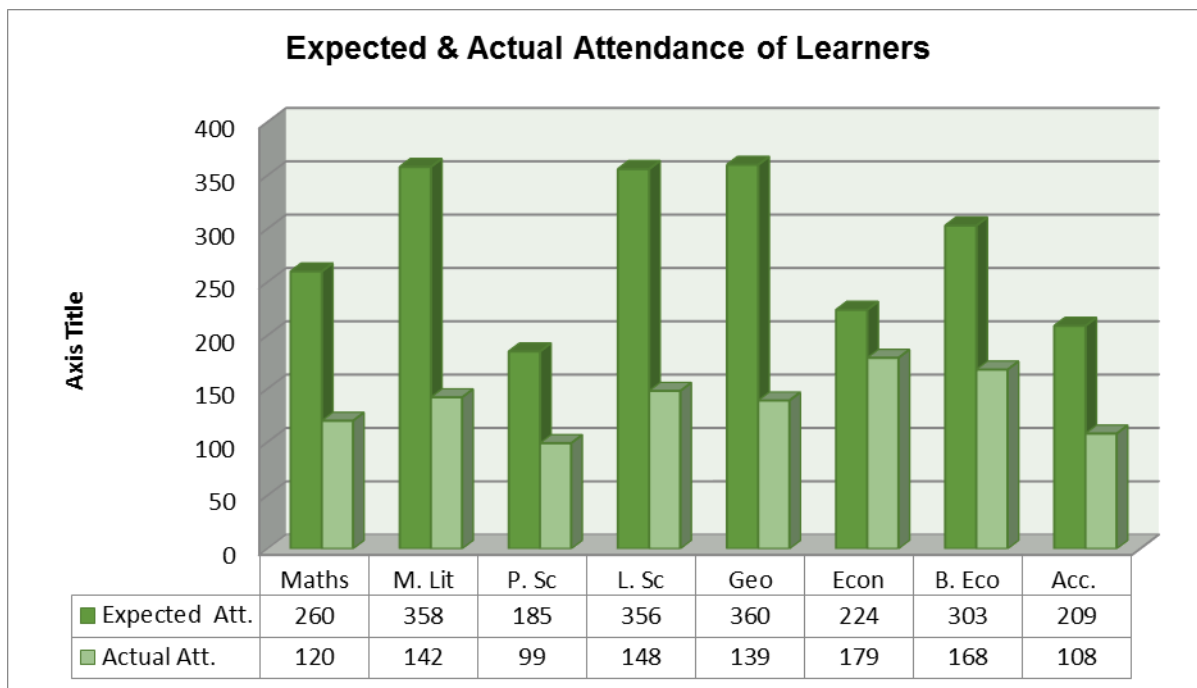
**Bar Chart 5.4: Expected Attendance as compared to the Actual Attendance per month**



The bar chart 5.4 shows the number of learners expected to attend classes as well as the actual number of learners attending classes each month on a Saturday. The actual attendance, according to the bar, is far below expectation. This means that in each of the subjects listed above the learner attendance is very poor. For example, in Mathematics Literacy 443 learners are expected to avail themselves for lessons; only 187 attended classes each month. This means that 256 learners did not attend and only 47 learners attended classes each Saturday. The number of learners expected to attend Physical Science classes is 531; only 200 learners attended lessons each month. It means very few learners attended classes each week. Thus, attendance of additional classes is poor.

c) **The Number of Learners Expected in Learning Centre W**

**Bar Chart 5.5: Expected Attendance as compared to the Actual Attendance**

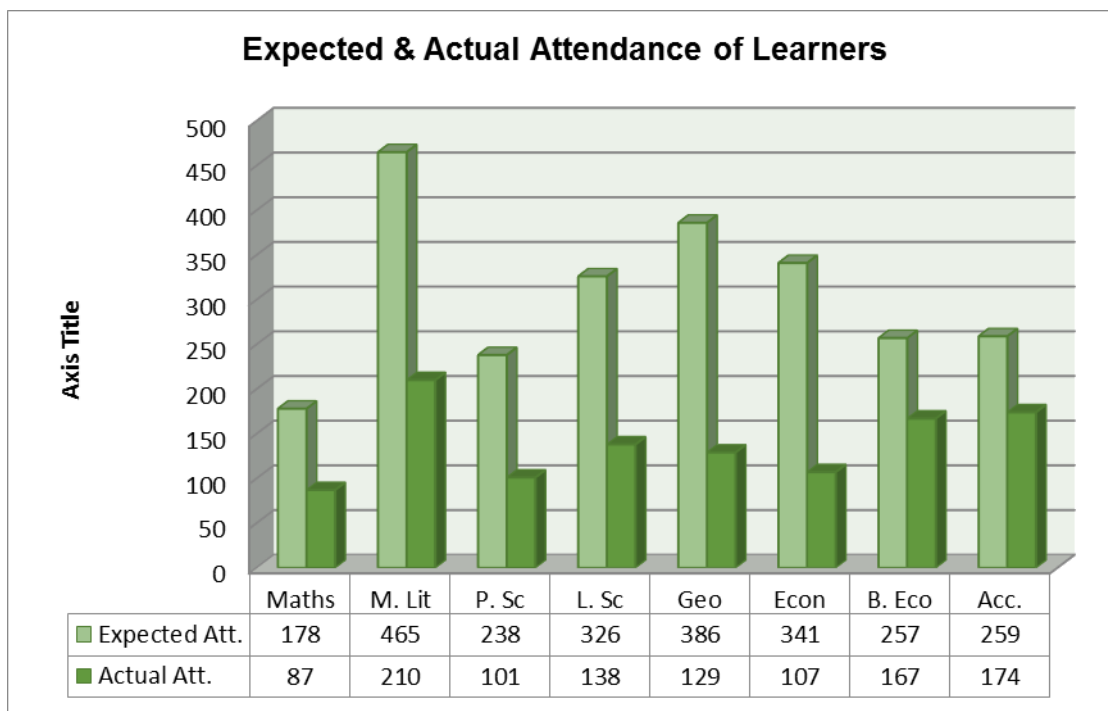


The bar chart 5.5 shows the number of learners expected to attend Saturday lessons and the actual attendance per subject each month. However, expected attendance at this centre in comparison with the number of learners actually attending lessons per month is far below expectation. Weekly attendance is also far below expectation. For example, only 30 learners attend Mathematics classes every Saturday; 35 learners attend Mathematics Literacy, 24 learners attend Physical Science lessons and Geography class is attended by 34 learners per week. In general, weekly attendance is poor as illustrated above.

On the whole, it can be deduced from the chart that Physical Science, Life Sciences, Geography, Business Economics and Accounting are generally not well attended. Economics is the only subject, which is satisfactorily attended. Out of 224 learners expected to attend classes, 45 learners do not attend (the size of an average class). If classes were well attended each week, more tutors would be required per week.

d) **The Number of Learners Expected in Learning Centre Y**

**Bar Chart 5.6: Expected Attendance as compared to the Actual Attendance**



The bar chart 5.6 indicates the number of learners expected at Learning Centre Y and the actual learners attending classes each month on a Saturday. The illustration indicates that the actual attendance is far below expectation. For example, 178 learners are expected to attend Mathematics lessons and only 87 attended in four weeks. This means 91 learners did not show up for the Mathematics lessons in one month. A large group of attendees (465) is expected in a Mathematics Literacy class; however, only 210 attended Mathematics Literacy lessons. This means 255 learners did not attend. Accounting seems to be better attended compared to the other subjects. Attendance of classes is generally poor at this learning centre.

The figure indicates that learner attendance differed from subject to subject as well as from one learning centre to the other. Attendance of lessons at each of the three learning centres is generally poor. The researcher is of the view that the additional support given to learners is not taken seriously because if learners valued the additional support given to them, they would exploit this advantage. It is the responsibility of learners to attend classes every

weekend; moreover, transport is provided to enable learners reach the destination where support is offered and to be on time.

#### **e) The Residential Camps**

The residential camps are arranged for the first week of October for five days. The learners are relocated from their respective underperforming schools to the identified camps. The camps are arranged to accommodate learners from Level 1– 4. Learners in this level (1–4) are those whose performance in the trial examinations in each subject ranges from 0–40%. The purpose of sending the learners from this bracket of performance is to encourage them to focus on the upcoming examination and motivate them to improve their attitude towards learning.

Sending a large group of learners to camps requires prior planning for accommodation, catering and a programme for a week as well as tutors who also have to be away from their own schools. Camp leaders are identified to organise the schedule for the week to manage each of the camps. Each camp accommodates between 500 and 750 learners and as such tents are erected and used as classes to accommodate the learners from within this particular district for different subjects. Tutors are also appointed to facilitate learning at the respective camp sites. An intense programme is scheduled for a week.

Since learners resided at the two camps for 5 days and attendance was compulsory, learners were compelled to attend lessons daily. They attended each lesson every day and classes started on time. It was not necessary for the researcher to examine attendance registers as it was evident when visiting each tent that attendance was 100%; classes were full to capacity. This was also confirmed by the Site Manager and the facilitators. Secondly, lessons at residential camps take place in the first week of October, a week or two away from writing final matriculation examinations. Therefore, all learners were eager to grasp whatever information they can. Time was not wasted at this period (September–October) of the year. Nonetheless, the researcher observed lessons at the times convenient to tutors to avoid disruption of learning and teaching.

## **f) Observation of Classroom Practice**

The researcher visited the three identified learning centres and camps at various times to observe the tutors' presentation of the lessons in different subjects and took field notes. The purpose of the classroom observation was to witness and confirm the information as suggested in the SSIP Handbook of Rules and Regulations. Furthermore, it was necessary to verify the lesson plans provided by GDE and to establish whether they were followed as suggested. The researcher took notes during the observation whilst describing what occurred during the lesson presentation.

Regarding the observation of tutors' presentation of lessons, the researcher used an observation tool that guided the process (See Appendix D). The critical areas of focus for the observation included: tutors' use of appropriate teaching strategies, the use of learning materials, varied activities presented to learners, knowledge of the tutors' subject matter, the number of learners attending the lessons, interaction with learners and their contribution during the lesson, and assessment of learner progress.

The Mathematic Literacy class observed at Learning Centre S in September (towards the final year examination period, which begins in October) was overwhelmingly well attended with 86 learners in one class. The tutor switched from one topic (Financial Mathematics) to the next (Data and Graph) in the same session emphasising that it was revision and she had to cover both topics. She dominated the classroom discourse while learners listened without asking questions. The provided learning materials were not referred to as the tutor used a different textbook.

In the interview, which followed the classroom teaching observation, the tutor indicated that her textbook was of better quality than the provided material. The tutor confirmed that she ignores the pre-packaged material because most of the responses are not detailed and some steps in the answers are missing. Moreover, she finds the memos helpful but limiting and as such she does not allow her learners to use them in her class. She only uses the question papers and the memos prepared by the Department as guides throughout the year and during this crucial time (October). Regarding the methods used in teaching, the tutor explained other teaching strategies such as small group teaching, pair and peer teaching

that can be used to facilitate learning. However, it was difficult to apply these strategies in a large group like the group, which attends these lessons where the focus is on intense revision.

The tutor did not focus on a particular topic as she switched from one topic to another. The researcher felt the tutor was not prepared for the session. Since all tutors are aware of large numbers expected to attend classes, the tutor and the site manager should prepare for such eventuality. Although, teaching large classes can be problematic, the tutor indicated that she was comfortable using the whole class teaching method. Ideally a class of 86 learners requires additional facilitators and a large space to apply a variety of teaching strategies. Due to the number of learners attending this lesson, the tutor was forced to resort to whole group teaching. She also dominated the lesson by doing most of the talking while learners took notes. Learning is an interactive process and as one engages with learners it gives an indication whether they understand or not. Denying learners the opportunity to interact with learning material prevents them from displaying to the tutor whether they understand or not.

In the interview with the Mathematics Literacy tutor, she indicated that the provided materials are stifling and suppress creativity and thus she preferred to structure her own lessons. According to her, the booklets (questions papers and memos) should be used by the learners when studying on their own and doing own revision and not in the classroom. Nonetheless, there were mixed reactions from various tutors regarding the use of pre-packaged material as a teaching resource. One tutor said:

*“I am in the programme to ensure that learners go into the exam room prepared for any question that may be asked and encourage them to think before they answer any question”.*

Another tutor shared almost similar sentiments and said:

*“If I depend on the packaged material provided, it means my teaching depends on the previous questions papers and the memos provided. I will not be doing justice to these learners. I’m required to help them improve and make them pass”.*

When another tutor was asked about the influence of the pre-packed material to his teaching, the tutor said:

*“The materials provided are helpful to learners to show them how questions are structured as well as the kind of questions asked but not helpful to my teaching”.*

From this interaction with tutors, the researcher concluded that almost all tutors do not prefer to use the prescribed material but see it as a helpful resource to the learners for their own revision. However, focusing on the tools provided suppresses the creativity and innovative aspect of teaching. Tutors are weary of creating some kind of dependency on the part of the learners where they fail to use their thinking skills. One tutor suggested that such materials should be used as guides and not as teaching and learning tools. In spite of the tutors' views, the researcher was convinced that learners do gain from the pre-packaged material. For those learners preparing to sit for the final matriculation examination for the first time, it provides guidance as to how questions are structured and helps them to devise own strategies to answer questions.

Observing the Physical Science tutor at Learning Site Y encouraged the researcher to look at different aspects of classroom practice, teaching practice and application of discipline in the classroom. Admittedly, classroom discipline was not the focus of the investigation but was incidental and occurred during this particular observation session. The tutor mainly used a whole class teaching method in a class of 90 learners explaining the movement of molecules move from one level to the other, explaining the changes in shape and formula, providing each account and writing the formulae changes on the board. The learners were listening attentively; some nodding but it was difficult to establish whether the silence and body language indicated understanding. The tutor continued with her lesson until one learner raised his hand from the back of the class to ask a question.

The tutor provided the answer by writing on the board. Another learner stood up and asked the tutor to repeat her explanation from the beginning as the tutor was perceived to be going too fast and a particular group of learners were finding it difficult to keep up with her pace. Another group of five learners tried to help the tutor, explaining each step as they took turns but this interaction took a different turn. The class started arguing noisily among



themselves. The tutor remained silent until the noise stopped. She then continued with her lesson. A male learner raised his hand to indicate that he did not understand and a group followed by asking the tutor to repeat the steps she had just explained. The tutor acceded to the learner's request, but ten learners left the room murmuring, *"We are wasting our time here"*. The tutor ignored them amidst a general commotion. The tutor nonetheless continued with her lesson.

Interestingly, the tutor switched from explaining in English to Setswana, the dominant African language in the area. This technique enlightened most learners who nodded in affirmation; several mentioned, *"I now understand"*. The tutor would revert back to English; this continued alternatively until the end of the lesson.

In the interview at the end of the lesson, the tutor was asked to reflect on the incident that took place in the class. The tutor responded calmly saying that:

*"Focusing on a few disruptive learners will not benefit those interested and willing to learn. That group had been a problem ever since we started here."*

About code switching from English to Setswana, the tutor said:

*"I can see from their facial expression that they do not hear what I'm saying. Their understanding of Science processes is limited. Then, it means I must compromise and meet them halfway by switching to the language they understand"*.

Regarding the methods of teaching, another tutor facilitating Accounting defended the teaching strategies used as follows:

*"I use one way of teaching (whole class teaching) because there is no other way as far as I'm concerned. My class is full to capacity, there is no movement. We have not been trained to deal with overcrowded"*

*classes. I have to do the talking all the time and discussion would be messy”.*

The application of appropriate discipline in the overcrowded classrooms placed the tutors in a difficult situation. Further, dealing with different behaviours in a limited time (two hours) is time consuming as time is spent disciplining problematic learners instead of teaching. The strategy the tutor employed was that of ignoring the ill-disciplined and disruptive learners until they decided to leave the class.

Although, group work and/or question and answer method would have been better strategies to engage large groups of learners, the tutor was faced with the classroom space provided did not allow freedom of movement and was not conducive for other activities. Appropriate facilities such as bigger classrooms and laboratories for the execution of experiments would have alleviated overcrowding and a uniform way of teaching.

Although, the facilities looked attractive from outside, they lacked equipment and tools for learners to perform experiments. Physical Science is a practical subject encourages learners to touch and feel when performing experiments, observe and think through observed changes. These experiments should take place in the laboratory. However, these learners did not have opportunities to do experiments and, as such, struggle to understand certain concepts. Yet they are expected to excel in these subjects.

Interestingly, another Physical Science tutor from Learning Site S was interviewed and he echoed similar sentiments about the lack of resources in contrast with opportunities in ex-model C schools. Due to the lack of resources in most township schools, teachers help each other. The Science tutor said:

*“I share the material with my colleagues inside and outside my school”.*

When asked about professional development activities in the district, the Physical Science tutor indicated:

*“I attended at least two workshops, last year. These workshops were organised by the district and were helpful in terms of my*

*personal growth but the knowledge acquired from these workshops is not easily applicable in the normal classroom situation.”*

The second Physical Science tutor shared similar sentiments:

*“As teachers, we are constantly developing ourselves. But, the principals want us to follow what the district is telling us to do, follow the curriculum to the letter, which denies us the opportunity to practice what we learn with our own learners.”*

Based on the preceding interaction, the researcher is of the view that teachers are generally afforded the opportunity to attend workshops once or twice a year as part of professional development. However, what they learn is not easily implemented due to the bureaucracy from the school leadership. Teachers as agents of change and curriculum implementers should be at the forefront of bringing change in schools. Due to the lack of resources, facilities and unsympathetic leadership, the curriculum remains in the hands of the bureaucrats while ignoring contributions from the teachers.

#### **5.3.4 Evaluation Question 3: In which ways do the specially designed teaching and learning materials influence the intervention programme?**

The teaching and learning support materials are distributed to all the participating centres to be used on the same day as scheduled in the form of lesson plans for the tutors and the question papers and memoranda as learning material for the learners. The different teaching and learning materials are compiled to help tutors facilitate learning and support the learning process of learners. However, as the tutors presented their various lessons, the researcher noticed that tutors seldom made use of the pre-packed learning material but they relied on their own resources. When asked about this after the lesson presentations, a tutor mentioned:

*“The materials provided are helpful to learners to show them how question papers are structured as well as the kind of questions asked but not helpful to my teaching. I have to share my knowledge with learners and not rely on the previous question papers”.*

A mathematics tutor stressed:

*“The pre-packaged material given to us (tutors) not only help learners and tutors facilitating the programme but we share with other teachers outside this programme as well”.*

This sentiment was shared by another tutor, who said:

*“I share the material with my colleagues inside and outside my school. We discuss the questions asked and use these questions to assess our learners at our schools”.*

Learners on the other hand viewed the supporting material very positively. A learner commented:

*“The learning material are so helpful that we are able to get the grasp of the previous years’ questions and more importantly they help us to understand how questions are structured and refer to the answers in the memoranda”.*

Other learners felt that providing material to underperforming schools excludes other struggling schools. These learners indicated:

*“The supporting material should be given to all learners in the district. Schools, teachers and learners in our district are struggling, as they do not have such resources provided to us. These materials will help all learners to improve in their subjects and pass at the end of the year.”*

The analysis revealed that almost all tutors use the provided pre-packaged material only as a lesson guide. They do not rely on this material as a blueprint. This does not mean they do not trust the teaching resources provided; rather they believed they stifle their creativity and the extensive knowledge they have about the specialist subject. They prefer their own material. Moreover, they were not trained to facilitate the intervention programme. They are

at liberty to use any material and present the lessons according to their discretion provided they link it with the curriculum.

But in the same vein, the tutors interviewed indicated they share with their colleagues at their respective schools. This means the teaching and learning materials are helpful to other teachers as well, not only tutors facilitating the programme. However, the interviews indicated that not all tutors are satisfied with the programme. Some indicated that they would like technological gadgets to access additional material to provide learners with relevant and current information.

The interviews with Site Manager revealed that not all the stakeholders involved in the programme are satisfied about the teaching and learning materials provided. Providing examination questions papers with memoranda appeared as spoon-feeding to some managers. For example, the site managers from learning Centre Y indicated:

*“I do not understand how the programme helps learners to think as responses to the problems are provided. How do we expect our learners to think if solutions are readily available?”*

Some site managers failed to see the broader aims of the programme. The programme is providing support to the learners to improve their performance. As a result the supporting material comes in handy for both learners and tutors, particularly under time constraints. Time is too short to meet with specialist tutors once a week. Preferably, learners should indicate areas that require intensive revision every week. In that way, learners would guide the week's programme and tutors could focus on pertinent areas of need.

Most learners indicated some satisfaction with the programme, indicating that the material provided is very helpful. Learners reiterated that the material helps them to understand how examination questions are structured and the type of questions, which are repeated over the years. Tutors help them to understand how to approach those questions. As a result, the programme was an eye-opener and their performance in the subject offered on weekends has improved. Furthermore, tutors tackle areas in the curriculum which teachers at learners' respective schools find difficult to teach and tend to neglect. However, the analysis also

revealed some frustration among learners regarding the lack of facilities such as laboratories. Without these facilities, the programme was considered impractical.

A full-fledged intervention programme should avail resources and facilities to ensure learners' performance improves with a view to future studies not only Grade 12. In spite of the problems indicated by learners, learners were satisfied with their tutors and the knowledge they provide. Code switching as practised in all the lessons observed was also seen in a positive light.

On the whole, tutors, learners and other stakeholders perceive the material provided as helpful in terms of developing teachers' questioning skills. Although, the use of previous question papers affords the teachers the opportunity to develop skills to set their own question papers and grasp how the final year exam questions are structured, the teaching and learning materials do not develop the thinking skills of both the learners and the teachers. The managers lamented the lack of any form of assessment of learners' performance and the materials provided.

### **5.3.5 Evaluation Question 4: How satisfied are the programme facilitators and other participants with the processes?**

The researcher wanted to learn whether stakeholders such as tutors, site managers and learners are satisfied with the intervention programme. Interviews revealed ambivalent feelings about the programme. Although, responses were more positive than negative, some identified gaps. For example, site managers were discontented with the lack of assessment to ascertain whether learners participating in the programme were improving or not.

Tutors agreed that the learners should be assessed as part of the programme. This does not take place in spite of the guidelines in the SSIP Handbook of Rules and Regulations. Furthermore, some tutors felt that the programme does not encourage critical thinking. They maintained it is important to prepare learners for the future not merely passing matric. For example, the site managers from learning Centre Y indicated:

*“The programme guides learners to write an exam as it provide answers to the questions. It does not stimulate learners to think but encourages them to memorise answers”.*

According to a site manager and some tutors, assessment of learning and for learning should be part of the programme. This site manager commented:

*“Assessment is one way of measuring learning as well as the progress learners are making. It would be encouraging to us to monitor the progress the learners are making. This aspect should have been included in the programme.*

Without assessment a site manager remained non-committal about the programme as revealed in the comment:

*“We cannot say for sure the programme is working without assessing how we are doing as tutors”.*

This is a clear indication that tutors and site managers wish to know how the learners in the programme are doing. Possibly, tutors need to monitor their own progress and impact on learners, instead of waiting for the final year results. It is likely that by then the focus has returned to their own learners at their respective schools.

The interviews with tutors revealed that they are not trained to use the pre-packaged material provided and facilitate the programme. This was confirmed in all the classes that were observed. There was no uniformity in how tutors operated in their classroom and one could see that they lacked a structure to follow; as such they were at liberty to do as they pleased. For example, no one had written lesson plans to guide the structure followed in their teaching. Although, they were seasoned teachers, a guide to the lesson would be helpful in lesson presentation.

Interviews indicated that instead of including all teachers in the district, the programme is primarily focused on learners. Teachers in township schools require this intervention more than learners. A tutor indicated that the programme is exclusive:

*“The department is using money the wrong way. Instead of investing in all teachers, they prefer to invest only in Grade 12 learners for a year. Teachers, teaching matriculants will be there forever – teaching different groups of learners each year, whereas learners come and go. Investment should be directed at teachers instead the government is spending the bulk of the money on Grade 12 learners only”.*

Instead of focusing on the teachers who will have new learners in Grade 12, year in and year out, the focus is on the learners. The stakeholders involved in the programme argue that the department should focus their long term investment on the teachers who remain in the system longer rather than investing in a cohort of learners in a single year’s programme. Investment in a few selected tutors facilitating the programme should be extended to all the teachers who must be continuously developed.

Lack of resources and the exclusion of other secondary schools are perceived as a problem. This is construed as contributing to the high failure rates. Although the focus of this intervention is on secondary schools that produced unsatisfactory results, SSIP is perceived as an opportunity, which should be accessible to all teachers in secondary schools especially in townships that lack resources such as textbooks, laboratories, libraries and well-qualified subject teachers. They need as much assistance as they can get. In addition, this may also warrant a longer week, that is, a sixth day of schooling.

Learners’ impression of the programme was somewhat different from that of other stakeholders. Some learners seemed less enthusiastic as they expected more than what their schools could offer; they were disappointed that the learning centres did not have facilities like laboratories, which play a significant role in the learning process. Although, the facilitators were adept and knowledgeable, the learners expected more information from their tutors coupled with practical implementation of learning. This sentiment was reiterated by a learner from learning Centre X:

*“I thought coming here would solve my problem. I attend Physical Science and Geography classes and although, our teachers are*



*good and knowledgeable about their subjects, I feel we are robbed of the opportunity to learn.”*

However, learners as beneficiaries of the programme regard the programme as valuable because the extra classes offered certain materials they would normally not receive from their respective teachers in their schools. They felt that the additional information from a different perspective and learning materials, which are scarce in their own schools, would improve their performance and produce better results.

In all the centres the researcher visited, the learners displayed enthusiasm and eagerness to learn and pass with good results. They appreciated being taught by knowledgeable tutors who are able to code switch. As one learner said:

*“Had I not committed to SSIP I would not have understood the many concepts we learn about in Geography. My Geography tutor is patient and understands that the English language is difficult for use, then she explains in Setswana, which is very helpful.”*

Comparing tutors with their teachers at their respective schools was not the focus of the study but the researcher noticed that learners at various centres did this. They were persuaded the tutors were far better than their teachers at their respective schools. They regarded the programme as an essential tool and an opportunity to improve their scholastic performance. The learners estimated an improvement of as high as 10% against pre-programme performance marks. For example a learner at a learning centre commented:

*“My performance has improved in Geography. Before SSIP and in Grade 11, I was able to score between 35% and 43% was my highest score but now I score between 52% and 63%. I’m happy with myself. I can still do better”.*

In spite of some discontent about the programme, learners agreed that they experienced significant improvement in their class tests and preliminary exams at their respective schools. A learner in a centre asserted:

*“My performance has improved a lot in all my subjects, I no longer have fears to write final examination.”*

The findings highlight varied opinions about the programme. Although some dissatisfaction was noted, all stakeholders especially learners as beneficiaries of the programme regarded it as valuable and helpful. All stakeholders felt that the programme could be improved and expanded to all learners and teachers. This may suggest an extension of a day of schooling where teachers can focus on specific issues, learning problems or problem areas in the curriculum. Participants reiterated that the exclusivity of the programme denies other learners and teachers from the district to benefit as much as the learners from underperforming secondary schools.

#### **5.4 STAGES OF ANALYSIS OF DATA**

Analyzing and interpreting this data required the researcher to make sense of the information gathered. In so doing, the researcher searched for meaning through the scrutiny of programme documents, direct interpretation of what observed during the presentation of lessons as well as the experiences reported by tutors and learners during interviews. Data analysis has been discussed in detail in paragraph 4.4.3 in chapter 4.

In summary, the researcher followed the following steps as suggested by Taylor-Powell and Renner (2003) to analyse data:

1. invest time by reading and re-reading through all transcribed data in order to know and understand the text very well
2. focus the analysis by identifying key questions that the analysis has to answer. It is also important to organise the collected data by questions to look across given by all participants in order to identify consistencies and differences
3. categorise information by re-reading the text in order to identify categories in a logical manner. The researcher assigns abbreviated codes using letters, words or symbols and place them next to the themes and ideas
4. Identify patterns and connections within and between categories. As categories are identified, patterns and connections begin to appear within and between categories.

- a) The researcher may want to summarise and/or reduce information to one theme or capture similarities and differences in participants' responses within categories
  - b) Try to create larger categories that combine several categories. This will show how the parts relate to the whole
  - c) Count the number of times a particular category appears in order to understand and show what categories appear more important. This process reveals general patterns in the data
  - d) When you discover that two or more themes appear together repeatedly, decide on the connections and relationships they might be suggesting because it can help the researcher explain why something happens.
5. Interpretation: This will be discussed in Chapter 6 – this is a stage of bringing all together and it helps the researcher to attach meaning and significance of the research.

The analysis of data for this study was based on philosophical perspectives discussed in detail in chapter 3, namely interpretivism and a theory of change.

## **5.5 SUMMARY**

This chapter presented the findings of the evaluation research in which the analysis of the SSIP documents, observation of lesson presentations and one on one interviews. The analysis provided the researcher with information to establish how the programme is being delivered. Furthermore, as the procedure and the stages to analyse the findings has been discussed in this chapter, the findings from documents, lesson observations and responses from participants were categorised into themes and interpreted to make sense of the study in the chapter that follows. Thus, the interpretation and discussion of the study are presented in chapter 6.

## **CHAPTER 6**

### **INTERPRETATION OF DATA AND DISCUSSION**

#### **6.1 INTRODUCTION**

In chapter five, the researcher analysed the findings obtained from the SSIP documents, observation of tutors teaching practice and one on one semi structured interviews with the stakeholders involved in the programme. This chapter focuses on interpretation of data and the discussion thereof. It is important to understand the significance of the analysed data, not only for the population involved in the intervention programme but for all stakeholders concerned about learners performance in secondary schools and in Grade 12 in particular.

Intervention programmes are set up to serve a particular purpose. Although the purpose for initiating such an endeavour may vary from an identified problem to an introduction of a special initiative, interventions are aimed at solving a problem, improving or changing a situation. In this case, SSIP was instituted to improve learners' performance in secondary schools that produced poor matric results. Such schools were classified as underperforming. In this light, research has revealed that intervention programmes that are introduced early in the lives of children may improve their lives and generate permanent changes (Crane and Barg, 2003) in learning.

#### **6.2 INTERPRETATION AND DISCUSSION**

Research shows that numerous factors lead to the underperformance of learners in their school life, such as, poor training of teachers in a new curriculum, lack of consultation and involvement of the teachers as agents of change in the planning of the curriculum, lack of support for the teachers, learners and schools, poor leadership in schools, lack of resources, de-motivated teachers, poor improvement planning and teachers' poor knowledge of subject content (Mabunda, 2000; Jansen and Taylor, 2003; Moloi, 2007; Mncube, 2009; Swanepoel, 2009 and Mokoena, 2011; Taylor, Mabogoane and Akoobhai, 2011).

The delivery of this intervention programme is based on classroom practice with the purpose of improving the performance of Grade 12 learners. Attending classes of this nature is aimed at preparing Grade 12 learners to enter the final examinations with

confidence. It is assumed that this additional support will enhance the performance of Grade 12 learners and increase the pass rate of the matriculants in the district. Notably, teaching and learning is the major role of tutors who should ensure that all learners participating in the intervention programme are provided with lessons of quality. In order to produce quality lessons all forms of resources should be made available to the teachers facilitating the programme.

Data analysis according to a qualitative evaluation approach (cf. chapter 4, section 4.3.2) generates a thick description of information and helps the researcher with the means to triangulate collected data (refer to section 4.8). Thus, the researcher identified the following themes:

- Processes in place to deliver the programme
- Types of resources
- The delivery of the intervention programme
- Experiences of tutors and learners in the programme
- Assessment

**TABLE 6.1: Themes, categories and what emerged from the data**

ITEMS	THEMES AND CATEGORIES OF EVALUATE RESEARCH RESULTS
6.2.1	<p><b>THEME 1: Processes in place to deliver the programme</b></p> <p><b>Category A:</b> Planning for the delivery of the programme</p> <p><b>Category B:</b> Training of tutors</p>
6.2.2	<p><b>THEME 2: Types of resources</b></p> <p><b>Category A:</b> Resources made available to improve learners performance</p> <p><b>Category B:</b> Use of technology</p>
6.2.3	<p><b>THEME 3: The delivery of the intervention programme</b></p> <p><b>Category A:</b> Delivery of lessons</p> <p><b>Category B:</b> Teaching approaches</p> <p><b>Category C:</b> Teaching strategies</p> <p><b>Category D:</b> Code switching</p>

6.2.4	<b>THEME 4: Experiences of tutors and learners in the programme</b> <b>Category A:</b> Tutors' experience <b>Category B:</b> Learners' experience
6.2.5	<b>THEME 5: Assessment</b> <b>Category A:</b> Assessment of learners

### 6.2.1 **THEME 1: PROCESSES PUT IN PLACE IN ORDER TO DELIVER THE PROGRAMME**

The best way to ensure that an initiative or an intervention is implemented successfully is to put suitable mechanisms in place. This ensures that the organization runs efficiently and effectively and produces an excellent service and appropriate results. To do this, processes should be integrated as no system will succeed without proper planning and integration of services.

### 6.2.2 **Planning for the delivery of the programme**

As discussed in chapter two, a prerequisite of implementing any programme is to ascertain whether all processes are in place prior to the delivery of the programme.

The project coordinator confirmed this aspect and said:

*“It takes about three months to ensure that all processes are in place and all involved in the project are ready before the project starts.”*

Studies in various intervention programmes have shown that planning for the successful delivery of the initiative is extremely important. To ensure that the programme is implemented and delivered as planned, the researcher found that tutors to facilitate the programme were identified and informed in advance. The necessary information and schedules were distributed to participating secondary schools. The learning centres to accommodate learners from various schools were secured and site managers to manage

various sites were identified. As part of the planning, an important aspect is to ensure that facilitators of the programme are trained to deliver the programme.

### 6.2.3 Training of tutors

The study found that tutors were not trained to facilitate the programme as expected. Training facilitators of intervention programmes is essential to inform them about the programme, the content of the programme and how to carry out the activities planned for the programme. Providing training to facilitators of any intervention helps tutors to familiarise themselves with the programme and understand how to facilitate the planned activities. It provides guidance in delivering the programme, which helps the programme facilitators to fulfil the mandate of the initiative.

Although, the researcher regards the training of programme facilitators as a crucial aspect of any programme implementation, the coordinator evaded the question when asked about the format of the training programme provided. Instead, he spoke more about the workshop in which tutors were trained to complete claim forms for remuneration. The response provided was not related to the question asked. The researcher concluded that no training prior to the implementation of the programme was given.

The Handbook of the Rules and Responsibilities of SSIP indicates that training before the commencement of the project will be provided. However, the participating tutors in the intervention programme also confirmed in the interviews that no training was provided. Owojori and Asaolu (2010) write that lack of training makes the task of programme facilitators more challenging. If tutors received intensive training rather than workshops irrelevant to their work, it would make a difference in the life of tutors and learners.

The lack of training was confirmed by the tutor in learning centre Y who said:

*“We are not trained to facilitate the programme and to use the material provided. The pre-packed materials are dropped off at learning centres and we (tutors) have to use our initiative to facilitate the programme.”*

Lack of training for any new task to be carried out creates challenges for those identified to do the job or implement the new strategy. A tutor in camp B commented:

*“Had we been given proper training on how to interact with the learning material that had been prepared for us and use the new teaching methods everybody is preaching, we would be transferring the new skills to other teachers at our respective schools”.*

The researcher concluded that tutors used their knowledge of the subject they teach and their teaching experience to facilitate the programme. The researcher is of the view that everyone involved in facilitating the intervention programme must receive training, irrespective of prior knowledge and experience. Without proper guidance each tutor follows his or her own discretion.

#### **6.2.4 SUMMARY**

It is beneficial to provide training for any intervention as a lack of training creates challenges for programme facilitators. Training provides guidance in ensuring that the programme is delivered as planned by facilitators. Furthermore, training improves facilitators' skills, increases their knowledge and introduces new ideas.

### **6.3 THEME 2: TYPES OF RESOURCES**

A wide range of teaching and learning resources can be used in the classroom to enhance learning, such as textbooks and/or hard copy print resources and technologies such as DVDs, CDs, computers, internet facilities, cell phones, iPad's, whiteboards. Nonetheless, a variety of resources is not a panacea to learners' varied problems but could help in clarifying difficult aspects in a lesson, emphasise concepts and facilitate matters for tutors and learners. However, learners still require the presence of the facilitator to provide guidance in the learning process.



### 6.3.1 Resources made available to improve learners performance

Ideally, the provision of resources and equipment in a setting that is used to encourage learning and improve the learner performance makes learning and teaching a pleasurable experience. Offering tutors with resources that enable them to do their work effectively is motivating (James, 2011). Such tutors commit to the responsibilities placed upon them – to teach and to ensure that learning takes place. Research has revealed that lack of resources contribute to the underperformance of the learners (Taylor and Prinsloo, 2005). Notably, tutors expressed frustration about teaching and learning at venues where facilities, such as laboratories and appropriate resources (access to computers and internet), are unavailable. A tutor in centre S explained:

*“We still do not have laboratories in the learning centres that we use. And at centres where these facilities exists, there are no equipment to perform experiments and yet we are expected to help learners to improve their performance develop scientists and produce good results”.*

Learners also shared similar feelings of frustration. The excitement and hope generated by placement at better facilities with better tutors were thwarted as a learner from camp B commented:

*“I thought we were going to be offered something different from that of our schools. I thought we will have access to laboratories and computer labs as some schools do have computer labs.”*

Another learner added:

*“Here, we are taught the same way as our teachers do. I thought this was going to be different and have access to better facilities (science and computer laboratories)”.*

The study found that the only resources made available to both learners and tutors were classrooms and learning materials. Although the programme is helpful for learners in need

of learning materials, tutors and learners expressed their frustration of doing science, for example, without experiments. Tutors had to teach science without experiments and laboratory equipment to help learners understand science processes and different concepts. Both tutors and learners had high expectations when they were moved to a different environment. Although hard copy print resources were provided, it is desirable that technological resources were provided to assist tutors where necessary.

### **6.3.2 SUMMARY**

Although resources cannot teach but only enhance learning in order to help learners to understand certain areas of the subject they are learning, various kinds of resources should have been made available. A variety of resources properly used promote learning. Providing resources to both learners and the tutors would make teaching and learning a fulfilling and interesting experience. Providing resources such as computers, DVDs, iPads and making internet available to underperforming schools could help address the shortages of learning resources.

### **6.3.3 Use of technology**

To further improve the situation in these learning centres, a variety of technologies should be made available and integrated into teaching. However, such an undertaking requires on-going advance training to ensure that tutors can use the technology. The study revealed such training is not part of the programme as indicated in the statement below:

*“We are yearning to use those computers and learn new teaching skills but if we are not trained to use those computers, how would we use them in teaching.” (Tutor 5)*

Tutors expressed their willingness and aspiration to have technological gadgets in centres where interventions are offered. This is expressed below:

*“Technology has taken the world by storm and some centres are using computer and various forms of technology in the classroom. We do not have these resources in our centres.” (Tutor 1)*

It is clear that there are committed tutors who still have the desire to make a difference in their classrooms. They acknowledge that as things do not stay the same, the intervention programmes offered to learners should also change to keep pace with the imperatives of the current situation. For example, the current learner is different from the learner of the past. Technology has changed the thinking of the current learners: how they think and view things. Technology has brought a new dimension to teaching and learning. To keep pace with the current situation, tutors should alter the way they teach as they are responsible for improving the situation in their classrooms and that of the learners they teach.

Integrating technology in teaching is a strategy that can be used to enhance learning and help the tutors to reach all learners in the classroom (Sellers, Roberts, Giovanetto, Friedrich and Hammargren, 2007; Keengwe, Onchwari and Onchwari, 2009); training is however essential. Thus, integrating technology in teaching is not easy as intensive training is required (Cubukcuoglu, 2013; Zhao and Bryant, 2006). Research also revealed that a once off training is insufficient to provide skills necessary to manipulate computer gadgets (Oliver, 2009; Ono and Ferreira, 2010). Training should be on-going until tutors use technology with confidence.

#### **6.3.4 SUMMARY**

The use of various technologies in the classrooms is gradually changing the ways in which both learners and tutors think about teaching and learning. Providing access to technological resources may provide learners with opportunities to build new engagement skills, which challenge the status quo in the classroom (Halverson and Shapiro, 2012). The use of technologies in the classroom should be coupled with intensive training. Tutors should realise that using various technologies in the classrooms would provide support the needs, goals and the learning styles of individual learners (Halverson and Shapiro, 2012). Incorporating ICT in teaching will not take away the responsibilities of tutors but will transform their teaching to make them become effective and efficient learning facilitators. Finally, making technological resources available to the learners could alleviate shortages of resources and bring a different dimension of facilitating and delivering intervention programmes.

## 6.4 THEME 3: THE DELIVERY OF INTERVENTION

Many of the available intervention programmes respond to the crisis in teaching and learning of various subjects offered in schools. These interventions aim at either improving learner performance in particular subjects or teach a particular skill. Individuals appointed to facilitate this intervention use a variety of approaches to reach the targeted learners. The SSIP programme uses previous examination papers as teaching and learning material to deliver the programme. The following section answers the guiding sub-question: To what extent are the intended services being delivered to the targeted population?

### 6.4.1 Delivery of lessons

Tutors facilitating the intervention programme are expected to present lessons in such a way that learners benefit. They are expected to employ a variety of teaching strategies in order to reach all learners. In this undertaking they also need to take into consideration the diversity of learning abilities of the class. This implies the employment of teaching styles that will accommodate the learning abilities of each learner in these classes.

However, the researcher found that the tutors observed did not follow any particular lesson plan. When asked about the lesson plan, one tutor said:

*“I have been teaching the subject for many years. I know my subject by heart.”* (Tutor 3)

The researcher wanted to establish the approach the tutor planned to use in the lesson when it was found that no lesson plan was available. This belief is disturbing because knowledge grows through research and tutors need to keep abreast of new knowledge through self-study and professional development programmes. Although the tutors facilitating the programme are regarded as highly skilled and in possession of specialised knowledge, they need to be continually developing their knowledge within their subject of specialisation.

The researcher also believes that tutors have the ability to influence learners to perform better and achieve their objectives of learning. Their core responsibility is to create an

encouraging learning environment, ensure that learning takes place and improve learner performance (Smith and Ngoma-Maema, 2003). This would encourage learners to perform to the best of their ability to achieve their goals. Thus, lessons should be delivered in such a way that learners participate in the learning activities and engage with the learning material provided. Affording learners the opportunity to engage with the learning material may bring significant change and improve their performance in order to realise their intended goal.

Although tutors facilitating the intervention programme are knowledgeable about their subject, have vast experience in teaching and are able to produce good results, they need to ensure that the various teaching strategies they apply reach all learners to benefit them through the intervention. In order to reach all the learners, tutors need to apply strategies that will help the learners understand the subject they are being taught. Earl, Torrance and Sutherland (2006) assert that significant improvement will only take place in the lives of learners involved in the learning process when learning is facilitated in such a way that learning enhances learner performance. In the case of this intervention, the aim is to prepare Grade 12 learners for end of the year examination, to improve their performance and to improve examination writing skills.

#### **6.4.2 SUMMARY**

The success of delivering lesson depends on the way in which the tutors prepare and create a learning environment that is accommodating, using a variety of teaching strategies. In addition, when tutors accommodate the learners' diverse abilities to learn and the learning strategies they use, this will affect the learner positively (Nel and Müller, 2010). Learners would be more inclined to take responsibility of their own learning. Meticulous planning and preparation for delivering lessons plays a meaningful role, because well executed lessons will enhance learning and improve performance in the final examinations in matric.

#### **6.4.3 Teaching Approaches**

In order to reach all learners, various teaching approaches need to be applied. When learners are given all the necessary support and the equal opportunity to learn, the researcher believes that all learners can learn and succeed. Väyrynen (2003); Pillay and Terlizzi (2009) concur that given the relevant support, learners can learn, grow, perform and

succeed but not necessarily at the same pace since learning differs from person to person. The teaching approach that tutors use influences learners to perform and achieve.

The researcher found that the prevalent and dominant teaching approach used in this project was whole class teaching and question and answer methods. The whole class and question and answers teaching methods are believed to be suitable for teaching large classes as one tutor said:

*“I do not see dividing 60 to 70 learners in groups of 8 to 10 working and it is time consuming. I have to use the time allocated to me fruitfully. “*

According to the Life Sciences tutor, when teaching classes of this nature (large classes), it is difficult to match learning styles with that of the tutor. Matching the tutor’s style of teaching with the preferred styles of delivering content knowledge to the learners could make a difference. Matching the learners’ learning styles with that of the tutor will work only if the tutor spends more time with the learners. Time in the programme is limited and insufficient to discern the preferred styles of learning of learners. A tutor at camp B explained:

*“It is difficult to integrate the different learning styles I learnt in my professional development programme due to the huge number of learners I teach. Therefore, I resort to the teaching strategies I am comfortable with”. (Tutor 6)*

Tutors play a major role in creating opportunities for learners to perform and succeed. Using different and supportive teaching approaches as well as understanding the cognitive level of learners could make a difference. It is assumed that at Grade 12 level, learners are able to think abstractly, independently and self-directly. Roberson and Merriam (2005) assert that independent and self-directed learners need to be disciplined in order to perform satisfactorily. Knowles (1975) emphasises that self-directed learning also requires independent thinking. Furthermore, Grade 12 learners are assumed to have the ability to make a distinction between procedural and conceptual knowledge (Pantziara and Philippou, 2011). But these assumptions are not applicable to these learners.

According to Bloom's taxonomy, learners at this stage must also be able to analyse, synthesise and think critically (Jirka and Hambleton, 2005). Research conducted by Du Plooy and Long (2013) revealed that learners at this level should have a better command of problematic mathematical areas such as fractions if conceptual knowledge has been developed alongside procedural knowledge. Even so, it is not always the case as the level of development of the individual is not chronological. One can infer that the conceptual knowledge of these learners from underperforming schools may not be fully developed as they struggle to understand some mathematical and scientific concepts. They need support and guidance to pass their matric.

#### **6.4.4 Summary**

Learners from underperforming schools seem to be lacking the discipline to learn on their own as seen by the support they still require. These learners need support in various areas of the learning process. Considering the large number of the learners the tutors have to teach, it is difficult to use the teaching styles that match the learning styles of the learners they meet once a week. However, applying different teaching and learning styles and taking cognizance of learners' level of understanding could make a difference. All this requires proper planning of different activities in order to have an influence on the learning and learner performance.

#### **6.4.5 Teaching Strategies**

The constant changes taking place in South Africa's school curriculum presents challenges to all tutors. These changes put new demands and pressure on the entire education system. Tutors and site managers as participants involved in the SSIP intervention programme acknowledge the necessity to change the way in which teaching and learning is presented in the classrooms. However, in confronting the problems faced by classroom tutors, it is necessary to consider addressing the multitude of problems that schools, tutors and school managers are faced with.

All tutors said that they have not been trained to facilitate the SSIP programme. Almost all of the tutors observed, teach the way they were trained to teach. The absence of learner-

centred teaching strategies was visible as all the lessons observed employed the lecture method, whole class teaching and question and answer method. The tutor at learning centre Y explained:

*“The teaching method that I use has worked for me over the years. You need to understand that this is the only method that I am comfortable using and I trust what will come out of it.”* (Tutor 7)

At camp B, the tutor indicated that the teaching methods he uses have worked for him:

*“There are only three teaching methods that have worked for me over the years. I use whole class teaching, do most of the talking while my learners are taking notes and the next day I use questions and answer to confirm what they have learnt”.*

It is difficult for experienced and specialist tutors to abandon entrenched ways of teaching because they strongly believe in what they have and what they know. The learners participating in the programme have no option but to accept what they receive from their tutors. These tutors are perceived as being better than the teachers they have at their normal schools.

#### **6.4.6 Summary**

The teaching strategies used to reach the learners play a significant role in order to improve the performance of the learners and achieve the learning objectives. How one teaches and delivers content contributes to the achievement of the learners. In the case of this intervention programme, the teaching strategies that dominated almost all the classes that were observed were concentrated on the teacher talk, whole class teaching and questions and answers. The tutors in the programme believe the strategies they use are working because they have been tried and tested.



### 6.4.7 Code Switching

The experience and knowledge that tutors have of learners give them the edge or intuitive ability to note when learners fail to understand. They simply switch to teach to the vernacular without further ado. The researcher observed that the tutors switched from one language (English) to another (Setswana) with ease. Code switching was a common feature in almost all the classes observed. Modupeola (2013) is of the view that code switching is useful for classroom interaction, if it aims at making the meaning clearer and aids transference of knowledge.

Interestingly, learners displayed relief and showed a clearer understanding after the teacher explained stages of various soluble reactions in Physical Science in the vernacular (Setswana). The tutor in learning centre S explained:

*“I always switch when I notice their blank faces and it tells me they (learners) do not understand”.* (Tutor 3)

The above response was repeated by another tutor in learning centre X. The tutor at this centre felt that to make learning easier and to ensure learners understand difficult concepts in Physical Science, he switches to the language they understand better. The tutor explained:

*“Once I explain in their mother tongue, they light up and write notes to show they know what I am talking about”.* (Tutor 1)

Notably, the tutors understand that at this level (Grade 12), they should not switch from one language to another because the language of instruction is English and the final examination is written in English. Thus, they should encourage the learners to stick to the language of instruction in order to get used to the terms used in the particular subject.

However, tutors claim that code switching is unavoidable in these classes. They switch from English as a language of instruction to mother tongue at any given time to explain processes or concepts. The tutors selected to facilitate the programme are doing their best

to optimise the learners' learning experience with a view to improved performance. Another tutor in camp B emphasised:

*“There is no rule that stops me from using other languages in my class. After all, South Africa is a multicultural and multilingual society.”*

According to Baker (2006) code switching is used to emphasise a particular point in a conversation or clarify a point. Chowdhury (2012) also asserts that code switching facilitates communication and is used to explain difficult terms. Switching from one language to another is a common linguistic strategy used by tutors to facilitate understanding.

#### **6.4.8 Summary**

How one teaches and delivers the subject content contributes to learner achievement. If the strategy that the tutors have identified works, no rule prevents a tutor from implementing it. It is the prerogative of the tutor to find ways to promote learning and achieve positive results. Tutors have the responsibility to assist the learners improve their performance and examination writing skills so that they can enter the examination room with confidence. No limitations are imposed on tutors from switching languages.

### **6.5 THEME 4: EXPERIENCES OF TUTORS AND LEARNERS IN THE PROGRAMME**

The tutors endorsed the benefit of participating in the SSIP programme. Many tutors participating in the programme expressed the importance of providing support to learners and that programme participation gave them the opportunity to learn, develop and grow.

#### **6.5.1 Tutors Experience in the Programme**

The wealth of experience and knowledge of specialist tutors played a significant role in facilitating the intervention programmes. A strategic leader should utilise the services of insightful and committed tutors to bring about change in schools. The 'recipes' that have proved to have worked should not be abandoned due to the implementation of the new curriculum. Due to the pressure on Grade 12 tutors to produce good results, it becomes

difficult to practise and implement new teaching strategies in their classrooms. A maths tutor in Camp B commented:

*“I was trained more than 28 years ago and I’m committed to the work that I do. I love my subject and teach it with passion, but I find it difficult to switch to something untested and I see no need”.*

Whilst tutors involved in the programme are regarded as the best tutors in the district in terms of producing good results, they are faced with challenges to classroom teaching practice. The constant changes in the curriculum and the new ways of teaching that tutors are expected to implement do not resonate with the beliefs of most tutors in the programme. The majority of the tutors in the programme have long teaching experience (20–30 years). In this light, the Life Sciences tutor had the following to say about his teaching strategy:

*“I have been using my whole class teaching and lecture method for years and it has worked and it is still working. Why then getting rid of the strategy that works and then implement a strategy that has not been tried and tested? “*

The site manager at learning centre Y shared the opinion echoed by the previous tutor and had this to say:

*“Grade 12 is the culmination of the schooling system and bringing changes at this late stage is a futile exercise. None of the tutors and learners would benefit as they are focusing on concluding their school by writing the final exam and moving on to the next level“.*

The circumstances described by tutors indicate that they are working under pressure. Their purpose of delivering the programme is to produce “instant success” as illustrated by the materials used in the programme that aim to teach to test and produce good results. For meaningful change in their teaching practice to take place tutors are required to ‘unlearn’ old practices (Niri, Mehrizi and Atashgah, 2009). This needs strong, visionary leadership to drive the change process.

## 6.5.2 Summary

Although, tutors had positive things to say about the programme, they seem to be apprehensive about abandoning their teaching styles. They claim to possess facilitation skills and the competence to structure test questions for their monthly and quarterly tests at their respective schools. They use what they learn from the programme and transfer these skills to use at their schools. Yet they also are convinced that their teaching methods are tried and tested. Nonetheless, they need to make a paradigm shift in the light of the needs of contemporary learners; different teaching strategies must be applied and enforced.

## 6.5.3 Learners' Experience with the Programme

All the learners interviewed had positive comments on the programme. They viewed it as a remedy to educational problems, especially in areas of their subjects that were not dealt with by their own teachers. It focuses on those areas that were problematic. To this end, a learner commented:

*“My Maths teacher does not go beyond algebra and ignore the trigonometry section so much that we get help from learners in other schools. Tutors here focus on all areas of Maths”.*

Another learner commented:

*“I feel my teacher selects areas he is comfortable to teach and this is not fair on us (learners). Matric exam covers different if not all areas in a subject”.*

Learners felt they had learned a lot in this programme as tutors focus on all areas of the subject, for example, in mathematics. Many learners said they found the programme as a whole useful and it bred confidence for the examination. In spite of the lack of facilities such as laboratories to perform science experiments, they still value the programme.

The comments from the learners are significant as they can be used to improve the programme. However, the voices of the learners are absent in the planning and

implementation of the programme. Giving learners a voice could steer the programme in a different direction. Their contribution could give direction regarding on the focus and this would eliminate wasting time and resources. DeFur and Korinek (2010) suggest that programme designers and tutors should start asking learners what is needed to improve their learning. Including the voice of learners may motivate them to take ownership and attend lessons regularly from the beginning of the programme. Cushman (2003), Whitehead and Clough (2004) and McIntyre, Pedder, and Rudduck (2005) argue that involving learners throughout the teaching process from planning to evaluating tutors can enhance teacher efficacy, self-confidence and improve adult leadership throughout education. Affording learners a voice can be a powerful tool to realise programme success and bring improvement in the schools. For example, learners could suggest topics and areas of difficulty and interventions could be designed from the learners' perspective, which is, arguably, part of school improvement.

The SSIP programme focuses on learners from underperforming schools and only those learners are invited to take part. All learners who participated in the interview volunteered and time was set aside for this discussion. At this point the researcher became aware that SSIP classes were also attended by some learners from performing schools.

A learner from Learning Centre Y had this to say about the programme:

*“Although we are benefitting from this programme, some of us are excluded from this programme, due to last years’ pass rate...The district informed us that our school does not qualify for this programme and yet we need help. We cannot suffer because of what happened last year and we see our tutors struggling in other areas of the subject (Physical Science)”.*

The fact that some learners indicated that they had ‘gate crashed’ the programme is a clear indication of its merit for other schools. Taking the initiative to attend extra classes without the knowledge of their school tutors shows that learners at the secondary level have a sense of what is important to succeed. If the initiative comes from the learners, they should commit themselves to the course and the end result should be positive.

Learners were aware that some schools are excluded from a good programme. The programme should be made available to all the learners in the district. A learner from camp A spoke with a beaming face and said:

*“I see value and benefitted from this programme. My marks improved so much since I attended these classes and this has brought back my confidence. I believe that all learners need this programme.”*

Another learner in camp B shared similar sentiments:

*“The programme is helpful and it should include all schools. It will benefit the whole district”.*

The contribution that learners make to improve the school and the way tutors deliver the subject can make a difference. Not only do tutors learn from their learners, policymakers can also derive insights from the learners’ comments as indicated below:

*“The department should keep up the good work and support all learners struggling to get extra support. But there is also the downside to the programme. We only come here to listen to the teacher with no laboratories to do any practical work and the only resources provided are question papers and no other reading materials. The government should be giving us textbooks as we do not have and our schools cannot afford to provide”.*

This is an indication that learners are concerned about the importance of providing resources to schools. Affording learners the opportunity to express their opinion by making suggestions encourages the formation of a community with a sense of belonging (Mitra, 2004).

#### **6.5.4 Summary**

Since the programme is viewed as contributing positively to learners, it is suggested that it should include all secondary schools. When learners are afforded the opportunity to

contribute to any undertaking such as an intervention programme, it is likely to influence the success of the programme. Their participation can help to identify areas where they need support, instead of basing the planning of such an undertaking on assumptions. The willingness of learners to express their views about the supportive programmes indicates their desire to make a difference in their own lives and education.

## **6.6        THEME 5: ASSESSMENT**

This category became a theme because of its importance and the comments referring to it. Assessment plays a significant role in the teaching and learning process. It is important to assess learners' progress in order that tutors have a clear understanding of what learners have learnt and know. Assessment is critical to enable tutors to determine whether learner performance is improving or not. Dreyer (2014:12–17) defines it as assessment for learning: it takes place during the learning process in order to adapt instruction to meet the needs of learners and plan for future activities. Assessment in this case is formative as it is used to determine the progress the learners are making and help the tutor to adapt instruction.

Assessing learners while providing tuition shows that assessment is an integral part of teaching and learning (Vandeyar and Killen, 2007) and provides feedback of the learning process (Lombard, 2011). The assessment process does not only demonstrate to tutors whether the goals of the programme are met but it also informs all stakeholders about the progress the learners are making as the programme continues.

Assessment scores can be used to measure the success of the curriculum and the education system. In the case of the SSIP programme, it was important that tutors assess learners to ascertain whether learners are making progress and to determine if learners will succeed at the end of the year. A tutor in learning centre Y, when asked about assessment techniques and the frequency of assessment, indicated:

*“Assessment is not part of the programme. However, monthly and quarterly tests are held at school the respective schools”.*

This illustrated that assessment was not only the responsibility of tutors at the learning centres but also that of teachers at the learners' respective schools.

Although the Handbook of Roles and Responsibilities used as the policy document for the SSIP programme documented that learners in the programme should be given regular tests, no assessment records were available. The Handbook also indicated that tests should be used to practise examination writing skills. However, the researcher found no records of learners' progress or marks. When asked about the issue of regular tests, the project coordinator had this to say:

*“Of course in any situation it is important to assess whether learners are making progress or not, however, the process is different here. Developing a test is time consuming, costly and it will require extra time for marking learners work and keep records of test scores. Otherwise, we would be required to recruit outsiders to mark these tests. Besides, these tutors have other responsibilities such as their everyday classes they teach, thereby, expecting too much from them.”*

The project manager indicated that testing learners' progress was not part of the plan. The tutors were also protected in this regard as the manager indicated that testing was time-consuming and improvement of learners was the responsibility of teachers from the learners' respective schools. This aspect of the SSIP policy is a very sensitive issue and has been ignored. To retain tutors in the programme the issue of assessing learners is ignored. The geography tutor echoed similar sentiments as that of the project manager:

*“I teach more than 70 learners in one session and also teaching 80 learners in my Mathematics class in the second session. I will not have time to mark tests and will not cope with the workload. There is no way I will be able to do that (teach, test and mark learners' work). Furthermore, I also have other responsibilities, my own class where I teach as well as my own studies”.*



Although assessment is an issue in this programme, some tutors were dissatisfied with a lack of acknowledgement for their work with learners from underperforming schools. A tutor said:

*“When results improve, the credit goes to the teachers at that particular school but not tutors who facilitated the intervention programme to help improve the learner performance from those schools”.*

On the whole the study found that no assessment records of learners’ progress or learners’ marks, even though it was said that learners would be assessed regularly to monitor their progress. Tutors have no way of assessing their own and the learners’ efforts. In this case, learners should be assessed to determine progress. Assessment is core to teaching and learning; it can help tutors to determine whether learners are making progress and/or whether the teaching strategies they employ are making a difference.

The researcher views assessment as the combined responsibility of tutors and teachers. Teachers at the respective school teach learners during the week; tutors apply their extensive knowledge of their subject on weekends. Tutors build on the foundation of knowledge laid by teachers during the week by further providing additional explanations of what learners did not understand during the week. This dual endeavour should be supported by tutors and teachers. The researcher is of the view that if learners in the programme were constantly assessed during programme delivery, tutors would get an indication of whether the learners in the programme are improving instead of waiting until the matriculation results are announced.

### **6.6.1 Assessment of learners**

Assessment of learners was a contentious issue. However, tutors need to understand that teaching and learning cannot be separated from assessing the work they do and what learners have acquired. Thus teaching and assessment of learning and for learning are necessary as a measure of monitoring learners’ progress. Testing as a form of assessment is most efficient and immediate means of measuring learners’ progress. Administering short

tests will help tutors to assess the effectiveness of their teaching. However, tests should be well planned and constructed to measure what has been taught and learnt. The previous questions papers as used in the programme provide good practice for the development of test taking skills and afford teachers at respective schools the chance to identify weaknesses as well as helping tutors to determine what is working or not. In sum, tutors currently have no way of assessing the learners or their own progress.

### **6.6.2 Summary**

Assessment is one of the most important features of teaching and learning to assess the learning process. Assessment looks at learners' work to determine their understanding and establish if learning has taken place (Van Wyk and Carl, 2010). It measures whether learners are making progress or not and that the tutors' are teaching. When these aspects are attended to, tutors will be informed whether learners are achieving the objectives of the intervention programme. But the programme ignores this aspect as it is regarded as too time-consuming for tutors and costly for the government. Tutors have no way of knowing whether the performance of their learners is improving while the programme is being delivered. They have no way of assessing their own teaching throughout the year. They have to wait for the announcement of the matriculation results. The researcher is of the view that assessment should be considered as part of this undertaking and be integrated within the programme.

## **6.7 CONCLUDING REMARKS**

The framework for SSIP seems comprehensive; however, aspects such as on-going training of tutors and assessment of learners are ignored. To provide quality teaching and learning, the government should be prepared to spend money on and devote time to learning, provide adequate, relevant resources and facilities where learners can learn. An intervention of such calibre (SSIP) is meant to fill the gap of what learners are missing in their respective schools in the most important challenging areas. If this can be improved, all learners would benefit from the programme and the poor matriculation results would be reduced. But this undertaking requires time, on-going training and commitment from teachers and tutors, making resources available to all schools and providing mobile facilities, such as mobile libraries and laboratories.

The next chapter focuses on the summary, conclusions and recommendations of the study. The recommendations can be used to enhance the intervention programme to improve the performance of Grade 12 learners and all other learners in schools.

## **CHAPTER 7**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **7.1 INTRODUCTION**

The study on process evaluation of SSIP was conducted to determine whether the programme was delivered as planned and to identify areas for improvement.

Process evaluation is a form of formative evaluation that is used to examine the service delivery of the programme (see section 2.6.1). The study was conducted to inform all interested stakeholders such as policymakers, programme coordinators, managers and facilitators of the programme of the progress of the programme. It is required of this process to identify the shortcomings in the programme. The identified weaknesses uncovered during process evaluation should be highlighted and adjustments made in order to strengthen the programme as it is being delivered.

The process evaluation of SSIP adopted the qualitative evaluation approach to address the following specific questions that required the researcher to investigate what specific processes were implemented to deliver the programme; the extent to which the intended services were delivered to the targeted population; ways in which the specially designed teaching and learning materials influenced the intervention programme and to understand how satisfied the programme facilitators and the participants were with the processes of programme delivery.

Data were collected through an examination of SSIP documents, observation of lesson presentations and semi-structured interviews (refer to section 5.3). These techniques were used to answer the above stated questions. The examined documents used in the first phase were sourced from the district to learn more about the programme and understand if the intention was realised as planned (refer to section 5.3.1). In the second phase of the investigation, the researcher observed the presentation of lessons as a way of understanding how the programme reaches learners in order to improve their performance (refer to section 5.3.1.3.6). Interviews were held thereafter, to confirm what was observed

during lesson presentation (see section 5.3.1.4). This in-depth, qualitative investigation provided participants a voice to relate their experiences, needs and dissatisfaction, if any, about the programme.

This chapter begins with a brief summary of the study and the selected research design method along with findings as reviewed in the previous chapter. The findings from the study are collated in order to generate recommendations as suggested in chapter 1. The results as reported in chapter 5 will be discussed in relation to the literature used to guide the study. The researcher formulates the conclusion based on the findings related to the questions as stated in chapter 1. The recommendations and areas of research regarding the improvement of the intervention programme or programmes in general are made in this chapter. Thereafter, the limitations of the process evaluation of the intervention study are acknowledged. The chapter concludes with researcher reflections on her experience amassed during the journey of evaluation.

## **7.2 SUMMARY OF PROCESS EVALUATION RESEARCH FINDINGS**

Process evaluation of intervention programmes forms part of formative evaluation that is conducted early in the stages of evaluation. In this case it was used to examine the service delivery of the programme. Process evaluation of programmes is an important stage required to identify areas lacking in the programme and adjustments should be made during programme delivery. This informs key stakeholders how the intervention is being delivered and whether it is failing or not. The results of this stage are needed during the evaluation of the programme outcome or the programme's impact on the recipients. This phase enlightens evaluators or researchers about the delivery of the programme. The narrative presented is necessary to evaluate the completion of the programme and to provide an authentic and comprehensive picture of the programme. The section below provides a summary for each of the chapters in this study.

### **7.2.1 Summary: Chapter 1**

This chapter introduced the process evaluation research, orientating readers by providing an outline of the investigation and the significance of evaluating the delivery of intervention

programmes. Intervention programmes are initiated for specific reasons and in most cases they are used to help solve a problem or change a distressing situation (see section 1.1.1). The introduction of intervention policies to circumvent worrying situations in schools and in education in general shows that the DBE is heading in the right direction as a variety of interventions are needed more than ever before.

The background to the evaluation research study revealed that evaluation consists of two common types of evaluation. Having this knowledge and understanding is important to help the researcher or evaluator select the relevant type of evaluation (see section 1.2). The study also revealed each type of evaluation is comprised of two components each. However, for the study under investigation, process evaluation as an arm of formative evaluation was decided as the focus of the study (see section 1.2.1–1.2.3).

The researcher was motivated by a number of factors. Since the previous government neglected to evaluate the programmes provided to African schools, this evaluation would highlight the significance of programme evaluation. Secondly, it is important to understand how the new intervention programme made a difference in learners from underperforming schools (see section 1.1.2) and to understand how the provided intervention programme is doing and/or gradually changing the lives of the recipients (see section 1.1.3).

The literature also revealed that as one of the stages of evaluation, process evaluation, plays a significant role. It informs key stakeholders of the status of the programme, whether the programme is going in the right direction, whether it needs adjustment or preservation of the status quo, whether the programme is heading for failure and the reasons for success or failure. Process evaluation helps key stakeholders to make informed decision whether to continue or discontinue with the programme. Thus, the significance of the study provides key stakeholders with evidence before taking any other decision about the programme (See section 1.1.4). Furthermore, the evaluation framework provided a basis for this investigation and ToC guided the study by providing a framework of the steps to be taken when evaluating SSIP (see section 1.2.4).

The status of the problem alludes to the fact that the myriad of challenges that teachers face impact on learner performance and this result to poor results at the end of the school year

(see section 1.3). In order to resolve the problem, a variety of interventions were introduced (see section 1.3.1). With the indicated aims and objectives of the study in sections 1.4 and 1.4.1, the researcher needed to understand what process was in place prior to the delivery of the programme, how the programme is used to reach learners as well as establish how resources influence learners to ensure their performance improves. It was significant to learn from the experiences of both tutors and learners as their contributions play an important role in improving the programme.

This evaluation research investigation adopted a qualitative approach to examine the intervention programme (see section 1.5). The researcher needed to understand the case at hand by unpacking the entire programme in order to have an in-depth understanding of the process delivery of the programme. The examination of the programme is charted from section 1.5.1; thereafter, the breakdown of chapters and lastly the summary of the study (see section 1.5.6–1.5.7).

## **7.2.2 Summary: Chapter 2**

The literature in chapter two revealed that although evaluation had been conducted by various organisations, the government of the previous dispensation did not see the need to evaluate its own programmes. Through NGOs a variety of intervention programmes were made available for learners and teachers. However, little is known about those programme and reports were few and unavailable to the public (refer to section 2.2.1). Systems are now put in place as monitoring and evaluation policies have been developed to help various organisations and government departments evaluate their performance and programmes offered within their institutions.

Notably, a variety of education policies were put in place and used as a benchmark to remedy the inherited inequalities in post-apartheid South Africa (refer to section 2.2.2.1 – 2.2.2.4). The Norms and Standards for Educators policy outlined the roles and competencies expected of teachers in a democratic teaching and learning environment. Curriculum 2005 policy was used to integrate the different education departments into a single department in order to create a single education system and enable the government to manage it. However, this did not occur without problems. Lack of proper training for the

implementation of the new curriculum created serious problem for teachers and learners themselves. The C2005 was subsequently revised and improved gave birth to National Curriculum Statements. The NCS was reported as streamlined according to grades and level and a strengthened but improved version of C2005 was designed to suit the needs of teachers.

Teachers displayed some dissatisfaction with the improved version as issues were raised regarding NCS. Teachers complained that the curriculum was overloaded with administration responsibilities instead of teaching. Of significance was the different and confusing interpretations levelled against NCS and its requirements. The dissatisfaction towards NCS gave birth to the repackaged CAPS. Literature revealed that teachers in SA schools are coerced into adopting policies without understanding the epistemological knowledge and dynamics of the new curricula (refer to sections 2.2.2.1–2.2.2.4).

Understanding the dynamics and challenges teachers are experiencing in terms of delivering the mentioned policies, other policies were instituted. However, the new policies related to intervention programmes that were subsequently introduced to address the many identified challenges experienced by teachers and learners. WSE used to improve schools; SE was used to benchmark performance and track the progress made towards the achievement of transformational goals of access, redress, equity and quality; ANA was introduced to assess learner performance at various grade level or exit points of the school system.

Nonetheless, evaluators and/or researchers need to understand that the context in which programmes are evaluated, plays a significant role. The social and political context in which evaluation is taking place should be taken into consideration as understanding these areas makes a huge difference (refer to sections 2.2.4.1–2.2.4.2). Creating good relationships with various stakeholders in these areas may help in uncovering relevant and rich information about the programme under study.

PE tracks or monitors the progress the programme is making as well as its delivery process but research studies show that process evaluation is generally not a priority, especially in education. The researcher argues that conducting outcome evaluation without examining



the implementation and the internal operations of the programme will result in incomplete information. Thus, PE plays a significant role in evaluation of programmes as it provides the researcher with the opportunity to examine the internal operations of the programme. It examines the quality of the programme that includes the fidelity, dose and reach (see section 2.2.5). Evidence from this stage is needed to provide decision makers complete information to make informed decisions.

It was revealed in this chapter that a variety of intervention programme have been widely used and evaluated to understand how programmes perform. A comprehensive and longitudinal evaluation was conducted on QLP. This included baseline assessment, formative (implementation, process, interim or mid-term) and summative evaluations. The project was underpinned by the principle that maths and language were the foundation for all further learning. The findings indicated that language and maths impacted positively on learners' performance and should be included across the curriculum in all grades (Taylor and Prinsloo, 2005). It is required of teachers in all grades and all learning areas to intergrade reading and writing skills in their teaching. These foundational skills are the requirements for learning.

The finding on the Dinaledi intervention project revealed a substantial improvement of Grade 12 examination results in higher grade Physical Science and Mathematics. Mathematics and Science was the focus of this intervention programme. Although, some programmes that have been evaluated have shown positive improvements, the literature study found that although interventions are commonly used to solve problems or improve situations, very few process evaluations of education programmes have been conducted to determine their efficiency in delivering what is expected. Many evaluations conducted focused mainly on outcomes of programmes and impact evaluations because many funders and/or initiators are interested in the results and as much in the process as discussed in the stages of evaluation (see section 2.4).

The Rtl framework is used in almost all the states in the US and in the UK, where it has been reported that it is making an impact in the various school districts. The programme involves teachers in the classroom to identify learners who might not be performing well and/or falling behind with their academic work or who might be experiencing learning

difficulties in the classroom. It targets all learners in all grades at various levels of their problems. By the time learners reach Grade 12, problems are fewer and learners needing any form of intervention are fewer (see section 2.2.6).

To evaluate a programme requires the researcher or evaluator to follow a certain approach of choice. An approach to evaluation research provides evaluation practitioners, evaluators or researchers with details that allow them to make informed choices based on the purpose and the process to be followed. The commonly used approaches are Goal-Free Evaluation, Utilisation-Focused Evaluation, Empowerment Evaluation, Context, Input, Process and Product and Theory Based Evaluation (see sections 2.3.1–2.3.5). Each of the mentioned approaches serves a different purpose.

In describing the operation of the programme, a conceptual framework to process evaluation is used to help the researcher evaluate the extent to which the programme is implemented as originally intended. In this way, to learn how the programme is functioning the researcher is also afforded the opportunity to examine the strengths and weaknesses of the programme, identify areas that need improvement and provide informed evidence to key stakeholders (refer to section 2.4).

Intervention programmes are used for a variety of reasons to help schools, learners and/or teachers resolve social and/or learning problems at some stage during their learning process. In some countries intervention programmes are legislated and made compulsory. For example, the “No Child Left Behind” (NCLB) was legislated and popularised to help all learners in the US and Response to Intervention (RtI) framework is used extensively in many states (refer to section 2.5.2).

In Hong Kong, secondary schools learners who participated in a Mathematics intervention, performed better than their counterparts (refer to section 2.5.3). In order to strengthen the teaching of Mathematics and Science in Kenyan secondary education, improvement in learners’ performance was realised but teachers’ attitudes toward the programme were unchanged. It was found that teachers were coerced into the programme. Various intervention studies conducted in Kenya and Ghana revealed that providing appropriate resources such as textbooks has an effect on learners’ performance. They further indicate that the economic status and educational background and level of parents do not

necessarily affect learners' ability to perform. It depends on the commitment and intellect of the individual learners (refer to section 2.5.3). A summary is provided to end the chapter (refer to section 2.7).

### **7.2.3 Summary: Chapter 3**

This chapter discussed the theoretical framework and the theories that influenced this investigation including the SSIP framework (see section 3.2.1–3.2.1.3). This led the researcher to elaborate on the interpretivist theory used in process evaluation. This intervention programme is based on the interpretivist philosophy. Interpretivists argue that reality in evaluation is socially constructed, as such the understanding of the phenomena under study requires the interaction between participants and the researcher to construct new knowledge (refer to section 3.3).

In this section (3.3) the interpretation of how meaning and understanding is created is discussed. This explanation is provided by scholars such as Cohen and Manion (1994); Garrick (1999); Gephardt, (1999); Cuthill (2000); Schwandt (2000); Jones and Hughes (2001); Douthwaite, Kuby, van de Fliert and Schultz (2002); Green and Thorogood (2004); Guba and Lincoln (2004); Rowland (2005); Mackenzie and Knipe (2006); Babbie and Mouton (2009) Creswell (2009); Thomas (2010); Bergen (2012); De Vos et al. (2012); Scotland (2012); Wahyuni (2012); Gary (2013). The above mentioned advocates of interpretivism track how meaning and understanding of such meaning is produced.

ToC forms the theoretical base for SSIP and is elaborated in section 3.4. The explanation given in this section is that ToC can be used in three different ways: a tool, an approach or a discourse. The use of it depends on the preference of the researcher. Weiss, as an advocate of this theory, articulates further about assumptions and how the programme activities lead to step by step achievement of the desired outcomes (refer to section 3.4.1). Furthermore, the rationale for selecting ToC is provided in section 3.4.2.

The theoretical framework that guides process evaluation of the phenomenon of the study is provided in section 3.5. Each component of process evaluation is clarified in 3.5.3 and discussed extensively in section 3.5.3.1 as well as how each step feeds into the next. The

logic model guiding the evaluation of SSIP is conceptualised in section 3.6. It is considered as the appropriate tool to communicate what the programme is trying to achieve. The difference between the ToC and the logic model is indicated. An explanation is given in section 3.7, according to ToC, which explains why a programme is expected to work and spells out why the expected change should happen. The logic model identifies the components of the programme to help stakeholders to see at a glance the connection between inputs, activities and outputs.

The researcher declares that change is a process that requires time and patience (refer to section 3.8). PE is a significant stage as outcome evaluation cannot be conducted without understanding the operation of the programme. Having said that the researcher links the topic, problem statement and sub problems in section 3.9. This includes the explanation of how the research design, discussion of findings, recommendations and conclusion of the study relates to one other (refer to section 3.9). The model for SSIP and the explanation that the change process compels stakeholders to participate in the planned action are provided in section 3.9.1–3.9.2. Furthermore the framework for the evaluation is provided and explained in section 3.10. The summary in section 3.11 closes the chapter.

#### **7.2.4 Summary: Chapter 4**

To introduce this chapter, the rationale for the empirical evaluation research was presented (refer to section 4.2). In this presentation, the evaluation research design (see section 4.3) followed but emphasised programmes should be evaluated in four stages using a variety of methodologies and revealed the two approaches to evaluation. This was found to be a complete cycle of evaluation and provides comprehensive details regarding the programme.

Furthermore, the philosophical paradigm for evaluation, consisting of three elements was discussed in this chapter. The philosophical paradigm was used to provide guidance and a solution to the study. As such, the interpretive approach was seen as appropriate paradigm for evaluating the phenomenon under study (refer to section 4.3.1–4.3.1.1).

The interpretive approach revealed that the understanding of meaning that people attach to situations is interpreted differently by different people. It depends on the time of the event

taking place and circumstances (refer to section 4.3.2.1). As a result interpretivists believe that understanding and attaching meaning to a situation comes from the experiences of people and this renders it subjective. It also renders this interpretive approach exploratory. Due to the exploratory nature of the study, qualitative methods was seen as an appropriate to collect data, which was used to produce in-depth information for the study. In addition, the descriptive approach employed in the study required the researcher to communicate directly with participants to source information from their knowledge and experience of the programme (refer to section 4.3.3). A variety of data collection techniques (review of documents, observation of lesson presentation and individual interviews) were used. This gave rise to the discussion on triangulation (refer to sections 4.3.2.2–4.3.2.2.3) as well as the phases in which data were planned to be collected was discussed (refer to sections 4.4–4.4.5.8.4).

The detailed description of research settings as discussed in section 4.4.4.1 as well as data collection process in sections 4.4.5 used in this study set the terrain to help the researcher to adhere to criteria for trustworthiness discussed in section 4.6. The discussion on trustworthiness involves credibility, dependability, conformability and transferability in qualitative research (4.6.1–4.6.4) and deals with ethical consideration such as confidentiality, privacy and respect as discussed in section 4.7 and 4.7.1. This chapter concludes with a summary.

## **7.2.5 Summary: Chapter 5**

Chapter five provided the narratives and procedures undertaken to collect data for this intervention programme. The participating district consisted of 36 secondary schools from which underperforming secondary schools were identified and clustered into eight learning centres. The three learning sites of which the population was assumed large enough and insightful about the programme were purposefully selected. These data collection sites included two residential camps, which took place for a week in October each year. Data was collected in three phases, with permission obtained from the GDE and the district concerned (refer to sections 5.2–5.2.7).

In order to make sense of the data collected and to attach meaning to data, the researcher followed the order in which research questions were organised (refer to sections 5.3.1.1–5.3.1.5). The analysis of data based on interpretive theory is discussed from sections 5.3.3 as well as the stages in data were analysed. The analysed data revealed the participants' experiences and the programme delivery. This chapter culminates with a summary.

## **7.2.6 Summary: Chapter 6**

The themes, categories and sub-categories that resulted from the analysed data are defined in this chapter. They are also linked to the literature reviewed in chapter two. As suggested by various scholars, by reading and re-reading information from compiled reviewed documents, observation notes and semi structured interviews, patterns were created from the collected data. As displayed in table 6.2 the following themes were identified.

### **7.2.6.1 Processes in Place to Deliver the Programme**

The study revealed that preparations for the intervention programme were executed on time prior to the implementation of the programme. Planning in terms of identifying underperforming secondary schools, recruiting facilitators, as well as securing venues for offering the programme (see section 6.2.2) were undertaken. However, tutors were not trained to facilitate the programme as indicated in the planning document (see section 6.2.3). Lack of training forces facilitators to use own discretion when delivering the programme.

### **7.2.6.2 Types of Resources**

Varied resources available can be used to stimulate and enhance learning in order to improve learner performance (see section 6.3) but the programme only used limited resources (hard print copies) to support the Grade 12 learners from underperforming schools. Lack of resources and facilities are assumed to contribute to poor performance (see section 6.3.1) of learners in general. Providing schools with modern technology and stimulating facilities (see section 6.3.2) would make the lives of both tutors/teacher and learners easier and encourage learners to work on their own without depending entirely on

tutors. However, training of tutors to utilise these gadgets should be ongoing (see section 6.3.3). A paradigm shift on the part of tutors/teachers is required to help the integrate technology in teaching and learning.

### **7.2.6.3 The Delivery of Intervention**

The findings in this theme revealed that for tutors to reach the targeted individuals for the purpose of improving their performance, they are expected to employ a variety of teaching methods. They are also expected to be conversant with modern techniques used in the classroom to be able to deliver interesting and stimulating lessons. However, due to lack of training and proper organisation in terms of lesson planning, no particular format of lesson presentation was followed (see section 6.4.1).

Learners were found to be partially passive in most of the lessons observed. In order to accommodate the diverse learners in the teaching learning process, a variety of teaching strategies should be included in the lesson planning (see section 6.4.2). However, whole-class teaching dominating in almost all lessons observed, does not necessarily accommodate the learning styles and reach all learners. Employing a variety of teaching techniques with a large group of learners seems problematic (see section 6.4) as tutors were not trained to deal with large classes. If tutors are to prepare differentiated learning activities, managing these activities should be part of facilitation. Lack of such management skills would render the process problematic to manage.

In addition, a strategy that actively involves learners in the teaching and learning process tends to minimise the problem that many of tutors/teachers are faced with. In this regard code switching has been accepted as a helpful strategy (see section 6.4.1-6.4.2) that both tutor and learners utilised. Nonetheless, tutor/teachers have the responsibility to create a welcoming learning environment for learning.

#### **7.2.6.4 Experiences of Tutors and Learners in the Programme**

The finding from the study revealed that the wealth of content knowledge and experience of tutors added to the support provided to these learners. The tried and tested methods that tutors have used over the years should not be abandoned (see sections 6.5–6.5.2) but new ones should be gradually developed and intensified to complement what they already know.

It was revealed from the study that giving learners a voice could add more value to the programme as their contribution always makes a difference. The only setback is the unavailability of varied resources and relevant facilities for perform practical experiments. The programme is however valued by learners from both underperforming and performing schools (refer to section 6.5.3).

#### **7.2.6.5 Assessment**

The findings of this theme (refer to section 6.6) revealed that as assessment is a significant aspect of teaching and learning and should be taken seriously. The study revealed that assessment did not take place as part of the programme. Although, it is seen as a costly and time consuming task to carry out for the programme, it is required to benefit tutors, learners and all stakeholders involved in this undertaking. There are many ways of measuring how learners are progressing and tutors are also interested in learning about their own progress and how they are helping learners to improve instead of waiting until the final results released early in the next year. In general this theme highlights the role of assessment in the entire teaching and learning process. Since the purpose is to learn from the process, it guides the system to either change or improve for the better.

The preceding summary of especially chapter 6, interpreted data gained from reviewing of SSIP documents, direct observation of lessons, semi structured interviews and discussed empirical findings based on the themes and sub-themes as they developed from the findings of the evaluated programme. The main question and sub-questions identified in chapter one guided the study and helped the researcher to critically evaluate how SSIP is delivered to help improve the performance of Grade 12 learners. The conclusion and recommendations will be discussed in the next section 7.3.



### **7.2.7 Summary: Chapter 7**

This chapter provides the summary of the whole dissertation and discussed each chapter in brief as indicated in section 7.2. The findings for the study are derived from chapter two which focused on literature review and chapter five where data was gained through intensive examination of various processes (documents, observation and interviews). Conclusions of the study as discussed in this chapter are related to the main evaluation question as stated in section 1.5 and recommendations on how to improve the programme are discussed in section 7.3.

### **7.3 CONCLUSIONS AND RECOMMENDATIONS OF EVALUATION RESEARCH**

This section discusses the major conclusion of the SSIP in relation to the research questions as stated in chapter one (see section 1.3). The study focused on the process evaluation of the delivery service of the SSIP and the objectives as indicated below in order to:

- explore the processes and systems for the delivery of the Secondary School Intervention Programme
- examine how the material and delivery of the programme reached learners
- reveal how the teaching methods and learning material provided influenced the delivery of the programme
- describe the experiences of all those stakeholders involved in the process delivery of the programme

The researcher aimed at responding to the main research question: “How effective is the process of delivery of the Secondary School Intervention Programme operating in Tshwane West (D15) District?” as well as answering the following supporting questions as stated in chapter 1 (refer to section 1.3).

- What specific processes were put into place in order to deliver the programme?
- To what extent are the intended processes operationalised effectively?
- In which ways do the specially designed teaching and learning materials influence the delivery of the intervention programme?

- How satisfied are the programme facilitators and the participants with the process of delivery?

SSIP is one of the most important programmes trying to address the challenges that prevent learners in Grade 12 from performing to the best of their ability and achieving a matriculation pass. The findings recognise that there is much room for improvement of the programme. Based on the analysis of the SSIP documents, observation of tutors' teaching practice and interviews of various stakeholders, data was analysed in chapter 6, which resulted in conclusions as discussed below:

### **7.3.1 Conclusions Based on the Question: What specific processes were put into place in order to deliver the programme?**

Overall it was encouraging that processes such as the identification of underperforming schools, selection of tutors, site managers and identification of learning sites where the programme was offered were already in place prior to the delivery of the intervention programme. This resonates well with the first and second phase of programme delivery as indicated in 2.6.1.1.

However, the delivery of the programme was not implemented as planned as revealed in the interviews held with tutors (See 5.3; 5.5.1.4; 6.2.3). Although, the SSIP Handbook indicated that training of tutors would be provided prior to the commencement of the programme it did not happen. (See 5.6). Thus, training to use the packaged material and to facilitate the programme was neglected and this led to inconsistencies in facilitating the programme.

The fact that programme facilitators (tutors) were not trained resulted in individual tutors applying their own strategies of facilitating the programme. Tutors need training prior to the delivery of the programme in order to learn skills that would enable them to facilitate the intervention programme and transfer the skills into their own tutor practice. Ignoring this step (the tutor training) created a challenge for tutors (See 2.6.1.1) involved in the programme.

The recommendations below are derived from the data presented in chapter 5 as well as the discussion in chapter 6. A number of recommendations are presented in this section. The purpose is to suggest ways of improving the delivery of the programme.

### **7.3.1.1 Recommendation: The value of training**

Training of programme facilitators (tutors in this case) plays a crucial role in any implementation of interventions as well as facilitation of such programmes. It is used to provide guidelines of how a programme should be facilitated.

The training of programme facilitators prior to the implementation of the programme is essential as it affords those tutors the opportunity to embrace the new facilitation skills and to master best facilitation practices. It should not be assumed that because they (tutors) have produced best results in their subject of specialisation (See 5.3.3; 5.5.1.3), they will be able to facilitate learning in large groups. Such training would offer them the opportunity to rely less on their traditional ways of teaching. In so doing, tutors will learn to embrace new interactive and hands-on facilitation, teaching and learning strategies.

It is also recommended that tutors must receive ongoing training during delivery of the programme so that they can adjust or reorient their training. They will also indicate gaps they have identified and suggest ways to improve those identified areas as the programme is being delivered. Their innovative contributions would then demonstrate that they are committed to the programme and want to make a difference. Thus, training should be a continuous undertaking.

### **7.3.2 Conclusions based on the Question: To what extent are the intended processes operationalised effectively?**

The study found that learners were generally satisfied with the way the programme is being delivered as they indicated that tutors present lessons differently from their teachers at their schools of origin. The researcher concluded that learners received the intervention programme well as indicated in 6.5.3. This was inspiring as learners displayed enthusiasm and a desire to learn. This was supported by comments of learners that their performance has generally improved and they are performing better than before they participated in the programme (5.7.1 and 6.5.3).

It was furthermore found that learners appreciated the fact that tutors are more knowledgeable regarding their subject matter than their teachers at the schools they come

from. They however, expected the theory they (the tutors) imparted to be accompanied with practical experience, such as doing experiments in a laboratory (See 6.3.1 and 6.3.2).

The research also indicated that learners embraced the idea of moving to different learning centres but with certain expectations. They expected that facilities at learning centres would be better than those at their own schools (See 6.3.4).

### **7.3.2.1 Recommendation: Availability of Facilities**

Interventions should be held at learning centres where facilities such as laboratories are available. Doing experiments would give learners the opportunity to use the theory they acquired and put it into practice. Learners will acquire practical expertise, learn to understand the subject better and expand their knowledge. An intervention of this nature would then complete their learning experience. It is important that suitable facilities are made available to learners. Organisers should make sure that intervention programme are held where learners can have access to such facilities in order to enrich their learning experiences and eventually improve their performance as is the purpose of the intervention programme.

It is recommended that intervention programmes be held at facilities with equipped infrastructure such as laboratories to perform experiments and computer centres to search for information. Furthermore, the facilitation of the intervention programme should be combined with practical learning experience as learners indicated that their schools do not have such facilities.

### **7.3.3 Conclusions Based on the Question: In which ways do the specially designed teaching and learning materials influence the intervention programme?**

The teaching and learning material plays a very crucial role to both tutor and learners. The study found that the pre-packaged material was helpful to both learners and tutors in terms of understanding how final examination questions are structured as well as practising how to answer examination questions. However, tutors and site managers complained that this exercise does not develop critical thinking (See 5.6), as responses (in the form of

memoranda) is available for learners to easily find answers. The researcher is of the view that time constraints and meeting a group of learners from a different school culture once a week makes it difficult for tutors to teach critical thinking skills. These skills need to develop over a period of time or as learners grow and develop.

Site managers and tutors facilitating the programme expressed dissatisfaction about the exam booklets. The booklets were found to be restricting and limiting if they have to use the booklets without referring to any other resources materials. Tutors needed more resource materials (textbooks, access to internet) than exam booklets (See 5.5). Most learners appreciated the hard copies (previous examination booklets) as valuable resources but they expected more. They expected resources such as internet and computers. Nonetheless, the material offered is making a difference (See 6.3) as it helps learners understand certain areas in their subject that they found difficult to comprehend.

In the lessons observed, most tutors were not only using the pre-packaged material provided. They augmented the material provided by using a variety of their own textbooks to find further information and when emphasising a point. Tutors did this because question papers and the memoranda provided did not cover detailed information on themes and some information or some steps are missing in the memoranda (5.5.1.3). Tutors also indicated that some answers in the memoranda were found to be misleading and unreliable.

It was also observed that study material that was used was often difficult to understand and tutors resorted to code switching (see section 6.4.1-6.4.2).

### **7.3.3.1 Recommendations: Use of Technology in the Programme**

Regardless of the pre-packaged learning material provided, the tutors' extensive teaching experience and the content knowledge of their subject that they accumulated over the years, learners of today are different as many are technologically literate. Using a variety of technology in the programme could make a huge difference to their learning experiences.

Providing internet facilities may help learners to access relevant information related to their subject. Furthermore, it will alleviate the shortage of technological resources in their schools and encourage learners to work on their own. Of significance, it may help tutors to cope with

teaching large groups of learners, using different teaching strategies supported by technologies and internet-based resources.

### **7.3.3.2 Recommendations: Code Switching**

Code switching is extensively used in classes where the language of instruction (English) is either a second or third language. Learners in these classes are not confident in expressing themselves in that language. It is a complex process for a learner to think, structure good sentences and express themselves in a language other than theirs. Thus, some concepts are difficult to understand. It is recommended that when tutors explain any concepts and/or procedures in an African language, it should always be paired with understanding such concepts and procedures in English as examinations are written in English or Afrikaans only.

### **7.3.4 Conclusion based on the Question: How satisfied are the programme facilitators and the participants with the processes?**

Tutors regard the programme as valuable as they professed to have learnt such things as facilitation skills and to develop and structure test questions for their monthly and quarterly tests at their respective schools. They were able to use the knowledge gained from the programme and could transfer it to their respective schools. However, dealing with very large groups of learners came as a shock to tutors (See 6.4.2). Frequently, this was challenging and frustrating but some tutors claim to have managed.

It was difficult for tutors to apply a variety of teaching strategies besides whole group teaching due to large classes. Teaching very large classes made it difficult for many tutors to move away from their traditional approaches to teaching to facilitating learning (See 6.4). They strongly believed that the strategies they applied worked.

#### **7.3.4.1 Recommendations: Working with Large Groups**

It is very difficult to work with large groups of learners without any assistance. Teaching large classes could be more functional if tutors were given teaching assistants. Classroom teaching assistance may be sourced from teachers within the school district to work with

tutors. These teachers should be teaching the same subject as that of the tutor. This is at the same time a way of professional development of peers.

It is alternatively also recommended that the class size should be reduced to smaller groups in order to allow tutors to facilitate the programme more effectively. Small groups usually make teaching easier and encourage interaction between tutors and learners as well as between learners and learners. Reducing class sizes means more tutors must be appointed.

#### **7.3.4.2 Recommendations: Expansion of the Programme**

Due to the improvement that learners experience during the year and confidence instilled in learners, the extension of this programme would serve multiple purposes, including but not limited to achieving the goal of increasing the matric pass rate. The SSIP programme can be used as a strategy for narrowing the achievement gap by continuous professional development of the tutors involved in the SSIP programme as well as other teachers to build capacity.

Learning centres can act as innovation hubs where tutors are given the opportunity to showcase their creativity and share or facilitate their creative and innovative ideas with other teachers as teaching assistants and encourage them to test and practice this in their classrooms. There are many successful tutors/teachers in many of the schools. Insight could be obtained from those outstanding teachers who produced impressive results in their subjects due to their quality teaching and innovative ideas they used in their classrooms. Thus, leadership skills that enable them to produce good results and help learners to succeed beyond matric can be used to help other teachers within and outside their own schools.

As many of such teachers are experienced and specialists in the subject areas or in the phases they are teaching, the innovative ideas they use in their classrooms can be shared and showcased to other teachers to improve the performance of the learners and bring lasting change. Teachers as central implementers of change such as new policies and their own ideas can be used effectively. However, this can only be achieved with the guidance and support of their school leaders (principals) and the district as the custodians of schools.

Peer learning (learning from each other) can influence instructional practices and the learners' learning and contribute to the growth and development of other teachers.

#### **7.3.4.3 Recommendations: Introducing the Programme to All Schools**

Because of the many issues involved in extending the programme, a well thought out design that cuts across other grades and learning areas is required to further enhance the benefits that can be derived from the programme. Thus, a task group to study the extension issues and plans needs to be established. The programme can be extended to other schools as both learners and tutors indicated that schools in African townships require this form of intervention. Moreover, intervention should be introduced early in the school years of learners.

#### **7.3.4.4 Recommendation: Compulsory Attendance**

A significant finding was that the programme is regarded as useful and helpful to learners as can be seen from the increase of attendance of classes towards examination time. It shows that learners see value in the programme and as attendance increases towards final examination time, learners use it as a confirmation of what they already know and have learnt over a period of time. However, the fluctuating attendance interferes with tutors' organisation and planning.

It is recommended that attendance of additional classes be made compulsory.

#### **7.3.4.5 Recommendation: The Need for Assessment**

Ignoring the assessment process creates uncertainty among learners and tutors. It makes it difficult for both learners and tutors to measure whether the programme is making a difference or not in their teaching and learning, although learners indicated a difference and improvement in the marks they score at their schools. It is imperative for tutors to assess their own teaching and the progress learners are making. Tutors would also want to improve their teaching based on evidence they acquired from the test scores data. This will also give



them an indication where learners are struggling and help them to devise other strategies to assist learners. This shows that assessment plays a very significant role in any teaching and learning process.

Ignoring assessment of teaching and learning is discouraging because assessment of learners informs tutors whether learners are improving or not. Tutors would also be able to measure their teaching through assessment of learners' learning and then structure their teaching to suit the needs of learners. The researcher is of the view that assessment of learners' progress should be conducted throughout the intervention process in order to identify areas where learners are experiencing difficulties. Although assessment would require additional help, this is one way of improving learners' performance.

Thus, it is recommended that assessment be considered as part of the intervention undertaking and should be integrated in the programme. Simple strategies such as quizzes, oral presentations on different topics and multiple choice questions can be used to assess these learners.

Based on the preceding discussions, it can be concluded that the programme is helpful as both tutors and learners see value in the programme. The collected data suggestion for improvement point in that direction, even though the ultimate effectiveness of the programme is not yet known. Thus, proper planning for improvement is required. For the DBE to introduce a number of intervention programmes, clearly indicates that they acknowledge learners as well as teachers' problems. Such programme may be legislated in order to benefit all learners needing help instead of only a few. Policies to evaluate programme should be made available to all schools so that educators are informed and learn to understand the value that such policies bring to the system.

#### **7.4 RECOMMENDATIONS FOR FURTHER EVALUATION RESEARCH**

With regard to the outcome of evaluation of programmes in general and information derived from the literature review, the study revealed that programme evaluation should be conducted at all stages: the design and development of the programme, implementation and process evaluation as well as the evaluation of the outcome and effectiveness of the programme in order to learn, account, improve and change. Each stage of evaluation has a

purpose and the results thereof play a particular role. All stages of evaluation should be researched.

The literature review indicated that process evaluation of programmes is extensively conducted in health; however, very limited research on process evaluation of education programmes are carried out. The study has shown that it is a significant stage that can help key stakeholders to make informed decisions. The information obtained from this stage helps key stakeholders to understand whether the programme is heading in the right direction, how it is functioning and why it is failing if it is. This enables decision makers to decide whether to continue or discontinue with the programme. A number of areas have been identified that need further research. These areas are presented below.

The empirical study was confined to the process of delivering the programme. The cost of developing the learning material as well as the compensation of tutors were not part of the investigation. It is suggested that further research focuses on the above mentioned aspects because participants (tutors and site managers) alluded to the fact.

Tutors indicated that they were not trained to facilitate the programme and that training is an important facet leading to the success of the programme. It is suggested that a training programme be developed to help tutors facilitate an intervention programme. Research into the design and development of a training programme should be carried out to improve it for further development.

According to the literature review, no record that SSIP was ever evaluated was found. If information for this stage was available, the information would have helped in the process evaluation stage as the results of the previous stage of evaluation feeds into the evaluation of the next stage. The evaluation of the implementation stage is also crucial in the cycle of programme evaluation; the results thereof are used to shape the programme. The DoE is encouraged to commission evaluation of all stages of all programmes offered.

There is a need for the DoE to commission evaluation of all stages such as formative (design, implementation, process) and summative (outcome and impact) of all programmes. This evaluation could well form the basis of an assessment of the effectiveness of the

programme on a broader basis if all stages of evaluation are commissioned. An evaluation of all stages of the programmes would help policymakers, programme managers and other stakeholders to make informed decisions about the extension of the programme, despite its focus on one district only.

Further research on various other aspects of evaluation of intervention programmes is needed. Given the fact that evaluation of programmes is still at an infant stage in South Africa, additional efforts are needed to understand how programmes succeed or fail as well to understand how evaluation can be used to improve the quality of learning programmes.

## **7.5 LIMITATION OF THE STUDY**

As the evaluation of this programme was not commissioned, it was a mere research study, the process of evaluating the SSIP programme was not an easy task. Even though the focus of the investigation was concentrated on one district, the challenges experienced by the researcher were more than anticipated. Notably, research is characteristically embedded with twists and turns and requires long negotiations, persistence and patience. Decisions like the selection of the sample was taken by the district personnel without the involvement of the researcher. The researcher was given a list of learning centres to investigate and such the sample was purposively selected. The researcher had to adapt and tread carefully in order not to hinder an interesting study.

Secondly, the most difficult aspect of the study was the gathering of various stakeholders together to participate in developing a logic model for the study. Stakeholders were reluctant to converge in one place and participate as a group and work together as a team because evaluation is generally regarded as political. Thus, many of them did not want to be seen to openly participating in such activities. The researcher tried various strategies such as e-mailing, explaining the purpose and design of the structure of the logic model and explaining how their involvement in the activity would benefit all those involved in the project. However, nothing worked. The suggested logic model in chapter 3 has been adapted from other logic models (Kellogg's Foundation, 2004; PEPH Evaluation Metrics Manual, 2012). Without the involvement of stakeholders involved in the programme, it is doubtful that the evaluation research results will be taken seriously and utilised.

Thirdly, negotiating with the teachers to observe the teaching presentation had its share of challenges. The scheduled lesson presentations with the particular tutors were not always honoured as the tutors were sometimes moved from one centre to the next to replace an absent tutor. Alternatively, the tutor would have other commitments and not be available on the scheduled day. The researcher had to re-negotiate and reschedule her observations programme. This was a slow and time-consuming activity. Some tutors preferred informal rather than formal interviews after their lesson presentation. Had the researcher insisted on this, the opportunity would have been withdrawn.

Fourthly, the researcher encountered various obstacles in interviewing the various stakeholders involved in the programme. The inability to penetrate and interview the service provider managing the SSIP programme who was responsible for the development of the learning material for teaching and learning may not have provided a true picture of the entire process in terms of its role and the purpose of the programme from its perspective. The Site or Centre managers also had issues regarding the interviews. One Site Manager was prepared to be interviewed only if the interview was not recorded and the second manager requested an informal, unrecorded interview with some form of incentive as the expectation was that such projects are funded. Also, scheduling and re-scheduling the appointment with the third site manager and the project manager of the SSIP programme had to take place.

The most limiting factor is that only some sites and their participants could be researched limiting generalisation of findings even though the three learning sites and the two residential camps that were included showed remarkable similarities.

## **7.6 CONCLUDING REMARKS**

Unlike other research studies, it is difficult to draw any generalization from the qualitative process evaluation study. We can however learn from this investigation that the importance of process evaluation is to identify ways of improving, monitoring or implementing the programme at hand and suggest ways that would bring about change and significantly show evidence of accountability on the part of the stakeholders. Thus, this study provides valuable information on how to conduct process evaluation or how to examine the service delivery of

intervention programmes. The process makes it possible for the researcher to focus on how time and planned resources are used to benefit the recipients of the programme.

Of importance to note is that, the greatest contribution of process evaluation studies is that process evaluation is the link between implementation and outcome evaluation studies. Process evaluation is the feeder information for summative evaluation. For summative evaluation to be successfully conducted, it needs results from implementation and process evaluation. Depending on the type of information required at that point in time, all types of evaluation should be conducted at various stages of the programme in order to learn and understand the value of the programme and make an informed decision regarding the follow-up of the programme.

The standpoint in this process evaluation is that it is a necessary stage to help identify gaps to improve the programme. However, intervention programmes should be evaluated at all stages as information of the first stage feeds the next stage. This means information gathered at development and design stage would feed into the implementation and delivery (formative) of the programme stage. It is believed that to make informed decisions about the programme, the outcome and impact (summative) evaluation of the programme requires information from the previous stages. This then would help policymakers and other stakeholders to make informed decisions and undertake necessary action.

The journey of this process evaluation was not smooth sailing. Some participants were reluctant in responding to interview questions. It was a struggle to extract information, which required continuous probing with questions and patience. Others wanted monetary incentives made it difficult to continue with them as the study was not commissioned through any organisation. Although, participating in the evaluation was a voluntary process, those interested in financial compensation had to withdraw from participating.

Programme evaluation is a collaborative process if the intention is to utilise the findings and recommendations put forward. However, bringing all stakeholders together in order to afford the opportunity to contribute and make them understand how the evaluation process will unfold as well as to chart a map and/or develop a logical model that gives direction towards reaching a particular goal, was a daunting experience. Although other strategies were

created to involve stakeholders in the mapping of the logic model, it never worked. The timing for holding such a workshop was problematic and assembling people in different positions and ranks became an issue. As such the workshop did not take place.

Nonetheless, it is critical to evaluate intervention programmes for the purpose of learning and improving situations. Learning is a process and evaluation provides information to help all those involved in programme evaluation to learn and improve. Programmes are also evaluated for the purpose of accountability. It helps people in their respective positions to account for the work they do. It gives all people involved in the programme, especially those on the receiving end, a voice and empowers them. No matter how challenging this journey had been, it was inspiring, valuable and empowering.

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**LIST OF APPENDICES**  
**APPENDIX A: RESEARCH REQUEST FORM**



**education**  
 Department: Education  
**GAUTENG PROVINCE**

**For administrative use:**  
**Reference no**

## RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

### 1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher	
	Surname and Initials:	<b>Setlhako M.A</b>
	First Name/s:	<b>Motladi Angeline</b>
	Title (Prof / Dr / Mr / Mrs / Ms):	<b>Ms</b>
	Student Number (if relevant):	<b>578 612 6</b>
	ID Number:	<b>541010 0991 088</b>

1.2	Private Contact Details	
	Home Address	Postal Address (if different)
	<b>135 Roedolf Avenue</b>	<b>P.O Box 60386</b>
	<b>Clubview</b>	<b>Karenpark</b>
	<b>Centurion</b>	
	Postal Code: <b>0157</b>	Postal Code: <b>0118</b>

Tel: (012) 42906121
Cell: 082 7856 017
Fax: 086 642 1608
E-mail: <a href="mailto:setlhma@unisa.ac.za">setlhma@unisa.ac.za</a>

## 2. PURPOSE and DETAILS OF THE PROPOSED RESEARCH

<b>2.1</b>	<b>Purpose of the Research (Place cross where appropriate)</b>	
	Undergraduate Study - Self	
	Postgraduate Study - Self	<b>X</b>
	Private Company/Agency – Commissioned by Provincial Government or Department	
	Private Research by Independent Researcher	
	Non-Governmental Organisation	
	National Department of Education	
	Commissions and Committees	
	Independent Research Agencies	
	Statutory Research Agencies	
	Higher Education Institutions	<b>X</b>

<b>2.2</b>	<b>Full title of Thesis/Dissertation/Research Project</b>
	<b>A FORMATIVE EVALUATION OF THE SECONDARY SCHOOLS IMPROVEMENT PLAN (SSIP)</b>
	<b>DESIGNED FOR UNDER PERFORMING SCHOOLS: A CASE STUDY OF SECONDARY</b>
	<b>SCHOOLS IN GAUTENG</b>

<b>2.3</b>	<b>Value of the Research to Education (Attach Research Proposal)</b>
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To determine whether the programme is delivered as planned and it reaches the intended target
groups. For the purpose continuity and sustainability, this investigation aims to reveal the
possibilities of improving the programme as it envisage to continue providing extra classes to
grades 10's and 11's.

<b>2.4</b>	<b>Proposed date of completion of study / project and submission of research report / thesis to GDE</b>
Completion date:	<b>April 2012</b>
Submission date:	<b>May 2012</b>

<b>2.5</b>	<b>Student and Postgraduate Enrolment Particulars (if applicable)</b>	
Name of institution where enrolled:	University of South Africa	
Degree/Qualification:	Doctor of Education (D.Ed.)	
Faculty and Discipline/Area of Study:	Curriculum: Quality Assurance	
Name of Supervisor / Promoter:	Professor L. Nyaumwe	

<b>2.6</b>	<b>Employer (where applicable)</b>	
Name of Organisation:	UNISA	
Position in Organisation:	Programme Manager	
Head of Organisation:	Prof. M Makhanya	
Street Address:	Preller Street, Muckleneuk Ridge	
	City of Tshwane	
Postal Code:	0003	
Telephone Number (Code + Ext):	(012) 429 4433	
Fax Number:	(012) 429 4922	
E-mail:	<a href="mailto:lebelldm@unisa.ac.za">lebelldm@unisa.ac.za</a>	

<b>2.7</b>	<b>PERSAL Number (where applicable)</b>
------------	---

<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>4</b>	
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**3. PROPOSED RESEARCH METHOD/S**

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

**3.1 Questionnaire/s (If Yes, supply copies of each to be used)**

<b>YES</b>	<b>X</b>	<b>NO</b>	
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**3.2 Interview/s (If Yes, provide copies of each schedule)**

<b>YES</b>	<b>X</b>	<b>NO</b>	
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**3.3 Use of official documents**

<b>YES</b>	<b>X</b>	<b>NO</b>	
<b>If Yes, please specify the document/s:</b> Intend to analyse all SSIP			
documents, minutes of the meetings and reports compiled as the			
Programme progresses.			

**3.4 Workshop/s / Group Discussions (If Yes, Supply details)**

<b>YES</b>		<b>NO</b>	<b>X</b>

**3.5 Standardised Tests (e.g. Psychometric Tests)**

<b>YES</b>		<b>NO</b>	<b>X</b>
If Yes, please specify the test/s to be used and provide a copy/ies			

**4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH**

**4.1 Type of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)**

<b><i>INSTITUTIONS</i></b>	<b>Mark with X here</b>
Primary Schools	
Secondary Schools	<b>X</b>
ABET Centres	
ECD Sites	
LSEN Schools	
Further Education and Training Institutions	
Other: District	<b>X</b>

**4.2 Number of institution/s involved in the study (Kindly place a sum and the total in the spaces provided)**

<b>Type of Institution</b>	<b>Total</b>
Primary Schools	
Secondary Schools: SSIP Learning Centres	<b>3</b>

ABET Centres	
ECD Sites	
LSEN Schools	
Further Education and Training Institutions	
Other: District	<b>1</b>
<b>GRAND TOTAL</b>	<b>4</b>

**4.3 Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)**

Name/s of Institution/s
A number of secondary schools classified as under performing schools are clustered
in each district to form a Learning Centre. Each learning Centre is composed
of a cluster of four (4)–five (5) secondary schools. The selected school is
known as the Learning Centre where all learners from different schools
converge. I intend to focus on three (3) SSIP Learning Centres in District 16
–Tshwane West in the Gauteng Province.

**4.4 District/s where the study is to be conducted. (Please indicate by placing a cross alongside the relevant district/s)**

District	
Ekhuruleni North	
Ekhuruleni South	
Gauteng East	

Gauteng North	
Gauteng West	
Johannesburg Central	
Johannesburg East	
Johannesburg North	
Johannesburg South	
Johannesburg West	
Sedibeng East	
Sedibeng West	
Tshwane North	
Tshwane South	
Tshwane West	<b>X</b>

<b>If Head Office/s (Please indicate Directorate/s)</b>

**NOTE:** *If you have not as yet identified your sample/s, a list of the names and addresses of all the institutions and districts under the jurisdiction of the GDE is available from the department at a small fee*

**4.5 Number of learners to be involved per school (Please indicate the number by gender)**

Grade	1		2		3		4		5		6	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

Grade	7		8		9		10		11		12	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number											9	9

**4.6 Number of educators/officials involved in the study (Please indicate the number in the relevant column)**

Type of staff	Educators	HODs	Deputy Principals	Principal	Lecturers	Office Based Officials
Number	5			3		5

**4.7 Are the participants to be involved in groups or individually?**

Participation	
Groups	
Individually	<b>X</b>

**4.8 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)**



Participant/s	Activity	Time
<b>Sci Bono Project Manager/ Administrator</b>	Interview	60 minutes
<b>District: Special Project Manager</b>	Interview	60 minutes
<b>District: Project Coordinator</b>	Interview	60 minutes
<b>District: Project Monitoring Personnel</b>	Interview	60 minutes
<b>Learning Centre: Site Manager</b>	Interview	60 minutes
<b>Learning Centre: Programme Facilitator/Tutor</b>	Observation and Interview	60 minutes
<b>Learning Centre: Grade 12 Learners</b>	Interview	30 minutes

**4.9 Time of day that you propose to conduct your research**

School Hours	During Break <b>X</b>	After School Hours <b>X</b>
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**4.10 School term/s during which the research would be undertaken**

First Term	Second Term	Third Term
		<b>X</b>

## CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their cooperation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Director: Knowledge Management and Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

<b>DECLARATION BY THE RESEARCHER</b>	
1. I declare that all statements made by myself in this application are true and accurate.	
2. I have taken note of all the conditions associated with the granting of approval to conduct research and undertake to abide by them.	
<b>Signature:</b>	
<b>Date:</b>	11 July. 2011

**DECLARATION BY SUPERVISOR / PROMOTER / LECTURER**

I, Motladi Angeline Setlhako, declare that: .....

**1. Is enrolled at the institution/employed by the organisation to which the undersigned is attached.**

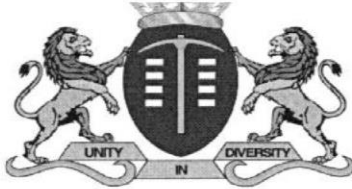
**2. The questionnaires/structured interviews/tests meet the criteria of:**

- educational accountability
- proper research design
- sensitivity towards participants
- correct content and terminology
- acceptable grammar
- absence of non-essential/superfluous items

Surname:	Nyaumwe
First Name/s:	Lovemore
Institution/Organisation:	UNISA
Faculty/Department (where relevant):	Further Teacher Education, College of Education
Telephone:	079 084 7162
Fax:	086 642 1608
E-mail:	nyauml@unisa.ac.za
Signature:	
Date:	22/06/2011

**N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to [Diane.Buntting@gauteng.gov.za](mailto:Diane.Buntting@gauteng.gov.za) the last 2 pages of this document must however contain the original signatures of both the researcher and his/her supervisor or promoter. These pages may be faxed to (086 594 1781) or hand delivered (in sealed envelope) to Diane Buntting, Room 509, 111 Commissioner Street, Johannesburg. All enquiries pertaining to the status of research requests can be directed to Diane Buntting at 011 843 6503.**

## APPENDIX B: GDE RESEARCH APPROVAL LETTER



**education**  
Department: Education  
GAUTENG PROVINCE

For administrative use:  
Reference no. D2012/111

### GDE RESEARCH APPROVAL LETTER

Date:	11 July 2011
Name of Researcher:	Setlhako M.A.
Address of Researcher:	P.O. Box 60386
	Karenpark
	0118
Telephone Number:	012 429 6121 / 082 785 6017
Fax Number:	086 642 1608
Email address:	setlhma@unisa.ac.za
Research Topic:	A formative evaluation of the Secondary Schools Improvement Plan (SSIP) designed for under performing schools: A case study of Secondary Schools in Gauteng
Number and type of schools:	THREE Secondary Schools and ONE District Office
District/s/HO	Tshwane West

#### **Re: Approval in Respect of Request to Conduct Research**

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

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

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*

1

**Making education a societal priority**

#### **Office of the Director: Knowledge Management and Research**

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P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506  
Email: David.Makhado@gauteng.gov.za  
Website: www.education.gpg.gov.za

## **APPENDIX C: REQUEST FOR PARTICIPATION IN RESEARCH**

### **RESEARCH INFORMATION**

Dear Parent or Guardian,

Kindly read the following information regarding the research to be undertaken. After reading the information and you are willing to allow your child to participate in the research, please complete the research consent form below.

**Researcher** : I'm currently pursuing Doctoral studies the University of South Africa.

I am evaluating the SSIP programme in order to identify the gaps and/or barriers, which will then help to improve it.

**Title** : The title of the research is: "**Process Evaluation of Secondary School Intervention Programme**".

**Purpose** : The purpose of this investigation is to explore whether the Secondary School Intervention Programme was delivered as initially intended and examine how effectively the programme operated. Based on the findings the researcher aims at recommending strategies to improve the programme.

**Procedure** : This research will be conducted in two phases at the learning sites and camp sites. The researcher will observe tutors presenting lessons to the learners and interview tutors immediately thereafter the lesson had been presented.

As classes are held only on Saturdays, the researcher will set aside time to interview learners on Saturdays at the learning sites and one day within the week in which they are at the camp sites (They spend 5 days at the camp site).

**Risk** : There is no perceived physical risk or harm for the learner to participate in this research.

**Benefits** : Since this research is conducted at the learning sites and during school time, there are no financial benefits by participating in the research.

**Rights** : Participation in this research project is voluntary. The learner has the right to withdraw from participating in the project at any time without negative consequences if they are not comfortable.

**Confidentiality:** Although, the interviews will be recorded with the permission of the participants, all information will be treated as confidential. As a way of protecting the identity of learners, the names of the learners will not be revealed, instead pseudonyms, codes or symbols will be used.

**Storage** : Upon completion of the research, all documentation, together with recorded material will be stored for archival purposes for at least 5 years.

**Publication** : The knowledge gained from this will be documents in my dissertation as well as reported in academic journal articles. The researcher will continue to protect the identity of participants all the time.

**Researcher** : Please complete and sign the form below to indicate if you want your child to participate in the study.

This study is conducted under the supervision of Prof Johann Dreyer at UNISA (Department of Curriculum and Instructional Studies). Please do not hesitate to contact me if more details are required. You can contact me:

Tel: (012) 429 6121(w)      Cell: 082 785 6012

E-mail: setlhma@unisa.ac.za or

Prof Dreyer at [Dreyejm1@unisa.ac.za](mailto:Dreyejm1@unisa.ac.za)

**RESEARCH CONSENT**

I, ..... (name and surname), the parent or guardian of ..... (name and surname of the learner) hereby acknowledge that I have read and understand the research information. I also know that any question that I may have will be discussed with the researcher.

By signing this form, I agree that my child’s conversation with the researcher will be recorded and the recorded information will be handled confidentially and that my child’s identity will be protected all the time.

I hereby give consent for my child to participate in the research project. With this consent, I give the researcher permission to document the findings from the research in the dissertation and/or the publication of a journal article on condition that the identity of my child is kept secret.

I agree and accept the conditions as stated above.

.....  
Name and Surname (Parent/Guardian)

.....  
Signature



## APPENDIX D: LESSON OBSERVATION SHEET/FORM

Learning Site: \_\_\_\_\_

Name of Tutor: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Number in Class: \_\_\_\_\_

Key: G=Good; S=Satisfactory; NS=Need Support; Y=Yes; N=No			
	<b>Beginning and End</b>	<b>Y</b>	<b>N</b>
1.	Time: Lesson began punctually		
2.	Aims and objectives: Clear explanations provided		

	<b>Quality of Teaching</b>	<b>G</b>	<b>S</b>	<b>NS</b>
4.	Tutor has appropriate specialist knowledge of the subject			
5.	Effective preparation and organisation of resources			
6.	Appropriate classroom control			
7.	Effective monitoring of individual, group and whole class activities			
8.	Varied use of appropriate teaching strategies, resources and differentiation of activities			
9.	Pace of lesson appropriate to the ability of learners			
10.	Effective use of voice			
11.	Demonstrate enthusiasm for the lesson			

	<b>Quality of Learning</b>	<b>G</b>	<b>S</b>	<b>NS</b>
12.	Learners are attentive and on task			
13.	Learners demonstrate appropriate levels of contribution and enthusiasm			
14.	Learners demonstrate confidence and independence			
15.	Learners demonstrate the ability to reflect on their work and self-evaluate			

	<b>Assessment and Recording</b>	<b>G</b>	<b>S</b>	<b>NS</b>
16.	Assessment and marking criteria are clearly explained			
17.	Oral and written praise is effectively used			
18.	Learners work is marked regularly			

	<b>Homework</b>	<b>G</b>	<b>S</b>	<b>NS</b>
19.	Appropriate homework is set regularly			
20.	Homework allows appropriate by available resources			

<b>Classroom Environment</b>		<b>Y</b>	<b>N</b>
21.	Classroom is neat and organised		
22.	Appropriate use of displays as well learners work		
23.	Appropriate environment, conducive for learning		

<b>Comments and Notes</b>	
<b>Number</b>	<b>Notes</b>
Beginning	
Quality of Teaching	
Quality of learning	
Assessment and Recording	
Homework	

**Additional Information:** \_\_\_\_\_

\_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **APPENDIX E: GUIDING INTERVIEW QUESTIONS FOR STAKEHOLDERS PARTICIPATING IN SSIP**

### **GUIDING INTERVIEW QUESTIONS FOR THE COORDINATOR**

1. How long have you been managing and coordinating the programme?
2. What criteria do you use to select or identify underperforming schools to be part of the programme?
3. What kind of implementations problems has immerged ever since this programme has been in existence?
5. What do you think created the problems you identified in various subjects?
6. What systems do you use to measure whether the performance of learners is improving or not?
7. What does the district do when a school does not improve or remains as an underperforming school for over 2 years?
8. What are the challenges or the successes of this intervention programme?
9. What is your impression about the programme?

### **GUIDING INTERVIEW QUESTIONS FOR SITE MANAGERS**

1. How long have you been involved in the programme?
2. What is your experience about the programme?
3. What ways do you use to encourage learners to attend classes on a Saturday?
4. What assessment approaches do you use to measure the progress of learners?
5. What happens when a tutor does not appear on Saturday morning and learners are waiting for the facilitator?
6. What is your impression about the programme?

### **GUIDING INTERVIEW QUESTIONS FOR TUTORS**

1. What is your understanding of the Secondary School Intervention Programme?
2. How did you become involved in the programme?
3. What is your subject specialisation?

4. How long have you been teaching the subject in matric?
5. What form of training did you receive to prepare you for the programme?
6. What kinds of materials do you use to help facilitate learning?
7. Have you been involved in the preparation of the teaching and learning material used in the programme? Please motivate your answer
8. How effective are the materials provided for the learners you teach?
9. How is the attendance of learners in this programme?
10. What is your perception of learners in this programme?
11. What are the strengths of the programme?
12. What are the weaknesses of the programme?
13. What is your impression of the whole programme?

#### **GUIDING INTERVIEW QUESTIONS FOR LEARNERS AS RECIPIENTS OF SSIP**

1. What do you understand about the programme?
2. What does the programme offer you?
3. How does the provided learning material differ from the textbooks you receive/use at your school?
4. How do tutors/teachers facilitating the programme differ from your teachers at your school?
5. What are the strengths of the programme?
6. What are the weaknesses of the programme?
7. What is your opinion about the programme?

## APPENDIX F: EDITING LETTER

This is to confirm that the D Ed thesis: *Process evaluation of Secondary Schools Intervention Programme* by Motladi Angeline Setlhako has been edited for language use and technical aspects.



**EM Lemmer**

**104 Charles St**

**Brooklyn**

**0181**

**25 May 2016**

## APPENDIX G: EDITING LETTER

This is to confirm that I, Tracey Ann Baxter, edited the D Ed thesis, *Process evaluation of Secondary Schools Intervention Programme*, by Motladi Angeline Setlhako for language use and technical aspects.

A handwritten signature in black ink, appearing to read 'T. Baxter' with a stylized flourish.

TA BAXTER Montana, Pretoria  
0823781905

[Precise.proofedit@gmail.com](mailto:Precise.proofedit@gmail.com)