

EVALUATION RESPONSIBILITIES OF TEACHERS

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Chapter 1: EVALUATION RESPONSIBILITIES OF TEACHERS

1.1 Introduction

The South African Education System has been in a crisis for a number of years. This crisis is located in non-functioning schools, mass boycotts, teacher strikes and the lack of facilities and resources. Examinations have been the focus of this crisis. Evaluation to determine whether pupils are competent for the next standard have often been neglected. There have been accusations, in the past few years of fraudulent, incompetent and often corrupt examination practices (King and van den Berg 1992:1).

Evaluation is central to a good educational system. If teachers are to be successful in their efforts to foster learning in pupils they need ways to determine the effectiveness of their teaching and to obtain indications of what pupils have learnt (Hopkins and Antes 1989:1).

Evaluation reform and an in depth look at evaluation activities is very important. Teachers cannot escape the responsibilities of evaluating their pupils' work. Evaluation practices should be informed and well thought out. It is particularly important that teachers be aware of the consequences, varying validity and fairness of different approaches to evaluation. Evaluation should above all be complex and multi-dimensional (Independent Examination Board 1994:2).

The teachers input regarding evaluation should be a calculated effort that is relevant and significant enough to show the skills that pupils have gained. Effective assessment can only be based on a thorough understanding of our purposes in teaching and our aspirations for our pupils (Drummond and Pollard 1993:12).

In 1995 a document (Circular No. Preg. 31:95) with new evaluation criteria , for both primary and secondary schools, was released in the Gauteng Province. This document is an important one as for the first time in South Africa the same evaluation procedures will be followed by all state schools in a province. This document has direct implications for

the evaluation responsibilities of teachers as it clarifies the extent of the teachers responsibilities with regard to evaluation practices, emphasising continuous assessment as well as remediation.

1.2 Motivation:

A major part of the challenge of transforming the curriculum in South Africa and of making a fundamental difference to the quality of schooling will be the creation of a dramatically more appropriate and effective system of examination, evaluation and assessment (King and van den Berg 1992:207).

Evaluations form a major part of a teacher's responsibility. On the surface it seems schools employ similar forms of assessment, by testing and examining at regular intervals. In practice, however, there are enormous differences. At one extreme formal assessment may overshadow all other aspects of curriculum and at the other extreme assessment may not exist at all (Joffe 1992 in Taylor 1992:332).

In order for any transformation, change or improvement in education to take place, the state of the current education system must be examined. This study, therefore, will be able to give important feedback from teachers with regard to the effort and energy that teachers employ towards evaluation practices.

Furthermore, to understand some of the practical issues and recent developments in classroom evaluation it is necessary to be familiar with the broader instructional context in which it occurs (Hanna 1993:17).

Evaluations are inseparable components of teaching. Research demonstrates that classroom evaluation practices have a great impact upon learning (Cooks 1988 in Hanna 1993:10).

An investigation of evaluation practices in schools is an important undertaking since evaluation techniques and procedures have a great deal of influence on the standard of education (King and van den Berg 1992:15).

This study is part of a larger group project. It is a project which poses the following preliminary questions:

What are the responsibilities of teachers as professional educators and what proportion of their input goes into each of the following?

1. Providing security for learners
2. Building of learner's self-concept
3. The learner's cognitive development
4. The learner's social development
5. Parental guidance
6. Career orientation and view of the future of learners
- 7. Evaluation responsibilities**
8. Lesson preparation and presentation
9. Maintenance of authority and discipline
10. Remedial work

This study will only concentrate on the evaluation responsibilities of teachers.

1.3 Problem Statement.

According to King and van den Berg (1992:5)" examinations serve to select and monitor and are also a powerful means of inspection and control of the educational process " (King and van den Berg 1992:5).

In the light of the above statement there is a need to:

1. establish the amount of effort and the quality of input that teachers make into evaluation practices at schools is important. In South Africa, a new era in education has dawned. For the first time all schools are expected to follow the same curriculum and obtain the same standard of results.
2. ascertain how teachers in different schools explore their responsibilities with regard to evaluation.
3. indicate the gaps in evaluation at various schools so that programming for support

services may be implemented.

Many tertiary institutions complain that matriculants are not trained to cope independently with the demands of work at these institutions. There is also a high drop-out rate, particularly in the first year of study.

4 question whether enough energy is being put into assessment has to be investigated to establish the reasons for the gap between school and university.

1.4 Aim of Study

This research will investigate:

1. the input that educators make with regard to evaluation,
2. the kinds of evaluation practices in the classroom as well as
3. the various strategies that teachers use in their evaluation activities.

To establish the above, an instrument will be needed to gather the required information. The outcome of the responses to the questionnaire will then be evaluated and recommendations made for teachers, training institutions and education departments. The aim will thus, initially, be to design a suitable instrument.

It is hoped that the findings of the research will provide useful information for educators.

1.5 Clarification of Terms:

1.5.1 Evaluation:

There are many and varied definitions for the terms evaluation and assessment. Evaluation may also mean different things to different educators. For the purposes of this study the following definitions have been used as a guide.

Evaluation is the application of judgement concerning the results of measurements. Thus evaluation is the middle step in the three step process of measurement, evaluation and decision making (Hanna 1993:7).

To evaluate is to appraise, assess, estimate or ascertain the amount of something. Evaluation is the act of doing things with respect to making a judgement regarding the worth or value of that something (Forsyth, Joliffe and Stevens 1995:9).

Educational evaluation is a systematic description of educational objects and / or an assessment of their merit or worth (Hopkins and Antes 1989:14).

1.5.2 Assessment:

Assessment is the process of collecting, interpreting and synthesising information to aid in decision making (Hanna 1993:7).

1.6 Plan of Study

In chapter two the theoretical background and an analysis of evaluation responsibilities of teachers will be outlined.

Chapter three will outline the research methodology and design used for this study. The instruments used in the research will be described.

Chapter four will deal with the hypotheses and analyses of empirical data obtained by the survey.

In chapter five a brief summary of the project will be given. This chapter will also focus on the implications, limitations and recommendations as a result of the research findings. The research project will also be evaluated.

Chapter 2

2. Evaluation Responsibilities of a Teacher : Theoretical Background.

2.1 Introduction

The purpose of this chapter would be to allow the reader insight into evaluation practices and to understand the procedures that teachers follow as well as the teachers' responsibilities and input with regard to evaluation.

2.2 Responsibilities of Teachers

Teachers have many responsibilities. It is often difficult to describe all the responsibilities that teachers are faced with, nevertheless there are certain basic professional responsibilities that teachers are morally and ethically bound by. These are:

- * To provide a secure environment in their classrooms that will encourage learning and that will enable pupils to feel comfortable and safe.
- * To instill confidence and to allow every child the opportunities to participate in the learning process.
- * To encourage and inspire pupils to meet their potential.
- * To prepare sound authentic lessons that meet the objectives set by the curriculum and by the process of teaching to develop the intellectual capacities of all children.
- * To allow pupils to feel emotionally secure. To encourage sound interpersonal relationships by dealing constructively with conflicts and to teach pupils to deal with their aggression, hurt, humiliation, etc.
- * To develop a firm and sound value system and not to discriminate against various religious beliefs but to extend value systems that would encompass all pupils.
- * To develop relationships with the pupils' parents so that a more in- depth knowledge of the pupils can be established. This will also enable parents to assist in the education of their children.
- * To create an environment that is organized and structured so that discipline is

encouraged and maintained and also to develop regard and respect for each other in the classroom and outside.

- * To assist pupils who are experiencing difficulties with their learning by setting aside time to give individual instructions and to refer pupils to specialists in the school or outside to deal with more specific learning and behavioural problems.
- * To motivate pupils to develop their own individual skills. To encourage pupils to take responsibility for their own learning and lastly to assess and evaluate pupils' progress.

The evaluation responsibilities of teachers is the only focus of this research. Each of the above topics is researched by other researchers in this group project.

2.3 What is Evaluation ?

To evaluate is to appraise, assess, estimate or ascertain the amount of something (Forsyth, Joliffe and Stevens 1995:7). Evaluation is the act of doing these things with respect to making a judgement regarding the worth or value of that something (Forsyth, Joliffe, and Stevens 1995:7). Forsyth, Joliffe and Stevens (1995:8) go on to say that evaluation is the systematic collection of various kinds of information to help you determine what, if any, modifications have to be made to a learning event.

When the term evaluation is used, the idea of judgement comes to mind. The information generated by achievement tests and non-testing procedures is used to form judgements about how well pupils meet the objectives set for them (Hopkins and Antes 1989:5).

According to Hopkins and Antes (1989:14) evaluations can broadly be defined to have four different functions:

- a) formative (for improvement)
- b) summative (for selection and accountability)
- c) socio-political (to motivate and gain public support)
- and
- d) administrative (to exercise authority)

Evaluation is the responsibility of all teachers and it should be an integral and crucial aspect of teaching. Evaluation is a continuous process which involves reflecting upon and interpreting events and activities in the classroom as they happen. More than anything else, evaluation requires an attitude of mind that seeks out relevant information and responds to events as they occur (Ainscow and Tweedle 1989:19).

Evaluation practices underpin curriculum development (Independent Examination Board 1994:3). The purpose, techniques and methods of evaluation must reflect a core of knowledge, skills, understanding and abilities, which will serve to develop education. Evaluation monitors progress in relation to learning outcomes. The desired learning outcomes are determined by the classroom teacher prior to instruction and gives direction to a classroom programme (Independent Examination Board 1994:6).

The above is substantiated by Hopkins and Antes (1989:20) who maintain that objectives of evaluation should define at various levels a broad range of capacities such as:

- * knowledge / content / concept / understanding
- * skills / abilities / competencies
- * values / attitudes
- * application / processes

Evaluation must therefore:

- * be designed to meet a clearly defined purpose
- * fit the education requirement of age, location and delivery system
- * exercise a powerful shaping influence on pupils

(Independent Examinations Board 1994:3).

Evaluation must endeavour to fully inform us on the pupil's ability in terms of the specific objectives set. To be fully encompassing evaluations can take the following routes (Cole, Ryan and Kick 1995:19):

- * Port-folios - These are compilations of the pupils' work and should show the pupils' competency in a variety of ways. In other words work that may be experience- related, research- based or theoretically grounded.
- * Continuous assessment- Ongoing relationships between teaching and learning and progress is based on a continuum.
- * Mentoring- aimed at steering the protégé at a more strategic level, this method can provide effective developmental and remedial assessment.
- * Self-appraisal and peer appraisal.
By allowing pupils to reflect on their work they are able to track their progress by reviewing their work throughout the year. Pupils who review their work over time can see how their thinking and working processes have improved (Cole, Ryan and Kick 1995:19). Evaluation criteria in order to be holistic and inclusive must also include the following (Cole, Ryan and Kick 1995:22).
- * Must describe many problem solving process and higher order thinking skills;
- * Must consider the child as a whole;
- * Must reflect the complexity and interconnectedness among the parts of the performance;
- * Must include in an integrated fashion many affected variables such as perseverance, confidence and willingness and metacognitive variables such as monitoring one's problem solving strategies; and
- * Must incorporate many unanticipated as well as anticipated outcomes and skills.

2.4 Why evaluate?

According to Rogers and Badham (1992:4) there are two main purposes for evaluating:

- Accountability: To improve quality and to maintain and improve standards;
- Development: To improve quality, for example, to assist in the process of improving curriculum development and delivery.

Pupils, teachers, parents, employers and local and national policy-makers all make educational judgements. Pupils need to know what progress they are making and what their strengths, weaknesses or special abilities are. This information helps them to decide where to concentrate their efforts in, for example, revising for examinations or considering possible careers. The information they need may be called diagnostic in that it helps them identify any matters of concern. Teachers also make diagnostic decisions. They almost continually assess individual pupils to identify their learning problems and attainments so that they can plan their lessons appropriately. Teachers also need to know which parts of the curriculum are relevant and accessible and which parts need more attention. When they know this they can replan their teaching. Parents have a keen interest in their children's progress; Prior to choosing a school, parents may want to know how good the various schools are. One facet of a good school is that it secures sound learning progress for the pupils and it is right that schools be expected to show parents evidence of their success in this respect. Final examination results are often used to judge a school's merit (Deforges 1989:4).

2.4.1 Equitable Assessment:

Since testing influences so many aspects of schooling, profound changes in assessment must be a fundamental part of educational reform. High quality assessments from which all children will benefit must be designed and implemented along with other comprehensive restructuring efforts which dismantle barriers to effective schooling. Failure to address issues of equity, access and due process, as well as linguistic, class and cultural diversity of pupils relative to assessment, will only accelerate the downward spiral of our schools' effectiveness (Nettles and Nettles 1995:10).

The following guidelines may be useful for testing and evaluation programmes (Nettles and Nettles 1995:15):

2.4.2 Appropriate Assessment:

Strive to ensure that assessments are appropriate to the purposes for which they are being used and are sensitive to a diverse pupil population.

2.4.3 Inclusion:

Ensure that those involved in decision-making about educational goals, assessment, usage of assessment measures and setting of standards reflect and are responsive to the diversity of our nation's pupils.

2.4.4 Authentic Assessment:

Performance assessments must be integrated with the curriculum, based on pupils' actual work and resembling real-life situations, as well as foster teaching and learning. Such assessment should encourage pupil self-reflection and decision making, emphasize pupils' strengths, and be adaptable to diverse pupil populations.

2.4.5 Instruction and Resources:

Ensure that pupils are provided the instruction and resources that enable them to perform well. It is unfair to hold pupils accountable for their performance on tests while there are no requirements for the systems that administer the tests to provide pupils with the means and educational resources to perform well.

2.4.6 Use of Tests:

Ensure that no single test / assessment or limited set of assessments is ever used as the sole basis for important educational decisions. Instead, information gathered over time in a variety of contexts from different kinds of sources, such as teacher observations, performance based examinations, portfolios, or projects should be used to analyse pupils' performance.

2.5 Various Forms Of Assessment

2.5.1 Formative Evaluation

Formative evaluation is an ongoing process conducted both formally and informally, by which information and evidence about a child's learning is absorbed and used to plan the next step or guide through a given task (Sutton 1991:3). In a class a busy teacher may **make an assessment decision every few minutes**, and carry in his or her head a mass of information that will help to shape his or her professional activity (Sutton 1991:3).

The main purpose of formative evaluation is to determine the degree of mastery of a given the degree of mastery of a given learning task. The purpose is not to grade or certify the learner, it is to help both the learner and the teacher focus upon the particular learning necessary for movement towards mastery (Bloom, Madaus and Hastings 1981:71). Because pinpointing weaknesses is especially important with basic, essential content, formative test results can be used by teachers to prescribe remediation (Hanna 1993:69). Furthermore, formative evaluations help teachers to plan and institute lessons that help pupils achieve appropriate objectives (Cangelosi 1990:199).

Examples of Formative Assessment:

- * Assessment at the end of a particular learning session within a wider programme is intended to establish how much has been learned. There are usually verbal questions which are often repeated at the beginning of the next session to help recall.
- * Assessment to establish progress is essential for the learner. Testing helps the learner to rehearse, remember and reorganise new materials.
- * Assessment also provides feedback for the learner which is so essential especially in learning practical skills. Always give the learner as much feedback as possible by relating assessments to subsequent teaching.
- * Assessment can diagnose individual strengths and weaknesses. Find out if anyone is falling behind.

2.5.2 Summative Evaluation

Summative evaluation is designed to provide information at the end of a unit's instruction. It provides information about pupils' terminal achievements. A summative test is designed to indicate whether a standard has been met. Scores of summative tests are usually used for grading. These grades are generally entered on a report card (Hanna 1993:70).

According to Bloom, Madaus and Hastings (1981:71) summative evaluation is directed towards a much more general assessment of the degree to which the larger outcomes have been attained over the entire course, or some substantial part of it.

Examples of Summative Evaluation:

- * Summative evaluation at the end of a programme encompasses all written, practical and oral examinations.
- * Evaluation to predict performance or act as a tool for selection.
- * Assessment used for the allocation of places in training.
- * Assessment used to predict a learner's likely performance in the future (Cottton 1995:26).

2.5.3 Norm - Referenced Assessment

The primary purpose is to determine the comparability between pupils in terms of standards determined by laid down norms. This system has advantages for selection purposes and it assumes that in an examination the most likely constant factor is the total group of candidates. The practice will determine how many pupils in a group will get an "A" and so forth, so the practice assumes each group to approximate to a "normal" distribution of pupils (King and van den Berg 1992:20). Norm-referenced tests are not designed to tell what specific objective a pupil has mastered but instead how the pupil's performance compares with the performance of the norm group (Bloom, Madaus and Hastings 1981:133)

2.5.4 Criterion- Referenced Assessment

In this method the teacher explains to the students at the beginning of an activity the features the work must possess in order to achieve a certain result. The value of this approach lies in the interaction between the teacher and pupils at the commencement of an activity. The criteria need to be made clear and pupils need to understand exactly what is expected of them (King and van Berg 1992:21). We could define criterion referencing as a procedure which identifies reliably and validly which pupils have reached an established level of performance (Hills 1976:71). Criterion referencing is important whenever skills are involved e.g. physical education.

2.5.5 The Ipsative Assessment or Self-Referencing Approach

In this method a comparison is made between a student's overall performance and her current performance. This method helps the students and the teacher to assess development. It also

allows the pupils to gain control over his own learning. It helps the teacher to accumulate records of progress that can be useful in the final assessments (King and van den Berg 1992:21).

This method focuses on the individual child. Such a process is comfortably child-centred and acceptable even to those who find any comparative judgement objectionable (Sutton 1991:7). Ipsative assessment also measures individual improvement by comparing the grade or level at the start and finish of a learning process (Cotton 1995:27).

2.5.6 Mastery Test

A mastery test is a particular type of criterion-referenced test which measures pupil attainment of a set of learning outcomes for a limited scope of content or clearly defined skill development. This test is chiefly concerned with knowledge comprehension and application (Hopkins and Antes 1989:26).

2.5.7 Open-ended tests

Teachers sometimes construct tests which measure pupil performance in such a way that the ceiling for the test is above the range of the highest scoring pupil. These tests are constructed to measure each pupil's actual achievement level. The test has an upper limit which will probably not be reached by the highest achieving pupil and a lower limit that probably will not be reached by the lowest achieving pupil. Open-ended test scores are best interpreted through a norm-referenced procedure that measures each pupil's true level of achievement over a broad range (Hopkins and Antes 1989:28).

2.6 Successful Evaluation

In order for any evaluation to be successful it needs to be reliable and valid.

2.6.1 Reliability

A method of assessment is reliable when individuals, having the same ability, knowledge or skills achieve the same score or results whenever the method is used and whoever is being assessed. Reliable measures provide consistent and unambiguous information and reduce

chance and random conditions. Factors which improve reliability include : planned situations, unbiased and trained evaluators and prepared pupils (Cotton 1995:92).

2.6.2 Validity

A method of assessment is said to be valid if it measures the intended aims, goals, objectives, performance or quality. Focusing on the intended quality and not straying sideways into unintentional assessment is the essence of validity. For example, when the intention is to assess a knowledge of chemistry, marks should not be assigned to essay-writing skills unless it is intended to assess the ability to express chemical ideas in a written report (Cotton, 1995:93).

2.7 Aspects Of Evaluation

The following aspects of evaluation have to be represented in the intended questionnaire to be designed to gather data from teachers directly on the amount of their input on each of the following aspects.

2.7.1 Formulation and Administering written tests.

Carefully planned tests are essential to measure relevant student learning outcomes and should lead to accurate reporting of school performance. A good testing programme supports the teaching-learning process (Hopkins and Antes 1989:14). A good assessment system would start with a clear definition of what teachers are expected to achieve (Deforges 1989:29). A recommended procedure for planning a test starts with the creation of a table of specifications for the test. Broadly the following behaviours may be tested:

- * horizontally - knowing, comprehending, applying, analyzing, synthesizing and evaluating
- * vertically - content, maths, renaming, definitions

The test must be valid. In order to be valid it must measure what it is supposed to measure (Hills 1976:62). A test would be invalid if it contains questions on material which is not being covered (Déforges 1989:29).

Many types of tests can be formulated:

Multiple choice:

This type of test is very versatile. It can be used to measure many different kinds of content and behaviour including higher order thinking such as application, analysis and evaluation. It is an easy test to mark. Multiple choice tests are objective (Hills 1976:14).

True and false tests:

True and false questions provide a suitable way to assess pupil achievement of certain restricted objectives and indicants. They seem to be especially effective at detecting common misperceptions. Testing more than rote recall with true and false items require skillful test formulation by the teacher (Hanna 1995:144).

2.7.2 Matching exercises:

This is another example of objective testing. Matching items are essentially an efficient arrangement of a series of multiple choice items, all of which have the same set of possible alternative responses (Hills 1976:15).

2.7.3 Created response test:

Completion test, brief and essay items all differ from the above test and are created response tests (Hills 1976:15).

One of the difficulties in attempting to describe and discuss assessment is that it defies our need to label phenomena and treat them discretely, as separate entities. The means whereby we identify what children have learned are inextricably interwoven with the way we teach. In turn, too, the way we teach is interwoven with the way the school is managed, its collective goals and aspirations, and the prevailing atmosphere or ethos that affects all aspects of teacher's and learner's activities (Sutton 1991:64).

It is important to note that all of the above processes deal with assessment in the traditional form. It will be useful , therefore, to show the differences between traditional and non-traditional forms of assessments as discussed by Porter and Cleland (1995:26-28).

In the traditional classroom the focus is on skill performance. (Smith 1986:17) calls the traditional view of learning, memorisation, and the assessment that most closely matches this form of instruction the traditional test. It requires pupils to show how much and to what degree they have memorised. When tests are written for pupils in this type of classroom the purpose is to determine if the pupil has learned what has been taught.

The non-traditional assessment allows learners to focus on the process. Evaluation examines the unique learning paths they follow, the self-knowledge that emerges helps them to adapt to new situations by revealing learning strategies and helping them to establish goals for future experiences (Porter and Cleland 1995:28).

Acquiring objective knowledge is the purpose of learning in the traditional classroom. When pupils attain low test scores, it simply indicates that pupils have not learnt the information taught in that specific setting. In the non-traditional classroom pupils thoughtfully judge their own work. They go to previous assignments and analyse the changes, determining what caused change, and then set goals for future experiences based on that analysis.

Assessment in the traditional classroom is used to determine a grade whereas in the non-traditional class assessment is used to guide learning and is, therefore, never complete (Porter and Cleland 1995:29).

Teachers may use a combination of the two methods of assessments. The formulation and administering of tests, therefore, is a crucial aspect in determining an assessment procedure that will enhance learning and be reflective of the pupil's ability.

2.7.4 Administering tests:

Pupils need to be supervised while taking tests, just as they should be during any school related activity. Proper monitoring is essential to protect pupils from being disturbed by others and to prevent some pupils from cheating (Cangelosi 1990:61). The classroom test environment must have a quality of warmth that allows the pupil to be comfortable and safe. The atmosphere must be conducive to allow for optimum participation of the pupil (Wilson 1989:19).

2.7.5 Analysing Tests After Marking.

Test results are important for teachers to direct future learning experiences. Teachers therefore have to analyse each item of the test to see how pupils performed. If the overall performance is unsatisfactory the deficient part of the performance can be identified. Remedial work can also be ascertained after an analysis (Hills 1976:55). Pupils can help to analyse their own work. Through reflection, learners will be able to see their mistakes and determine strategies with the help of their teachers that will improve their performance (Wolf 1986:35).

2.7.6 Assessing Individual Pupil's Progress.

This is an important approach. It allows the teacher to make an assessment of the pupils performance against the previous performance. This will make pupils gain an insight into their abilities and make them responsible for their own learning. It can encourage, motivate and stimulate pupils to develop the range of competencies they possess. If pupils are going to become more responsible for their learning, teachers have to provide opportunities for this to happen (King and van den Berg 1992:24).

Teachers should take into account not only the qualities of the pupil's work but other factors that pertain to the individual pupil. Experienced and skilled teachers know that when they appraise a pupil's work they have to consider where that pupil started, the amount of practice and effort expended, the pupil's age and developmental level, and the extent to which his or her current work displays progress (Eisner 1993:23).

Successful pupil-centred learning usually involves a structure and framework within which the learning takes place. It is the teacher's responsibility to facilitate the planning and development of a framework for learning and to manage the learning processes within that framework. It is about believing that pupils are unique individuals with different needs, experiences and feelings. It is giving some responsibility to the pupils for their own learning and encouraging discussion about objectives, learning methods and achievements. The emphasis must always be on the quality of learning and the processes necessary for effective learning (Munby 1989:5).

2.7.7 Developing Self-Evaluation Skills Of The Pupils

Pupils must be encouraged to examine their own achievements critically. They should be helped in this process. In other words we should ask pupils for their opinions about their work, rather than relying on the interpretations of their reactions. Sharing perceptions in this way is vital because they are frequently different (Ainscow and Tweedle 1988:21). In a summary of his ten years of research Stiggins (1988) in Sperling (1993:54) observed that teachers are assessing at least twenty five percent of every day, but criteria and data are usually stored in the teacher's head. Stiggins in Sperling (1993:54) urges teachers to ask themselves what they value in any skill and challenge themselves to put those criteria on paper for pupils to see. In this way pupils will have the criteria to evaluate themselves constantly. Another significant component of pupil's self-evaluation is having pupils use the criteria to reflect on their growth by sharing their observations with other pupils, conferencing with the teacher and adding their work to their portfolios (Sperling 1993:75).

Assessment is also about shared responsibility. The process of sorting through and examining the artifacts of learning, then trying to make sense out of it through self-evaluation begins with the learners. The teacher's role is that of a facilitator (Munby 1989:6).

When pupils reflect on and interpret their experiences, paths for personal inquiry about learning emerge. Through reflection the pupils are able to discover how they are different and appreciate the interactions that supported them in their endeavours to understand. During the reflective process, the responsibility for learning shifts from teacher to pupils. Learning becomes a personal responsibility because self-evaluation determines the instructional decisions made for future learning experiences. Through reflection learners are able to get inside their thinking to discover the support systems that allowed them to grow. They can become respondents to and judges of their own work (Wolf 1985 in Porter and Cleland, 1995:40).

2.7.8 Assessing sports skills for selection into teams.

Teachers need to assess a wide range of skills that pupils possess. Therefore teachers are often evaluating outside of the classroom as well. They have to be conversant with criteria to

assess skills in sports as well. Many pupils excel in sports and recognising and rewarding their abilities can build self-confidence which is then displayed in the classroom as well.

2.7.9 Encouraging participation in other activities:

Teachers should encourage participation in activities, for example, art competitions, student body, and fund-raising. To develop pupils holistically is an important responsibility of all teachers. Evaluation does therefore not only happen in the classroom. Pupils are involved in many activities at school. Student body leadership is one such example where students may show good leadership skills. This is an important aspect of any pupil's development (Hopkins and Antes 1989:162).

2.8 New promotion requirements for Gauteng Department of Education (Circular No: Preq. 1.95).

This circular states the following:

- * that progression through the school system within the appropriate age group should be the expected pattern, unless a learner displays an inability to cope with the following year's work. Such an inability should be identified as early as possible in the academic year and relevant educational and didactic assistance should be provided.
- * continuous assessment is a compulsory component of promotion requirements for all phases. It involves orals, short assignments, projects, formal class tests, group work, practical work, etc.
- * The principle of early identification/early intervention to address learning difficulties should be followed. It is thus not necessary to wait for a learner to fail twice before the resources of the educational support services could be tapped in this regard.

2.9 Conclusion

Evaluation is a complex process and has to be well thought out. In effective evaluation teachers learn to understand learning; they learn about individuals and about groups of children; they learn about the impact of their teaching and can assess the value the curriculum they offer. They use their evaluation to enhance the learning of all children, individually and

collectively (Drummond and Pollard 1993:144). It is important that evaluation is seen as a continuous process, built into the normal life of the classroom. Collaboration between teachers, pupils and where possible parents is also vital (Ainscow and Tweedle 1989:25). Evaluations are a central feature of classroom activities and teachers who are effective in obtaining the objectives they set out must make a great deal of input in this regard.



Chapter 3: RESEARCH DESIGN

3.1 Introduction:

Chapter two forms the theoretical background to this research. In order to complement chapter two a research instrument was formulated to collect data from the relevant sources.

3.2 The Research Instrument

A questionnaire was formulated to collect data from teachers. According to Vockell (1983: 78) a questionnaire is any data collecting instrument, other than an achievement or ability test on which the respondents directly supply their own answers to a set of questions.

A questionnaire is based on three assumptions. These are:

- * The respondent can read and understand the questions or items.
- * The respondent possesses the information to answer the questions or items; and
- * The respondent is willing to answer the questions or items honestly

(Keaves 1988: 74).

Questionnaires are used to obtain factual data, opinions and attitudes in a structural framework from respondents not contacted on a face to face basis (Galfo 1975: 18)

For a questionnaire to be reliable it can be measured against the various requirements of a good questionnaire (Mouly 1978: 223 in Mashimbye 1992).

- * The questions must be formulated in such a manner that they say what they mean.
- * The questions must be planned and formulated to retrieve information that has been stated in the aim of the research.
- * The questions must be formulated in such a way that no answer is suggested.

- * The questions must be sufficient to cover the whole research field.
- * Questions must be stated objectively and scientifically in such a way that the respondent feels free to answer them.
- * Questionnaires at all times must be handled confidentially.

This research is part of a group project and every researcher in this project was responsible to design the questionnaire. Each researcher dealt specifically with his / her section of the research and formulated questions according to the kind of data the researcher wished to collect.

This study deals with evaluation responsibilities of the teacher. The following items concerning the input that teachers make into evaluation were included in the questionnaire.

- * Analysing the results of the tests / examinations after marking.

Test results are important for teachers to direct future learning. Analysis of tests will, therefore, enable teachers to draw relevant conclusions concerning learning outcomes (2.5.2 of chapter two).

- * Assessing individual pupils' progress.

It is easy to assess an entire class. When a teacher assesses an individual pupil's progress, however, the teacher makes a special effort to acknowledge that each child is an individual and, therefore, makes progress according to his / her abilities (2.5.3 of chapter two).

- * Developing self-evaluation skills of pupils.

This is a critical aspect of a teacher's responsibility. Teachers need to make pupils independent and self-sufficient. One way to do this is to make them aware of their strengths and weaknesses (2.5.4 of chapter two).

- * Assessing sports skills for the selection of teams.

Evaluation of pupils' progress often takes place outside the classroom as well (2.5.5 of chapter two).

- * Assessing pupil's skills in activities such as art competitions and leadership roles.

Teachers must encourage pupils to develop holistically. By recognising pupils' abilities in spheres other than in the academic, teachers will influence pupils to participate in other activities.

3.3 Scaling Technique in the Questionnaire:

A scaling technique in the questionnaire was chosen because of the following advantages:

- * Each question can be evaluated according to its own merit by the respondent.
- * This scaling technique was chosen because it enables one to use a greater variety of statistical techniques.
- * A nine-point scale was chosen to allow the respondents the opportunity to give refined shades of opinion nuances.
- * All questions were formulated in the same format and the same anchor points were used for each question item.

3.4 Respondents:

Teachers themselves were regarded as the best respondents, as they are the persons who are directly involved in the executing of the various teaching responsibilities. In order to make a detailed and comparative analysis of the teacher's responsibilities, information about the following was requested from the respondents:

Gender, age, language, religion, marital status, and family size.

A random sample of fifty schools, both primary and secondary, was drawn from a population of 656 schools in the Johannesburg central school districts. The Johannesburg area was chosen because of the representative sample of schools in this region.

3.5 Collection of Data:

Researchers undertook to take the questionnaires to the various schools. An appointment was made with the principals of the schools. The research project was discussed and explained to the principals. The majority of principals were very co-operative. Three principals refused to assist with the questionnaire and as a result three other schools were randomly selected from the reserve list of schools. Most schools responded well and teachers answered the questionnaires. There were, however, some schools where the number of completed questionnaires received from schools was below fifty percent. The questionnaires that were received were checked for suitability and completeness. The responses were then computerised by the Computer Centre of the Rand Afrikaans University. All data was also checked for mistakes.

3.6 Summary:

The questionnaire attempted to ascertain the input that teachers make with reference to the various aspects of responsibilities that teachers have regarding their evaluation duties. In chapter four the data will be analysed and discussed.

Chapter 4:

PRESENTATION AND INTERPRETATION OF RESEARCH DATA

4.1 INTRODUCTION

In chapter three the research instrument was discussed. A questionnaire was devised to gather data to substantiate the theory discussed in chapter two. The items appear as C16, C17, C18, C19, and C20 in the questionnaire (Appendix 1). In this chapter the data will be analysed.

4.2 INTERPRETATION OF THE BIOGRAPHICAL DATA

Questionnaires were sent to 50 schools, both primary and secondary, which were selected, in a random order drawn from a population of 656 schools in the Johannesburg central school districts. Feedback was received from 38 schools. A total of 578 questionnaires was completed of the 1004 that were handed out. From the questionnaires returned the following statistics were obtained: 27,8% of the questionnaires were completed by males while 72,2% were completed by females. Of the 578 questionnaires completed 29,6% were teachers who were under thirty years of age while 34,4% were younger than forty. Teachers older than forty amounted to 36%. 18,9% of the respondents had between 0-4 years teaching experience while 27,9% had between 5-10 year's teaching experience and the largest i.e. 53,2% had over 11 year's teaching experience. It was established that 23% of the respondents considered Afrikaans to be their mother tongue while 46% considered English to be their mother tongue. 31,1% of the respondents considered another language their mother tongue. 13% of teachers taught mainly in Afrikaans while 74,8% of the teachers taught mainly in English, the remaining 12,1% taught in another language. Furthermore, it was established that 5% of the respondents' qualifications included a standard ten certificate while 50% of the respondents had a teachers diploma. 28,7% of the respondents had a degree plus a diploma. The remaining 16,4% had a post graduate qualification. It was also ascertained that 21,3% of the respondents taught a language while 16,1% taught either physical science, maths or technical subjects. A further 15,4% taught a human science subject or economics. 24% of the respondents were junior primary teachers while 19,6% were senior primary teachers. 3,6% of the respondents did not specify the subjects they taught. 45,3% of teachers taught in a secondary school, while 54,7% of the teachers taught in a primary

school. It was further established that 7,2% of the respondents were in the position of either principal or deputy principal while 15% were heads of departments, and lastly, 77,7% were teachers. 64,5% of the respondents were married while 24,7% were unmarried and 10,7% were either divorced, estranged or widowed. 35% of the respondents had class sizes of below 30 while 42,3% of respondents had class sizes of below 40, the remaining 23,1% had class sizes of 40 and more pupils. Lastly, it was established from the data that 65,2% of the respondents had children of their own while 34,8% of the respondents did not have children of their own.

4.3 VALIDITY

Validity points to the degree or extent to which the questionnaire succeeds to measure what it is supposed to measure. The items included in the questionnaire were formulated to be able to ascertain data on the fundamental areas necessary to be able to test the theoretical research established in chapter two. The questionnaire was considered to comply with content validity.

TABLE 4.1
AVERAGES, STANDARD DEVIATION AND RANK ORDER OF AVERAGES
CONCERNING THE PROPORTION OF INPUT OF TEACHERS REGARDING
EVALUATION.

Item	Average	S.D.	R.O.
C16. Analysing the results of tests / examinations after marking.	6,82	2,51	2
C17. Assessing individual pupil's progress.	7,43	1,85	1
C18. Developing self-evaluating skills of pupils.	6,18	2,29	3
C19. Assessing sports skills for selection of pupils.	4,51	3,29	5
C20. Assessing pupils' skills in activities e.g. art competitions. leadership roles etc.	5,25	2,89	4

S.D. = Standard Deviation

R.O. = Rank Order

From table 4.1 above it is clear that item C17 in the questionnaire had the highest average suggesting that teachers spend a great amount of their input into assessing individual pupil's progress. This is encouraging as this aspect of evaluation is extremely important. In order to progress pupils need to be assessed individually as this will enable teachers to remedy problems that pupils may be experiencing. Pupils can also become aware of their own progress.

Individual attention given to pupils may also encourage pupils to work harder as well as develop their self confidence. However it was discouraging to note, from the table, that the items C20 and C19 received the least proportion of input from teachers. These two items are important to develop all the skills pupils may possess. Schools should endeavour to make schooling interesting so that pupils will want to attend school. These two items will also develop pupils' skills more holistically. The item probing the development self evaluation skills of the pupils had the average of 6,18 suggesting that teachers spend a fair proportion of their input into developing this aspect of evaluation.

4.4 ANALYSIS OF RESULTS.

The questions in the questionnaire (Appendix 1) were formulated to gauge the proportion of input that teachers make with regard to evaluation. The respondents had to indicate their proportion of input on a ten point scale. Responses of 0 to 6 were regarded as low input whereas responses of 7 to 9 were regarded as a high input.

Contingency tables of 2x2, 3x2, 4x2, 5x2 were used to present the data. The tables show the independent variable as well as the dependent variables. The 2x2 contingency tables, indicate the differences between one group of respondents' input with respect to the specific independent variable to the proportion of another group of respondents' input into the same variable.

In the case of 3x2, 4x2, and 5x2 contingency tables, the data is presented only as a relationship between the independent and the dependent variable.

TABLE 4.2

DIFFERENCES BETWEEN MALES AND FEMALES REGARDING THEIR PROPORTION OF INPUT WITH RESPECT TO EVALUATION.

Ho: There is no statistically significant difference between males and females regarding their proportion of input with respect to evaluation.

Ha1: There is a statistically significant difference between male and female teachers and the proportion of their input with respect to evaluation. Male teachers put more effort into evaluation than female teachers.

Ha2: There is a statistically significant difference between male and female teachers and the proportion of their input with respect to evaluation. Female teachers put more effort into evaluation than male teachers.

Item	Sex		Low	High	Total	Chi ²	D.F	P
C16 Analysing the results / tests / examinations after marking.	M	F	49	111	160	0,686	1	0,407 **
		RP	0,306	0,694				
	F	F	114	271	415			
		RP	0,347	0,653				
	Total		193	382	575			
C17 Assessing individual's pupil's progress.	M	F	56	104	160	11,437	1	** 0,000
		RP	0,350	0,650				
	F	F	87	328	415			
		RP	0,210	0,790				
	Total		143	432	575			
C18 Developing self-evaluation skills of pupils.	M	F	90	70	160	2,685	1	0,101
		RP	0,562	0,437				
	F	F	200	215	415			
		RP	0,482	0,518				
	Total		290	285	575			
	F	F	280	135	415	3,488	1	0,061
C19 Assessing sports skills for selection of teams.	M	F	94	66	160			
		RP	0,587	0,412				
		RP	0,675	0,325				
	Total		374	201	575			
C20 Assessing pupils' skills in activities e.g. art competitions and leadership roles.	M	F	88	72	160	1,596	1	0,206
		RP	0,550	0,450				
	F	F	254	161	415			
		RP	0,612	0,388				
	Total		342	233	575			

F = Frequency

* = 5% Level of Significance

RP = Row Proportion
 DF = Degrees of freedom
 P = Probability

** = 1% Level of Significance

According to Table 4.2 H_0 is rejected in favour of H_a for (item C17) on the 1% level indicating a statistically significant difference between male and female teachers and the proportion of their input into assessing individual pupil's progress. This may possibly be because more women teach in primary schools and may consider it a greater need for assessing individual pupils in the primary schools. It may also suggest that the nature of work in the primary school may demand the need to assess individual pupils more regularly.

TABLE 4.3

THE RELATIONSHIP BETWEEN AGE AND THE PROPORTION OF TEACHERS' INPUT INTO EVALUATION.

H_0 : There is no statistically significant relationship between teachers' age and their proportion of input with respect to evaluation.

H_a : There is a statistically significant relationship between teachers' age and their proportion of input with respect to evaluation.

Item	Age		Low	High	Total	Chi ²	D.F	P
C16 Analysing the results of tests / examinations after marking.	21-29	F	50	98	148	2,205	2	0,332
		RP	0,338	0,662				
	30-39	F	59	137	196			
		RP	0,301	0,699				
	40+	F	86	147	233			
		RP	0,369	0,631				
	Total		195	382	577			
C17 Assessing individual pupil's progress.	21-29	F	43	105	148	1,957	2	0,376
		RP	0,291	0,709				
	30-39	F	48	148	196			
		RP	0,245	0,755				
	40+	F	53	180	233			
		RP	0,227	0,773				
	Total		144	433	577			
C18 Developing self-evaluation skills of	21-29	F	79	69	148			
		RP	0,534	0,466				
	30-39	F	96	100	196			

Item	Age		Low	High	Total	Chi ²	D.F	P
pupils.		RP	0,490	0,510		0,780	2	0,677
	40+	F	115	118	233			
		RP	0,494	0,506				
	Total		290	287	577			
C19 Assessing sports skills for selection of teams.	21-29	F	84	64	148	7,927	2	* 0,019
		RP	0,568	0,431				
	30-39	F	126	70	196			
		RP	0,643	0,357				
	40+	F	165	68	233			
	Total		375	202	577			
C20 Assessing pupil's skills in activities e.g. art competitions leadership roles.	21-29	F	83	65	148	2,931	2	0,231
		RP	0,561	0,439				
	30-39	F	111	85	196			
		RP	0,566	0,434				
	40+	F	148	85	233			
	Total		342	235	577			

F = Frequency

RP = Row Proportion

DF = Degrees of Freedom

* = 5% Level of Significance

** = 1% Level of Significance

P = Probability

It follows from Table 4.3 that H_0 is rejected in favour of H_a for item C19 on the 5% level showing that there is a statistically significant relationship between teachers' age and the proportion of input made with respect to assessing sports skills for selection of teams. The age group 21-29 seems to make the most effort in this regard. This may be the case because the above age group have gained some experience and are still young enough to be in a position to develop sports skills in their pupils. They may also probably still be interested in sport and may still be participating in sports themselves.

TABLE 4.4

THE RELATIONSHIP BETWEEN TEACHING EXPERIENCE AND THE PROPORTION OF INPUT WITH REGARD TO EVALUATION.

H_0 : There is no statistically significant relationship between teaching experience and the proportion of teachers' input with regard to evaluation.

H_a : There is a statistically significant relationship between teaching experience and the proportion of teachers' input with regard to evaluation.

Item	T.Exp.		Low	High	Total	Chi ²	D.F.	P
C16 Analysing the results of tests / examinations after marking	0-4yr	F	38	71	109	0,068	2	0,966
		RP	0,349	0,651				
	5-10yr	F	54	107	161			
		RP	0,335	0,665				
	11+	F	103	204	307			
		RP	0,336	0,664				
	Total		195	382	577			
C17 Assessing individual pupil's progress.	0-4yr	F	36	73	109	5,861	2	0,053
		RP	0,330	0,670				
	5-10yr	F	42	119	161			
		RP	0,261	0,739				
	11+	F	66	241	307			
		RP	0,215	0,785				
	Total		144	433	577			
C18 Developing self-evaluation skills of pupils.	0-4yr	F	70	39	109	10,749	2	0,005
		RP	0,642	0,358				
	5-10yr	F	73	88	161			
		RP	0,453	0,547				
	11+	F	147	160	307			
		RP	0,479	0,521				
	Total		209	287	577			
C19 Assessing sports skills for selection of teams.	0-4yr	F	62	47	109	4,185	2	0,124
		RP	0,569	0,431				
	5-10yr	F	105	56	161			
		RP	0,652	0,348				
	11+	F	208	99	307			
		RP	0,678	0,322				
	Total		375	202	577			
C20 Assessing pupil's skills in e.g. art competitions and leadership roles.	0-4yr	F	66	43	109	1,052	2	0,591
		RP	0,606	0,394				
	5-10yr	F	90	71	161			
		RP	0,559	0,441				
	11+	F	186	121	307			
		RP	0,606	0,394				
	Total		342	235	577			

F = Frequency

FP = Row Proportion

DF = Degrees of Freedom

T.Exp. = Teaching Experience

* = 5% Level of Significance

** = 1% Level of Significance

According to Table 4.4 H_0 was rejected in favour of H_a on the 1% level of significance for item C18. The analysis also indicates that teachers who have 5-10 years experience made the greatest input in developing self-evaluation skills of the pupils. This may reflect that teachers with a little more experience may regard input into developing evaluation skills of the pupils as important.

TABLE 4.5

THE RELATIONSHIP BETWEEN MOTHER TONGUE AND THE PROPORTION OF INPUT WITH REGARD TO EVALUATION.

Ho: There is no statistically significant relationship between mother tongue and the proportion of teachers' input with regard to evaluation.

Ha: There is a statistically significant relationship between mother tongue and the proportion of teachers' input with regard to evaluation.

Item	M.Ton.		Low	High	Total	Chi ²	DF	P
C16 Analysing the results of tests / examinations after marking.	Afri.	F	54	80	134	9,610	2	** 0,008
		RP	0,403	0,597				
	Eng.	F	97	167	264			
		RP	0,367	0,633				
	O.	F	44	132	176			
		RP	0,250	0,750				
	Total		195	379	574			
C17 Assessing individual pupil's progress.	Afri.	F	37	97	134	0,595	2	0,743
		RP	0,276	0,724				
	Eng.	F	64	200	264			
		RP	0,242	0,758				
	O.	F	43	133	176			
		RP	0,244	0,756				
	Total		144	430	574			
C18 Developing self-evaluation skills of pupils.	Afri.	F	76	58	134	14,994	2	** 0,000
		RP	0,567	0,433				
	Eng.	F	145	119	264			
		RP	0,549	0,451				
	O.	F	67	109	176			
		RP	0,381	0,619				
	Total		288	286	574			
C19 Assessing sports skills for selection of teams.	Afri.	F	87	47	134	2,937	2	0,230
		RP	0,649	0,351				
	Eng.	F	180	84	264			
		RP	0,682	0,318				
	O.	F	100	70	176			
		RP	0,602	0,398				
	Total		373	201	574			
C20 Assessing pupil's skills in activities e.g. art competitions and leadership roles.	Afri.	F	83	51	134	2,501	2	0,286
		RP	0,619	0,381				
	Eng.	F	162	102	264			
		RP	0,614	0,386				
	O.	F	96	80	176			
		RP	0,545	0,455				
	Total		341	233	574			

F. = Frequency

R.P. = Row Proportion

D.F. = Degrees of Freedom

M.Ton. = Mother Tongue

* = 5% Level of Significance

** = 1% Level of Significance

According to Table 4.5 Ho was rejected in favour of Ha in the case of two items: C16 and C18 which were both rejected on the 1% level indicating a significant relationship between mother tongue and the amount of input that teachers gave respectively to analysing the results of tests / examinations and developing self-evaluation skills of the pupils. Teachers who have another language as their mother tongue seem to make a higher input with regard to the two aspects of evaluation indicated above. There does not appear to be an obvious reason for this.

TABLE 4.6

THE RELATIONSHIP BETWEEN THE LANGUAGE MEDIUM OF INSTRUCTION AND THE PROPORTION OF INPUT WITH REGARD TO EVALUATION.

Ho: There is no statistically significant relationship between language medium of instruction and the proportion of teachers' input with respect to evaluation.

Ha: There is a statistically significant difference between language medium of instruction and the proportion of teachers' input with respect to evaluation.

Item	L.Med		Low	High	Total	Chi ²	D.F.	P
C16 Analysing the results of tests / examinations after marking.	Afri.	F	29	47	76	2,836	2	2,242
		RP	0,382	0,618				
	Eng.	F	149	283	432			
		RP	0,345	0,655				
	O.	F	10	33	43			
		RP	0,233	0,767				
	Total		188	363	551			
C17 Assessing individual pupil's progress.	Afri.	F	17	59	76	2,337	2	0,311
		RP	0,224	0,776				
	Eng.	F	113	319	432			
		RP	0,262	0,738				
	O.	F	7	36	43			
		RP	0,163	0,837				
	Total		137	414	551			
C18 Developing self-evaluation skills of pupils.	Afri.	F	39	37	76	9,039	2	* 0,011
		RP	0,513	0,487				
	Eng.	F	224	208	432			
		RP	0,519	0,481				
	O.	F	12	31	43			
		RP	0,279	0,721				
	Total		275	276	551			
C19 Assessing sports skills for selection of teams.	Afri.	F	46	30	76	3,185	2	0,203
		RP	0,605	0,395				
	Eng.	F	285	147	432			
		RP	0,660	0,340				
	O.	F	23	20	43			
		RP	0,535	0,465				

Item	L. Med		Low	High	Total	Chi ²	D.F.	P
	Total		354	197	551			
C20 Assessing pupil's skills in in activities e.g. art competitions and leadership roles.	Afri.	F	45	31	76	0,320	2	0,852
		RP	0,592	0,408				
	Eng.	F	260	172	432			
		RP	0,602	0,398				
	O.	F	24	19	43			
		RP	0,558	0,442				
	Total		329	222	551			

F. = Frequency

R.P. = Row Proportion

D.F. = Degrees of Freedom

* = 5% Level of Significance

** = 1% Level of Significance

L.Med. = Language Medium

According to Table 4.6 Ho was rejected in favour of Ha for items C18 on the 5% level indicating that a significant relationship exists between the language medium used by teachers and the proportion of input in developing self-evaluation skills of the pupils. Teachers who teach in another language medium besides English and Afrikaans seem to give a higher proportion of their input in item C18. It is difficult to find a possible explanation for this.

TABLE 4.7

THE RELATIONSHIP BETWEEN QUALIFICATIONS AND THE PROPORTION OF INPUT WITH REGARD TO EVALUATION.

Ho: There is no statistically significant relationship between teachers' qualifications and the proportion of their input concerning evaluation.

Ha: There is a statistically significant relationship between teachers' qualification and the proportion of their input concerning evaluation.

Item	Qualification		Low	High	Total	Chi ²	D.F.	P
C16 Analysing the results of tests /examinations after marking.	Std. 10	F	8	20	28	1,166	3	0,761
		RP	0,286	0,714				
	Diploma	F	95	194	289			
		RP	0,329	0,617				
	B + Dip.	F	56	110	166			
		RP	0,337	0,663				
	Post Grad.	F	36	59	95			
	RP	0,379	0,621					
	Total		195	383	578			
C17 Assessing individual pupil's progress.	Std. 10	F	4	24	28	2,143	3	0,544
		RP	0,143	0,857				
	Diploma	F	72	217	289			
		RP	0,249	0,751				
	B + Dip.	F	45	121	166			
	RP	0,271	0,729					

Item	Qualification		Low	High	Total	Chi ²	D.F.	P
	Post Grad.	F	23	72	95			
		RP	0,242	0,758				
		Total	144	434	578			
C18 Developing self- evaluation skills of pupils.	Std. 10	F	10	18	28	6,028	3	0,110
		RP	0,357	0,643				
	Diploma	F	137	152	289			
		RP	0,474	0,526				
	B + Dip.	F	88	78	166			
		RP	0,530	0,470				
	Post Grad	F	55	40	95			
		RP	0,579	0,421				
	Total	290	288	578				
C19 Assessing sports skills for selection of teams.	Std. 10	F	16	12	28	3,905	3	0,272
		RP	0,571	0,429				
	Diploma	F	179	110	289			
		RP	0,619	0,381				
	B + Dip.	F	113	53	166			
		RP	0,681	0,319				
	Post Grad.	F	67	28	95			
		RP	0,705	0,295				
	Total	375	203	578				
C20 Assessing pupil's skills in activities e.g. art competitions and leadership roles.	Std. 10	F	16	12	28	3,266	3	0,352
		RP	0,571	0,429				
	Diploma	F	162	127	289			
		RP	0,561	0,439				
	B + Dip.	F	107	59	166			
		RP	0,645	0,355				
	Post Grad.	F	58	37	95			
		RP	0,611	0,389				
	Total	144	434	578				

P = Probability

RP = Row Proportion

Qual. = Qualification

DF = Degrees of Freedom

* = 5% Level of Significance

** = 1% Level of Significance

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It follows from the Table 4.7 above that the H_a is rejected in favour of H_o . Qualifications of teachers have no relationship with the proportion of their input. No further analysis is possible.

TABLE 4.8

THE RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND THE PROPORTION OF INPUT WITH REGARD TO EVALUATION.

H_o : There is no statistically significant relationship between subjects taught and the proportion of teachers' input concerning evaluation.

H_a : There is a statistically significant relationship between subjects taught and the proportion of teachers' input concerning evaluation.

Item	Subjects	T	Low	High	Total	Chi ²	D.F.	P
C 16 Analysing the results of tests / examinations after marking.	Languages	F	37	86	123	5,483	4	0,241
		RP	0,301	0,699				
	Phy. + Tech.	F	29	64	93			
		RP	0,312	0,688				
	Hum + Econ	F	34	55	89			
		RP	0,382	0,618				
	Junior Pr.	F	56	83	139			
		RP	0,403	0,597				
	Senior Pr.	F	33	80	113			
RP		0,892	0,708					
	Total		189	368	557			
C 17 Assessing individual pupil's progress.	Languages	F	30	93	123	34,594	4	** 0,000
		RP	0,244	0,756				
	Phy. + Tech.	F	35	58	93			
		RP	0,375	0,624				
	Hum + Econ	F	37	52	89			
		RP	0,416	0,584				
	Junior Pr.	F	17	122	139			
		RP	0,122	0,878				
	Senior Pr.	F	22	91	113			
RP		0,195	0,805					
	Total		141	416	557			
C 18 Developing self-evaluation skills of pupils.	Languages	F	54	69	123	13,144	4	0,011
		RP	0,439	0,561				
	Phy. + Tech.	F	59	34	93			
		RP	0,634	0,366				
	Hum + Econ	F	51	38	89			
		RP	0,573	0,427				
	Junior Pr.	F	63	76	139			
		RP	0,453	0,547				
	Senior Pr.	F	50	63	113			
RP		0,442	0,558					
	Total		277	280	557			
C 19 Assessing sports skills for selection of teams.	Languages	F	89	34	123	16,723	4	** 0,002
		RP	0,724	0,276				
	Phy. + Tech.	F	64	29	93			
		RP	0,688	0,312				
	Hum + Econ	F	59	30	89			
		RP	0,663	0,337				
	Junior Pr.	F	92	47	139			
		RP	0,662	0,338				
	Senior Pr.	F	55	58	113			
RP		0,487	0,513					
	Total		359	198	557			
C 20 Assessing pupils' skills in activities e.g. art and leadership roles.	Languages	F	75	48	123	21,044	4	** 0,000
		RP	0,610	0,390				
	Phy. + Tech.	F	68	25	93			
		RP	0,731	0,269				
	Hum + Econ	F	55	34	89			
		RP	0,618	0,382				
	Junior Pr.	F	84	55	139			
		RP	0,604	0,396				
	Senior Pr.	F	48	65	113			
RP		0,425	0,575					
	Total		330	227	557			

F. = Frequency
R.P. = Row Proportion
D.F. = Degrees of Freedom

* = 5% Level of Significance
** = 1% Level of Significance

According to Table 4.8 the H_0 was rejected in favour of H_a for four items on the 1% level indicating a significant relationship between subjects taught and the proportion of input with regard to assessing individual pupil's progress (C17 - rejected on the 1% level), developing self-evaluation skills of pupils (C18 - rejected on the 5% level), assessing sports skills for selection of teams (C19 -rejected on the 1% level) and assessing pupils' skills in activities e.g. art competitions, leadership roles (C20 on the 1% level). Generally junior primary teachers placed more input into the various aspects of evaluation. This may be because primary school teachers are in contact with their pupils more than other teachers and therefore are able to develop the skills in C17, C19, C20, whereas language teachers make the highest proportion of input into developing self-evaluating skills.

TABLE 4.9

THE DIFFERENCE BETWEEN PRIMARY AND SECONDARY SCHOOLS AND THE PROPORTION OF INPUT WITH REGARD TO EVALUATION.

H_0 : There is no significant difference between high school and primary school teachers and the proportion of input concerning evaluation.

H_{a1} : There is a significant difference between high school and primary school teachers and the proportion of input concerning evaluation in the primary schools.

H_{a2} : There is a significant difference between high school and primary school teachers and the proportion of input with regard to evaluation in the high school.

Item	School		Low	High	Total	Chi ²	D.F.	P
C16 Analysing the results of tests / examinations after marking.	High Sc.	F	84	187	271	1,491	1	0,222
		RP	0,310	0,690				
	Prim. Sc.	F	111	196	307			
		RP	0,362	0,638				
	Total		195	383	578			
C17 Assessing individual pupil's progress.	High Sc.	F	94	117	271	25,076	1	.. 0,000
		RP	0,347	0,653				
	Prim. Sc.	F	50	257	307			
		RP	0,163	0,837				
	Total		144	434	578			
C18 Developing self-evaluation skills of pupils.	High Sc.	F	157	114	271	11,714	1	.. 0,000
		RP	0,579	0,421				
	Prim. Sc.	F	133	174	307			
		RP	0,433	0,567				
	Total		290	288	578			
C19 Assessing sports skills for selection of teams.	High Sc.	F	195	76	271	10,637	1	.. 0,001
		RP	0,720	0,280				
	Prim. Sc.	F	180	127	307			
		RP	0,586	0,414				
	Total		375	203	578			
C20 Assessing pupil's skills in activities, e.g. art competitions and leadership roles.	High Sc.	F	180	91	271	10,050	1	.. 0,002
		RP	0,664	0,531				
	Prim. Sc.	F	163	144	307			
		RP	0,336	0,469				
	Total		343	235	578			

F. = Frequency
 R.P. = Row Proportion
 D.F. = Degrees of Freedom

* = 5% Level of Significance
 ** = 1% Level of Significance

According to Table 4.9 the H_0 was rejected in favour of H_a in four items all on the 1% level. This analysis indicates a statistically significant difference between high school and primary school teachers with regard to the proportion of input into the various aspects of evaluation. Primary school teachers seem to be giving an higher proportion of their input with regard to the four aspects, i.e. item C17, C18, C19, and C20. This may be due to the fact that primary school teachers are with their pupils for a greater part of the day and therefore have more time to get to know their pupils' abilities and to develop the skills illustrated in the items rejected on the H_0 in this table.

TABLE 4.10

THE RELATIONSHIP BETWEEN POST LEVELS AND THE PROPORTION OF INPUT WITH REGARD TO EVALUATION.

H_0 : There is no statistically significant relationship between post level and the proportion of teachers' input with respect to evaluation.

H_a : There is a statistically significant relationship between post level and the proportion of teachers' input with respect to evaluation.

Item	Post Level		Low	High	Total	Chi*	D.F	P
C16 Analysing the results of tests / examinations after marking	Prin. + D.P.	F	13	29	42	0,175	2	0,916
		RP	0,310	0,690				
	H.O.D.	F	29	58	87			
		RP	0,333	0,667				
	Teacher	F	153	296	449			
		RP	0,341	0,659				
Total		195	383	578				
C17 Assessing individual pupil's progress	Prin. + D.P.	F	12	30	42	1,185	2	0,553
		RP	0,286	0,714				
	H.O.D.	F	18	69	87			
		RP	0,207	0,793				
	Teacher	F	114	335	449			
		RP	0,254	0,746				
Total		144	434	578				
C18 Developing self-evaluation skills of pupils.	Prin. + D.P.	F	25	17	42	2,457	2	0,293
		RP	0,595	0,405				
	H.O.D.	F	47	40	87			
		RP	0,540	0,460				
	Teacher	F	218	231	449			
		RP	0,486	0,514				

Item	Post Level		Low	High	Total	Chi ²	D.F.	P
	Total		290	288	578			
C19 Assessing sports skills for selection of teams.	Prin. + D.P.	F	30	12	42	1,817	2	0,403
		RP	0,714	0,286				
	H.O.D.	F	60	27	87			
		RP	0,690	0,310				
	Teacher	F	285	164	449			
		RP	0,635	0,365				
	Total		375	203	578			
C20 Assessing pupil's skills in activities, e.g. art competitions and leadership roles.	Prin. + D.P.	F	17	25	42	6,682	2	* 0,035
		RP	0,405	0,595				
	H.O.D.	F	53	34	87			
		RP	0,609	0,391				
	Teacher	F	273	176	449			
		RP	0,608	0,392				
	Total		343	235	578			

F. = Frequency

R.P. = Row Proportion

D.F. = Degrees of Freedom

* = 5% Level of Significance

** = 1% Level of Significance

According to Table 4.10 above that H_0 was rejected in favour of H_a in C20 on the 5% level suggesting a statistically significant relationship between post levels and the proportion of input with regard to assessing pupils skills in activities e.g. art competitions and leadership roles. Principals and deputy principals may have more time to put into the to development of the above skills as they have less teaching time than the other educators.

TABLE 4.11

THE RELATIONSHIP BETWEEN MARITAL STATUS AND THE PROPORTION OF INPUT WITH REGARD TO EVALUATION.

H_0 : There is no statistically significant relationship between marital status and the teachers' proportion of input with respect to evaluation.

H_a : There is a statistically significant relationship between marital status and the teachers' proportion of input with respect to evaluation

Item	Marital Status		Low	High	Total	Chi ²	D.F.	P
C16 Analysing the results of tests / examinations after marking	Married	F	132	241	373	1,675	2	0,433
		RP	0,354	0,646				
	Unmarried	F	42	101	143			
		RP	0,294	0,706				
	Other	F	21	41	62			
		RP	0,339	0,661				
Total		195	383	578				
C17 Assessing individual pupil's progress.	Married	F	91	282	373	0,267	2	0,875
		RP	0,244	0,756				
	Unmarried	F	36	107	143			
		RP	0,252	0,748				
	Other	F	17	45	62			
		RP	0,274	0,726				
Total		144	434	578				
C18 Developing self-evaluation skills of pupils.	Married	F	193	180	373	9,099	2	** 0,010
		RP	0,517	0,483				
	Unmarried	F	77	66	143			
		RP	0,538	0,462				
	Other	F	20	42	62			
		RP	0,323	0,677				
Total		290	288	578				
C19 Assessing sports skills for selection of teams.	Married	F	250	123	373	2,269	2	0,322
		RP	0,670	0,330				
	Unmarried	F	86	57	143			
		RP	0,601	0,399				
	Other	F	39	23	62			
		RP	0,629	0,371				
Total		375	203	578				
C20 Assessing pupil's skills in activities, e.g. art competitions and leadership roles.	Married	F	223	150	373	0,246	2	0,884
		RP	0,598	0,402				
	Unmarried	F	85	58	143			
		RP	0,594	0,406				
	Other	F	35	27	62			
		RP	0,565	0,435				
Total		343	235	578				

F. = Frequency

R.P. = Row Proportion

D.F. = Degrees of Freedom

* = 5% Level of Significance

** = 1% Level of Significance

In Table 4.11. H_0 was rejected in favour of H_a for item C18 on the 1% level suggesting a significant relationship between marital status and developing self-evaluation skills of the pupils. Teachers who are either divorced, widowed, or estranged made a higher input into developing self-evaluating skills in their pupils. It is difficult to find a reason for this difference.

TABLE 4.12:

THE RELATIONSHIP BETWEEN THE AVERAGE NUMBER OF PUPILS IN A CLASS AND THE PROPORTION OF INPUT WITH REGARD TO EVALUATION.

H_0 : There is no statistically significant relationship between the number of pupils in class and the proportion of teachers' input with respect to evaluation.

Ha: There is a statistically significant relationship between the number of pupils in class and the proportion of teachers' input with respect to evaluation.

Item	No. Of Pupils		Low	High	Total	Chi ²	D.F	P
C16 Analysing the results of tests / examinations after marking	- 29	F	71	129	200	4,290	2	0,117
		RP	0,355	0,645				
	30-39	F	89	156	245			
		RP	0,363	0,637				
	40+	F	35	98	133			
		RP	0,263	0,737				
	Total		195	383	578			
C17 Assessing individual pupil's progress.	- 29	F	45	155	200	2,401	2	0,301
		RP	0,225	0,775				
	30-39	F	69	176	245			
		RP	0,282	0,718				
	40+	F	30	103	133			
		RP	0,226	0,774				
	Total		144	434	578			
C18 Developing self-evaluation skills of pupils.	- 29	F	107	93	200	7,373	2	0,025
		RP	0,535	0,465				
	30-39	F	130	115	245			
		RP	0,531	0,469				
	40+	F	53	80	133			
		RP	0,398	0,602				
	Total		290	288	578			
C19 Assessing sports skills for selection of teams	- 29	F	143	57	200	5,891	2	0,053
		RP	0,715	0,285				
	30-39	F	150	95	245			
		RP	0,612	0,388				
	40+	F	82	51	133			
		RP	0,617	0,383				
	Total		375	203	578			
C20 Assessing pupil's skills in activities e.g. art competitions and leadership roles.	- 29	F	130	70	200	10,917	2	0,004
		RP	0,650	0,350				
	30-39	F	150	95	245			
		RP	0,612	0,388				
	40+	F	63	70	133			
		RP	0,474	0,526				
	Total		343	235	578			

F. = Frequency

R.P. = Row Proportion

D.F. = Degrees of Freedom

* = 5% Level of Significance

** = 1% Level of Significance

According to Table 4.12 H_0 was rejected in favour of H_a on Item C18 on the 5% level and item C20 on the 1% level, which indicates a significant relationship between average number of pupils in a class and the proportion of input with regard to self-evaluation skills of pupils and assessing pupils' skills in activities e.g. art competitions and leadership roles. Teachers who have more than forty pupils in their classes made a higher proportion of their input into the above two aspects of evaluations. Both these items require a great deal of time and how teachers who have large numbers of pupils in their classrooms develop these skills while teachers who do not have large numbers in their classes fail to is not quiet clear.

TABLE 4.13

THE DIFFERENCE BETWEEN TEACHERS WHO HAVE CHILDREN OF THEIR OWN AND TEACHERS WITHOUT CHILDREN OF THEIR OWN AND THE PROPORTION OF INPUT WITH REGARD TO EVALUATION.

Ho: There is no statistically significant difference between teachers who have children of their own and the proportion input concerning evaluation.

Ha 1: There is a statistically significant difference between teachers who have children of their own and the proportion of input concerning evaluation.

Ha 2: There is a statistically significant difference between teachers who do not have children of their own and the proportion of input concerning evaluation.

Item	Children		Low	High	Total	Chi ²	D.F.	P
C16 Analysing the results of tests / examinations after marking	Yes	F	134	243	377	1,359	1	0,244
		RP	0,355	0,645				
	No	F	61	140	201			
		RP	0,303	0,694				
	Total		155	383	578			
C17 Assessing individual pupil's progress.	Yes	F	94	283	377	0,000	1	1,000
		RP	0,249	0,751				
	No	F	50	151	201			
		RP	0,249	0,751				
	Total		144	434	578			
C18 Developing self-evaluation skills of pupils.	Yes	F	195	182	377	0,873	1	0,350
		RP	0,517	0,483				
	No	F	95	106	201			
		RP	0,473	0,527				
	Total		290	288	578			
C19 Assessing sports skills for selection of teams.	Yes	F	259	118	377	6,475	1	*, 0,019
		RP	0,687	0,313				
	No	F	116	85	201			
		RP	0,577	0,423				
	Total		375	203	578			
C20 Assessing pupil's skills in activities, e.g. art competitions and leadership roles.	Yes	F	230	147	377	1,056	1	0,329
		RP	0,610	0,390				
	No	F	113	88	201			
		RP	0,562	0,438				
	Total		343	235	578			

F. = Frequency

R.P. = Row Proportion

D.F. = Degrees of Freedom

* = 5% Level of Significance

** = 1% Level of Significance

According to Table 4.13 Ho was rejected in favour of Ha on the 5% level suggesting a significant difference between having children and assessing sports skills for selection of teams. Teachers who do not have children of their own place a higher proportion of their

input into developing sports skills. This may be because these teachers do not have their own children and, therefore, have more time to spend with their pupils.

4.5 CONCLUSION

The item assessing individual pupil's progress had the highest average suggesting that teachers pay more attention to this aspect of evaluation whereas assessing sports skills for selection of pupils had the lowest average indicating that many teachers do not put much input into this aspect.

A brief summary and evaluation of this research and recommendations will be the focus in chapter 5.



CHAPTER FIVE : SUMMARY AND RECOMMENDATIONS

5.1 Introduction :

In chapter four the data obtained from the questionnaires, completed by teachers, was analysed. In this chapter the findings in chapter four is summarised. Recommendations will be made on the basis of the findings and lastly a critical look at the research as a whole will be made.

5.2 Summary:

In chapter one the aim of this research stated that it would investigate the proportion of input that teachers make with regard to evaluation. This research was conducted by means of an empirical study based on a literature study. Furthermore, in the motivation for this research that appears in chapter one, the researcher stated that evaluation forms a major part of a teacher's responsibility and that this study would give important feedback from teachers with regard to the proportion of input that teachers employ towards evaluation practices. The feedback obtained from the questionnaires informed on the relevant aspects that needed to be investigated.

In chapter two, on the other hand, the search for the theoretical background to this study as well an analysis of evaluation practices was made. There is currently a great deal of focus on continuous assessment, self- evaluation and developing pupils holistically. To ascertain whether teachers were evaluating their pupils holistically , formatively and on a continuous basis five questions were included in the questionnaire. The data, received from the questionnaire enabled the researcher to gain valuable information to determine the proportion of input that teachers make with regard to evaluation practices. The data can also substantiate the theoretical background in chapter two.

According to Table 4.1 in chapter four assessing individual pupil's progress had the highest average namely 7,43. Analysing the results of tests/ examinations after marking had the second highest average e.g. 6,82. Furthermore, both male and female teachers made a higher input with regard to analysing the results of tests/ examinations and assessing individual pupils' progress. The item regarding developing self-evaluating skills

of pupils had an average of 6,18 that suggests that teachers indicated this as an important aspect of evaluation. However the proportion of input was lower than the above aspects for assessing sports skills for selection of teams and in assessing pupils' skills in activities, i.e. art competitions and leadership roles. From the above analysis teachers are clearly concentrating more on summative evaluations than on formative evaluations.

Furthermore, female teachers placed a higher input into assessing individual pupil's progress (Table 4.2) than males. A possible reason for this may be that because more women teachers teach in a primary school where the need for assessing individual pupil's progress is considered to be greater. The age group of teachers between 21 and 29 placed more input in assessing sports skills for selection into teams. They may still be participating in sports themselves and therefore, have the energy and the enthusiasm to develop the pupils' skills in sports.

Teachers who have between five and ten years' experiences (Table 4.4) made a greater input into developing self-evaluation skills of the pupils than teachers who had less or more experience. Teachers who have between five to ten years experience are, perhaps, better organised and have the necessary skills to develop their pupils more holistically.

Teachers whose mother tongue is other than either English or Afrikaans seem to make a higher input into analysing tests/ examinations and developing self- evaluation skills of pupils. There does not seem to be an obvious reason for this.

Primary school teachers (Table 4.8) made a higher input than teachers who taught other standards and other subjects into assessing individual pupils' progress (C17), assessing sports for selection into teams (C19) and assessing pupils' skills in activities i.e. art and leadership roles (C20) whereas language teachers made a higher input into developing self- evaluating skills. A possible reason for the above finding may be because primary school teachers spend more time with their classes and see more of the same pupils. They are, therefore, at an advantage and can make a higher input into the above aspects of evaluation. It is obvious that language teachers have to develop self-evaluating skills of

their pupils. The languages require pupils to analyse poems and to write essays so pupils need to assess their own standards to improve.

In Table (4.10) principals and deputy principals make a higher input than Heads of departments and teachers into assessing skills in activities, i.e. art competitions and leadership roles. This may be because principals and deputy principals have a lower teaching load, therefore, they have time to develop these skills in the pupils. It may also indicate that principals and deputy principals are concerned with the image of the school and this aspect of evaluation may bring good reputation to the school.

Teachers who are either divorced, estranged or widowed (Table 4.11) make a higher input than married or unmarried teachers into developing self-evaluating skills in their pupils. A possible reason for this may be that they have found their own children to have suffered through a divorce, etc. and therefore, find it necessary for their pupils to develop self-evaluating skills to allow them to understand their circumstances better.

It is also evident from Table (4.12) that teachers who teach classes of more than forty give a lower input into developing self-evaluating skills of the pupils than teachers who teach classes of fewer than forty pupils. This is understandable since these teachers may not have time to develop these skills in the pupils.

Furthermore, teachers who do not have children of their own place a higher input than teachers who have children into assessing sports skills for selection of teams. This may be so because these teachers do not have the responsibility of looking after their own children and have time to spend at school with their pupils.

5.3 Recommendations

Evaluation needs to reflect good educational principles and it should lead to an emphasis on learning outcomes centering on competence and higher cognitive skills as well as on the holistic evaluations of learners. Teachers, therefore, need to place more effort into developing skills such as self-evaluation and leadership roles as well as encouraging participation in sporting activities. These two evaluation activities had the lowest average

in (Table 4.1) indicating that teachers put a lower input into these two aspects of evaluation. It may be necessary to alter this outlook of teachers so that more input is put into these two activities to allow pupils who have less academic ability to develop their skill in other areas. It would also allow academically competent pupils to become more well rounded in their abilities.

Formative and summative evaluation should complement each other and each must be valued. A greater emphasis on summative evaluation places the focus on the end result and not on the means. Many pupils, therefore, may spend time preparing for the exams and passing (summative) rather than being authentic learners. Learners are easily disempowered by traditional methods of assessment and can avoid taking responsibility for their own learning on the grounds that they have little control over what they are expected to do and how they are expected to do it. (Edwards and Knight 1996:12). Distinction between norm, criterion and self-referencing, and the need to align assessment to its avowed purpose and audience must be understood. In addition, the roles of competitions and co-operation, and the system of reward and punishment in education must be examined and taken into account in developing a new ethos of assessment (Pahad 1996:163).

In addition traditional assessment practises e.g. analysing tests and examinations and assessing individual pupil's progress assess a limited range of skills, the results of which are often interpreted as a measure of "intelligence". Ultimately such assessments may have a deleterious effect on the curriculum (Joffe 1992 in Taylor 1992:231). Teachers should, therefore, spend more time on formative evaluation to develop critical thinking and also for assessment to be more holistic as well as continuous.

A large number of teachers who see the value of alternative forms of assessment are perhaps reluctant to try them because they do not value or have confidence in their own assessment abilities, and therefore seek reassurance in devised tests. The Department of Education needs to provide good training and practice, in the form of Preset and Inset, so that teachers can overcome these hurdles (Pahad 1995:56).

Schools are not buildings, curricula and machines. Schools are about relationships and interactions among people. Developing the pupils' social skills whether by building good sports teams or leadership opportunities is an important effort (Johnson and Johnson and Holubec 1994:49). Therefore, more input should be put into developing pupils' non academic skills such as sports skills and leadership abilities.

High school teachers may need to focus more on the holistic development of their pupils. Primary school teachers generally did well (Table 4.9) in assessing all kinds of skills. High school teachers may find most syllabi to be unrealistically large, therefore, not allowing the majority of pupils to develop their understanding in all areas and not allowing teachers to develop other skills in their pupils. The curriculum needs to be revised to place emphasis on developing all the skills that pupils possess rather than just the academic skills.

The role of complementary information on student achievement and potential needs to be advanced to reduce the significance of the final examination. (Table 4.1) Teachers place a high proportion of their input into analysing tests and examinations. The aim should rather be one of descriptive assessment providing a full, detailed and positive picture of the achievements of a student over a period of study concerned, the formal examination being only a part of that picture (.King and Van den Berg O. 1992:35). In other words, more emphasis should be placed in an overall assessment of the pupils on a continuous basis rather than focusing on a final assessment.

5.4 Evaluation of Study

A questionnaire as a measuring instrument has limitations in that one cannot explore fully some of the items present in the questionnaire. Generally, teachers seem to place a high proportion of input into evaluation practice but the statistics of failure at matriculation level and the standard of schooling generally seems to indicate that perhaps not enough is being done to prepare pupils to cope effectively with the demands of the education system. It would be interesting to test the authenticity of the respondents of this questionnaire by researching the response of other significant people e.g. pupils. Many teachers seemed reluctant to complete the questionnaire. From a total of 1004 only 578

questionnaires were returned indicating a lack of regard for this type of research. Two of the schools that I was responsible to give the questionnaire out to, the teachers complained that they did not have the time to answer such questionnaires. Many teachers showed a lack of interest as well as apathy towards the questionnaire. However, some teachers did show enthusiasm and the 578 questionnaires returned was important feedback to gather the relevant data from.

CONCLUSION

There still is a great deal of information on evaluation that could not be investigated. Portfolios, particularly, is becoming an important feature of continuous assessment. Nevertheless, getting feedback from all schools i.e. all ex. departments about evaluation practices was an important research in this new period of transition in Education.



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RAND AFRIKAANS UNIVERSITY

DEPARTMENT OF EDUCATIONAL SCIENCES

ENGLISH

Dear Colleague,

A research team at the RAND AFRIKAANS UNIVERSITY is currently investigating teachers' responsibilities in teaching. It has become necessary to assess the reality of the situation in order to know which adjustments possibly have to be made in our teacher education programmes.

Teachers have a wide variety of tasks which they are responsible for. But the question is:

*** which of these responsibilities require more of teachers' INPUT and which less?** Some of the tasks and responsibilities in the questionnaire may not be applicable to every teacher as all teachers are not necessarily responsible for all of these.

Would you kindly assist us in this endeavour? We believe it is of great importance to the profession. Approximately 25-30 minutes of your time is needed to complete the questionnaire. Thank you very much.



Please keep the following in mind when you complete the questionnaire:

- * Do not write your name on the questionnaire - it remains anonymous.
- * There are no correct or incorrect answers - we require your honest opinion.
- * Please answer **ALL** the questions.
- * If you would like to change an answer, do so by clearly crossing out the incorrect one.
- * Please return this questionnaire to the person from whom it was received after having completed it.
- * **PS:** This questionnaire will be returned to the Rand Afrikaans University directly for statistical analyses. These questionnaires will then be destroyed. No employer will at any time have access to this questionnaire. The outcome of the research will be published in scientific journals.

Thank you once again for your friendly assistance.

Prof JC Kok
Prof CPH Myburgh
Dr MP van der Merwe
April 1996

Afrikaans / b.o.

RANDSE AFRIKAANSE UNIVERSITEIT

DEPARTEMENT OPVOEDINGSWETENSKAPPE

AFRIKAANS

Geagte Kollega,

'n Navorsingspan by die RANDSE AFRIKAANSE UNIVERSITEIT is tans besig om te probeer vasstel watter verantwoordelikhede onderwysers deesdae het om na te kom. Ons moet vasstel wat die werklike toedrag van sake is, sodat ons kan weet waar ons aanpassings in ons onderwysersopleidingsprogram behoort te maak. Onderwysers het 'n groot verskeidenheid take om te verrig.

*** Maar wat neem baie en wat neem minder van u INSET in beslag?** Van die sake wat in die vraelys voorkom het dalk nie op u betrekking nie. Alle onderwysers doen nie van alles nie.

Sal u nie so vriendelik wees om ons asb. te help nie? Dit is die belang van die professie. Die beantwoording sal u sowat 25-30 min. besig hou.

U samewerking is vrywillig en dit sal hoog waardeer word. Baie dankie.

Voor u begin, let asseblief op die volgende:

- * U bly anoniem. Moenie u naam op die vraelys skryf nie.
- * Daar is geen regte of verkeerde antwoorde nie - ons benodig net u eerlike oordeel.
- * Reageer asb. op **ALLE** vrae.
- * As u reaksie wil verander, krap dit net duidelik uit.
- * Gee dit asb. weer aan die persoon van wie u dit gekry het terug sodra u klaar is.
- * **NB:** Hierdie vraelys kom direk na die RAU toe om die gegewens op rekenaar te plaas en sal daarna vernietig word. Geen werkgewer sal hierin insae kry nie. Die uitkoms van ons ontledings sal in wetenskaplike tydskrifte gepubliseer word.

Nogmaals baie dankie vir u vriendelike samewerking.

Prof. J.C. Kok
Prof. C.P.H. Myburgh
Dr. M.P. van der Merwe
April 1996

PROF. C.P.H. MYBURGH PROF. J.C. KOK DR. MP. VAN DER MERWE

KINDLY COMPLETE THE FOLLOWING PERSONAL PARTICULARS (CIRCLE THE RELEVANT BLOCK)
SAL U ASSEBLIEF DIE VOLGENDE BESONDERHEDE IN VERBAND MET USELF VERSTREK (OMKRING
DIE TOEPASLIKE BLOKKIE)

EXAMPLE/VOORBEELD:

1. Gender/Geslag: Male/Manlik
Female/Vroulik

1
2

Office use/Kantoor gebruik				
				(1-4)
Card number/Kaartnommer				
			1	(5)

1. Gender/Geslag: Male/Manlik
Female/Vroulik

1
2

(6)

2. Your age in years?/U ouderdom in jare?

--	--

(7-8)

3. Teaching experience (number of years)
Aantal jare onderwys-ervaring

--	--

(9-10)

4. Which language do you regard as your MOTHER TONGUE?
Watter taal beskou u as u MOEDERTAAL?

- Afrikaans
- English/Engels
- Ndbele
- Northern Sotho/Noord-Sotho
- Southern Sotho/Suid-Sotho
- Swati
- Tsonga
- Tswana
- Venda
- Xhosa
- Zulu/Zoeloe
- Other/Ander (specify/noem)

01
02
03
04
05
06
07
08
09
10
11
12

(11-12)

5. In which language do you **MOSTLY** teach?
In watter taal gee u **OORWEGEND** onderrig?

- Afrikaans
- English/Engels
- Afrikaans & English/Afrikaans & Engels
- Ndbele
- Northern-Sotho/Noord-Sotho
- Southern Sotho/Suid-Sotho
- Swati
- Tsonga
- Tswana
- Venda
- Xhosa
- Zulu/Zoeloe
- Other/Ander (specify/noem)

01
02
03
04
05
06
07
08
09
10
11
12
13

(13-14)

6. Your highest educational qualification?
U hoogste onderwyskwalifikasie?

- Lower than Std. 10/Laer as St. 10
- Std. 10/St. 10
- Post school diploma/Diploma na St. 10
- B-degree/B-graad
- Degree plus a diploma/Graad en 'n diploma
- Post graduate qualification/Nagraadse kwalifikasie

1
2
3
4
5
6

(15)

7. Which of the following subject fields do you **MOSTLY** teach?
In watter van die volgende vakgroepe gee u **OORWEGEND** onderrig?

- Languages/Tale
- Physical Sciences/Natuurwetenskappe
- Human Sciences/Geesteswetenskappe
- Economic Sciences/Ekonomiese wetenskappe
- Technical and practical subjects/Tegniese en praktiese vakke
- Junior primary/Junior primêr
- Senior primary/Senior primêr
- Other/Ander (specify/spesifiseer)

1
2
3
4
5
6
7
8

(16)

8. I am currently teaching at a:
Ek gee tans onderrig by 'n:

Secondary school/Hoërskool

1
2

Primary school/Laerskool

(17)

9. Current level of your post?
Watter posvlak bekleë u tans?

Principal/Hoof

1

Deputy principal/Adjunk-hoof

2

Head of a department/Departementshoof

3

Teacher/Onderwyser

4

(18)

10. Marital status?
U huwelikstatus?

Married/Getroud

1

Unmarried/Ongetroud

2

Divorced/Geskei

3

Estranged/Vervreem

4

Widow/widower//Weduwee/wewenaar

5

(19)

11. What is the **average number** of pupils in your **classes**?
Wat is die **gemiddelde aantal** leerlinge in u **klasse**?

--	--

(20-21)

12. Do you have children of your own? Yes/Ja

1

Het u eie kinders? Nee/No

2

(22)

13. The school where you teach is a:
Die skool waar u onderig gee is 'n:

State school/Staatskool

1

State supported school/Staatsondersteunde skool

2

Private school/Privaatskool

3

(23)

~~WHEN ANSWERING THIS QUESTIONNAIRE:~~

1. MARK YOUR OPINION BY **CIRCLING** THE APPROPRIATE NUMBER ON THE SCALE PROVIDED FOR EACH QUESTION.
2. 0 indicates **no input** in this responsibility, while 9 indicates a **great amount of input**. All teachers are not necessarily responsible for each and every responsibility mentioned.
3. Indicate on the scale provided which PROPORTION of your TOTAL INPUT as a teacher is taken up by the following responsibilities:

WANNEER U DIE VRAELYS INVUL:

1. GEE U OORDEEL DEUR TELKENS DIE TOEPASLIKE NOMMER OP DIE SKAAL WAT BY ELKE VRAAG VOORSIEN IS, ~~TE-OMKRING~~.
2. 0 dui **geen inset** aan, terwyl 9 'n **baie groot inset** aandui. Alle onderwysers is nie noodwendig verantwoordelik vir elkeen van die verantwoordelikhede genoem nie.
3. Dui op die gegewe skaal aan watter PROPORSIE van u TOTALE INSET as onderwyser deur die volgende verantwoordelikhede in beslag geneem word:

A: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE SOSIALE ONTWIKKELING VAN LEERLINGE

1. teaching pupils to be trustworthy and reliable in interpersonal relationships.
leerlinge te leer om betroubaar en deeglik in hul interpersoonlike verhoudings te wees

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot

(24)

2. teaching pupils acceptance of the uniqueness of each individual.
leerlinge te leer om elke persoon as uniek te aanvaar en te akkommodeer.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot

(25)

3. helping pupils to distance themselves from group thinking.
leerlinge te help om hulself van groepdenkwyses te distansieer.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot

(26)

4. teaching pupils to conform to socially acceptable behaviour
leerlinge te leer om by sosiaal aanvaarbare gedrag aan te pas.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot

(27)

5. teaching pupils to respect human dignity.
leerlinge te leer om menswaardigheid te respekteer.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot

(28)

6. setting problems for pupils to solve in teams.
probleme te stel wat deur leerlinge in groepe opgelos moet word.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot

(29)

7. advising pupils to associate with others.
leerlinge te adviseur om met ander te assosieer.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot

(30)

B: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE LESSON PREPARATION AND PRESENTATION
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN LESVOORBEREIDING EN - AANBIEDING

8. preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.
die voorbereiding van media/onderwys hulpmiddels soos skuifies, prente, kaarte, videos, ens.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (31)

9. consulting/researching material or sources relevant to the lesson.
die raadpleeg van bronne en ander navorsingsmateriaal wat verband hou met die les.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (32)

10. preparing notes or worksheets which will be given to pupils during the lesson.
die voorbereiding van notas en werkskaarte om gedurende die les uit te handig.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (33)

11. preparing assignments or homework exercises.
die uitwerk van werkskaarte en tuiswerk oefeninge.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (34)

12. preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.
die doelwit van die les en hoe verskillende dele van die les met mekaar skakel voor die aanvang van die les vas te stel.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (35)

13. making provision for individual differences between pupils -in their interests, needs and abilities.
voorsiening te maak vir die individuele verskille tussen leerders byvoorbeeld hulle belangstellings, behoeftes en vermoëns.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (36)

14. making provision for the active participation by the pupils during the lesson, i.e. indicating to what extent the pupils are to participate in the lesson.
die voorsiening van aktiwiteite vir aktiewe deelname van leerlinge gedurende die les, byvoorbeeld die aanduiding van leerlingdeelname.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (37)

15. setting and administrating written tests/examinations.
die opstel en administrasie van geskrewe toetse/eksamens.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (38)

**C: PROPORTION OF YOUR TOTAL INPUT EVALUATION WITH REGARD TO EVALUATION
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN EVALUERING**

16. analysing the results of tests/examinations after marking.
analisering van toetse/eksamenuitslae nadat dit nagesien is.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (39)

17. assessing individual pupils progress.
evaluering van individuele leerlinge se vordering.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (40)

18. developing self-evaluation skills of pupils.
ontwikkeling van selfevalueringsvaardighede by leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (41)

19. assessing sports skills for selection of teams.
evaluering van sportvaardighede vir die kies van spanne.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (42)

20. assessing pupils' skills in activities, eg. art competitions and leadership roles.
evaluering van leerlingvaardighede in aktiwiteite soos kunskompetisies en leierskapeienskappe.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (43)

**D: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE DEVELOPMENT OF PUPILS' SELF-CONCEPT
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE ONTWIKKELING VAN LEERLINGE SE SELFKONSEP**

21. giving positive feedback to pupils.
positiewe terugvoering aan leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (44)

22. planning to meet individual needs of learners.
beplanning om individuele behoeftes van leerlinge in ag te neem.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (45)

23. encouraging pupils to believe in their own abilities.
aanmoediging van leerlinge om in hul eie vermoëns te glo.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (46)

24. making pupils feel competent.
hulp aan leerlinge om bemagtig te voel.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (47)

E: PROPORTION OF YOUR TOTAL INPUT REGARD TO THE ESTABLISHING AUTHORITY AND DISCIPLINE
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE HANDHAWING VAN GESAG EN DISSIPLINE

25. rewarding acceptable behaviour.
beloning van aanvaarbare gedrag.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(48)
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------	------

26. punishing unacceptable behaviour.
onaanvaarbare gedrag te straf.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(49)
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------	------

27. maintaining positive leadership to ensure good behaviour.
handhawing van positiewe leierskap om goeie gedrag te verseker.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(50)
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------	------

28. establishing and implementing rules and procedures for behaviour in the classroom.
instelling en implementering van reëls en prosedures vir gedrag in die klaskamer.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(51)
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------	------

29. the implementing of appropriate disciplinary measures to prevent or rectify negative or unacceptable behaviour.
die implementering van voldoende dissiplinêre stappe vir die voorkoming en regstelling van negatiewe of onaanvaarbare gedrag.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(52)
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------	------

30. leading pupils toward the realisation of self discipline.
leerlinge te lei na 'n besef van selfdissipline.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(53)
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------	------

31. listening to pupils' misbehaviour or misconduct.
te luister na leerlinge se wangedrag.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(54)
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------	------

32. discussing of good and proper or appropriate behaviour.
die bespreking van goeie en aanvaarbare gedrag.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(55)
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------	------

33. teaching pupils respect for others and their property.
onderrig aan leerlinge sodat hulle respek sal betoon teenoor ander mense en hulle besittings.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(56)
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------	------

F: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE CAREER AND FUTURE ORIENTATION
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN LOOPBAAN EN TOEKOMSORIËTERING

34. providing pupils with information about occupations.
 die voorsiening van beroepsinligting aan leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot

(57)

35. simulating practical career experience to illustrate the relevance of the subject you teach.
 simulاسie van praktiese beroepsondervinding wat toepaslik is by die vak wat u gee.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(58)

36. helping pupils individually to set realistic goals for their future.
 hulp aan leerlinge op individuele vlak om realistiese doelstellings vir hulle toekoms te formuleer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(59)

37. assisting pupils to prioritize their life-values.
 hulp aan leerlinge om hulle lewenswaardes in volgorde van belangrikheid te stel.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(60)

38. teaching decision-making skills.
 die onderrig van besluitnemingsvaardighede.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(61)

39. discussing the manpower needs of the country (community) with pupils.
 bespreking van die mannekragbehoefte van die land (gemeenskap) met leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(62)

40. assisting pupils in choosing the appropriate subjects they should study.
 hulp aan leerlinge met betrekking tot die stel van vakkeuses.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(63)

G: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE SECURITY OF PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE GEBORGENHEID VAN LEERLINGE

41. assisting individual pupils with their rate of learning.
 ondersteuning van individuele leerlinge met hul leertempo.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(64)

42. offering praise and encouragement to pupils.
 aanbieding van prys en aanmoediging aan leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(65)

43. studying your pupils' problems, fears and expectations.
bestudering van leerlinge se probleme, vrese en verwagtinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(66)

44. building healthy relationships in class.
gesonde verhoudinge in die klas te bou.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(67)

45. rewarding good behaviour and excellent performance by pupils.
beloning van goeie gedrag en uitstekende prestasie van leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(68)

46. empathising with pupils, irrespective of the nature of the problem.
empatiseer met leerlinge, nie teenstaande die aard van die probleem.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(69)

H: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE COGNITIVE DEVELOPMENT OF PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE LEERLING SE KOGNITIEWE ONTWIKKELING

47. developing pupils' language.
leerlinge se taal te ontwikkel.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(70)

48. developing the memorization skills of pupils.
leerlinge se vermoë om te memoriseer te bevorder.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(71)

49. intensifying pupils' observation.
leerlinge se waarnemingsvermoë te verskerp.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(72)

50. teaching pupils to come to logical conclusions.
leerlinge te leer om logiese afleidings te maak.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(73)

51. guiding the pupils to solve problems creatively.
leerlinge te help om tot kreatiewe probleemoplossings te kom.

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot

(74)

52. guiding pupils to understand symbols.
leerlinge te lei om simbole te verstaan.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(75)

53. developing pupils' skills relating to figures including size, measurements, etc..
leerlinge se syfervaardighede te ontwikkel - ook met betrekking tot inhoude, groottes, mates, ens..

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(76)

~~PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO REMEDIAL WORK~~
~~PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN REMEDIËRENDE WERK~~

54. identifying learning problems.
die indentifisering van leerprobleme.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (77)

~~55. analysing factors which cause learners to experience learning problems.~~
~~aan die analise van faktore wat aanleiding gee tot leerprobleme by kinders.~~

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (78)

56. preparing remedial work for pupils who experience learning difficulties.
die voorbereiding van remediërende werk vir leerlinge wat leerprobleme ondervind.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (79)

Kantoorgebruik/Office use

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 (1-4)
Kaartnommer/Card number

2

 (5)

57. assisting individual pupils to solve their learning difficulties.
individuele hulpverlening om leerlinge in staat te stel om hulle leerprobleme op te los.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (6)

58. discussing preventative strategies with pupils with regards to their learning difficulties.
die bespreking van voorkomende strategieë met leerlinge ten opsigte van hulle leerprobleme.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (7)

59. discussing the typical problems identified in written assignments, classwork or tests.
die bespreking van tipiese probleme wat geïdentifiseer word in skriftelike opdragte, klaswerk of toetse.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (8)

60. designing and preparing learning and teaching aids for remedial purposes.
die ontwikkeling en voorbereiding van beide leer-en onderrighulpmiddels vir remediëringdoeleindes.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (9)

J: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE NORMATIVE AND RELIGIOUS DEVELOPMENT OF PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE LEERLING SE NORMATIEWE EN GODSDIENSTIGE ONTWIKKELING

61. making pupils aware of religious values.
leerlinge bewus te maak van godsdienstige waardes.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(10)
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62. teaching pupils to distinguish between right and wrong.
leerlinge te laat onderskei tussen reg en verkeerd.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(11)
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63. strengthening pupils faith in their creator.
leerlinge se geloof in hul skepper te versterk.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(12)
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64. making pupils aware of life's principles.
lewensbeginsels aan leerlinge te toon/hul bewus te maak daarvan.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(13)
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K: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO DEVELOPING RESPONSIBILITY IN PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN VERANTWOORDELIKHEIDSONTWIKKELING VAN DIE LEERLING

65. holding pupils responsible for their own behaviour.
leerlinge verantwoordelik te maak vir eie gedrag.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(14)
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66. holding pupils responsible for their own possessions.
leerlinge verantwoordelik te maak vir eie besittings.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(15)
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67. holding pupils responsible for their own work/performances.
leerlinge verantwoordelik te maak vir hulle werk/prestasies.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(16)
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68. teaching pupils to accept the blame for their mistakes/transgressions.
leerlinge self blaam te laat aanvaar vir hulle foute/oortredings.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(17)
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69. teaching pupils to accept responsibility for the welfare of others.
verantwoordelikheid aan te wakker by leerlinge vir ander se welsyn.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(18)
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L.: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE PHYSICAL DEVELOPMENT AND CARE OF PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE LEERLING SE FISIESE ONTWIKKELING EN VERSORGING

70. perceptual motor development of pupils.
 die perseptueel-motoriese ontwikkeling van die leerlinge.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(19)

71. teaching pupils habits of hygiene.
 die leerlinge higiëniese gewoontes aan te leer.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(20)

72. teaching pupils good physical exercise.
 die leerlinge te leer om fisies goeie oefening te kry.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(21)

73. teaching pupils to apply illness preventative measures.
 die leerlinge te leer om siekte voorkomende maatreëls aan te leer en toe te pas.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(22)

M: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO ADMINISTRATIVE AND ORGANIZATIONAL OBLIGATIONS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN ADMINISTRATIEWE EN ORGANISATORIESE VERPLIGTINGE

74. checking pupils' attendance at school.
 leerlinge se teenwoordigheid op skool te kontroleer.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(23)

75. administrating pupils' marks.
 leerlinge se punte te administreer.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(24)

76. attending staff or comitee meetings.
 vergaderings van die personeel of komitees by te woon.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(25)

77. organisational tasks.
 organisatoriese funksies te verrig.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(26)

78. controlling other colleagues work.
 kontrole in verband met kollegas se werk uit te voer.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(27)

N: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO SPORTS AND CULTURAL OBLIGATIONS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN SPORT-EN KULTURELE VERPLIGTINGE

79. coaching sport.
Sport af te rig.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(28)
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80. coaching cultural activities.
kultuuraktiwiteite af te rig.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(29)
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81. organising or coaching sport/cultural gatherings.
sport/kultuurbyeenkomste af te rig of organiseer.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(30)
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82. attending sport and/or cultural competitions against other schools.
sport en/of kultuurkompetisies teen ander skole by te woon.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(31)
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83. acting as a team leader/guardian of a group at an extramural activity.
op te tree as 'n span bestuurder/voog van 'n groep by 'n buitemuurse aktiwiteit.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(32)
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84. attending a course to improve your knowledge or skills regarding an extramural activity.
kurses te volg/by te woon om 'n kundigheid of vaardigheid ten opsigte van 'n buitemuurse aktiwiteit te verbeter.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(33)
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85. to act as a referee or judge.
om as 'n skeidsregter of beoordeelaar op te tree.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(34)
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O: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO DEVELOPING PERSONAL KNOWLEDGE AND SKILLS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN ONTWIKKELING VAN EIE KENNIS EN VAARDIGHEDE

86. undertaking further studies - degree/diploma.
'n verdere studie te onderneem - graad/diploma.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(35)
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87. in-service training courses.
indiensopleidingskursusse.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(36)
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88. attending conferences.
bywoon van konferensies.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(37)

90. participating in events/activities at education centres.
deelneem aan geleenthede/aktiwiteite van onderwysentrums.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(38)

91. delivering articles in your subject for journals/brochures/reports
boeke of artikels in u vak te lewer vir tydskrifte/brosjures/verslag in u vak/onderwys.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(39)

**P: PROPORTION OF YOUR TOTAL INPUT REGARD TO PARENTAL GUIDANCE
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN OUERBEGELEIDING**

92. parent/teacher meetings/associations.
ouer-onderwyser vergaderings/verenigings.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(40)

93. visiting parents at home.
tuisbesoeke van onderwysers.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(41)

94. informal meetings with parents.
informele ontmoetings met ouers.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(42)

95. parents' class visitation.
ouers se klasbesoeke.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(43)

96. telephoning parents.
ouers te telefoneer.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(44)

97. listening to parents.
na ouers te luister.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(45)

98. To what extent are you satisfied with your occupation as a teacher?
In watter mate is u tevrede met u werk as onderwyser?

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(46)

Thank you/Dankie

