



**CHALLENGES FACING EDUCATORS WITH REGARDS TO THE ANNUAL
NATIONAL ASSESSMENT (ANA) OF THOHOYANDOU CLUSTER IN VHEMBE
DISTRICT**

By

MBUDZISENI OLGA NELUVHALANI



University of Venda

Submitted for the fulfilment of the degree of

MASTER OF EDUCATION

In the

DEPARTMENT OF EDUCATIONAL MANAGEMENT

SCHOOL OF EDUCATION

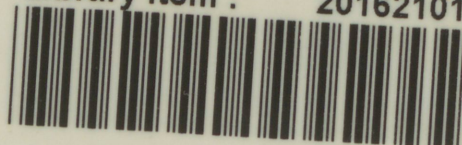
UNIVERSITY OF VENDA

SUPERVISOR

PROF A.P. KUTAME

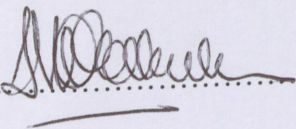
UNIVEN LIBRARY

Library Item : 20162101



DECLARATION

I, Neluvhalani Mbudziseni Olga hereby declare that this study entitled "**Challenges facing educators with regards to the Annual National Assessment (ANA) of Thohoyandou Cluster in Vhembe District**", has not yet been submitted previously for any degree at this or another University. It is original in design and in execution, and all reference material contained herein has been duly acknowledged.

Signature.......... Date 05/09/2016.....

DEDICATION

I would like to dedicate this study to the following most important people in my life:

- My mom, Mrs. Anah Thizwilondi Budeli, your presence in my life has always been a pure blessing.
- My siblings Ndivhuwo (Sandy), Michael Mbulungeni, Vhulungani, Tendani, Thabelo and Masindi.
- My lovely sons: Livhuwani, Tshilidzi, Mbudzeni and my lovely daughter Tshinakaho, to all of you I say “Education is the key to change the world and life, may you all strive for success!!! God bless you.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude and appreciation to the following people whose assistance made this research possible:

- The Almighty God, for being God and God of possibilities
- Prof Kutame A.P, my supervisor, for guiding me and most of all his professional guidance and sound academic advice, and support throughout this adventure.
- Ms Molyn Mpofu and Ms Mbulaheni Visi Muriel, for their support in analysing the research results.
- Dr Fhatuwani Ravhuhali, for sacrificing his time to type set and edit this study, and most importantly teaching me how to work on the review of literature. Your words of encouragement picked me up when I felt like quitting. Thanks a lot my brother. You are one in a million.
- The respondents, for sacrificing their time in answering the questionnaires and those who allowed me to spend some of the time in discussing subject.
- My assistant Mr. Thendo Rolivhuwa Marindili for the dedication and time spent for this research. May the good Lord bless him.
- My family, especially my mother, Mrs Annah Budeli, my sons: Livhuwani, Tshilidzi, Mbudzeni, my daughter Tshinakaho and my siblings who have gone beyond borders to see that my dream come true. I wholeheartedly appreciate it. I always draw my strength from you.

ABSTRACT

The aim of this study was to investigate challenges faced by educators as far as Ana is concerned. The research used quantitative research designs in which questionnaires were used for data collection processes. The sample consisted of 80 educators (CS1 and HODs) both male and female who were randomly selected from primary schools falling under Mvudi Circuit area. The findings reveal that educators felt that ANA is impacting negatively to their day today teaching. Furthermore, educators were not provided with work-shops on ANA and would indicate that teachers know very little about this the ANAs. The study recommends that all the stakeholders especially educators, should be involved in the effective implementation of ANA in Primary schools. Professional Development workshops on ANA should be provided to all the educators to enable them opportunities to understand how such assessments work. Further studies should be undertaken in other parts of the Vhembe District as well as Limpopo Province in South Africa.

Keywords: *Educators, Challenges, primary schools, Thohoyandou cluster, ANA, Assessment, languages.*

ITEM	TABLE OF CONTENTS	PAGE
2.1	INTRODUCTION	10
2.2	DECLARATION	i
2.3	DEDICATION	ii
2.4	ACKNOWLEDGEMENTS	iii
2.5	ABSTRACT	iv
2.5.1	UNIVERSITY ANNA	13
1.1	INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.2	STATEMENT OF THE PROBLEM	4
1.3	AIM OF THE STUDY	4
1.4	RESEARCH QUESTIONS	4
1.5	HYPOTHESIS	5
1.6	RESEARCH DESIGN AND METHODOLOGY	5
1.7	QUANTITATIVE RESEARCH DESIGN	5
1.8	RESEARCH METHODOLOGY	6
1.9	QUANTITATIVE RESEARCH METHODOLOGY	6
1.9.1	Population	6
1.9.2	Sampling	6
1.9.3	Data collection instrument: Questionnaires	7
1.9.4	Data collection procedure	
1.9.5	Data analysis	
1.9.6	ETHICAL CONSIDERATION	8
1.10	DELIMITATION OF THE STUDY	8
1.11	SIGNIFICANCE OF THE STUDY	8
1.12	CHAPTERS OUTLINE	8

CHAPTER TWO LITERATURE REVIEW		24
2.1	INTRODUCTION	10
2.2	UNDERSTANDING ANNUAL NATIONAL ASSESSMENTS (ANA)	10
2.3	THE PURPOSE OF THE ANNUAL NATIONAL ASSESSMENT	11
2.4	THE PURPOSE OF THE ANNUAL NATIONAL ASSESSMENT	12
2.5	CATEGORIES OF ANA	13
2.5.1	Universal ANA	13
2.5.2	Verification ANA	13
2.5.3	Under universal ANA	13
2.5.4	Under verification ANA (V- ANA)	13
2.6	CHALLENGES WITH ANNUAL NATIONAL ASSESSMENTS (ANAs)	14
2.7	MAKING THE ANAs WORK ACROSS ALL THE LEVELS OF THE EDUCATION SYSTEM	17
2.8	LEARNERS PERFORMANCE AND ANA ASSESSMENT	19
2.8.1	Languages (FAL and Home Languages)	19
2.8.2	MARKING OF ANA	21
2.8.3	MODERATION OF ANA	21
2.9	RECORDING OF ANA	21
2.9.1	Universal ANA	21
2.9.2	Verification ANA	21
2.10	REPORTING OF ANA	21
2.10.1	2013 Diagnostic Report	22
2.10.2	Purpose and Scope of the Report	22
2.10.3	Methods Used To Compile the Report	23
2.10.4	The Packaging of the Report	23
2.10.5	Summary of the Key Findings: Languages	23

2.11	EFFECTIVE TEACHING, LEARNING AND ASSESSMENT	24
2.12	PROPOSED INTERVENTIONS	24
2.13	2014 ANA REPORT FOR GRADES 1 TO 6	25
2.14	MEETING THE CAPS REQUIREMENTS AND IMPROVING YOUR ANA PERFORMANCE: MATHEMATICS AND LANGUAGE	25
2.14.1	LANGUAGE USE	25
2.14.2	HANDWRITING	26
2.14.3	HOME LANGUAGE	26
2.15	PERFORMANCE ASSESSMENT IN ANA OF STANDARDS BASED EDUCATIONAL ACCOUNTABILITY	26
2.15.1	SCHOOL/DISTRICT DIAGNOSTIC ANALYSIS	27
2.16	2015 DEPARTMENT CIRCULARS ADMINISTRATION MANUAL	27
	CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY	
3.1	INTRODUCTION	28
3.2	THE AIM OF THIS STUDY	28
3.3	RESEARCH DESIGN	28
3.4	POPULATION OF THE STUDY	29
3.5	SAMPLING	29
3.6	DATA COLLECTION INSTRUMENT	29
3.7	PRE-TESTING THE INSTRUMENT	30
3.8	DATA COLLECTION	30
3.9	DATA RECORDING	30
3.10	DATA ANALYSIS	30
3.11	LIMITATIONS AND TRUSTWORTHINESS OF THE STUDY.	31
3.12	ETHICAL CONSIDERATIONS	31

3.12.1	Permission to conduct the research project	31
3.12.2	Informed consent	32
3.12.3	Voluntary participation	32
3.12.4	Confidentiality and anonymity	32
3.12.5	No harm to respondents.	32
3.12.6	No harm to respondents.	32
3.13	CONCLUSION	32
CHAPTER FOUR DATA ANALYSIS, INTERPRETATIONS OF RESULTS AND DISCUSSIONS		
4.1	INTRODUCTION	34
4.2	DATA ANALYSIS	34
4.3	Challenges faced by educators in administering ANA assessment programme	35
4.4	CONCLUSION	51
CHAPTER FIVE SYNTHESIS, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS		
5.1	OVERVIEW OF THE STUDY	52
5.2	MAIN FINDINGS OF THE STUDY	53
5.2.1	Biographical Information	53
5.2.2	Findings regarding challenges faced by educators in administering ANA in primary schools	53
5.3	LIMITATIONS OF THE STUDY	54
5.4	RECOMMENDATIONS AND CONCLUSIONS	55

5.4.1	Recommendations relating to the Study	55
5.4.2	Recommendations for Further Studies	55
5.5	CONCLUDING REMARKS	55
	REFERENCES	57
	APPENDIX A (QUESTIONNAIRE)	62
	APPENDIX B FREQUENCY TABLE	64
	APPENDIX C (CONSENT FORM)	71

Table 5	Workbooks received on time by the schools.	37
Table 7	ANA results are giving a true reflection of learner performance	38
Table 8	The ANA workbooks supplied are sufficient for all learners	39
Table 9	ANA assessment tests are to the level of learners	40
Table 4-10	ANA assessment is conducted once the syllabus is completed.	40
Table 11	ANA workbooks are relevant to the curriculum	41
Table 12	There is transparency in management of ANA assessment tests	42
Table 13	Understanding the ANA assessment techniques by learners.	42
Table 14	Teachers are interested in the ANA program.	43
Table 15	The language used in ANAs is understandable	43
Table 16	We get ANA work scheduler	44
Table 17	We have ANA policy documents.	45
Table 18	ANA is improving the reading skills of learners.	45
Table 19	ANA is improving the writing skills of learners.	46
Table 20	ANA assessment tests are allocated sufficient times	47
Table 21	ANA's workbooks are relevant to policy document.	47
Table 22	Daily lessons planning of languages cover ANA.	48
Table 23	Educators' support on ANA programmes from curriculum schools.	49

LIST OF TABLE

Table 24	Teaching with ANA	49
Table 25	Educators' views on ANA in regard to the ANA	50
Table 1	Gender and Age of Respondents	34
Table 2	Educator's categories	35
Table 3	Personal understanding of ANA-whether as a departmental policy	35
Table 4	ANA impacting positively to teaching.	36
Table 5	Being work shopped on ANA assessments	37
Table 6	Workbooks received on time by the schools.	37
Table 7	ANA results are giving a true reflection of learner performance	38
Table 8	The ANA workbooks supplied are sufficient for all learners	39
Table 9	ANA assessment tests are to the level of learners	40
Table 4.10	ANA assessment is conducted once the syllabus is completed.	40
Table 11	ANA workbooks are relevant to the curriculum	41
Table 12	There is transparency in management of ANA assessment tests	42
Table 13	Understanding the ANA assessment techniques by learners.	42
Table 14	Teachers are interested in the ANA program.	43
Table 15	The language used in ANAs is understandable	43
Table 16	We get ANA work schedules	44
Table 17	We have ANA policy documents.	45
Table 18	ANA is improving the reading skills of learners.	45
Table 19	ANA is improving the writing skills of learners.	46
Table 20	ANA assessment tests are allocated sufficient times	47
Table 21	ANA's workbooks are relevant to policy document.	47
Table 22	Daily lessons planning of languages cover ANA.	48
Table 23	Educators' support on ANA programmes from curriculum advisors.	49

Table 24	Teaching time consumed by ANA	49
Table 25	Educators were consulted with regard to the ANA	50
Table 26	ANA should continue	51

1.1. INTRODUCTION AND BACKGROUND OF THE STUDY

The Department of Basic Education (DBE) (2015:2) highlights that the Annual National Assessment (ANA) is a diagnostic assessment and its main purpose is to monitor and track learner performance. As a diagnostic tool ANA seeks to diagnose areas of weakness, curriculum gaps in Languages and Mathematics as the Department of Basic Education works towards the goal of improving learner performance, in line with commitments made by government. ANA is based on the national curriculum in use by schools and tests the degree to which learners have mastered the knowledge and competencies as required in the curriculum (DBE 2015:2). The DBE (2012:4) envisioned that the ANA testing should impact positively as follow:

- Provide the DBE with important information that will help the Department to identify areas where urgent attention is required in order to help improve learning success levels of learners;
- Assist provincial departments, including district offices, to make informed decisions about which schools require urgent attention in terms of providing necessary resources to improve learner performance in these subjects/ learning areas;
- Inform Government and the South African public as to how well the schools are serving the country's children where it matters most, namely, the attainment of functional literacy and numeracy skills that will enable them to study successfully in all subjects;
- Provide teachers with essential data about the Literacy/Language and Numeracy/Mathematics capabilities of learners in each Grade and thereby help them make informed decisions when planning teaching programmes;
- Inform individual teachers about how close or far they are to or from realizing the target goals they seek to attain through their teaching, and inspire them to realign their teaching strategies towards accomplishing such goals.
- Provide parents with a better picture of the levels of learner performance in the schools so that parents are better informed when they become involved in efforts to improve performance, for instance through decision-making in the school governing body and support to learners in the home;
- Provide an appropriate benchmark for teachers in the development of assessment tasks that form part of their school-based assessment programmes.
- Assist school management teams to select and implement school-based interventions for improving learner performance in Languages and Mathematics.

In 2012 more than 7 million learners in Grade 1 to 6 in public schools including learners in special schools and state-funded independent primary schools participated in the Annual National Assessment (ANA). Learners are assessed in the foundational skills of Literacy and Numeracy, which are the building blocks of future success in education. ANA should focus on informing government and the South African Public as to how well the schools are serving the country's children where it matters most, namely, the attainment of functional Literacy and Numeracy skills that will enable them to study successfully in all subjects.

The results would provide important information that will help the Department to identify areas where urgent attention is required in order to help improve learning success levels of learners. These ANA results would also assist provincial departments, including district officers, to make informed decisions about which schools require urgent attention in terms of providing necessary resources to improve learning performance in these subjects learning areas.

ANA was meant for providing teachers with essential data about the baseline Language and Mathematics capabilities of learners at the beginning of each grade and thereby help them make informed decisions when planning the year's programme. Through ANA, the department aimed at informing individual teachers about how close or how far they are to or from realising the target goals they see to attain through their teaching, and inspire them to realign their teaching strategies towards accomplishing such goals. The other important goal of ANA was to provide parents with a better picture of the levels of learner performance in the school so that parents are better informed when they become involved in efforts to improve performance for assistance through decision making in the school governing body and support to learners in the home.

ANA was also crucial for other activities. They would provide an appropriate benchmark for teachers in the development of assessment tasks that form part of their school based assessment programme and assist school management teams (SMTS) to select and implement school based interventions for improving learner performance in languages and mathematics.

SMTS and teachers in schools must analyse learner's performance in ANA after marking their scripts. The analysis must point teachers to problem areas or gaps in teaching and learning so as to improve. The school Governing Body (SGB) must receive, at the beginning of each year, a report from the District office. This report enables schools to compare its ANA results to those of other schools in the District as well as to plan targeted support for teachers and learners in schools.

The results of ANA should be seen as complementing and further supporting the assessment programs used by schools to continuously assess the progress of learners. The ANA results

will form an important part of the school's academic performance improvement plans (APIP) and enable the education sector to increase feedback evidence on how the various strategies and interventions that the Department puts in place impact on learner performance.

It is very important to note that ANA result is not used for promotion to the next grade, but as a guide for teachers to identify challenges in curriculum coverage and to inform their lessons in the classroom. According to DBE (2013:10) South Africa's participation in local, regional and international studies points towards consistently low achievement among learners in the public schooling system. This prompted a proactive introduction of more regular and standardised testing of all learners in all grades, particularly at the key transitional stages ANA is a strategic tool for monitoring and improving the level and quality of basic education, with a special focus on the foundational skills of literacy and Numeracy, to establish an objective national benchmark.

The implementation of ANA will mean that improvements can be accurately assessed and appropriate interventions designed and implemented where needed. ANA serve as a diagnostic tool to identify areas of strength and weaknesses in teaching and learning, expose teachers to better assessment practices, provide districts with information to target schools in need of assistance, and empower parents by giving them with information about the education of their children. Teachers and parents should build up learner's confidence in their own abilities and make sure that learners understand that these are not examination in which they can pass or fail, but are tests to find out if they have any problems with literacy and Numeracy while they are still in primary school.

The ANA 2011 results gave us a measured picture of current level of performance at the primary school level in Literacy and Numeracy. The results provided an important baseline in relation to the target set by the South African Government, that by 2014 at least 60% of learners in grade 3.6 and 9 must achieve acceptable levels of Literacy and Numeracy.

- What are the challenges facing teachers in implementing the Annual National Assessments programme in Tlokweng Area in the Vhembe District?
- Which strategies can be used by teachers in improving the Annual National

1.2. STATEMENT OF THE PROBLEM

The Department of education has tried to pick up the standard of education system in South African by introducing Outcomes Based Education (OBE). This system did not however succeed in improving learners' performance in languages and the general quality of teaching and learning, and led to a new curriculum, the National Curriculum Statement (NCS) which

was also soon replaced by Revised National Curriculum Statement (RNCS). The envisaged improvement could not be observed, and yet another curriculum was introduced within a short space, the Curriculum Assessment Policy Statement (CAPS) which did not yield any successes. Educators had been lightly workshopped on policies of all transformed stages of curriculum introduced but they still lacked knowledge of their application. Educators are failing to use and apply what is prescribed in the policy document, and still there is contradiction between applying the policy documents and ANA. During one of the mass meetings of SADTU held in 2015 the union indicated that ANA has been done away with. On this basis, the study sought to investigate challenges faced by educators in the annual national assessments (ANAs).

1.3. AIM OF THE STUDY

The aim of this study was to investigate the challenges facing educators in the implementation of the annual national assessments programme in Thohoyandou cluster in the Vhembe district. This study was guided by the following objectives:

- To investigate the challenges facing teachers in ANA assessments in Thohoyandou Area in the Vhembe District.
- To determining strategies for improving ANA.

1.4. RESEARCH QUESTIONS

The main research question is: what are the challenges facing teachers in Annual National Assessments in a way to can bring better performance in schools?

This study was guided by the following research questions.

- What are the challenges facing teachers in implementing the Annual National Assessments programme in Thohoyandou Area in the Vhembe District?
- Which strategies can be used by teachers in improving the Annual National Assessments results?

1.5. HYPOTHESIS

This study hypothesises that lack of proper training and networking, poor communication and lack of proper consultation amongst different stakeholders and national policy structures are some the challenges facing teachers in Annual National Assessments.

1.6. RESEARCH DESIGN AND METHODOLOGY

A research design can be understood as the planning of any scientific research from the first to the last step in this sense it is a programme to guide the researcher in collecting, analysing and interpreting observed facts very often this process is described as research management or planning. The researcher design determines the direction of research project from its commencement to the last step of writing the research report. According to Bipath (2005:170) and Babbie and Mouton (2001:74) a research design is a plan or blue print of how you intend conducting research. Research design is a procedure for research that span the decision from broad assumption to detailed methods of data collection and analysis (Creswell, 2009:3) the purpose of research design is to specify a plan for generating empirical evidence that will be used to answer the research questions (McMillan & Schumacher, 2006:18). This study used the quantitative research design.

1.7. QUANTITATIVE RESEARCH DESIGN

This study employed quantitative research design. Studies by Babbie and Mouton (2001); Krathwohl (1998:143) indicate that quantitative approach is the best measurement of the properties of phenomena which is the assignment of numbers to the perceived qualities of phenomena. On the other hand Denzin and Lincoln, (1998:143) indicate that the quantitative approach emphasize the measurement relationships between variables, not processes.

A sample can also be defined as a small portion of total set of objects, events or persons, which together comprise the subject of our study (Seaberg, 1988:240). A purposive sampling procedure was used to select the respondents for this study from primary schools whose language performance is low. The sample of 80 participants consisted of thirteen (13) HODs and sixty-seven (67) Curriculum Specialist Level (CS1) from sampled primary schools.

1.8. RESEARCH METHODOLOGY

McMillan and Schumacher (2001:63) indicate that the appropriate research methods should be those that are reliable and valid procedures for collecting and analysing data particularly during the research. Research methodology is a systematic way to collect data for the study. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research.

1.9. QUANTITATIVE RESEARCH METHODOLOGY

The following research methodology was followed in this study:

1.9.1. Population

A population can be described as all the possible elements that can be included in the research (White, 2005:13). For Mouton (1998:134), a population is a collection of objects, events or individuals having some common characteristics that a researcher is interested in studying. The target population in my study consisted of Curriculum Advisors, Grade 3 and 6 learners, teachers, principals and school Governing Bodies members (SGB) from the selected schools in Thohoyandou area in the Vhembe district.

1.9.2. Sampling

Benton (1981:835) defines sampling as the process or method of drawing a finite number of individuals or cases from a particular population to yield a respective group. On the other hand, Tere Blanche and Durrheim (1999:48) assert that sampling involves selection of the specific research participants from the entire population.

A sample can also be defined as a small portion of total set of objects, events or persons, which together compromise the subject of our study (Seaberg, 1988:240). A purposive sampling procedure was used to select the respondents for this study from primary schools whose language performance is low. The sample of 80 participants consisted of thirteen (13) HODs and sixty-seven (67) Curriculum Specialist Level (CS1) from sampled primary schools.

1.9.3. Data collection instrument: Questionnaires

A questionnaire is a vehicle for the collection of data (McCormack & Hill, 1997:28). A self-constructed and pre-tested survey questionnaire was administered to participants. Questions were structured in such a way that all respondents are asked the same questions and are often offered the same options in answering them (Hofstee, 2010: 23). The questionnaire for this study consisted of two sections. Section A, which consist of three items requesting demographical information from the respondents. Section B, which consisted of eight sub-questions (major themes) related to the challenges facing teachers in the Annual National Assessments programme for promoting quality teaching and learning in languages in primary schools.

Questionnaire collected data regarding the extent to which schools performed in ANA. The respondents indicated by making a cross in an appropriate block on issues that they think contribute to quality teaching and learning as determined by ANA. The questions were arranged in a Likert type scale ranging from strongly agree, to strongly disagree on issues about ANA assessment and performance. Closed-ended questions were used.

The survey questionnaire was pre-tested before being administered to 80 respondents from primary schools around Sibasa Circuit. The pre-test was done to correct misunderstanding that could arise from the statements.

1.9.4 Data collection procedure

Questionnaires were distributed to 80 respondents consisting of HODs and CS1. I personally distributed the questionnaires and collected them after four days.

1.9.5 Data analysis

A computer loaded with the Statistical Package for Social Science was used to analyse quantitative data from questionnaires as it is more powerful and accessible on the personal computer. Literature suggests that once the data has been correctly entered according to prescribed instructions, the possibility of errors is vastly reduced (Volcker & Asher, 1995:398).

1.9.6 ETHICAL CONSIDERATION

Creswell (2002:145) asserts that most researchers who use a qualitative approach address the importance of ethical consideration. Welman, Kruger, Mitchel and (2010:181) indicate that the principles underlying 'research ethics' are universal and concern issues such as honesty and respect for the rights of individuals, and usually invoked in codes of research ethics such as no harm and informed consent while Mouton (2001:238) indicates that the ethics of science concern what is wrong and what is right in the conduct of research because scientific research is a form of human conduct which has to conform to generally accepted norm and values.

Consent forms were signed by participants. The researcher read and explained the informed consent to the participants before engaging them on the process of data collection.

1.10. DELIMITATION OF THE STUDY

The study was conducted at 5 Primary school of low performance of ANA in Thohoyandou Cluster in Vhembe District in Limpopo.

1.11. SIGNIFICANCE OF THE STUDY

The study will add the body of knowledge on creating better performance in languages in primary schools in Thohoyandou area in Vhembe District.

1.12. CHAPTERS OUTLINE

The chapters of this study are outlined as follows:

Chapter 1

This is the introductory chapter, gives an introduction to the background of the study, the aims and objectives, research design and methodology of this study.

Chapter 2

Chapter two presents literature review and the theoretical background for investigation which involves the systematic identification, location and analysis of literature which is related to the research problem of this study: the challenges facing teachers in the implementation of ANA.

Chapter 3

Chapter three presents the research design and methodology used in this investigation. The chapter presents the methodology showing how the data on the challenges facing teachers in the implementation of ANA have been conducted.

Chapter 4

This chapter gives a discussion on the presentation and ANALYSIS of the data that was collected on the challenges faced by ANA low performing schools in Thohoyandou Cluster, Vhembe District.

Chapter 5

This chapter presents the main findings, conclusions and recommendations of the study.

- To investigate the challenges facing teachers in ANA assessments in Thohoyandou Area in the Vhembe District, and
- To determine strategies for improving ANA.

1.2. UNDERSTANDING ANNUAL NATIONAL ASSESSMENTS (ANA)

The annual national assessments (ANAs) were introduced in 2011 as evaluation tests to measure and track the literacy and numeracy skills of learners in grades 1 to 9 (Tshabalala 2013:1). SACU (2013:5) indicates that systematic evaluations such as ANA are not uniquely South African as countries all over the world are using such evaluations. Tshabalala (2013:1) notes that the ANAs are meant to diagnose and identify areas of weakness in addition that need improvements and to provide the Department of Basic Education (DBE) and teachers with insights that can be used to craft targeted interventions.

ANA is an assessment tool supporting Action plan for 2014 towards the realisation of schooling 2025, and is aimed at providing credible and reliable information for monitoring progress in learner performance towards achieving the National goal of 'Improved Quality of Basic Education' (Department of Basic Education, 2013:13).

The Education Department (2013:13) states that ANA is a regular standardised assessment that is administered to all learners in public schools from grades 1 to 9. Learners are assessed in foundational skills of literacy and numeracy, which are the building blocks of

LITERATURE REVIEW

2.1. INTRODUCTION

Chapter 1 presented the introduction to the study on challenges facing educators in the ANA programme. This chapter presents literature reviewed under with several sub-sections such as the definition ANA, design, conducting of ANA public schools, marking, moderation, recording of marks, reporting, 2014 ANA report for grades 1 to 6, and meeting the CAPS requirements performance assessment in an era of standards – Based Educational Accountability, statement by the minister of Basic Education for 2013 ANA results, school District diagnostic analysis and 2015 Departmental circulars.

A range of literature has been reviewed in an attempt to address the following aims and objectives:

- To investigate the challenges facing teachers in ANA assessments in Thohoyandou Area in the Vhembe District, and
- To determine strategies for improving ANA.

2.2. UNDERSTANDING ANNUAL NATIONAL ASSESSMENTS (ANA)

The annual national assessments (ANAs) were launched in 2011 as evaluation tests to measure and track the literacy and numeracy skills of learners in grades 1 to 9 (Tshabalala 2015:1). SAOU (2015:5) indicates that systematic evaluations such as ANA are not uniquely South African as countries all over the world are using such evaluations. Tshabalala (2015:1) notes that the ANAs are meant to diagnose and identify areas of weakness in education that need improvements and to provide the Department of Basic Education (DBE) and teachers with insights that can be used to craft remedial interventions.

ANA is an assessment tool supporting Action plan to 2014 towards the realisation of schooling, 2025) and is aimed at providing credible and reliable information for monitoring progress in learner performance towards achieving the National goals of 'Improved Quality of Basic education (Department of Basic Education, 2013:10).

The Education Department, (2013:10) states that ANA is a regular standardised assessment that is administered to all learners in public schools from grades 1 to 6 and 9. Learners are assessed in foundational skills of literacy and Numeracy, which are the building blocks of

future success in education. In its draft ANA policy the DBE (2015:5) stipulates that ANA will be administered during the third term of the school calendar year to enable learners to be assessed on the greater part of the curriculum for the each grade requirements as set out in the Curriculum and Assessment Policy Statement (CAPS). The writing of ANA in the third term also makes it feasible to have diagnostic information at the beginning of the school year to assist teachers and School Management Teams (SMTs) with planning and interventions (DBE 2015:5).

2.3. THE PURPOSE OF THE ANNUAL NATIONAL ASSESSMENT

A draft ANA policy of the Department of Basic Education was published in 2015 for public comments. In the draft ANA policy the main purpose of such assessments is said to be to monitor and track learner performance. As a diagnostic tool ANA seeks to diagnose areas of weakness, curriculum gaps in Languages and Mathematics as the Department of Basic Education works towards the goal of improving learner performance, in line with commitments made by government (DBE 2015:2). ANA is based on the national curriculum in use by schools and tests the degree to which learners have mastered the knowledge and competencies as required in the curriculum (DBE 2015:2).

This further supported by the DBE (2013:10) the purpose of ANA is to provide credible and reliable information for monitoring progress in learner performance towards achieving the national goals of improving the quality of basic education. The key expected effects of ANA include serving as a diagnostic tool identifying areas of strength and weakness in teaching and learning; determining the granting of subsidy for independent schools; exposing teachers in better assessment practices; providing the districts with information to target schools in need of support; encourage schools to celebrate outstanding performance as well as; empowering parents by providing them with information about the education of their children (DBE, 2013:10).

The DBE (2015:2) further notes that ANA results will be used to monitor progress in the achievement of learning outcomes, guide planning and distribution of resources to help improve Language and Mathematics knowledge and skills of learners in the grades concerned. The draft policy further explains that the results are not part of school-based assessment and will therefore not be used for progression and promotion (DBE 2015:2).

The following are outlined as other purposes of the results of ANA, which include to:

- Inform Government and the South African public as to how well the schools are serving the country's children in the attainment of minimum acceptable levels in literacy and numeracy skills that will enable them to study successfully in all subjects and to compete equitably in the labour market;
- Provide the DBE with important diagnostic and systemic information that will help identify areas where urgent attention is required in order to help improve the quality of teaching and learning;
- Assist provincial departments, including district offices, to make informed decisions about which schools require urgent attention in terms of providing necessary resources to improve learner performance in these subjects;
- Provide teachers with essential data about the Language and Mathematics capabilities of learners and thereby help them make informed decisions when planning the year's programme;
- Assist in the design of teacher training and development programmes with a focus on improving teachers' content and conceptual knowledge and classroom practice.
- Inform teachers about progress in the achievement of learning outcomes and learner performance targets and inspire them to realign their teaching strategies towards accomplishing such targets; and
- Provide parents with a more accurate picture of the levels of learner performance in the school and so equip them to become involved in efforts to improve the performance on a school and individual learner level, and to support to learners at home ((DBE 2015:2-4).

2.4 DESIGN OF ANA

All ANA tests are paper and pencil test items that have to be answered directly on the question paper for each grade which always comes with a memorandum or rubrics for scoring the test. The test items range from simple to complex items based on the critical knowledge curriculum stipulates for learners at each grade level (DBE 2013:10).

2.5. CATEGORIES OF ANA

There are several categories of ANA that are conducted in school.

2.5.1 Universal ANA

Principals and school management (SMTS) will manage test administration at school level (DBE 2013:10).

2.5.2 Verification ANA

Samples of schools will write under the supervision of school and independent agent.

2.5.3 Under universal ANA

- All learners from grades 1 -6- will write the ANA tests
- School principals and school management teams (SMTS) will supervise the writing of ANA.
- Only languages and Mathematics will be tested.
- All schools will follow the same time table.
- For independent schools, only 1 of grades 3 and 6 whichever is higher will write ANA tests.
- A resident monitor from the Circuit/District will monitor the writing of the ANA tests in each independent school (DBE 2013:10).

2.5.4 Under verification ANA (V- ANA)

- The independent Agent will monitor the administration of the ANA test at the selected schools nationally.
- The monitor will collect 25 scripts and questionnaires after the administration of each test paper per subject and take them to the independent agent for marking.
- The sample of 25 scripts per subject per grade from the selected schools will be marked by the independent agent.
- The invigilators will record the scripts that are removed from the school for this purpose.
- A copy of these records will remain at school level while the independent Agent will also keep a record of the scripts taken for marking.
- The principal, subject teachers and sampled learners in the V – ANA school will respond to questionnaires (DBE 2013:10).

2.6. CHALLENGES WITH ANNUAL NATIONAL ASSESSMENTS (ANAs)

A large sum of money, estimated at R200 million a year is being spent to obtain 'valid and reliable' information for use in improving learners' performance levels through the administration of ANA assessments, but limited information and support are provided to teachers and schools about how this should be attained (Kanjee & Moloji 2014:109; Villette 2015:1). The unfortunate part of systematic evaluations is that they may yield serious implications such as that firing of the principals or closure of schools (SAOU 2015:5). This has shifted the consequences of the intended outcomes of such assessments from providing valuable information that could lead to improvements of learners' performances to the promotion of testing and measurement culture. Kanjee and Moloji (2014:109) state that the biggest challenges remain to be how to use the ANAs to support teachers and schools in enhancing their use of assessment results to bring about improved learning performances in class.

It is no surprise that states that the Annual National Assessments (ANAs) that specifically focus on literacy and numeracy are highly contested terrain between Basic Education Minister Angie Motshekga and five teachers' unions as they see the assessments having no value in their current form (Jansen 2015:1; Corke 2015:1). Nsele (2015:2) notes that teachers' unions see the administration of the ANA tests do not give them enough time for improvement strategies to take place before pupils are re-assessed again as such assessments are administered annually. This was supported by the Department of Basic Education's statement upon the postponement of the ANAs that were supposed to be written towards the end of 2015 till February 2016. The DBE's statement reads:" The main concern of the teacher unions related to the frequency of the administration of ANA, its administrative demands, which did not leave enough time and room for improvement strategies to take root, before learners are re-assessed" (The Citizen 2015:2).

Mlambo and Rondganger (2015:1) report that the postponement came with new resolutions such as that it would not be compulsory and that it would be the discretion of the schools to decide if and when they wish to assess pupils in a manner appropriate to the schools. Moreover, schools would also mark the tests and the results would be for the school's own internal diagnostic purposes (Mlambo & Rondganger 2015:1).

Monama (2015:1) concurs to this and indicates that the Annual National Assessments (ANAs) have been a bone of contention for teachers since the Department of Basic Education decided to implement them. On the forefront are the teachers' unions who have consistently objected to the manner in which the tests are conducted, becoming increasingly riled in their belief that the department is not consulting with them especially when the administration of the assessments involve their members (Monama 2015:1). In one of the radio interviews, the SADTU General Secretary Mugwena Maluleke was quoted saying the following:

Well, let me take this opportunity to clarify a little bit. The unions (in particular, our union – SADTU) are not against the National Assessment. What we are against is an annual national assessment that is not informing the intervention programs, which we need so desperately in our country, to improve the levels of numeracy and literacy. We are against the annual part of it because we need the necessary resources to empower the teachers in terms of the proficiency level that we need in language, numeracy, and mathematics – something we know we have a problem with and therefore, we need to be attending to it. Testing and after-testing, and teaching for testing is not education because there's no particular learner is going to be disadvantaged by the fact the ANA is not going to be reaching this year because there's no contribution in the promotion of these particular learners (Biznews, 2015:1).

Furthermore, the teachers' unions indicate that the ANAs are not designed in such a manner that the progress of the learners is tracked over time as learners are simply moving from one grade to another, writing the tests each year, without their cumulative knowledge being assessed properly (Tshabalala 2015:1). And when the DBE decided that the ANA evaluations were going to be written in December of 2015 when the learners have completed their exams, such pronouncement was met with anger by several unions. One such strong word came from the Port Elizabeth-based Northern Areas Education Forum (NAEF) which noted that such a decision by the DBE 'was crazy and impractical' (Areff 2015:1). The Northern Areas Education Forum (NAEF) was quoted as saying "She [Basic Education Minister Angie Motshekga] can go write them herself. Our kids are on holiday, they have already written exams and the teachers are busy with the reports" (Areff 2015:1).

SAOU (2015:5) indicates that South Africa adopts an industrial approach systematic model of evaluation which 'sees education as a production process involving school inputs, processes and outputs'. This so given that only learners are assessed with schools being held accountable for their learners' performances while there is no tool to assess the functionality (and consequent accountability), at district and national levels. This in sheer contrast to the hierarchical model which determine the focus of evaluation according to the levels of the

system from the learners level, teacher level, the school, regional and national level (SAOU 2015:5).

SAOU (2015:5) come close to drawing a conclusion but identifies that the primary interest of such evaluations is in the output (learner performance), rather than the workings of the system. This would indicate that the ANAs evaluations only help to determine policy impact and value for educational investment; ANAs fails to help the country to better understand organisational development or systemic processes; and most seriously fail to isolate the institutional, human and social dynamics that contribute to the output and performance patterns which the evaluations diagnose (SAOU 2015:5).

Frempong, Reddy and Mackay (2013, p.2) concur and indicate that the biggest challenges in using the evaluation assessments such as ANA as a way of improving teaching and learning in South Africa has been the misuse of such tests: inform policies that have not been well scrutinised and are based on measures and analysis with limited credibility; control and limit educational innovations and the professional autonomy of educators; hold teachers responsible for results over which they have limited control; and narrow curriculum coverage by encouraging 'teaching to the test' techniques, which take valuable time away from non-tested subjects, particularly when high stakes are attached to results.

SAOU (2015:8) laments the ANA as an assessment tool as it is continuously failing to expose the real reasons for the poor performance. SAOU points to different issues that are contributing to poor performances by learners that the education system need to address urgently such as (a)poor quality of early childhood programmes (ECD) programmes; (b) poor nutritional status of South African children; (c)poor quality of teaching; (d)teachers not teaching their subject specialisation; (e) learners' poor reading skills; (f) challenges with the Language of Learning and Teaching (LOLT); (g) a lack of writing opportunities especially in the early grades such as Foundation Phase; (h) progression that allows learners to move to the next grade without having met the minimum pass requirements; (i) the design of CAPS and the implicit shift in the underlying pedagogy from a learner-centred to a teacher-centred approach; (j) schools do not fully own Inclusive Education as they lack basic skills in identifying and addressing barriers to learning, lack of functional school-based support teams, overcrowded classrooms and teachers having to deal with "multi-grade" teaching in one class, as well as the negative attitudes towards barriers to learning due to a lack of district-based support; (k) the use of information in schools to set improvement targets; (l) lack of parental involvement; (m) poor school leadership (SAOU 2015:8-15).

The national curriculum statement documents are specific about the minimum requirements for assessment for each learning area or subject, and grade schools should however not see these as the last word in assessment, and need to base their school assessment strategy on the particular context within which the school operate, particularly with due regard for the work ethic of the students.

Generally in schools with a poor work ethic, assessment needs to be regular and more frequent than in schools where there is good work ethic. This applies particularly to assessment tools such as assignments and projects which takes over several weeks. Although curriculum 2005 places great emphasis on continuous assessment (CASS) marks (or ratings) scored in CASS tasks can be problematic in terms of both validity and reliability, unless the whole assessment process is carefully managed.

The problem arises because the rubrics which are frequently used to assess CASS activities tend to be less vigorous in their ability to distinguish between work of an excellent standard and work of a poor standard than more traditional marking strategies. The result is that marks are generally being conflated and inflated when compared to traditional methods of assessment such as tests and examinations. Where this is allowed to happen, students and their parents may be led to believe that they are performing at an acceptable level only to discover when they are faced with a midyear or final examination that their performance has in fact been inadequate.

Teachers and subject-head need to make sure that whatever assessment strategies they use provide a coherent framework for student assessment and that the feedback they provide to students and their parents is an accurate reflection of their performance relative to some external and objective benchmark. Every school is supposed to have an assessment policy which sets out its expectations and the process and systems which it has put in place to ensure that the expectations are met. The purpose of this is to ensure that at the start of the school year students and parents know, for each subject or learning area, what will be assessed and how it will be assessed.

2.7. MAKING THE ANAs WORK ACROSS ALL THE LEVELS OF THE EDUCATION SYSTEM

Kanjeo and Moloi (2014:109) suggested the introduction of performance descriptors and clear-cut scores to categorise learners into specific performance levels, so that teachers have

detailed information about what learners know and can do. Furthermore, the provision of an Excel programme to teachers that will enable them to enter their learners test scores and then generates detailed reports that indicate the specific performance category each learner falls into and also provides specific ideas for next steps regarding interventions to address the learning gaps of each learner (Kanjee & Moloji 2012 in Kanjee and Moloji 2014:109). These approaches include teacher – observation, checklists, language literacy benchmarks (Scott, Kanjee and Moloji (2014:109) also proposed an integrated teacher development programme for pre-and in-service teachers with the in-service programme to be comprised of nine modules offered over a period of one year and focuses on the use of classroom assessment information for formative and summative purposes, with specific emphasis on the ANAs. The pre-service programme comprises eight modules offered over a three-year cycle to teacher trainees from their second year onwards (Kanjee 2013 in Kanjee & Moloji, 2014:109).

2.8.1 Languages (FAL and Home Languages)

In their recommendations Frempong et al. (2013, p.3) stated that ANA should be developed with the engagement with stakeholders such as teachers as a way to improve their understanding of the importance of such assessments in improving teaching and learning. The inclusion of both formal and informal courses in any ANA-PD programmes. Such formal course should include the processes of ANA like the development of test items, and the marking of the test items, the analyses and reporting of students' performances of the test items that directly related to the successful conduct and the integrity of the ANA processes. (Frempong et al., 2013, p.3). The PD of formal engagement should take place during the period of ANA. On the other hand the informal courses should include the use of ANA results to improve teaching and learning.

Frempong et al. (2013, p.3) add that the PD of such informal engagement should take place any time during the course of the academic year. Institutions such as the university teacher development units and non-government organisations (NGOs) should be involved in the development of courses for this programme (Frempong et al., 2013, p.3). Technology web-based courses should also be made available to teachers to enable them to undertake such course anytime and anywhere they wish to. Moreover, credit and promotion incentives should be attached to these courses to motivate a large number of teachers to engage in the ANA-PD programme (Frempong et al., 2013, p.3). Monama (2015:1) notes that as for the majority of unions, they demand the ANA tests to be written in three-year cycles in order to allow education officials and teachers enough time to see which interventions work and which don't.

tests, projects, oral presentations, written reports, demonstrations, performances.

2.8. LEARNERS PERFORMANCE AND ANA ASSESSMENT

It is important to note that schools are required to produce a school assessment policy for each grade, and that this plan should be provided to learners and their parents in the first week of the first term. Scoil (2012: 6) states that in all classrooms, the teachers employ a range of assessment modes to evaluate the progress of individual pupils and in most instances such assessment is confined to the curriculum areas of English and Mathematics. These approaches includes teacher – observation, checklists, language literacy benchmarks (Scoil, 2012: 6).

The Department of Basic Education in the republic of South Africa states that learners will be assessed internally according to the requirements specified in the policy document national Protocol for assessment Grades R – 12 and the curriculum and Assessment policy statements of the required subjects (Scoil, 2012: 6).

2.8.1 Languages (FAL and Home Languages)

According to the national Assessment of 2014 First additional Languages has the components reading viewing, language structure and viewing and writing whereas the home languages comprises of reading and viewing, language structure and use, writing and presenting and reading and viewing being the first preferred language of a learner.

According to the DBE (2013) learners are assessed in the foundational skills of literacy and Numeracy, which are the building blocks of future success in education.

Assessment is the process of collecting, analysing and interpreting information to assist teachers in making decisions about that progress of their students.

- It should provide evidence of student performance to learning outcomes and assessment standards as described in the natural curriculum statement for grades R-12
- Classroom assessment should be both formal and informal and should be used to provide feedback to students that supports and enhance their learning experience.
- Formal assessment tasks must be designed to provide systematic evaluation student performance and progress, and evidence which can be used to evaluate student performance relative to the assessment standards for each specific learning programme, learning area or subject.
- For each learning programme, learning area or subject, the formal assessment tasks should include a range of appropriate activities, These may include examinations, tests, projects, oral presentations, written reports, demonstrations, performances, investigations, practical and creative writing (DBE 2013)

On top of the national policy of assessment the department of education has introduced (ANA) towards continuously improving the quality teaching and learning. Every ANA cycle provides evidences of areas of improvement as well as areas that require special attention to improve learner performance in the key foundational, skills of literacy and numeracy. Evidence must lead to appropriate action for it to result in the desired changes, hence the crucial value that the diagnostic report adds towards the utilisation of the ANA data to improve the quality of teaching and learning in schools. As part of primary schools assessment of ANA in the Thohoyandou area cannot remain an exception. A thematic look into the situation will probably bring to light how authorities in education have to add their views as to whether ANA assessment is bringing improvement in the performance the of learners at Primary schools in education development.

The researcher assumes that ANA assessments contribute to its negative impact on learner performance which is causing confusion in policies in all South African schools. ANA assessments in all South Africa schools fails to give learners an acceptable standard of education performance and Social partners i.e. SADTU are leading in demonstrating poor ANA assessments administration to can bring performance in schools(Nsele, 2015; Monama, 2015;Mlambo & Rondganger, 2015; Biznews, 2015; Villette, 2015). The ANA 2013 diagnostic report identifies the following problems encountered by learners with regard to their performances in the assessments:

- Low reading levels and poor reading skills.
- Poor comprehension skills.
- Inability to write sentences of visual texts.
- Inability to construct and punctuate sentences and use of tenses correctly.
- Illegible and poor handwriting
- Lack of understanding of the events in the story.
- An inability to summarise a story.
- A lack of understanding of different figures of speech.
- Poor understanding and use of different parts of speech.
- Inability to rewrite sentences in a different tense.
- Lack of editing skills.
- Weak writing skills
- Poor communication in the department of education stakeholders.
- Inadequate consultation by education structure with those who are working on the ground with learners (educators)

2.8.2 MARKING OF ANA

- All grades 1-6 scripts, except those which are part of the verification sample, will be marked at school level by the grade subject teachers
- Samples of 3 scripts per subject per class pre grade from grade 3,6per school will be re-marked /moderated at 5 central venue determined by the province.
- The sample excludes scripts that are sampled for verification ANA
- For independent schools, all scripts will be taken for external marking.

2.8.3 MODERATION OF ANA

- Marked scripts at school level will be moderated by SMT members
- The principal will sample scripts for re-marking/moderation of the central venue organised by the province.

2.9 RECORDING OF ANA

2.9.1 Universal ANA

- For uniformity the teachers mark will be used for recording the final mark at school level.

2.9.2 Verification ANA

- Recording scripts of V-ANA at school level will only take place after the scripts from the independent Agent have been returned.
- Upon receipt of the sampled marked scripts, the subject teacher must remark and enter his/her mark for reporting.

2.10 REPORTING OF ANA

Analysis of the knowledge and skills that learners were able or not able to demonstrate in the assessment shows that while there has been an appreciable skills in both language and mathematics, a significant proportion of learners still experience challenge in providing responses to questions that require high order cognitive skills (Education Department, 2014:102). In particular, learner performance tends to decline progressively from the intermediate phase.

2.10.1 2013 Diagnostic Report in the Report

The purpose of the 2013 ANA diagnostic report is to inform all levels of the education system of specific areas of language and Mathematics knowledge and skills which learners who participated in the Annual National Assessment (ANA) 2013 found to be challenging and provide suggested interventions to address these areas (DBE, 2013:6). These findings emanated from an analysis of a random sample of 2013 Grade 1 to 6 and languages drawn from across provinces (DBE 2013: 6).

The evidence contained the 2013 ANA diagnostic report and the accompanying 2014 ANA framework for improvement of languages and mathematics is therefore pertinent to all public schools in South Africa and should be used by schools, districts and provinces to inform teaching programmes performance in schools, the report also provides school management teams (SMTs) with objective evidence to identify areas in which individual teachers need specific support in terms of both content knowledge and various methods of facilitating learning and can be used together with the analysis of the school's results to strengthen teaching and learning.

The framework for improvement should be used by provinces, districts and schools to inform their customised 2014 improvement plans for mathematics and for Home and First additional Languages in grade 1 – 6 & 9 (DBE 2013: 6).

The Department of Basic education (DBE) administered the Annual National Assessment (ANA) in September 2013 ANA was written by learners in grade 1 – 6 & 9 in languages and Mathematics. The purpose was to determine learner performance with regard to skills and knowledge that they have acquired as a result of teaching and learning experiences in school evidence would inform and direct appropriate interventions for teaching and learning, and management of curriculum implementation by SMTs, curriculum and management support at district level and resource provisions and monitoring at provincial and national levels.

2.10.2 Purpose and Scope of the Report

The purpose of the 2013 ANA Diagnostic Report is to inform all levels of education system of specific areas of language knowledge and skills which learners who participated in the ANA 2013 found to be challenging, and provide suggested interventions to address these areas. Moreover, the Diagnostic Report is also meant to provide SMTs with knowledge and various methods of facilitating learning (DBE 2013: 6).

2.10.3 Methods Used To Compile the Report

A random sample of learner scripts for each grade and subject was collected from a cross – section of school from different provinces and used as the basis for the diagnostic (qualitative) analysis.

2.10.4 The Packaging of the Report

Education Department (2013: 4) reports that the report is packaged in 2 parts namely Part A 2013 ANA diagnostic report and Part B 2014 ANA framework for improvement.

2.10.5 Summary of the Key Findings: Languages

Foundation phase Home Languages

- Low reading levels and poor reading skills.
- Poor comprehension skills
- Inability to write sentences on visual text.
- Inability to construct and punctuate sentences and use tenses correctly.
- Illegible and poor to handwriting (DBE 2013:51).

Intermediate Phase Home Language

- A lack of understanding of the events in the story (e.g. Cause and effect, sequencing the events of a story).
- Inability to summarise a story.
- A lack of understanding of different figures of speech.
- Poor understanding and use of different parts of speech.
- Inability to rewrite sentences in a different tense.
- Lack of editing skills (e.) inability to convert a sentence from reported speech into direct speech.
- Weak writing skills (DBE 2013:51).

Intermediate Phase First Additional Language

Education Department (2013:137) states the following:

- A lack of understanding of the events in the story e.g. cause and effects.
- Inability to interpret characters in a story and giving opinions

- Insufficient vocabulary
- Poor understanding and use of different parts of speech
- Inability to rewrite sentences in a different tense
- Inability to punctuate, add, capitalization or use spelling rules
- Poor writing skills.

2.11. EFFECTIVE TEACHING, LEARNING AND ASSESSMENT

The following are the analysis of learner responses by grade and subject: languages

Home language Grade 1:

- Learners demonstrated poor reading and comprehension skills.
- The learner responses show that the l
- Learners did not understand the question
- Learners did not know the correct order of the events in the sksss
- Learners demonstrated poor understanding and knowledge of sentence construction skills.
- The responses show that the learners could not read and re – arrange the words to make a correct sentence.
- Learners were unable to interpret visual texts.
- The response shows that learners were not able to formulate a sentence, they just wrote random words.

2.12. PROPOSED INTERVENTIONS

Learners demonstrated poor reading and comprehension skills.

The following comprehension skills should be taught, namely:

- Visual comprehension skills.
- Literal comprehension skills.

At grade 1 level learners should be taught emergent writing skills using pictures and real objects. Learners should be exposed to listening and speaking. That relate to story – telling and reading. Learners at grade 1 should be taught basic punctuation skills. The teacher must read simple texts to learners and ask them to narrate orally in the order of events to equip them with comprehension skills.

At grade 2 levels learners should be exposed to structured reading lessons on a daily basis which should take from of whole class shared reading. Learners should be given at least two writing activities per week.

At grade 3 level, learners should be exposed to structured reading lessons on a daily basis. Learners should be expected to read at least two to three books per week. Teach grade 4 learners and provide practice using different figures of speech.

Providing more opportunities for learners to read and engage with a wide range of texts and genres. In grade 6 spelling competitions have to be organized etc.

2.13. 2014 ANA REPORT FOR GRADES 1 TO 6

The 2014 ANA results is a significant milestone in basic education in more than one sense. Firstly, this is the first ANA that involves the entire GET Band (grades 1 – 9) although grade 7 & 8 were a pilot project, based on the strengthened curriculum and Assessment policy statement (CAPS) (Education Department, 2013:6). Secondly, 2014 is the year that His Excellency the president of the Republic of South Africa, singled out in his State of the Nation Address in 2010, as the year by which at least 60% of South African learners in grade 3, 6 and 9 should achieve acceptable levels of achievement in both literacy (Language) and numeracy (Education Department, 2013:6). The report on the Annual National Assessment (ANA) of 2014 presents to the South African public the performance of learners in the GET band who were assessed in numeracy and literacy using nationally standardised test.

2.14. MEETING THE CAPS REQUIREMENTS AND IMPROVING YOUR ANA PERFORMANCE: MATHEMATICS AND LANGUAGE

2.14.1 LANGUAGE USE

The language Annual National Assessments have questions that test learner performance in all language skills areas. Many learners struggle with writing and language, structure and use some also struggle with understanding what they are required to do in exam questions. According to this (Teachers' module) by Maskew Miller, there are ways to help learners to be prepared for ANA. The different Home Language ANA often have the same passages and questions in different languages.

2.14.2 HANDWRITING

While handwriting is not explicitly tested in the Annual National Assessments, it is very important. Learners are required to write in printing and in cursive (Joined writing) if learners cannot write legibly, they will be disadvantaged as they might not complete the Annual National Assessment. The Maskew Miller (ny) notes that many learners do not know how to answer questions that are set in a format they have not seen before. Teachers are to help prepare their learners by practising these types of questions.

2.14.3 HOME LANGUAGE

In the foundation phase, the skills in the Home Language CAPS curriculum are.

- Listening and speaking
- Reading and phonics
- Writing and handwriting
- Integrated into all the above language skills are: Thinking and reasoning of language structure and use (Maskew Miller (ny): 28).

2.15. PERFORMANCE ASSESSMENT IN ANA OF STANDARDS BASED EDUCATIONAL ACCOUNTABILITY

Messick (1994:35) suggests it would be more productive to concentrate performance assessment for accountability on construct orientated tasks derived from academic content standards, and leave for classroom use more task – defined activities that may be engaging and stimulate student learning, but do not represent a clear, state adopted – learning exception.

2.15.1 SCHOOL/DISTRICT DIAGNOSTIC ANALYSIS

According to Part C: diagnostic analysis at school / District levels (2014:76) states that:

OVERALL PERFORMANCE

Is measured through the mean score: was 54, 4% which was relatively accepted but still leaves room for improvement the median score for the class was 56% which means that half of the learners obtained scores above 56% and another half obtained scores below 56%.

PERFORMANCE SPREAD

Learner scores ranged between 8% and 100% which is a fairly wide range that suggests diverse abilities in this class. Intervention strategies will have to be diversified in order to meet to learning needs of different learners.

INDIVIDUAL LEARNER DIFFERENCES IN PERFORMANCE

Individual learner who was identified to be particularly at risk has been indicated with red colour coding. They obtained scores below 40% and this fall within the "Not achieved" and "Elementary Achievement" levels. They require special attention in terms of teaching strategies and learning opportunities.

GROUP DIFFERENCES IN PERFORMANCE

All summary statistics indicate that the boys performed much lower than the girls. Their mean score was 49, 3% against the 60% mean score obtained by girls.

2.16. 2015 DEPARTMENT CIRCULARS ADMINISTRATION MANUAL

According to the Annual National Assessment Administration Manual of the department of Education (2015:2) it shows how ANA should be administered in 2015. Education department (2015:1) indicates the conduct and administration of Annual National Assessment (ANA) for 2015 / 09.

UNIVERSITY OF VENDA
LIBRARY

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

Chapter 2 of this study provided a comprehensive literature review gathered from various authors on various factors that affect learner performance as far as Annual National Assessment (ANA) is concerned, and ANA challenges facing teachers in general in implementing the programme. This chapter describes the design of the empirical investigation regarding challenges of ANA facing educators and learner performance in the primary schools of Thohoyandou cluster, Vhembe District. This chapter inclusively outlines the objectives of to study, nature of the study, research design, population of the study, sampling techniques, methods of data collection including data recording, data ANALysis procedures, assessment of the research and data verification, followed by ethical considerations of the research respondents.

3.2. THE AIM OF THIS STUDY

The aim of this study was to investigate the challenges facing teachers in ANA assessments in Thohoyandou inspection Area in the Vhembe District.

The following objectives of the study underpin the main aim:

- To investigate the challenges facing teachers in ANA assessments in Thohoyandou Area in the Vhembe District, and
- To determine strategies for improving ANA.

3.3. RESEARCH DESIGN

The design used for this investigation was an empirical survey using questionnaires to collect data. I selected eight primary schools from Sibasa and Mvudi circuits where I selected participants to establish how the educators of these primary schools view the performance of ANA in their respective schools.

3.4. POPULATION OF THE STUDY

In order to conduct an effective research process, this study is placed accordingly over people who are directly in contact with learners from all public schools where ANA was conducted.

3.5. SAMPLING

Tere Blanche and Durnheim (1999:48) assert that sampling involves selection of the specific research participants from the entire population. For the purpose of this study, Sibasa and Mvudi circuits' primary schools have purposefully been selected by virtue of containing potential learners from public schools conducting ANA. These are educators who are directly in contact with the learners that are underperforming in ANA. The learners were selected from different classes in the school. The sample of 80 participants consisted of educators from sampled primary schools.

A total of eighty educators completed the questionnaires where they were expected to put across on their views regarding ANA. All eighty educators returned their responses as part of participating in this study to share their experience and challenges they face when conducting ANA.

3.6. DATA COLLECTION INSTRUMENT

A structured questionnaire was applied to collect data. The questionnaire was preceded by a covering letter motivating the respondents to complete it. The questionnaire was made up of two sections: Section A: (Demographics) which contained gender, age and categories of educators. Section B which contains ANA issues affecting teachers. All items were made up of closed ended statements that were free from contingencies to dispel misunderstandings from the respondents. All the questionnaire statements were short and precise.

3.7. PRE-TESTING THE INSTRUMENT PURPOSES OF THE STUDY.

De Vos (2002:211) indicates that a pilot study is the pre-testing of a measuring instrument consisting of "trying it out on a small number of persons having characteristics similar to those of the target group of respondents".

This is a particularly appropriate for studies in which researchers organize a self-administered data gathering primary data. For this study, I purposefully selected five educators from a local school to pre-test the questionnaires. No error was detected from the questionnaires during the pilot study process, and as a result, the questionnaires were finally distributed to the respondents.

3.8. DATA COLLECTION

Robson (1993:304) indicates that collecting the data is about using the selected methods of investigations. Doing it properly means using these methods in a systematic, professional fashion. Eighty questionnaires were given to eighty educators to indicate the challenge they are facing in conducting ANA.

3.9. DATA RECORDING

My own primary gathered data was recorded on micro soft excel of my computer. The possible responses were placed in rows whereas the numbers of questionnaires are indicated on the left-hand side of all the columns. The data was thereafter exported to the Statistical Package of Social Science (SPSS) which computed the results.

3.10. DATA ANALYSIS

In this study a computer loaded with SPSS was used to analyse quantitative data from questionnaires as it was more powerful and accessible on the personal computer. Literature suggests that once the data has been correctly entered according to prescribed instructions, the possibility of errors is vastly reduced (Volcker & Asher, 1995:398).

3.12.1. Permission to conduct the research project

For this study, I sought permission in writing from the circuit managers of circuits engaged before collecting data in the targeted primary schools.

3.11. LIMITATIONS AND TRUSTWORTHINESS OF THE STUDY.

Some of the limitations in this study were that some respondents may not have given their true opinion while filling in their questionnaires. Lack of generalisability due to lower number of respondents selected to participate was also a limitation however, the limitations did not affect the results significantly. This study earmarked to ensure that there was correspondence between the content of the self-gathered primary data collected and the actual facts that exists in the Sibasa and Mvudi circuits of Thohoyandou inspection area primary schools in terms of ANA performance and challenge faced by educators. This has been enhanced by the fact that of the eighty (80) distributed questionnaires, none of them went missing, meaning that 100% of the distributed questionnaires were received.

3.12.4. Confidentiality and anonymity

In order to secure trustworthiness, reliability and validity of the data, to ensure balanced objectivity and biasness of the results, I appointed an assistant (the principal) at each of the sampled schools to facilitate the completion and collection process. Respondents felt free to participate during the filling of questionnaires, not at any stage did they feel intimidated or being forced to respond in a particular direction. For this reason, there is certainty in what Neuman (2006) refers to as dependability or consistency, meaning that the same finding can recur under the identical or very similar conditions, for this study accuracy has been double checked randomly in about ten to fifteen percent of the entered data to ensure that no coding errors appear.

I ensured respondents that there is no legal or physical harm for participating in the study.

3.12. ETHICAL CONSIDERATIONS

3.12.1. Research by respondents

Macmillan and Schuman (2006:33) indicate that ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad, while Mouton (2001:238) indicates that the ethics of science concern what is wrong and what is right in the conduct of research because scientific research is a form of human conduct which has to conform to generally accepted norm and values. Consent forms were signed by participants. As the researcher, I read and explained the informed consent to the participants before engaging them on the process of data collection.

3.12.1. Permission to conduct the research project

For this study, I sought permission in writing from the circuit managers of circuits engaged before collecting data in the targeted primary schools.

3.12.2. Informed consent

With informed consent respondents have the right to know what the research is all about, how it affects them, the risks (if any) and benefits of participation before they are involved in the research.

3.12.3. Voluntary participation

In this study, I made it clear to the respondents that their participation is on a voluntary basis and that they would participate without being threatened or intimidated.

3.12.4. Confidentiality and anonymity

For this study, the threat of sensitivity as well as possible invasion of privacy was avoided. The questionnaires applied guaranteed more confidentiality than the interviews could, since respondents could remain anonymous, thereby avoiding the danger of becoming unpopular and being victimised.

3.12.5. No harm to respondents.

In this study, I ensured respondents that there is no legal arrest or physical harm for participating in the study.

3.12.6. Research for respondents

This study does not at any stage intimidate the respondents and is characterized by mutual respect throughout the process above the respect for respondents; this study ensured that no deception of respondents occurred. I ensured that there is no misinterpretation or deliberate misinterpretation of facts provided by the respondents.

3.13. CONCLUSION

In this chapter, an explanation of the empirical investigation was provided. It dealt with the objectives of the empirical study and the nature of the study, research design, and population of the study, sampling techniques and procedures thereafter. Instrumentation and pre-testing the instrument, data collection method, data recording, data analysis procedures,

UNIVERSITY OF VENDA
LIBRARY

trustworthiness and limitations of the study, followed by ethical considerations of the research respondents. In the next chapter is where the findings based on the analysis and interpretation of the data is presented.

DATA ANALYSIS, INTERPRETATION OF RESULTS OF THE RESEARCH FINDINGS

1.1 INTRODUCTION

The data analysis of the research is presented in this chapter. There are two sub-sections in this chapter. The first sub-section is where the data is presented and the second sub-section is where the data is interpreted. The data is presented in the form of a table and the data is interpreted in the form of a table. The data is presented in the form of a table and the data is interpreted in the form of a table.

1.2 DATA ANALYSIS

The data analysis of the research is presented in this chapter. There are two sub-sections in this chapter. The first sub-section is where the data is presented and the second sub-section is where the data is interpreted. The data is presented in the form of a table and the data is interpreted in the form of a table.

1.3 RESEARCH FINDINGS AND DISCUSSION

The research findings are presented in this chapter.

1.4 RESEARCH FINDINGS AND DISCUSSION

Response	Frequency	Percentage	Age	Frequency	Percentage
Strongly Agree	1	1.5	20-29 years	1	1.5
Agree	5	7.5	30-39 years	5	7.5
Neutral	20	30.0	40-49 years	20	30.0
Disagree	20	30.0	50-59 years	20	30.0
Strongly Disagree	4	6.0	Total	66	100%

The research findings are presented in this chapter. The research findings are presented in this chapter. The research findings are presented in this chapter.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS OF RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

The data Analysis of the educator morale questionnaire is provided in this chapter. There are 80 submitted returns from a distribution of 80 questionnaires. This showed a hundred percent 100% response rate. This response rate is deemed by acceptable to validate the research data. Educators of Thohoyandou cluster collated the statistical data. Respondents filled same questionnaires.

4.2. DATA ANALYSIS

The questionnaire was divided into two sections, namely: Section A which requested the following biological information such as gender and age of educators of the respondents; and Section B which requested the respondents to rate their responses with regard to the Annual National Assessment. They were requested to complete 25 open- ended sentences to give their personal view points on issues giving them challenges towards ANA by putting an X next to their appropriate answer.

SECTION A: BIOGRAPHICAL INFORMATION

The biographical details obtained from questionnaire were the following:

Table 1 Gender and Age of Respondents

Gender	Frequency	Percentage	Age	Frequency	Percentages
Female	60	75,0	21-30 Years	1	1,3
Male	20	25,0	31-40 Years	6	7,5
Total	80	100%	41-50 Years	39	48,8
			51-60 Years	34	42,5
			Total	80	100%

There was a small majority of (25.0) of men over women respondents to the questionnaire. Women compromised 75.0% of the sample. There were respondents who mad 1.35 who are

between the ages of 21 to 30. There were also respondents between the ages 31 to 40 who made the percentage of 7.5%. A percentage of 48, 8 respondents are between the ages of 41 to 50. The last groups of respondents making the percentage of 42.5% are between the ages of 51 to 60. Respondents between the ages of 21 to 40 were very few which made percentage of only 1,3, but most of the respondents were found between the ages of 41 to 50 years who made the percentage of 48,8.

Table 2 Educator's categories

	Frequency	Percentage
HODs	13	16,3
Cs1	67	83,7
Total	80	100%

There was a small majority of 16.3 of HODs OVER CS1 educators' respondents to the questionnaire CS1 educators compromised 83.7% of the sample.

4.3 Challenges faced by educators in administering ANA assessment programme

In this section, respondents were requested to indicate the challenges that they face when administering ANA assessments. The results are presented in tables below:

4.3.1. The respondents' understanding of ANA as a departmental policy

The following table presents the respondents' views on their understanding of ANA as a departmental policy.

Table 3 Personal understanding of ANA-whether as a departmental policy

	frequency	percentage
Strongly Agree	10	12,5
Agree	26	32,5
Not sure	20	25,0
Disagree	16	20,0
Strongly disagree	8	10,0
Total	80	100%

The majority of respondents, 45% in Table 3 indicated that ANA is part of the departmental policy. There were 25,0% of the respondents who were not sure whether ANA is part of the department of basic education policy, of the 80 respondents 44 seems to have very little knowledge as to whether ANA is part of basic education policy. This would indicate that there was not consultation before it was initiated. These results would indicate that educators are not aware of any existing ANA policy given that the A draft National Policy on the Conduct, Administration and public comments.

4.3.2. ANA's positive impact to teaching.

Table 4. ANA impacting positively to teaching.

	frequency	percentage
Strongly agree	10	12,5
Agree	15	18,8
Not sure	16	20,0
Disagree	20	25,0
Strongly disagree	19	23,8
Total	80	100%

The majority of respondents 48, 8% in Table 4 Disagree and strongly disagree that ANA is impacting positively to teaching while only 31.3% indicated that they agree. This indicates that many of my respondents have a feeling that ANA is impacting negatively to their day today teaching. This would indicate that educators are facing challenges as far as ANA is concerned.

This supported by SADTU which see the tests as something that the DBE is imposing to teachers as a way of trying to shame them for the bad performance of their pupils (Monama 2015:1).

	frequency	percentage
Strongly Agree	10	12,5
Agree	15	18,8
Not sure	16	20,0
Disagree	20	25,0
Strongly disagree	19	23,8
Total	80	100%

4.3.3 Teachers were workshopped on ANA assessments

The respondents were asked on whether they were workshopped on ANA assessments and their responses are presented in Table 5.

Table 5 Being work shopped on ANA assessments

	frequency	percentage
Strongly Agree	9	11,3
Agree	23	28,7
Not sure	5	6,3
Disagree	20	25,0
Strongly disagree	23	28,7
Total	80	100%

The majority of respondents, 53.7% in Table 5 indicated that they disagree and strongly disagree that educators were provided with work-shops on ANA. These results would indicate that teachers know very little about this the ANAs. Frempong et al. (2013:4) recommended that there should be a teacher-focused professional development programme linked to the ANA processes wherein teachers are able to access courses designed for such assessments and help them to develop a better understanding of it all.

4.3.4. ANA Workbooks are received on time by the schools

The respondents were asked to indicate if the workbooks are received on time by schools. The results are as presented in Table 6.

Table 6 Workbooks received on time by the schools.

	frequency	percentage
Strongly Agree	18	22,5
Agree	22	27,5
Not sure	14	17,5
Disagree	15	18,8
Strongly disagree	11	13,8
Total	80	100%

The results in Table 6 indicate that within the context of their respective schools, a significant 50% of respondents received workbooks on time on the other hand another 50% are not receiving workbooks on time and that is very stressing to educators. The issue of textbook shortages in Limpopo has well been reported. The DBE has since stated that the targets for textbook delivery in its own department policies are just standards and therefore, should not be held accountable for any failure (John 2015:1). This statement follows on the footsteps of the 2014 court judgement which found that the DBE violated the pupils in several schools in the Limpopo Province their rights to learn and their constitutional right to basic education (John 2015:1). It is surprising that the textbook shortages issue is still remain unsolved to this far with some of the schools forced to use textbooks from the old curriculum to teach learners (John 2015:1).

4.3.5. ANA results provides a true reflection of learners' performances

Table 7 ANA results are giving a true reflection of learner performance

	frequency	percentage
Strongly Agree	4	5,0
Agree	10	12,5
Not sure	16	20,0
Disagree	23	28,7
Strongly disagree	27	33,8
Total	80	100%

A high percentage of 62, 5 of my respondents in Table 7 gave an indication that ANA results are not giving a true reflection of learner's performance is not improving at all. Frempong et al. (2013:4) note that the main objective of the ANA is to identify the weaknesses in literacy and numeracy development in South African schools with an underlying assumption that ANA data on learners' achievement levels and background characteristic would be available for analyses that should provide information relevant to schooling improvement strategies. ANA tests are said to be administered in such a way that they do not provide improvement strategies to take place before pupils are re-assessed (Nsele, 2015:1). Frempong et al. (2013:4) indicate that the ANA assessments are failing to expose the real reasons for the poor performance.

4.3.6 The workbooks supplied by ANA are sufficient for all learners

The results for this statement are presented in Table 8 below.

Table 8 The ANA workbooks supplied are sufficient for all learners

	frequency	percentage
Strongly Agree	8	10,0
Agree	17	21,3
Not sure	9	11,3
Disagree	23	28,7
Strongly disagree	23	28,7
Total	80	100%

Within the context of their respective schools, a significant 57,4% of respondents in Table 8 disagreed that workbooks supplied by ANA are sufficient for all learners this means there is a challenge in ANA supply of workbooks as only 11,3 respondents agrees that workbooks are sufficient for all learners. Reports from different media fraternity have shown that Limpopo province has been suffering from serious textbook shortages since 2013. What is worrying is that even when confronted with court orders, both the National and Provincial Departments of Basic Education don't take full responsibility for such failures. Principals and teachers who are found to speak about the persistent shortages of books might land themselves in trouble as punitive actions could be taken against them (Nkosi 2013:1; John 2015:1).

4.3.7. The ANA assessment tests are set up to the level of learners

The results for this statement are presented in Table 9.

Table 9. ANA assessment tests are to the level of learners

	frequency	percentage
Strongly Agree	6	7,5
Agree	22	27,5
Not sure	9	11,3
Disagree	24	30,0
Strongly disagree	19	23,8
Total	80	100%

A high percentage of 53,8 of my respondents in Table 9 disagreed that the tests are up to the level of learners only 35% who agree that they are up to the level of learners and the rest of the percentage remaining is for those who are not sure of issue. These results would seem to contradict the findings by SAOU (2015:7) which revealed that all the ANA Literacy and Mathematics papers complied with the difficulty levels and cognitive levels as specified with some of the questions in one of the Grade 6 Mathematics paper found to be far too easy. Furthermore SAOU (2015:7) notes that even the content covered in both the Home Language and Mathematics papers for all grades complied with the weighting requirements as prescribed in the CAPS documents.

4.3.8. By the time of ANA assessment the syllabus will already be completed.

Table 10 below presents the results for this statement

Table 4.10 ANA assessment is conducted once the syllabus is completed.

	frequency	percentage
Strongly Agree	3	3,8
Agree	9	11,3
Not sure	19	23,8
Disagree	20	35,0
Strongly disagree	19	26,3
Total	80	100%

A significant percentage of 61, 3% of my respondents in Table 10 disagreed on syllabus coverage by educators at the time of annual assessments. Even though the majority of respondents have disagreed that by the time of ANA assessment the syllabus will already be completed, a draft ANA policy stipulates that all the ANA assessments are supposed to be administered during the third term of the school calendar year to enable learners to be assessed on the greater part of the curriculum for the each grade requirements as set out in the Curriculum and Assessment Policy Statement (CAPS) (DBE 2015:5). Normally during the third term some of the schools would not have completed their syllabi. This is further confirmed by SAOU (2015:18) which notes that the ANAs are always scheduled to be written in the third term and often contain content not yet taught.

4.3.9 ANA workbooks are relevant to the curriculum

The results for this statement are presented in Table 11

Table 11 ANA workbooks are relevant to the curriculum

	frequency	percentage
Strongly Agree	11	13,8
Agree	25	31,3
Not sure	15	18,8
Disagree	17	21,3
Strongly disagree	12	15,0
Total	80	100%

There were 45,1% of respondents in Table 11 who felt that ANA workbooks were relevant to the curriculum while 36,3% of respondents did not agree while a percentage of 18,8 were not sure. These results would indicate that teachers are unsure about the relevance of the ANA workbooks as they are not provided with professional development regarding these assessments

A significant percentage of 17,3% of respondents in Table 11 disagreed that ANA assessment technique whereas 36,3% of respondents in Table 11 agreed that ANA assessment technique. A significant percentage of 18,8% of respondents in Table 11 were not sure whether they understand the ANA assessment technique or not. These results would suggest that one of

4.3.10 There is transparency in management of ANA assessment tests.

Table 12 below presents the results for this statement.

Table 12 There is transparency in management of ANA assessment tests.

	frequency	percentage
Strongly Agree	7	8,8
Agree	16	20,0
Not sure	15	18,8
Disagree	23	28,7
Strongly disagree	19	23,8
Total	80	100%

The majority of my respondents in Table 12, 52.5% disagreed that there is transparency of ANA management tasks whereas only the percentage of 28,8 of my respondents agreed that there is transparency of 18,8 are even not sure as to whether there is transparency of ANA assessment tasks or not.

4.3.11 Learners understands the ANA assessment techniques.

The results for this statement are presented in Table 13 below.

Table 13 Understanding the ANA assessment techniques by learners.

	frequency	percentage
Strongly Agree	-	0
Agree	12	15,0
Not sure	22	27,5
Disagree	26	32,5
Strongly disagree	20	25,0
Total	80	100%

A significant percentage of 57.5% in Table 13 disagreed that learners understand the ANA assessment technique whereas only percentage of 15.0 agreed that learners understand the ANA assessment technique. A percentage of 27, 5 are not sure as to whether learner understands the ANA assessment technique or not. These results would suggest that one of

the reasons why learners are not performing well in the ANA assessments is that they are failing to understand the assessment techniques.

4.3.12 Teachers are interested in the ANA program.

Table 14 below provides that results for this statement

Table 14 Teacher are interested in the ANA program.

	frequency	percentage
Strongly Agree	1	1,3
Agree	11	13,8
Not sure	8	10,0
Disagree	27	33,8
Strongly disagree	33	41,1
Total	80	100%

The majority of my respondents, 74.9% indicated that they are not interested in ANA program, only a percentage of 15.1 is interested in ANA program and a few percentage of 10,0 are not showing their interest, whether they like or dislike the ANA program. In support of the results, SAOU (2015:5) notes that the majority of South African teachers have a perception that they are good in teaching and would most likely resist professional training that they might be offered

4.3.13 The language used in ANAs is understandable

The results for this statement are presented in Table 15 below.

Table 15 The language used in ANAs is understandable

	frequency	percentage
Strongly Agree	2	2,5
Agree	23	28,7
Not sure	14	17,5
Disagree	23	28,7
Strongly disagree	18	22,6
Total	80	100%

Respondents who made a percentage of 51.3% in Table 15 disagree that the language used for teaching ANA is understandable whereas only 31,2% respondents agree that the language used for teaching ANA is understandable there is also a percentage of 17,5 who are not sure as to whether the language used for teaching ANA is understandable or not. These results are not in agreement with SAOU (2015:8) which found that the language used in both the Maths and Language papers in all grades, was fairly simple and in keeping with the language level of the learners. When results are like this, one would wonder if the conclusions and the findings drawn by the SAOU have taken into consideration the socio background of learners with regard to the overall language proficiencies.

4.3.14. Teachers are provided with ANA work schedules

The results for this statement are presented in Table 16 below.

Table 16 We get ANA work schedules

	frequency	percentage
Agree	22	27,5
Not sure	13	16,3
Disagree	23	28,7
Strongly disagree	22	27,5
Total	80	100%

A percentage of 56.2 of my respondents in Table 16 disagreed that they get ANA work schedules, a percentage of 27,5 agreed that they get ANA schedules to assist in their lesson planning. A percentage of 16.3 are not sure as to whether they receive ANA work schedules or not. These results would suggest that teachers encountering challenges with the administration of the assessments as do not have the necessary work schedules.

4.3.15 Teachers have ANA policy documents

Table 17 below provides the results for this statement.

Table 17 We have ANA policy documents.

	frequency	percentage
Strongly Agree	2	2,5
Agree	22	27,5
Not sure	10	12,5
Disagree	23	38,8
Strongly disagree	18	18,8
Total	80	100%

There were a 57.6% of my respondents in Table 17 who disagreed that they have ANA policy documents in their respective schools. A percentage of 30 of my respondents agree to have ANA policy documents whereas 12.5 know are not sure as to whether ANA policy documents were received or not. The results in Table 17 would suggest that teachers are working with the ANA assessments with no written. This is so given that a draft ANA policy was only published in 2015 for public comments before it could be gazetted.

4.3.16 ANA is improving the reading skills of learners.

The results for this statement are presented in Table 18 below.

Table 18 ANA is improving the reading skills of learners.

	frequency	percentage
Strongly Agree	3	3,6
Agree	13	16,3
Not sure	11	13,8
Disagree	40	50,0
Strongly disagree	13	16,3
Total	80	100%

The high percentage of 66, 3% of respondents in Table 18 indicated that they do not agree that ANA is improving the reading skills of learners. Only a percentage of 19,9 agrees that ANA is improving the reading skills of learners whereas a 13,8% of the respondents are not

sure as to whether ANA is improving the reading skills or not. In its draft ANA policy for public comments the DBE (2015:2-3) stipulates that ANA is a diagnostic assessment which is aimed at monitoring and tracking learner performance as well as testing the degree to which learners have mastered the knowledge and competencies as required in the curriculum. It is within this statement that ANA's aim is not to improve the reading skills of learners.

4.3.17. ANA is improving the writing skills of learners.

Table 19 below presents the results for this statement.

Table 19 ANA is improving the writing skills of learners.

	frequency	percentage
Strongly Agree	2	2,3
Agree	17	21,3
Not sure	11	13,8
Disagree	35	43,8
Strongly disagree	15	18,8
Total	80	100%

Only the respondents making a percentage of 23.6% in Table 19 agreed that ANA is improving the writing skills of learners. A percentage of 62,6% disagrees that ANA is improving the writing skills of learners only a percentage of 13.8% are not sure as to whether ANA is improving the writing skills of learners or not.

4.3.18. ANA's workbooks are relevant to policy document.

The results for this statement are presented in Table 21 below.

Table 21 ANA's workbooks are relevant to policy document.

	frequency	percentage
Strongly Agree	4	5,0
Agree	25	31,3
Not sure	12	15,0
Disagree	22	27,5
Strongly disagree	17	21,3
Total	80	100%

4.3.18 Times allocated for ANA assessment tests is sufficient

The results for this statement are presented in Table 20 below.

Table 20 ANA assessment tests are allocated sufficient times

	frequency	percentage
Strongly Agree	3	3,8
Agree	22	27,5
Not sure	13	16,3
Disagree	27	33,8
Strongly disagree	15	18,6
Total	80	100%

A majority percentage, 52.4% of respondents disagreed that the time allocated for ANA assessment test is sufficient whereas only a percentage of 31,3 agreed upon the sufficient of time allocated for ANA assessment test only a percentage of 16,3% are not sure as to whether ANA time allocated for test is enough or not. The findings by SAOU (2015:8) show that although in all the grades and in both Language and Mathematics learners had more than enough time to complete the papers, the analysis of both the teachers and AMESA indicated that learners in Grade 9 are not at the required maturity level to sit for a 140 mark paper, and that their concentration levels and recall are limited. It is further shown that learners are said to be unable to cope with ANA papers as they continue to be overwhelmed by the wide variety of topics and skills covered in ANA papers (SAOU 2015:8).

4.3.19. ANA's workbooks are relevant to policy document.

The results for this statement are presented in Table 21 below.

Table 21 ANA's workbooks are relevant to policy document.

	frequency	percentage
Strongly Agree	4	5,0
Agree	25	31,3
Not sure	12	15,0
Disagree	22	27,4
Strongly disagree	17	21,3
Total	80	100%

A percentage of 36,3% in Table 21 agreed that ANA workbooks are relevant to policy document 48,7% of the respondents do not agree on the above statement, a percentage of 15,0% are not sure about the above mentioned statement. These results are interesting given that since its inception in 2011, the ANAs did not have a policy documents pertaining to it, as the first draft policy was published in 2015 for public comments.

4.3.20. Daily lessons planning of languages cover ANA.

Table 22 below provides the results for this statement.

Table 22 Daily lessons planning of languages covers ANA.

	Frequency	percentage
Strongly Agree	7	8,8
Agree	20	25,0
Not sure	14	17,5
Disagree	26	32,5
Strongly disagree	13	16,2
Total	80	100%

When looking at Table 22 above it shows that the 48.7% disagreed that daily lesson planning of languages covers ANA whereas 17, 5% are not sure as to whether the daily lesson planning of languages covers ANA. Biznews (2015:1) reports that due to ANA assessments teachers tend to leave the syllabus and teach for ANA and after that, they're going to switch ANA off after writing in September to concentrate on the syllabus.

	Frequency	percentage
Strongly Agree	7	8,8
Agree	20	25,0
Not sure	14	17,5
Disagree	26	32,5
Strongly disagree	13	16,2
Total	80	100%

4.3.21 Educators get support on ANA programmes from curriculum advisors.

The results for this statement are provided in Table 23

Table 23 Educators' support on ANA programmes from curriculum advisors.

	Frequency	percentage
Strongly Agree	7	8,8
Agree	19	23,8
Not sure	7	8,6
Disagree	31	38,8
Strongly disagree	16	20,0
Total	80	100%

Within the context of their respective schools, a significant 58.8% of respondents in Table 23 disagreed that educators get support on ANA programs from curriculum advisors, only a percentage of 32.6% agreed that they get support of ANA programmes from curriculum advisors 8.6% are not sure about support from curriculum advisors. These results would indicate that teachers are left to fend for themselves regarding the administration of ANA and in cases where they come across any difficulties they would not be able to get any assistance.

4.3.22 ANA consumes most of the teaching time.

The results for this statement are presented in Table 25

Table 24 Teaching time consumed by ANA

	Frequency	percentage
Strongly Agree	16	20,0
Agree	19	23,8
Not sure	9	11,1
Disagree	15	18,8
Strongly disagree	21	26,3
Total	80	100%

There was a small of percentage 43.8% in Table 24 who agreed that ANA is consuming most of the teaching times of educators, whereas a percentage of 45,1% disagree that ANA is consuming most of their teaching times 11.1 of my respondents are not sure as to whether

ANA is consuming their teaching time or not. In line with these results Biznews (2015:1) note that ANA assessments always force teachers to leave the syllabus and teach for ANA and after that, they're going to switch ANA off after writing in September to concentrate on the syllabus. In support of these results, SAOU (2015:7) notes with great concern that the amount of time ANA preparation takes away from teaching is also problematic. Moreover, schools and educators in particular are now forced teach-to-the-test, instead of focussing on curriculum coverage. Such tendencies also lead to the loss of educational validity because teachers understandably narrow the taught curriculum to conform to the test (SAOU 2015:7).

4.3.23. Educators were consulted before this program was initiated in schools

Table 26 below presents the results for this statement.

Table 25 Educators were consulted with regard to the ANA

	Frequency	percentage
Strongly Agree	5	6,3
Agree	10	12,5
Not sure	9	11,1
Disagree	17	21,3
Strongly disagree	39	48,8
Total	80	100%

The majority of respondents, 70.1 % in Table 25 disagree that educators were consulted before ANA was introduced to schools. A very low percentage of 18, 8 respondents agree that they were consulted before this ANA program was introduced in schools respondents making 11, 1% are not sure whether they were consulted or not. In support of these results, the General Secretary of SADTU Mugwena Maluleke was quoted as saying the following regarding the lack of consultation pertaining to ANA: 'They have this belief that once you are a Government, you must behave like a dictator and say this has to happen whether the people are going to be there or not; it is going to happen' (BIZnews 2015:2).

4.3.24 ANA should continue

The results for this statement are presented in Table 27 below.

Table 26 ANA should continue

	Frequency	percentage
Strongly Agree	2	2,5
Agree	6	7,5
Not sure	2	2,5
Disagree	16	20,0
Strongly disagree	54	67,5
Total	80	100%

The highest percentage of the respondents, 87.5% do not want ANA to continue. Only a percentage of 10% agrees that ANA should continue. A percentage of 2.5 are not sure as to whether ANA should continue or not. These results would suggest that teachers are not able to see the value of the ANA assessments.

4.4 CONCLUSION

Chapter Four presented data analysis and interpretation which would reveal that educators seem to have little knowledge regarding the ANAs. The findings reveal that educators thought that learners are not benefiting from it, so it must stop. Chapter Five below presents the summary of findings, recommendations and conclusions.

CHAPTER FIVE

SYNTHESIS, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS.

5.1. OVERVIEW OF THE STUDY

In this chapter an overview of the study is documented and focuses on the research problem. A synthesized summary of the findings is also presented followed by the recommendations of both the context of the study and implications for future research study on a similar research domain. The study closes by providing possible limitations of the study that might, to a certain extent, have influenced the results.

- Chapter one presented an orientation of this study, whereby a background, problem statement, aims, critical research questions, and hypothesis of the study were properly documented.
- Chapter two presents literature review and the theoretical background for investigation which involves the systematic identification, location and analysis of literature which is related to the research problem of this study: the challenges facing teachers in the implementation of ANA.
- Chapter Three presents the research design and methodology used in this investigation. The chapter presents the methodology showing how the data on the challenges facing teachers in the implementation of ANA have been conducted.
- Chapter Four presents discussion on the presentation and analysis of the data that was collected on the challenges faced by ANA low performing schools in Thohoyandou Cluster, Vhembe District. This chapter Five presents the main findings, conclusions and recommendations of the study.

This study was an endeavour to establish the challenges faced by educators in administering (ANA) Annual National Assessment in order to improve performance of learners in languages in the Thohoyandou Inspection area of Vhembe District. The study used quantitative research design method. Data was analysed with the aid of the tables to present respondent's perceptions in terms of percentages.

The main aim of this study was to investigate the challenges faced by educators in administering ANA in primary schools as required by the DBE. The study thought to provide critical findings to the following questions:

- What are the challenges facing teachers in ANA assessment?

- What strategies can be used to improve ANA performance in primary Schools?

In the process of addressing the study aims and to answer the research questions it was hypothesized that there would be a correlation between the role played by the educators for the effective implementation of ANA and the education system in general.

5.2. MAIN FINDINGS OF THE STUDY

5.2.1. Biographical Information

The major biographical findings reveal that the majority of respondents were CS1 educators working at primary schools. The majority were over the age of 35.

5.2.2. Findings regarding challenges faced by educators in administering ANA in primary schools

- **Educators' attitude towards ANA.**

The majority of educators from different primary school have a very negative attitude towards ANA which resulted in ANA project has been halted by teachers' unions.

- **ANA impact to teaching.**

The findings reveal that many of my respondents have a feeling that ANA is impacting negatively to their day today teaching.

- **Workshop on ANA assessments**

The findings reveal that educators were not provided with work-shops on ANA and would indicate that teachers know very little about this the ANAs.

- **Receiving ANA Workbooks on time**

The findings show that schools are not receiving workbooks on time and that is very stressing to educators. Furthermore, the results reveal educators thought that ANA results are not giving a true reflection of learner's performance is not improving at all. The findings also show that workbooks supplied by ANA are not sufficient for all learners this means there is a challenge in ANA supply of workbooks.

- **ANA assessment tests and the level of learners**

The findings reveal that the tests are not up to the level of learners and that the results for this statement and that educators expressed doubts with regard to relevance of ANA to the curriculum.

- **Transparency in management of ANA assessment tests.**

The findings show that respondents disagreed that there is transparency of ANA management tasks and that learners do not understand the ANA assessment technique. The findings further reveal that educators are not interested in ANA program.

- **The simplicity of language used in ANAs**

The findings show that educators thought that the language used for teaching ANA is not understandable. This is contrary to the findings of SAOU which found that the language used in both the Maths and Language papers in all grades, was fairly simple and in keeping with the language level of the learners.

- **Provision with ANA work schedules to teachers**

The findings reveal that educators do not get ANA work schedules and that they do not have ANA policy documents in their respective schools.

- **Improving the reading and writing skills of learners through ANA.**

The findings show that educators do not agree that ANA is improving the reading and writing skills of learners. The findings also show that the time allocated for ANA assessment test is insufficient and they disagreed that daily lesson planning of languages covers ANA. The findings also show that educators are not getting support on ANA programs from curriculum advisors and that ANA is consuming most of the educators' teaching times.

- **Educators' consultation before ANA initiation in schools**

The findings reveal that that educators were not consulted before ANA was introduced to schools and that ANA should not continue. These results would suggest that teachers are not able to see the value of the ANA assessments.

5.3. LIMITATIONS OF THE STUDY

Since the sample of this study was limited to the Sibasa and Mvudi Circuits only, however even though it is not possible to generalise the findings of this study, such can still be consistent with other findings from the same study if conducted in other areas. It is assumed that there is a possibility of finding different results from other Circuits however, these findings can be transferable and be the same in other areas with similar context. There is also a possibility that some of the respondents might not have read the questionnaire but simply crossed over to provide response. However this would not have affected the results significantly, since the study was conducted following adequate quantitative steps and procedures which included pre-testing the questionnaire instrument to ensure validity and reliability.

5.4. RECOMMENDATIONS AND CONCLUSIONS

5.4.1 Recommendations relating to the Study

The following suggested strategies to address challenges of teaching and learning in rural farm schools are recommended to this study:

- All stakeholders should be involved in the effective implementation of ANA in Primary schools. Once there is effective collaboration among all stakeholders, there is a possibility that educators will be highly effective to improve ANA.
- Professional Development workshops on ANA should be conducted to afford educators opportunities to understand how such assessments work. Such workshop might help educators to see the importance of ANA in improving the learners' performance in schools
- The Department of Basic Education should provide ANA Workbooks on time. More should be done to ensure that there is transparency of ANA management tasks and that learners are able to understand the ANA assessment technique.
- Language used in the ANAs should be simplified to ensure that learners are able to understand and respond adequately to all the questions
- Any ANA policy documents and work schedules should be provided to all the schools and educators should be encouraged to be well conversant with all those documents.
- Curriculum advisors should provide support to educators to ensure that any challenge that they might be facing in schools are easily and effectively addressed.
- Educators should, through their unions where possible, be consulted in any matter regarding the ANA in schools

5.4.2. Recommendations for Further Studies.

Further studies should be undertaken in other parts of the Vhembe District as well as Limpopo Province in South Africa. From findings of this survey on educators of primary schools under Thohoyandou inspection area, it is pertinent to indicate that further research publication towards this topic would contribute world of knowledge regarding the challenges that educators face in the process of ANA.

5.5. CONCLUDING REMARKS

The study was conducted to investigate the challenges faced by educator when implementing (ANA). These findings show that educators are not as involved as would be expected under normal circumstances. In the first chapter the problem was stated and the aims of the study were spelled out. A literature review was conducted to establish what ANA entails and its

challenges thereafter its implementation. The study managed to accomplish its aims and research questions stated in chapter one had to be answered.

Arif, A. (2015). 'Minister Mashage can go write the ANA herself'. Education forum, Timeslive News24.26 November 2015. Available at:

<http://www.timeslive.co.za/education/2015/11/26/minister-mashage-can-go-write-the-ana-herself-but-she-cant/>. Retrieved 15 February 2016.

Department of Basic Education (2015). National Policy on the Conduct, Administration and Management of the Annual National Assessment (ANA). Pretoria: Department Of Basic Education.

Department of Basic Education (2012). Annual National Assessments (ANA): A Guideline for the Interpretation and use of ANA results. Pretoria: Department of Basic Education.

Bizness (2015). SAGTUP's Nqulana Mabuleku: 'Education hampered by bureaucracy, resist ANAs'. Bizness September 23, 2015. Available at: <http://www.bizness.com/transformaion/2015/09/23/education-nqulana-mabuleku-education-hampered-by-bureaucracy-resist-ANAs/>. Retrieved 15 February 2016.

Edgus, J.J.; Linnier, B.M.F.; Smit, M.E. (1986). Qualitative research in education. Only study guide for OHA4326 Pretoria: University of South Africa.

DeWa, A. (2009). The handbook of school management 2009 fourth impression. Oyon printers, Cape Town.

Crabtree, J.W. (2009). Research Design: Qualitative, Qualitative and mixed methods Approaches. SAGE Publications, inc. United States of America.

Crake, E. (2015). Basic Education confirms ANA exams will go ahead. EYE WITNESS NEWS. Available at: <http://www.eyewitness.co.za/2015/02/21/Basic-Education-Dact-confirms-ANA-will-go-ahead/>. Retrieved 15 February 2016.

Department of Basic Education (2013). Annual National Assessment: 2013 Diagnostic Report and 2014 Framework for improvement. Department of Basic Education.

REFERENCES

Areff, A. (2015). 'Minister Motshekga can go write the ANA herself': Education forum. Timeslive News24.26 November, 2015. Available at: <http://www.timeslive.co.za/local/2015/11/26/Minister-Motshekga-can-go-write-the-ANA-and-herself-Education-forum>. Retrieved 15 February 2016.

Department of Basic Education (2015). National Policy on the Conduct, Administration and Management of the Annual National Assessment (ANA). Pretoria: Department Of Basic Education.

Department of Basic Education (2012). Annual National Assessments (ANA) .A Guideline for the interpretation and use of ANA results. Pretoria: Department of Basic Education

Biznews (2015). SADTU's Mugwena Maluleke: 'Education hampered by bureaucracy, resist ANAs'. Biznews September 23, 2015. Available at: <http://www.biznews.com/transformation/2015/09/23/sadtus-mugwena-maluleke-education-hampered-by-bureaucracy-resist-ANAs/>. Retrieved 15 February 2016.

Booyse, J.J.; Lemmer, EM F; Smit, M.E (1996). Qualitative research in education. Only study guide for ONA432-6 Pretoria: University of South Africa.

Clarke, A. (2009). The handbook of school Management 2009 fourth impression. Cyson printers, Cape Town.

Creswell, J.W (2009). Research Design Qualitative, Qualitative and mixed methods Approaches. SAGE Publication, inc. United States of America.

Corke, E. (2015). Basic Education reaffirms ANA exams will go ahead. EYE WITNESS NEWS. Available at: <http://ewn.co.za/2015/09/21/Basic-Education-Dept-reaffirms-ANA-will-go-ahead>. Retrieved 15 February 2016.

Department of Basic Education (2013). Annual National Assessment: 2013 Diagnostic Report and 2014 Framework for improvement. Department of Basic Education.

Department of basic Education. (2014). Diagnostic Report Mathematics and Home Language. Pretoria: Government Printer.

Department of Basic Education (2014). Education Annual National Assessment: Diagnostic Report First Additional Language AND Home Language, Department of Basic Education R.S.A.

Department of Basic Education (2015). National Policy on the Conduct, Administration and Management of the Annual National Assessment (ANA). Pretoria: Government Printers.

Department of Basic Education (1996). South African School Act n. 84 of 1996. Pretoria: Government Printers.

Department of basic Education (2012). A guideline for the interpretation and use of ANA results. Pretoria: Government Printers.

Department of basic Education (2014). Diagnostic Report First Additional Language and Home language. Pretoria: Government Printers.

Department of Basic Education (2013) 2013 Diagnostic Report and 2014 framework for improvement. Pretoria: Government Printers.

Department of basic Education, (2014). Diagnostic Report foundation phase Mathematics and Home language. Pretoria: Government Printers.

Department of Education (DBE) (1996). South African School Act n. 84 of 1996. Pretoria: Government Printers.

Department of basic Education, (2012). A guideline for the interpretation and use of ANA results. Pretoria: Government Printers.

Department of basic Education, (2014). Diagnostic Report First Additional Language and Home language. Pretoria: Government Printers.

Department of Basic Education (2013). Diagnostic Report and 2014 framework for improvement. Pretoria: Government Printers.

Department of basic Education, (2014). Diagnostic Report foundation phase Mathematics and Home language. Pretoria: Government Printers.

Department of Basic Education in the Republic of S.A (2011) National policy pertaining to the programme and promotion requirements of the National Curriculum Statement. Pretoria: Government Printers.

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

Department of Basic Education (2013). "What's up – magazine". Pretoria: Government Printers.

Frempong G, Reddy V & Mackay K 2013. Improving teaching and learning through the South African Annual National Assessment: Challenges, possibilities and solutions. Pretoria: Human Sciences Research Council.

Hunushek, E. (1995) interpreting Recent Research on Schooling in Developing countries *World Bank Research Observer*, 10 (2) 227 – 246.

Jansen, L. (2015). Why the ANA tests matter. *The Mercury*, 01 December 2015. Available at <http://www.iol.co.za/news/south-africa/kwazulu-natal/why-the-ANA-tests-matter-1953543>. Retrieved 15 February 2016.

John, V. (2015). Don't hold us accountable to our policies: *Department. Mail & Guardian*, 12 Jun 2015. Available at: <http://mg.co.za/article/2015-06-12-dont-hold-us-accountable-to-our-policies-department>.

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

Leech, N.L.; Onwuegbuzie, A.J. (2009). A typology of mixed methods research designs. *Quality Quantity* 43, 265 – 275.

Limpopo Provincial Government, District circular no. 178 of 2015, 2014 ANNUAL NATIONAL ASSESSMENT, Diagnostic Reports.

Lorraine V.P.F O'Malley J.M. (1992). Performance and portfolio Assessment for language minority students.

- Marzano, R.J. (2003). What works in schools? *Translating research into action?* Retrieved from <http://pdonline. A scd org / pd online / whatworks / Marzano 2003 oh13.html>.
- Maskew Miller (ny). *Meeting the CAPS requirements and improving your ANA performance: Mathematics and Language Grade 1-3. Teacher's Module.*
- Mlambo, S. & Rondganger, L (2015). 'ANA scrapped for this year'. *Daily News*, 19 November 2015. Available at:<http://www.iol.co.za/news/south-africa/kwazulu-natal/ANA-scrapped-for-this-year-1947782>.
- Monama T. (2015). Exam wars' loom as teachers resists ANAs. *Saturday Star*, 26 September 2015. Available at:<http://www.iol.co.za/saturday-star/exam-wars-loom-as-teachers-resist-ANAs-1921414>. Retrieved 15 February 2016
- Mouton, J. (1998) understanding social research. Pretoria Van Schaik.
- Muijs, D. (2006). Towards school effectiveness without schools? New directions in school effectiveness Research: journal of Educational Chan
- Nkosi, B. (2013). Education Rural Limpopo sold short on books. *Mail & Guardian*, 22 Feb 2013. Available:<http://mg.co.za/article/2013-02-22-rural-limpopo-sold-short-on-books>.
- Nsele, S. (2015). ANA tests postponed, department leaves schools in the dark. *The Witness*, 12 September 2015. Available at: <http://www.news24.com/SouthAfrica/News/ANA-tests-postponedEductaion-Department-leaves-Schools-in-the-dark-20150911>. Retrieved 15 February 2016
- Onwuegbuzie, A.J.; State, J.R.; Leech, N.L, & Calins, K.M.T. (2009) mixed dataanalysis: Advance intergration techniques. *International journal of multiple research Approach*, 3, 13 – 33.
- Potgieter, J.; Visser, P.J.; Van der Bank, A.J.; Mothata, M.S. Squerch, S.M. (1997). *Understanding the South African schools Act*. Pretoria: Department of Education
- Peggenpoel, M. (1998). Data analysis in Qualitative research, in A.s De vos (Ed), *Research at Grass roots: A primer for the caring professions*, Pretoria. Van Schaik, 334 – 353.

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

Stecher, B. (2010). Performance Assessment in an Era of Standards – Based Educational Accountability, Rand Corporation, Stanford, California

Suid-Afrikaanse Onderwysersunie (2015). A spotlight on the Annual National Assessment as a systematic Evaluation. SAOU Nuusbrief/Newsletter.16 September 2015. Available at:<http://www.SAOU-Research-Report-Spotlight-ON-ANA-16-September-2015-PDF>. Retrieved 15 February 2016.

The Citizen (2015). Education dept. postpones annual national assessments. Available at: <http://www.citizen.co.za/746764/education-dept-postpones-annual-national-assessments/>.

Teddlie, C., Tashakkori, A. (2010). Overview of contemporary issues in mixed methods research, in A. Tashakkori f C. Teddlie (Eds.) SAGE, bankbook of mixed methods in social behaviour research (2nded,. Pp. 1 – 44). Thousand Oaks, (A:SAGE).

Tshabalala, S. (2015). How can South Africa redesign its annual national assessments? Ground Up, 29 September 2015. Available at:http://www.groundup.org.za/article/how-can-south-africa-redesign-its-annual-national-assessments_3343/. Retrieved 15 February 2016.

Villette, F. (2015). Clash looms if ANA test go ahead. Pretoria News, 24 September 2015 <http://www.iol.co.za/news/south-africa/clash-looms-if-ANA-test-go-ahead-1920667>
[news/south-africa /](http://www.iol.co.za/news/south-africa/)

Welman, C. Kruger, F. Mitchel, B. (2010). Research Methodology;3rd Edition:Capetown:Oxford University press

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
1. The support of the Department of Basic Education	1	2	3	4	5
2. The support of the Department of Education	1	2	3	4	5
3. The support of the Department of Higher Education and Training	1	2	3	4	5
4. The support of the Department of Arts and Culture	1	2	3	4	5
5. The support of the Department of Social Development	1	2	3	4	5

APPENDIX A (QUESTIONNAIRE)

QUESTIONNAIRE ON 'CHALLENGES FACING EDUCATORS WITH REGARDS TO THE ANNUAL NATIONAL ASSESSMENT (ANA) OF THOHOYANDOU CLUSTER IN VHEMBE DISTRICT

The purpose of this study is to examine the challenges facing educators with regards to the Annual National Assessment (ANA) of Thohoyandou Cluster in Vhembe District.

SECTION A: DEMOGRAPHIC INFORMATION

Indicate with a cross (x) in the box that applies to you.

1. Gender

Male	1
Female	2

2. Age

21-30 years	1
31-40 years	2
41-50 years	3
51-60 years	4
61 and older	5

3. Position at school

HOD	1
CS1	2

SECTION B: STATEMENTS ON CHALLENGES FACING EDUCATORS WITH REGARDS TO THE ANNUAL NATIONAL ASSESSMENT (ANA) OF THOHOYANDOU CLUSTER IN VHEMBE DISTRICT

		Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
1.	ANA is part of the Department of Basic Education policy per language subjects	1	2	3	4	5
2	ANA is impacting positively to teaching.	1	2	3	4	5
3	Teachers are workshopped on ANA assessments	1	2	3	4	5
4	ANA Workbooks are received on time by the schools	1	2	3	4	5

5	ANA results provides a true reflection of learners' performances	1	2	3	4	5
6	The workbooks supplied by ANA are sufficient for all learners	1	2	3	4	5
7	The ANA assessment tests are set up to the level of learners	1	2	3	4	5
8	<i>By the time of ANA assessment the syllabus will already be completed.</i>	1	2	3	4	5
9	<i>ANA workbooks are relevant to the curriculum</i>	1	2	3	4	5
10	There is transparency in management of ANA assessment tests.	1	2	3	4	5
11	Learners understand the ANA assessment techniques.	1	2	3	4	5
12	Teachers are interested in the ANA program.	1	2	3	4	5
13	The language used in ANAs is understandable	1	2	3	4	5
14	Teachers are provided with ANA work schedules	1	2	3	4	5
15	Teachers have ANA policy documents	1	2	3	4	5
16	ANA is improving the reading skills of learners.	1	2	3	4	5
17	ANA is improving the writing skills of learners.	1	2	3	4	5
18	Times allocated for ANA assessment tests is sufficient	1	2	3	4	5
19	ANA's workbooks are relevant to policy document.	1	2	3	4	5
20	Daily lessons planning of languages cover ANA.	1	2	3	4	5
21	Educators get support on ANA programmes from curriculum advisors.	1	2	3	4	5
22	ANA consumes most of the teaching time.	1	2	3	4	5
23	Educators were consulted before this program <i>was initiated in schools</i>	1	2	3	4	5
24	<i>ANA should continue</i>	1	2	3	4	5

UNIVEN LIBRARY

Library Item : 20162101



APPENDIX B FREQUENCY TABLE

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	60	75.0	75.0	75.0
	Male	20	25.0	25.0	100.0
Total		80	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years	1	1.3	1.3	1.3
	31-40 years	6	7.5	7.5	8.8
	41-50 years	39	48.8	48.8	57.5
	51-60 years	34	42.5	42.5	100.0
	Total	80	100.0	100.0	

Educators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HOD	13	16.3	16.3	16.3
	CS1	67	83.8	83.8	100.0
	Total	80	100.0	100.0	

ANA is part of the Department of Basic Education policy per Language subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	12.5	12.5	12.5
	Agree	26	32.5	32.5	45.0
	Not sure	20	25.0	25.0	70.0
	Disagree	16	20.0	20.0	90.0
	Strongly Disagree	8	10.0	10.0	100.0
	Total	80	100.0	100.0	

ANA impacts positively in day to day teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	12.5	12.5	12.5
	Agree	15	18.8	18.8	31.3
	Not sure	16	20.0	20.0	51.2
	Disagree	20	25.0	25.0	76.3

Strongly Disagree	19	23.8	23.8	100.0
Total	80	100.0	100.0	

You were workshopped on ANA issues

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	9	11.3	11.3	11.3
Agree	23	28.7	28.7	40.0
Not sure	5	6.3	6.3	46.3
Disagree	20	25.0	25.0	71.3
Strongly Disagree	23	28.7	28.7	100.0
Total	80	100.0	100.0	

Workbooks are received on time by the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	18	22.5	22.5	22.5
Agree	22	27.5	27.5	50.0
Not sure	14	17.5	17.5	67.5
Disagree	15	18.8	18.8	86.3
Strongly Disagree	11	13.8	13.8	100.0
Total	80	100.0	100.0	

ANA results are giving a true reflection of learner performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	5.0	5.0	5.0
Agree	10	12.5	12.5	17.5
Not sure	16	20.0	20.0	37.5
Disagree	23	28.7	28.7	66.3
Strongly Disagree	27	33.8	33.8	100.0
Total	80	100.0	100.0	

The workbooks supplied by ANA are sufficient for all learners

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	8	10.0	10.0	10.0
Agree	17	21.3	21.3	31.3
Not sure	9	11.3	11.3	42.5
Disagree	23	28.7	28.7	71.3
Strongly Disagree	23	28.7	28.7	100.0
Total	80	100.0	100.0	

ANA assessment tests are set up to the level of learners

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	6	7.5	7.5	7.5
Agree	22	27.5	27.5	35.0
Not sure	9	11.3	11.3	46.3
Disagree	24	30.0	30.0	76.3
Strongly Disagree	19	23.8	23.8	100.0
Total	80	100.0	100.0	

By the time of ANA assessment the syllabus will be already completed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	3.8	3.8	3.8
Agree	9	11.3	11.3	15.0
Not sure	19	23.8	23.8	38.8
Disagree	28	35.0	35.0	73.8
Strongly Disagree	21	26.3	26.3	100.0
Total	80	100.0	100.0	

ANA workbooks are relevant to the curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	11	13.8	13.8	13.8
Agree	25	31.3	31.3	45.0
Not sure	15	18.8	18.8	63.7
Disagree	17	21.3	21.3	85.0
Strongly Disagree	12	15.0	15.0	100.0
Total	80	100.0	100.0	

You get enough supplies of ANA assessment tools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	6.3	6.3	6.3
Agree	19	23.8	23.8	30.0
Not sure	20	25.0	25.0	55.0
Disagree	23	28.7	28.7	83.8
Strongly Disagree	13	16.3	16.3	100.0
Total	80	100.0	100.0	

There is transparency in management of ANA assessment tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	8.8	8.8	8.8
	Agree	16	20.0	20.0	28.7
	Not sure	15	18.8	18.8	47.5
	Disagree	23	28.7	28.7	76.3
	Strongly Disagree	19	23.8	23.8	100.0
	Total	80	100.0	100.0	

The learners understand the ANA assessment techniques

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	15.0	15.0	15.0
	Not sure	22	27.5	27.5	42.5
	Disagree	26	32.5	32.5	75.0
	Strongly Disagree	20	25.0	25.0	100.0
	Total	80	100.0	100.0	

Teachers are interested in the ANA program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	1.3	1.3	1.3
	Agree	11	13.8	13.8	15.0
	Not sure	8	10.0	10.0	25.0
	Disagree	27	33.8	33.8	58.8
	Strongly Disagree	33	41.3	41.3	100.0
	Total	80	100.0	100.0	

The language used for teaching ANA is understandable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	2.5	2.5	2.5
	Agree	23	28.7	28.7	31.3
	Not sure	14	17.5	17.5	48.8
	Disagree	23	28.7	28.7	77.5
	Strongly Disagree	18	22.5	22.5	100.0
	Total	80	100.0	100.0	

We get ANA work schedules

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	27.5	27.5	27.5
	Not sure	13	16.3	16.3	43.8
	Disagree	23	28.7	28.7	72.5
	Strongly Disagree	22	27.5	27.5	100.0
	Total	80	100.0	100.0	

We have ANA policy documents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	18	22.5	22.5	22.5
	Strongly Agree	2	2.5	2.5	25.0
	Agree	22	27.5	27.5	52.5
	Not sure	10	12.5	12.5	65.0
	Disagree	13	16.3	16.3	81.3
	Strongly Disagree	15	18.8	18.8	100.0
	Total	80	100.0	100.0	

ANA is improving the reading skills of learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	22.5	22.5	22.5
	Strongly Agree	3	3.8	3.8	26.3
	Agree	13	16.3	16.3	42.5
	Not sure	11	13.8	13.8	56.3
	Disagree	22	27.5	27.5	83.8
	Strongly Disagree	13	16.3	16.3	100.0
	Total	80	100.0	100.0	

ANA is improving the writing skills of learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	2.5	2.5	2.5
	Agree	17	21.3	21.3	23.8
	Not sure	11	13.8	13.8	37.5
	Disagree	35	43.8	43.8	81.3
	Strongly Disagree	15	18.8	18.8	100.0
	Total	80	100.0	100.0	

Time allocated for ANA assessment tests is sufficient

Valid	Strongly Agree	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	3.8	3.8	3.8
	Agree	22	27.5	27.5	31.3
	Not sure	13	16.3	16.3	47.5
	Disagree	27	33.8	33.8	81.3
	Strongly Disagree	15	18.8	18.8	100.0
	Total	80	100.0	100.0	

ANA workbooks are relevant to policy document

Valid	Strongly Agree	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	5.0	5.0	5.0
	Agree	25	31.3	31.3	36.3
	Not sure	12	15.0	15.0	51.2
	Disagree	22	27.5	27.5	78.8
	Strongly Disagree	17	21.3	21.3	100.0
	Total	80	100.0	100.0	

Daily lesson planning of languages covers ANA

Valid	Strongly Agree	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	8.8	8.8	8.8
	Agree	20	25.0	25.0	33.8
	Not sure	14	17.5	17.5	51.2
	Disagree	26	32.5	32.5	83.8
	Strongly Disagree	13	16.3	16.3	100.0
	Total	80	100.0	100.0	

Educators get support on ANA programs from curriculum advisors

Valid	Strongly Agree	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	8.8	8.8	8.8
	Agree	19	23.8	23.8	32.5
	Not sure	7	8.8	8.8	41.3
	Disagree	31	38.8	38.8	80.0
	Strongly Disagree	16	20.0	20.0	100.0
	Total	80	100.0	100.0	

ANA consumes most of the teaching time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	16	20.0	20.0	20.0
Agree	19	23.8	23.8	43.8
Not sure	9	11.3	11.3	55.0
Disagree	15	18.8	18.8	73.8
Strongly Disagree	21	26.3	26.3	100.0
Total	80	100.0	100.0	

Educators were consulted before this program was initiated in schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	6.3	6.3	6.3
Agree	10	12.5	12.5	18.8
Not sure	9	11.3	11.3	30.0
Disagree	17	21.3	21.3	51.2
Strongly Disagree	39	48.8	48.8	100.0
Total	80	100.0	100.0	

ANA should continue

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	2.5	2.5	2.5
Agree	6	7.5	7.5	10.0
Not sure	2	2.5	2.5	12.5
Disagree	16	20.0	20.0	32.5
Strongly Disagree	54	67.5	67.5	100.0
Total	80	100.0	100.0	

On condition that the information provided is regarded as confidential at all times, I hereby (MARK the appropriate section).

Give consent

Do NOT give consent that the results may be used for research purposes.

Signature _____

Date _____

APPENDIX C (CONSENT FORM)

Email: mbudzisenin@gmail.com
Cell no: 0722377844

P O Box 6409
Thohoyandou
0950
15 January 2015

Dear Colleagues

I am currently conducting research on '*Challenges facing educators with regards to the Annual National Assessment (ANA) of Thohoyandou Cluster in Vhembe District*,' I have been granted permission by the Limpopo Department of Basic Education to conduct the research at primary schools around *Thohoyandou Cluster in the Vhembe District*. The following are activities pertaining to the interview process:

1. You will be interviewed for approximately 30minutes. There is no known risk involved in the research.
2. There are no costs involved.

You are assured that your identity and responses to this interview will be regarded as extremely confidential at all times, and they will not be made available to any unauthorized user.

Should you have any queries or comments, you are welcome to contact me on the above cell numbers.

Neluvhalani M.O.

CONSENT

In terms of the ethical requirements of the University of Venda, you are now requested to complete the following section:

I _____ have read this letter and understand the terms involved.

On condition that the information provided is treated as confidential at all times, I hereby (MARK the appropriate section).

Give consent

Do NOT give consent that the results may be used for research purposes.

Signature : _____

Date : _____