

**The perceptions of secondary school teachers on the effectiveness of national external  
teacher evaluation in the Hardap region, Namibia**

**by**

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**DECLARATION OF ORIGINALITY**

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I declare that **“The perceptions of secondary school teachers on the effectiveness of National External School Evaluation in the Hardap Region, Namibia”** is my own work and that the sources that I have used or quoted have been indicated and acknowledged by means of complete references



15 September 2015

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Signature

Date

Bertha Nghuuwoyepongo Shawelaka

**DEDICATION**

This thesis is dedicated to my family and friends who helped me with data collection (taking videos) and motivated me to push forward to the end.

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**ABSTRACT**

The purpose of this study was to explore the perceptions of secondary school teachers in the Hardap Region Namibia. More specifically, the study explored teachers' perceptions on how the National External School Evaluation (NESE) impacted teaching and learning in their classrooms. The study employed a qualitative design, using an in-depth face-to-face individual and focus group interviews instruments. Data were collected from twenty two (22) secondary school teachers who were randomly selected from the four (4) evaluated secondary schools in the Region. Thematic interpretive data analysis technique was used to analyse data by inducing themes as they emerge from the data. The findings revealed that Hardap Region secondary school teachers perceived NESE' as "somewhat valuable", with some positive and negative impacts on teaching and learning. Secondary school teachers also made some suggestions on how NESE can be improved to impact more positively on teaching and learning in their classroom.

**Key terms:**

Perceptions, effectiveness, impact, teacher evaluation, external evaluation, appraisal, teaching, learning, secondary schools, Hardap Region, Namibia, NESE, teachers.

**LIST OF ACRONYMS AND ABBREVIATIONS**

NESE	: National External School Evaluation
NIED	: National Institute of Education Development
CPD	: Continuous Professional Development
UPE	: Universal Primary Education
UNAM	: University of Namibia
HOD	: Head of Department
LCE	: Learner-Centred Education
LEA	: LCA
LCT	: Learner-Centred Teaching
TQA	: Teaching Quality Assurance

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## **CHAPTER 1:**

### **1. INTRODUCTION AND BACKGROUND**

#### **1.1 INTRODUCTION**

This study explored the perceptions of secondary school teachers in the Hardap Region, Namibia. More specifically, the study explored teachers' perceptions on how National External School Evaluation (NESE) impacted teaching and teaching and learning in their classrooms. The study employed a qualitative approach using in-depth face-to-face individual and focus group interviews instruments. Data were collected from 22 Hardap Region secondary school teachers whose teaching was evaluated by NESE. Thematic interpretive data analysis technique was used to analyse the data by inducing themes as they emerge from the data. The findings revealed that NESE has made some positive contribution that helped teachers to improve teaching and learning in their classrooms. However, more still need to be done to ensure that the programme has more positive impact on teaching and learning. The Hardap Region secondary school teachers made some suggestions about what should be done to ensure that NESE makes more positive impact on teaching and learning in their classrooms.

This study is important because it will not only contribute to the body of knowledge on teachers evaluation in general but it may also provide feedback to the NESE programme designers and implementers about the strengths and weaknesses of the programme which may help them make informed decisions and necessary amendments that would impact teaching and learning more positively. Since this study is the first one to be conducted in the Hardap Region, it may encourage other researchers to do similar studies on NESE targeting the same or different stakeholders in the region or elsewhere in Namibia to gather more data that may help NESE to improve its contribution towards effective teaching and learning.

## 1.2 BACKGROUND OF THE STUDY

Adams, Aguilar, Berg, Cismowski, Cody, Cohen, Dean, Formigli, Fung, Lee, Marshall, Skorko, and White, (2015:4) state that “The primary purpose of evaluation must always be the improvement of teaching and promotion of better student learning”. “Throughout the years, various appraisal methods were used to determine the effectiveness of educators in the classrooms. However, many of these methods were meaningless and have not made any significant changes in the performance of schools” (Steyn, 2008:25). Looney (2011:1) also states that “while other modes of evaluation, such as national or regional student assessments or a school-level evaluation are conducted more systematically and provides some information on teacher performance, these evaluations may not provide the timely feedback or the detailed information on classroom practices needed to shape improvements in teaching”. Cummins (2011:49) argues that “teacher evaluation is essential for improving both individual performance and collective school outcomes”.

The purpose of teacher appraisal is to improve teaching and promote learning as stated by Adams, *et al.* (2015) and Cummins (2011). However, Steyn (2008) and Looney (2011) indicated that some appraisal methods can be ineffective, meaningless and may not shape improvements in teaching. The following questions came to the researcher’s mind: Where does NESE stand? Is NESE an effective appraisal as described by Adam, *et al.*(2015) and Cummins (2011)? Is it (NESE) ineffective as those appraisal methods referred to by Steyn (2008) and Looney (2011) or it is something in the middle? These questions remained to be answered by the Hardap Region secondary school teachers through their views on how NESE impacted teaching and learning in their classrooms.

As stated in the Namibian Ministry of Education, Arts and culture News Item (2011:1), NESE was established to evaluate the seven key areas of work of the school which are as follows:

- Provision of resources;
- Curriculum and attainment;
- The teaching and learning;
- The school as a social unit;
- Management and leadership of school and hostel;
- Links with parents and the community; and
- Links with other schools and the regions.

Notwithstanding the importance of other six key areas of the work of the school stated above, this study focused on the key area three (3) in which NESE evaluates teachers and the quality of teaching and learning in the classrooms. According to Coe, Aloisi, Higgins and Elliot (2014:2), “effective teaching is that which leads to improved student achievement using outcomes that matter to their future success”. The researcher believes that if NESE was effective and has impacted positively on teaching and learning, it should lead to improved student achievements as stated by Coe, *et al.* (2014).

### **1.2.1 THE BRIEF BACKGROUND OF NESE**

According to the Namibian Ministry of Education, Arts and culture News Item 2011:1),

NESE was introduced in January 2007 to do the whole school evaluation based on the seven key areas of work of the school. The evaluation was carried out by 10 Teams composed of Inspectors of Education and Subject Advisors from all regions. Each team had a Team Leader that was responsible for all logistics and leads the total process of evaluation at a given school.

As stated earlier, NESE evaluated teachers as per key area three (3) focusing on the quality of teaching and learning. According to the National Institute for Educational Development (NIED) (2011:21),

From the NESE reports of 2007 and 2008, as well as individual comparisons between low performance and high performance schools, it was clear that the majority of negative factors that were pointed out are related to teachers’ poor performance in the classroom. The factors related to teachers that get mentioned regularly in the reports were, among others, that teachers did not do proper daily lesson planning or year planning; had no or incomplete schemes of work; set no subject targets themselves and for the learners; gave insufficient priority to functional literacy and numeracy; predominantly used a teacher-centred methodology with learners in a passive role; and that assessment for learning, use of assessment data and learner self-evaluation practice were generally poor.

The researcher thought that if NESE identified poor performance in the classrooms caused by the “negative factors” from the teachers’ side as indicated above, did the programme provide

the necessary support such as identifying training needs and suggesting the appropriate training programmes to help teachers' improve on identified "negative factors" and weaknesses and impact more positively on teaching and learning? To answer the question above, this study collected the views and perceptions of the Hardap Region secondary school teachers on how NESE impacted teaching and learning in their classrooms.

Since, no study was conducted seeking the perceptions of Hardap Region secondary school teachers on how NESE impacted teaching and learning in their classrooms, the researcher understood that this research is timely and relevant.

### **1.3 MOTIVATION OF THE STUDY**

"Effective teacher evaluation is essential for verifying and maintaining high quality instruction and student learning, ensuring that goals and objectives are achieved, providing a focus for instructional improvement, and holding educators accountable for their instruction" (Phillips, Balan, & Manko, 2014:1). Phillips, *et al.* (2014:1) further contend that "the association between quality of teaching and student achievement has placed an increased focus on teacher evaluation at all levels as a means of assuring educational improvement." Agreeing with Phillips, *et al.* (2014), the researcher believes that NESE as an evaluation system should be able to measure the teachers' performances against the set objectives, identify their strengths and weaknesses and provide feedback, guidance and support to impact positively on teaching and learning in their classrooms. The researcher did not have a clear understanding of NESE's effectiveness and its impact on teaching and learning. Therefore, the following questions came to her mind: Is NESE programme effective? Does it identify teachers' strengths and weaknesses and provide feedback, guidance and support to help teachers improve teaching and learning in their classrooms? Does the programme need some improvements to become effective and has more positive impact on teaching and learning?

Other researchers such as Tsai and Wang (2013), Taut and Santelices (2012), Donaldson (2010), Kane, Taylor, and Tyler (2010) conducted some studies assessing the effectiveness of other evaluation systems in other countries. As stated above, no study was conducted to evaluate the effectiveness of NESE programme in the Hardap Region, Namibia. Therefore, the researcher believes that after seven years since the programme was introduced in the country, education stakeholders particularly those directly involved in the evaluation (teachers, learners, principals, and parents) may have positive or negative experiences about effectiveness of NESE evaluation system and its impact on teaching and learning. Hence, to answer the above questions, the researcher was motivated to conduct this study exploring the perceptions of the

Hardap Region secondary school teachers whose teaching was evaluated by NESE on how the programme impacted teaching and learning in their classrooms.

This study will contribute to the body of knowledge on teacher evaluation in general and particularly for Namibia and Hardap Region secondary education. The findings of this study may also provide feedback to the school administrators as well as to the NESE programme designers and implementers to help them make informed decisions on the future implementation and impact of the NESE on teaching and learning. As stated above, this study may also encourage other researchers to do similar studies on NESE targeting the same or different stakeholders in Hardap Region or elsewhere in Namibia. This could be done by gathering more data that may help NESE improve its contribution towards effective teaching and learning.

#### **1.4 STATEMENT OF THE PROBLEM**

As stated above, since the enactment of NESE programme in 2007, and its seven years of practical implementation, no study was conducted to assess the programme's impact on Teaching and learning. Since it was not known how and to what extent NESE has impacted teaching and learning in the Hardap Region secondary school classrooms, the researcher assumed that education stakeholders including teachers, learners, parents and other interested parties may have experienced satisfaction or dissatisfaction with regard to the impact of the evaluation on teaching and learning.

The researcher sought to understand the feelings, thoughts and experiences of secondary school teachers on how NESE has impacted teaching and learning in their classrooms. Since this is the first study conducted seeking the perception of Hardap Region secondary school teachers on how NESE impacted teaching and learning in their classrooms, the researcher believes that this study will valuably contribute to the body of knowledge on teacher evaluation in general and Hardap Region secondary school teacher evaluation in particular. The findings as stated above may also serve as feedback to stakeholders including teachers, school administrators and the external evaluation team to inform planning and decision making on how best NESE can be implemented to impact teaching and learning positively.

## **1.5 RESEARCH QUESTIONS**

The broad research question for this research study was focused on: “How did the National External School Evaluation (NESE) impact teaching and learning in the Hardap Region secondary schools?”

In order to answer the main question above the following basic questions are raised:

- How do teachers perceive the value and impact of the National External School Evaluation (NESE) on teaching and learning in their classrooms?
- What structures and training programmes, if any, are in place to develop the capacity of teachers to improve teaching and learning in their classrooms?
- What challenges, if any, do teachers identify as the most critical to efficiently implement the programme recommendations aimed at helping teachers improve teaching and learning in their classrooms?
- What instructional and management approaches, if any, do teachers believe that NESE should use to impact positively on teaching and learning in their classrooms?

## **1.6 SIGNIFICANCE OF THE STUDY**

Chukwubikem (2013:49) argues that “effective teaching evaluation is a key to helping teachers improve their teaching which then improve student learning.” As stated earlier, this study explored the perception and experiences of secondary school teachers in the Hardap Region, Namibia. More specifically, the study explored teachers’ perceptions on how NESE impacted teaching and learning in their classrooms.

This study is significant because it contributes to the body of knowledge on teacher evaluation in general but, particularly on the Hardap Region secondary school teacher evaluation. This study may also provide feedback to relevant stakeholders including school administrators, and NESE programme designers and implementers on the strength and weaknesses of the programme which may enable them make informed decisions, and or necessary amendments on the programme’s design and implementation to ensure that it impacts positively on teaching and learning.

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

### **1.7.1 AIMS**

According to Adams, *et al.* (2015:4),



The primary purpose of evaluation must always be the improvement of teaching and promotion of better student learning. This is the overarching principle upon which a new model should be built. Indeed, at the most fundamental level, what we want is honest evaluation of our work by skilled and knowledgeable evaluators who can help us to see the ways to improve practice at every stage of our professional lives and increase our contributions to the learning of our students. An effective evaluation system will be built on that one overarching principle.

Therefore, the aim of this study was to obtain the perceptions of the Hardap Region secondary school teachers on how NESE impacted teaching and learning in their classrooms.

### **1.7.2 OBJECTIVES**

With the purpose of fulfilling the aim indicated above, this study sought to achieve the following objectives:

- To identify how the Hardap Region secondary school teachers perceived the value, if any, and impact of the National External School Evaluation (NESE) on teaching and learning in their classrooms;
- To ascertain what structures and training programmes, if any, are in place to develop the capacity of teachers to effectively improve teaching and learning in their classrooms;
- To discover what challenges, if any, do teachers identify as the most critical to efficiently implement the NESE recommendations aimed at helping them improve teaching and learning in their classrooms; and
- To know what instructional and management approaches, if any, do teachers believe that NESE should use to positively impact teaching and learning in their classrooms.

### **1.8 DEFINITION OF CONCEPTS**

While educational words have multiple definitions by different authors and studies, the following definitions are considered applicable for this study: perceptions, effectiveness, impact, teacher evaluation/appraisal, external evaluation and evaluators. The concepts are defined as follows:

### **1.8.1 PERCEPTIONS**

According to Bekele, Shigutu and Tensay, (2015:139), “Perception is the process by which an individual gives meaning to the environment.” According to Oxford Advanced Learner’s Dictionary (2010, s.v. ‘Perception’), the concept perception refers to “the way you notice things especially with the senses.” This study sought to explore the perceptions of Hardap Region secondary school teachers, whose teaching practice was evaluated by NESE on how the programme impacted teaching and learning in their classrooms.

### **1.8.2 EFFECTIVENESS**

According to Online Business Dictionary (2010, s.v. ‘effectiveness’), the term effectiveness refers to “the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing."

For this study, the term “effective” or “effectiveness” is used to describe the success of NESE and or other evaluation programmes in impacting teaching and learning. As stated by Phillips, *et al.* (2014:2), “effective teacher evaluation is essential for verifying and maintaining high quality instruction and student learning, ensuring that goals and objectives are achieved.”

### **1.8.3 IMPACT**

According to Online Business Dictionary (2016, s.v. ‘impact’), the term impact refers to measure of the tangible and intangible effects (consequences) of one thing's or entity's action or influence upon another. An impact in this study refers to the effects (consequences) that NESE has on teaching and learning. The Hardap Region secondary school teachers expressed their experience on how NESE impacted teaching and learning in their classrooms.

### **1.8.4 TEACHER APPRAISAL/EVALUATION**

According to Looney (2011:442), “teacher appraisal is, a formal performance review, usually conducted by a school level supervisor to judge individual teacher performance. The results of appraisals may be used formatively to identify specific needs for professional development, or summative for decisions related to promotion, rewards or sanctions.”

NESE in this study is an appraisal/evaluation programme under study. Other appraisal/evaluation programmes were also described provide the basis of arguments related to NESE’s effectiveness and impact on teaching and learning.

### **1.8.5 EXTERNAL EVALUATION**

According to New Zealand Qualification Authority (2012), “external evaluation and review is a systematic process of enquiry designed to provide independent judgements about an organisation's performance and capability in delivering high quality education.” NESE is an external evaluation system and this study investigated how the programme helped teachers to improve teaching and learning in their classrooms.

### **1.8.6 EVALUATOR/APPRaiser**

According to Bekele, *et al.*, (2015:139), appraiser is an individual responsible for evaluating an individual's job performance. In this study, appraisers can be the NESE evaluators or any other person responsible for assessing employees' performance.

### **1.9 ASSUMPTIONS**

According to Simon (2011:1), “assumptions in your study are things that are somewhat out of your control, but if they disappear, one's study would become irrelevant.” The secondary school teachers were contacted, requested and selected randomly to participate in this study. However, their participation was voluntarily because they were given liberty to reject participating or withdraw at any stage from participating in this study. Those who accepted to participate were committed to wilfully share their experiences on how NESE impacted teaching and learning in their classrooms. The researcher assured them of confidentiality and anonymity on their identity and had the following two (2) assumptions:

- First, the researcher assumed that the secondary school teachers would be truthful and honest in their responses, because they were assured of anonymity and confidentiality on their personal identity as participants in this study. To that effect, firstly, the participants were assured that their names and those of their schools will not be revealed in this report; and
- The second assumption was that the secondary school teachers' perceptions would be influenced by the degree of teachers' participation in the process and outcomes of their evaluation; the fairness and objectivity of the evaluation process; how well the teachers were informed about what they will be evaluated on; how regularly and diagnostic the evaluation process is; the quality of feedback stating both strength and weaknesses of the teachers' action taken and support given to help teachers improve on identified weaknesses and the approaches and attitudes of evaluators towards teachers.

These are determining characteristics of an effectiveness evaluation system described by several researchers (Adams, Aguilar, Berg, Cismowski, Cody, Cohen, Dean, Formigli, Fung,

Lee, Marshall, Skorko, & White, 2015; Gluck, 2015; Chukwubikem, 2013; Wright, 2013; Grover, Whitehurst, & Lindquist, 2015; Smylie, 2014; Deneire Jan Vanhoof, Giljbels & Van Detegem 2014; Swan, 2014; Hoesfold, 2013; Roussin & Zimmermann, 2014). The researcher believes that if NESE is effective, it should have the characteristics associated with effective evaluation systems as outlined in previous studies.

### **1.10 DELIMITATIONS OF THE STUDY**

According to Simon (2011:2),

The delimitations are those characteristics that limit the scope and define the boundaries of your study. The delimitations are in your control. Delimiting factors include the choice of objectives, the research questions, variables of interest, theoretical perspectives that you adopted (as opposed to what could have been adopted), and the population you choose to investigate.

This study was delimited to twenty two (22) evaluated secondary school teachers in the Hardap Region who willingly accepted to participate in the study. The primary aim for this research was to explore the perceptions of Hardap Region secondary school teachers regarding how NESE impacted teaching and learning in their classrooms.

This study had some limitations.

### **1.11 LIMITATIONS OF THE STUDY**

According to Simon (2011:2), “limitations are potential weaknesses in one’s study and are out of your control.” Even though the participants were selected randomly, they had liberty to accept or refuse to be participants in this study. Due to the data collecting instrument used (video recording), which was demanded by the university, some participants refused to participate while others withdrew later because they did not feel comfortable being video recorded. Other limitations of this study were time and financial constraints. With regard to time, due to the qualitative nature of this study which involved conducting eight (8) in-depth face-to-face interviews (four (4) individual interviews and four (4) focus group interviews), it took a considerable amount of time to have all the interviews done. The participants’ busy schedule with their professional, social and family responsibilities caused some interviews sessions to be re-scheduled and postponed. Obviously, some evaluated secondary school teachers did not accept and thus were excluded from being participants in this study.

The target secondary schools are scattered at the range of 100 kilometres away from the researcher's residence. Since these were the only secondary schools evaluated by NESE, the researcher had to include all of them in the study sample. The researcher had to spend five (5) days to conduct the interviews. Even though the financial constraints did not allow the researcher to stay away from home longer than five (5) days, the data were successfully collected.

### **1.12 ETHICAL CONSIDERATIONS**

According to Hattam and Brown (2014:2),

Ethical conduct in research demands respect for the rights of others who are directly or indirectly affected by the work. In relation to human participants, both their physical and personal autonomy should be respected. Their participation in the research should be on the basis of fully informed consent, and their right to confidentiality, according to prevailing standards, should be guaranteed. The respect for rights to confidentiality is essential irrespective of any characteristic of the research environment or participants and at all stages of the research process.

Ethical aspects such as commitment to integrity, commitment to wellbeing of the participants, permission to conduct research at the four secondary schools and informed consents were considered. This was done to ensure that this study is conducted within generally accepted standards guidelines, norms and values to conduct research.

### **1.13 CHAPTER DIVISIONS**

This study is composed of five chapters. The first chapter deals with introduction and the background of the study discussed under the following topics: introduction, background and motivation of the study, statement of the problem, research questions, significance, aims and objectives of the study, definition of concepts, the assumptions, delimitations and limitations of the study, chapter divisions.

The second chapter presents the literature review and theoretical framework of this study. Literature review helped the researcher to examine other researchers' findings and views on the effectiveness and impacts of other external evaluation systems on teaching and learning and make reference to the theories associated with effective evaluation systems.

The third chapter outlined the research design, research methodologies and data analysis techniques used in this research study.

Chapter four (4) presents the findings of this study as views and perceptions of the Hardap Region secondary school teachers on how NESE impacted teaching and learning in their classrooms.

In Chapter five (5), research findings were discussed in relation to the theoretical body of knowledge on the effectiveness of appraisal system as introduced in the literatures review to draw conclusions and make relevant suggestions and recommendations about how NESE can positively impact teaching and learning. The chapter also discussed the possible implications that the findings of this study may have on NESE programme design and implementation as well as on professional research studies in the field of teacher appraisal systems in Namibia and Hardap Region in particular.

#### **1.14 CONCLUSION**

According to Chukwubikem (2013:49), “teacher evaluation is the cornerstone of new performance based teacher compensation system. It should also be the way to improve teaching practice; a way to help teachers get better.” The researcher believes that assessing the evaluation system’s effectiveness is necessary to identifying its strengths and weaknesses which may inform planning and decision making to improve the programmes’ effectiveness and impact on teaching and learning.

Several other researchers have conducted some studies assessing the effectiveness of evaluation systems in other countries. In the Hardap Region, Namibia, no study was conducted to identify NESE’s effectiveness and impact. As a result, this study sought to explore the Hardap Region secondary school teachers’ perceptions on how the programme impacted teaching and learning in their classrooms. The researcher needed to understand how the Hardap Region secondary school teachers experienced NESE evaluation and how they perceive the value if any and impact of the programme on teaching and learning. This study contributes to the body of knowledge on teacher evaluation in Namibia in general and Hardap Region in particular. The researcher also believes that this study will provide feedback to various stakeholders including NESE programme designers, evaluation teams, and school administrators, which may help them, make informed decisions, to improve NESE’s impact on teaching and learning.

This study was based on the two main assumptions: Firstly, it was assumed that the secondary school teachers will be truthful and honest in their responses, because they were assured of anonymity and confidentiality on their identity and on the information they provided for this study. Secondly, the researcher assumed that the secondary teachers' perceptions would be influenced by the degree of teachers' participation in the process and outcomes of their evaluation; the fairness and objectivity of the evaluation process and feedback; how well they were informed about what they will be evaluated on; how regular and diagnostic the evaluation process is; the quality of feedback stating both strength and weaknesses of the teachers' actions and support given to the teachers to improve on identified weaknesses. These are the characteristics associated with effective evaluation systems outlined in literature.

The next chapter deals with the literature review and theoretical framework of the study.

## **CHAPTER 2:**

### **2 LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 INTRODUCTION**

Chapter one presented introduction and background of this study. It was indicated that after seven (7) years since the National External School Evaluation (NESE) was introduced, no study was conducted to evaluate its effectiveness in the Hardap Region. Hence, the researcher assumed that education stakeholders including teachers, learners, parents and other interested parties may have experienced satisfaction or dissatisfaction with regard to the effectiveness of the NESE programme. This has motivated the researcher to seek the perceptions of secondary school teachers in the Hardap Region on how NESE impacted teaching and learning in their classrooms.

This chapter presents literature review and the theoretical framework of this study. The following topics are covered in this chapter: definition of evaluation systems, effectiveness of the evaluation systems, the characteristics of effective evaluation systems, perceptions of teachers on teacher's evaluation systems the aims of effective evaluation systems, and the impact of evaluation systems on teaching and learning.

#### **2.2 EVALUATION SYSTEMS**

Different authors defined appraisal/evaluation system from angles of their respective operations and fields of interests. In this study, the terms 'evaluation' and 'appraisal' are used interchangeably referring to NESE or and other systems that appraise/evaluate employees. What is evaluation/appraisal? Even though these terms were already defined in Chapter one (1), the researcher believes that it is important to understand them from perspectives of different authors and researchers as defined below:

As defined in the Teaching Quality Assurance (TQA) manual (2014:1), "evaluation of teaching involves collecting evidence from various stakeholders for the purpose of improving the effectiveness of the teaching-learning process. A successful evaluation generates outcomes that are valid, reliable and indicate directions and action for development." Addressing the managers on steps to conduct an effective staff appraisal, Brodie and Forrest (2013:32) define appraisals as "the annual evaluation of staff performance and are an important part of supporting and challenging staff." Evaluating the effectiveness of an existing appraisal system in public and private schools in Pakistan, Khan, Chandio and Farooqi (2014:272) define appraisal as "the system which helps the administration to find out deficiencies and provides



motivation to the employees.” Chukwubikem (2013:49) defines teacher performance appraisal as “the process of arriving at judgment about an individual teacher’s performance against the background of his work environment and his future potential for the school system.”

Chukwubikem’s article focuses on the development of an effective teacher evaluation.

From all the definitions above, one can recognise that evaluation entails identifying employees’ current level of performance. However, the researcher agreed with those who went ahead to explain what makes the employee evaluation successful/effective. The explanation in the TQA Manual (2014) indicates that a successful evaluation is the one that provides valid and reliable findings and gives direction and action for future development. The researcher believes that identifying employees’ level of performance is meaningless if no direction is given to help employees improve on the identified weaknesses. Therefore, if NESE is effective it should identify the strengths and weaknesses of the individual Hardap Region secondary school teachers and work out strategies and actions to help teachers address the identified weaknesses for effective teaching and learning. The question in the researcher’s mind was: Is NESE one of the successful/effective appraisal programmes described in the TQA Manual? To answer this question this study was carried out to explore the perceptions of the Hardap Region secondary school teachers on how NESE impacted teaching and learning in their classrooms.

### **2.2.1 IMPACT OF EVALUATION SYSTEM ON TEACHING AND LEARNING**

An effective evaluation programme should be the one that promotes and impact positively on teaching and learning. As stated by Looney (2011:440), “several studies have found that well-designed teacher evaluation systems are aligned with professional learning and development, can contribute to improvements in the quality of teaching and raise student achievement.”

According to Phillips, *et al.* (2014:12), “improvements in instruction will translate into improved student learning, which ultimately is the intended outcome of teacher evaluation.”

The researcher agrees with Looney (2011) and Phillips *et al.* (2014) that an effective evaluation programme should contribute to improved teaching and learning and should when necessary lead professional development to build teachers’ capacity to improve on identified weaknesses for effective teaching and learning. However, it all came back to the same question in the researcher’s mind which is: Does NESE possess these characteristics? The researcher expected that the views and perceptions of secondary school teachers would provide answers to this question.

### **2.2.2 EFFECTIVENESS OF EVALUATION SYSTEMS**

According to Cameron (2015:1),

Several models or definitions of effectiveness have emerged in the literature, including the ideal type or bureaucratic model (effectiveness means matching the ideal characteristics of a bureaucratic organisation); the goal model (effectiveness means accomplishing goals); the natural systems model (effectiveness means obtaining needed resources); the strategic constituencies model (effectiveness means satisfying important stakeholders); the internal processes model (effectiveness means high quality internal processes); the paradox model (effectiveness means the presence of simultaneous opposites); and the abundance model (effectiveness means producing flourishing and virtuousness).

While there is no problem with bureaucratic, the paradox, the natural systems, the strategic constituencies and the internal processes definitions above, the researcher agrees more with the goal definition which defines effectiveness as “accomplishing goals”. According to the Namibian Ministry of Education Latest News and Events (2011:1), NESE aims to help schools identify their strength and weaknesses through the National Standard and Performance Indicators for school in Namibia and work on the latter to improve the quality of education at the schools. The question is: Has NESE fulfilled its aim of improving the quality of Education in the Hardap Region secondary schools? As stated by Mulvaney, McKinney, and Grodsky (2012:505):

A well-designed employee performance appraisal instruments assume great importance by providing agencies with information that can guide administrative and developmental decision-making about their most important asset—their human resources. Developmentally, performance appraisals assist agencies in identifying issues such as employee training needs and cross training opportunities.

The Namibian Ministry of Education National Report (2010:8) stated that “the NESE evaluation process has been revealing the existing barriers and needs at school level to the Ministry of Education.” The researcher believes that, as implementers of education at the school level, teachers can express the barriers they encountered when delivering education and if NESE has helped them overcome such barriers to improve the quality teaching and learning in their classroom.

The reviewed literature outlines that the effectiveness of teachers’ evaluation systems are determined by the aims they were set to achieve, the effective characteristics which help them

achieve their aims, and how much employees accepted and valued them. These are discussed in details below:

### **2.2.3 THE AIMS OF EFFECTIVE EVALUATION SYSTEMS**

According to Grover, *et al.* (2015:16), “a prime motive behind the move toward meaningful teacher evaluation is to assure greater equity in students’ access to good teachers. A teacher-evaluation system design that inadvertently pushes in the opposite direction is clearly undesirable.” Pretorius and Ngwenya (2008:149) also stated that,

The ultimate aim of performance appraisal is to improve the institutional capabilities of the teacher, which in turn will culminate in the improvement of learning and the performance of the institution. Performance evaluations can serve as effective tools for improving employee performance and productivity as well as determining employee developmental needs. If implemented properly, regular performance reviews can raise individual self-esteem and deepen the relationship between supervisor and subordinate. North (2010:1) also indicated that “the aim of performance appraisal is to identify the performance gap (if any). This gap is the shortfall that occurs when performance does not meet the standard set by the organisation as acceptable.”

The aims of performance appraisal stated by Pretorius and Ngwenya (2008), Phillips, *et al.* (2014), and North, (2010) above are consistent with the aim of NESE also stated above by the Namibian Ministry of Education Latest News and Events 2011 which is to help schools identify their strength and weaknesses and work on the weaknesses to improve the quality of education at the schools. The researcher aims to find out whether or not NESE have lived up to its aims and thus conducted this study to explore the perceptions of secondary school teachers on how NESE impacted teaching and learning in their classrooms.

Various studies also indicated that there are characteristics associated with the effective evaluation systems. Such characteristics are discussed below:

### **2.2.4 THE CHARACTERISTICS OF AN EFFECTIVE APPRAISAL SYSTEM**

The second assumption of this study explained earlier in Chapter one (1) outlined some characteristics of effective evaluation programmes. As stated above, the researcher believes that if NESE has impacted positively on teaching and learning, it should have the characteristics associated with effective evaluation systems. The researcher also believes that the secondary

school teacher whose teaching was evaluated by NESE may provide answers through their views on how NESE impacted teaching and learning in their classrooms. The characteristics of effective evaluation systems presented below are to serve as guiding principles of what constitute an effective evaluation programme against which NESE's effectiveness was measured in this study.

According to Adams *et al.* (2015:11), in general, the features that they share and which merit inclusion in good evaluation systems is:

- Frequent, on-going evaluation for new teachers;
- A well-trained evaluator that has expertise in the content areas specific to the teacher's practice and who works collaboratively with other experts to ensure teachers receive accurate and effective evaluation and recommendations;
- The use of multiple measures to evaluate effective practice connected to a wide array of evidence of student outcomes, not just test scores; and
- Collaboration between the evaluator and teacher, with a focus on teacher development.”

Gluck (2015:3) states that,

A quality performance appraisal scheme has a set of clearly defined parameters. The documentation, whether electronic or written, includes ways to assess performance based on job-relevant skills and knowledge. However, evaluations should not include assessment of employees' personality or work style, but should include a review of communication techniques and behaviour as it relates to interpersonal interaction.

Chukwubikem (2013:55) also states that the structure of the evaluation system should include:

- Counsel with administrator to achieve goals;
- These goals include clear communication with a teacher explaining how she will be evaluated;
- The standard of objectivity along with teacher's ability to relate to teaching skills and opportunity for career development are determining points of the effective evaluation;

- The teacher should be given opportunity to be observed in many different lessons to get a full rounded view of the teacher's capability;
- Observation as well as review of her lesson plan should be included in the evaluation; and
- A teacher evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from principals and other teachers on how to make changes in their classrooms.”

Adams, *et al.* (2015:4) identify the seven (7) principles as the foundation for the coherent, reliable system of teacher evaluation. They are as follows:

- Teacher evaluation should be based on professional standards and must be sophisticated enough to assess teaching quality as it is manifested across the continuum of teacher development. The standards of teaching practice selected as appropriate at each level of teacher development should guide evaluations while accounting for the requirements for successful teaching in the variety of unique contexts in which teaching practice occurs;
- Teacher evaluation should include performance assessments to guide a path of professional learning throughout a teacher's career;
- The design of a new evaluation system should build on successful, innovative practices in current use, such as evaluations built on teachers' self-assessments in relation to high standards of performance or evidence-based portfolios that demonstrate ways that a teacher's instructional practice is contributing to student achievement. Teachers must have a significant role in the design of a new framework and in promoting it among teachers in the state;
- Evaluations should consider teacher practice and performance, as well as an array of student outcomes for teams of teachers as well as individual teachers. Teachers should be evaluated both on their success in their own classroom and their contributions to the success of their peers and the school as a whole;
- Evaluation should be frequent and conducted by expert evaluators, including teachers who have demonstrated expertise in working with their peers. Evaluators at each juncture should be trained in the recognition and development of teaching quality, understand how to teach in the content area of the evaluated teacher, and know the specific evaluation tools and procedures they are expected to use. There

should be training opportunities available for evaluators and final recommendations to teachers should be subject to review by a reliable evaluation oversight team;

- Evaluation leading to teacher tenure must be more intensive and must include more extensive evidence of quality teaching. This evidence should be collected and reviewed by both the teacher and trained evaluators and should include documentation that shows that the teacher's practice exhibits the standards that define good practice. The process should be an ongoing part of a serious teaching induction process that helps novices grow in their profession, with the help of mentors and coaches, guided by clear standards of practice; and
- Evaluation should be accompanied by useful feedback, connected to professional development opportunities, and reviewed by evaluation teams or an oversight body to ensure fairness, consistency, and reliability.

Wright (2013:80) identifies the principles that underpin a good performance appraisal as following:

- It should be productive for more than just the appraisal process – it must be part of the bigger picture;
- It must be clear and transparent so that everyone knows what they should be doing and why they are doing it;
- It has to be consistent in terms of process and procedure, but flexible enough to cater for individual roles and responsibilities;
- It should promote objectivity by making possible fair and equitable discussions which make all the stakeholders in the process feel confident;
- It needs to be scalable so that it has the capacity to grow and flex with the development of the school; and
- It must be future 'proof'. Evidence put into the process today must automatically carry forward and be presented in context so that the work put does not become redundant.

Based on their analysis of system design and practices, Grover, *et al.*, (2015:64) made the following recommendations:

- Teacher evaluations should include two to three annual classroom observations, with at least one of those observations being conducted by a trained observer from outside the teacher's school;
- Classroom observations that make meaningful distinctions among teachers should carry at least as much weight as test-score gains in determining a teachers overall evaluation score when both are available; and
- Most important, districts should adjust teachers' classroom-observation scores for the background characteristics of their students, a factor that can have a substantial and unfair influence on a teacher's evaluation rating.

Deneire, *et al.* (2014:94) also state that “with a developmental purpose appraisal perceived as being fair, judgment has a positive impact on job satisfaction.” Swan (2014:1) pointed out that,

Where many organisations fall short, is allowing staff to have a full and equal say in their performance reviews. This form of staff evaluation does not take the authority away from the organisation, but rather shares the responsibility for improvement with the employee. When goals are negotiated and achievable, everyone wins.

Hoesfold (2013:1) also states that “active employee participation has been deemed as a key element in securing employees' acceptance of new policies and proposed changes.” According to Roussin and Zimmermann (2014:38),

An evaluator must find opportunities to engage with the teacher's beliefs and values and expand the conversation to focus on the teacher's thinking and perceptions. To foster positive relationships that increase the possibility that the feedback will be accepted and acted upon, evaluators need to understand the obstacles to receiving feedback and learn ways to overcome them.

To summarise the characteristics of an effective evaluation system stated by researchers and scholars such as (Adams, *et al.* 2015; Gluck 2015; Chukwubikem 2013; Wright 2013; Grover, *et al.* 2015; Smylie, 2014; Deneire, *et al.*, 2014; Swan, 2014; Hoesfold, 2013; Roussin & Zimmermann, 2014) above, the following common characteristics can be identified:

- Evaluation should be participatory, providing employees with a voice on the process and outcomes of appraisal, as well as on the way forward aimed at improving the performance;
- Evaluation should be fair and objective;

- Employees should know how they will be evaluated and on what aspect of their work;
- The judgment on the employees' performance should be based on several evaluations;
- Feedback should be given positively, stating both strengths and weaknesses of the employees' performance and actions to be taken to improve on the weaknesses and thus, to have job satisfaction for both employee and the appraiser; and
- Provide support for training and career development.

As stated above, the question that remained to be answered was: Does NESE possess these characteristics? The researcher hoped that the Hardap Region secondary school teachers' will point out those characteristics if any through their views and perceptions on how NESE impacted teaching and learning in their classrooms.

### **2.2.5 THE PERCEPTION OF TEACHERS ON EVALUATION SYSTEMS**

According to Oxford Advanced Learner's Dictionary (2014, s.v. 'Perception'), the concept perception refers to "the ability to see, hear, or become aware of something through the senses." Since the Hardap Region secondary school teachers were evaluated by NESE, the researcher believes that they were able to see, hear or become aware of the NESE's aims, processes, and procedures and thus are in a good position to give their perceptions on how NESE impacted teaching and learning in their classrooms. As stated by Clarke, Harcourt, and Flynn (2013:667), "effective appraisals depend on employees perceiving their own appraisal to be fair both in terms of procedure and interaction with their respective appraisers." This implies that the views and experiences of employees can be used to assess the effectiveness of appraisal systems.

Other researchers who collected the perceptions of employees on the effectiveness of other evaluation systems indicated that some employees have accepted and appreciated their appraisals. However, some were dissatisfied, and have expressed the need for a more open, participatory appraisal process. As stated by Scheleicher (2009:53), "most teachers reported that the feedback they receive from principals is fair and helpful and that it increases their job satisfaction, their development as teachers and to some extent their job security." While some employees were satisfied with their evaluation systems, others' satisfaction was minimal. Referring to the new appraisal system implemented in Portugal, Flores (2010:52) revealed that,

Only minority reported a positive perspective about the new system which they related to the combination between teacher's professional development and accountability purposes that they saw as one of the positive features of the new system. Overall,



concerns about the profile of the appraisers, the nature of communication between appraiser and appraisee, and the need for adequate and reliable assessment instruments were also identified by teachers.

The researcher believed that just like other employees referred to by Scheleicher (2009) and Flores (2010) above, the Hardap Region secondary school teachers are well able to articulate their views and express their satisfactions and or dissatisfactions with regards to fairness of NESE's evaluation process and the programme's helpfulness and support on teachers and teaching and learning.

Other researchers pointed out that satisfying appraisal system are those with democratic principles. Looney (2011:5) indicates that "other smaller scale studies found that the effectiveness of formative teacher evaluation and development depended in large part on the manner in which feedback was given and on whether teachers had opportunities to discuss teaching methods, and were able to take on new approaches over time." Research has also emphasised that appraisals should aim for professional development and capacity building of employees.

In describing the cognitive and affective value of employee participation in the development of appraisal systems, Mulvaney, *et al.* (2012:506) indicate that research has identified the following five benefits:

- Employee participation is an effective tool for enhancing job-related autonomy, a necessary precondition for employee growth;
- Appraisal participation provides employees with a voice into the appraisal process. If employees are confident in the fairness of the appraisal process, they are more likely to accept performance ratings, even adverse ones;
- Employees possess valid, unique, and relevant performance information that is unavailable or unobservable by the rater; therefore, the quality, quantity, accuracy and validity of performance appraisal information increases;
- Employee ownership in the process provides a personal stake in the success of the system, enhancing employee acceptance; and
- Employee participation generates an atmosphere of cooperation and employee support.

Deneire, *et al.* (2014:94) state that "when appraisals are set up from a developmental perspective and contain judgment of quality on the one hand and are perceived to be fair and

transparent on the other hand, chances of impacting positively on teachers' job satisfaction increase significantly.”

It remained up to the Hardap Region secondary school teachers to also point out during the in-depth individual and focus group interviews whether or not NESE has democratic principles as outlined by Looney, (2011), Mulvaney, *et al.* (2012) and Deneire, *et al.* (2014).

### **2.3 THEORETICAL AND CONCEPTUAL FRAMEWORK**

As stated above, the theoretical framework of this study was constructed around the characteristics of effective evaluation systems as commonly outlined by the following several researchers (Adams, *et al.*, 2015, Gluck 2015, Chukwubikem, 2013, Wright, 2013, Grover, *et al.* 2015, Smylie, 2014; Deneire *et al.* 2014, Swan 2014, Hoesfold 2013; Roussin & Zimmermann, 2014) and they are as follow:

An effective evaluation system should be participatory, fair and objective; employees should know how they will be evaluated and what they will be evaluated on, the judgment on the employees' performance should be based on several evaluations; the feedback should be given positively; and provide support that would help improving the teachers performance. As stated above, these characteristics are identified by several researchers.

The researcher believed that those characteristics are other researchers' findings on what constitutes an effective evaluation programme and since they were commonly identified by different researchers stated above; the researcher in this study took them as relevant and valid to determining the effectiveness and impact of NESE on teaching and learning. This implies that while literatures were studied and understood, the focus was on identifying the characteristics associated with effective evaluation programmes. The answer whether or not NESE has these characteristics remained to be identified from the secondary school teachers' expressions on how NESE impacted teaching and learning in their classrooms.

The effective characteristic from the literatures where then related to those expressed by Hardap Region secondary school teachers about NESE and that has helped the researcher to draw conclusions on whether or not the program has positively impacted teaching and learning.

### **2.4 CONCLUSION**

According to Mulvaney, *et al.* (2012:106), “performance appraisal has become a general heading for a variety of activities through which organisations seek to provide feedback to their

employees, develop their competencies, enhance performance, and distribute rewards.” From the definition of the terms, evaluation/appraisal and effectiveness, the researcher acknowledged that several authors defined the terms from their angles of perspectives and interests. The researcher agrees with Cameron (2015) who defined effectiveness from the goals perspective as “accomplishing goals.”

An evaluation system should have effective characteristics that would enable it to accomplish its goals. Researchers in Section 2.3.2 above identified the following as the characteristics of effective evaluation systems: It should be participatory, fair and objective; employees should know how they will be evaluated and what they will be evaluated on; the judgment on the employees’ performance should be based on several evaluations; and the feedback should be given positively and provide support that would help improving teachers’ performance. These characteristics formed the basis of the second assumption and the theoretical framework of this study because the researcher believes that if NESE is successful, it should have characteristics associated with effective evaluation systems and should be able to positively impact teaching and learning.

While analysing of perceptions of other employees on their evaluation programmes, other researchers pointed out that some evaluated employees elsewhere perceived their evaluation programmes as positive, fair and helpful as stated by Looney (2011) and Mulvaney, *et al.* (2012). Others researchers such as Flores (2010) indicated that only the minority of employees were satisfied. Through their responses to the several questions in this study, the Hardap Region secondary school teachers may express their satisfaction or dissatisfaction on how NESE impacted teaching and learning in their classrooms. The next chapter deals with research design and methodology.

## **CHAPTER 3:**

### **3. RESEARCH APPROACH AND METHODOLOGY**

#### **3.1 INTRODUCTION**

In Chapter 2, the key concepts in this study, namely; evaluation and effectiveness were defined. The researcher took cognisance of the term effectiveness which is defined as “accomplishing goals” by Cameron (2015). In other words, effectiveness denotes success in achieving what one aims to achieve. Several researchers identified some characteristics of effective evaluation systems. The theoretical framework of this study was based on the characteristics of effective evaluation systems as identified by several other researchers and stated above. The researcher believes that if NESE is effective and has positively impacted teaching and learning in the Hardap Region secondary school classrooms, it should have characteristics associated with effective evaluation systems. The researcher assumed that the secondary school teachers through responses to various questions in this study would then spell out the effective characteristics of NESE, if any, and explain how they impacted teaching and learning in their classrooms.

This chapter outlines the approach and methodologies used to collect and analyse data in this study, covered under the following topics: research design, research methodology, site selection, sampling, data collection techniques, and data analysis as discussed below:

#### **3.2 RESEARCH DESIGN**

This study employed explorative qualitative research design to collect and analyse data. Explorative qualitative design was used to obtain the in-depth perceptions of the secondary school teachers on how NESE impacted teaching and learning in their classrooms. As stated by Penwarden (2014:1), “explorative study focuses on the discovery of ideas and insights as opposed to collecting statistically accurate data.” According to Wyse (2011:1), “Qualitative research is primarily exploratory. It is used to gain an understanding of underlying reasons, opinions, and motivations”. The thematic interpretive analysis technique was used to analyse data in this study by inducing themes as they emerged from the data.

Twenty two (22) Hardap Region secondary school teachers whose teaching was evaluated by NESE were selected within their respective secondary schools using the stratified random sampling technique. This was done to have all the four (4) evaluated secondary schools in the region represented in the sample of participants.

### **3.3 RESEARCH METHODOLOGY**

As stated earlier, this study employed a qualitative approach, using individual and focus group interviews to collect in-depth perceptions of the Hardap Region secondary school teachers on how NESE impacted teaching and learning in their classrooms.

The “perceptions” which are spoken words in this study can best be collected qualitatively. Arghode (2012: 157) also explained that,

In qualitative research, the researchers explore the meaning as understood by the participants in a natural setting. The qualitative researchers should not impose their perceptions of the phenomenon to interpret the participants’ views. Rather the participants’ perceptions should be used to gauge the situation and generate knowledge which is the basis for further theoretical explanations.

The qualitative method was deemed suitable for this study because the researcher sought the “perceptions” which as stated above can best be collected qualitatively. Since, the theoretical framework of this study was based on the characteristics of effective evaluation system; the researcher thought that if NESE possessed such characteristics, the participants will express them (qualitatively) in one way or another during the interviews. Both individual and focus group interviews were used obtain advantage from both instruments as the researcher believed that some participants may be motivated to express their views privately with the researcher rather than in front of their colleagues. Similarly, other participants may be motivated by other group members to express issues in details in the focus group interviews. Furthermore, since NESE visited some schools seven (7) years ago, the group focus may help teachers to remember issues which they could have forgotten if they were interviewed individually.

#### **3.3.1 SITE SELECTION**

There are fourteen (14) secondary schools in the Hardap Region (See the attached map in Appendix 1). Only four (4) of them were evaluated by NESE thus far. The four (4) secondary schools were then selected as target schools for this study on the basis that they were the only secondary schools evaluated by NESE team in the region. The target secondary schools had a total number of eighty nine (89) secondary school teachers, forty two (42) males and forty seven (47) females. However, because the NESE programme started back in 2007 and each of the target secondary schools was only evaluated once, some evaluated teachers have since moved while others may have retired. Therefore, some of the existing secondary school teachers were not evaluated by the NESE team and were thus excluded in this study. There were fifty (50) evaluated secondary school teachers in all four target schools and twenty six

(26) were selected randomly from the four (4) secondary schools targeting half of the existing evaluated secondary school teachers. However, the random selection was subject to the willingness and acceptance of the selected teacher to participate in the study. In the end, only twenty two (22), twelve (12) male teachers and ten (10) female teachers were willing to participate. Other evaluated secondary school teachers refused or withdrew because they did not feel comfortable being video recorded or they had other important things to attend to. Choosing a video record for the interviews was out of the researcher's control as it was an instruction/directive from the university. All twenty two (22) secondary school teachers were interviewed (either individually or in a focus group).

All interviews took place at schools in the participants' preferred venues, and at the time as authorised by the school leadership. The participants were required to sign and date the consent forms as a declaration that they have willingly accepted to participate in this study (see Appendix 3).

### **3.3.2 SAMPLING**

This study employed a stratified random sampling method. According to Lohr (2009:26), "a stratified sample is a probability sample in which population units are partitioned into strata, and then a probability sample of units is taken from each stratum." The four evaluated secondary schools were strata and individual secondary school teachers were selected randomly from each stratum (secondary school). All secondary school teachers had an equal opportunity to be selected as participants in this study. However, the selected secondary school teachers were given the liberty to accept or decline to be participants. Thus, they have participated at their will and accord. The selected and accepted teachers from each of the four evaluated secondary schools were recruited as participants in this study regardless of their age, gender, or experience.

### **3.3.3 DATA COLLECTION METHODS/TECHNIQUES**

Data were collected by means of face-to-face in-depth individual and focus group interviews. According to Gill, Stewart, Treasure and Chadwick (2008: 4),

The purpose of the research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. Therefore, interviews are most appropriate where little is already known about the study phenomenon or where detailed insights are required from individual participants.

As stated earlier, interviews were found to be the most appropriate method to collect the views and perceptions of secondary school teachers regarding how NESE impacted teaching and learning in their classrooms.

### ***INDIVIDUAL INTERVIEWS***

According to Straus (2010:1), “The individual in-depth interview focuses on a single individual at a time. Typically, one can get more done in a shorter span of time using focus groups.” As stated above, four (4) participants (one from each of the target schools) were interviewed individually. “Individual interviews are appropriate when there is anything sensitive about the feedback that participants may not feel comfortable sharing in front of other people. They may be concerned that a competitor is also attending the focus group” (Hagglund, 2009:2). As stated above, the researcher thought that individual interviews may give some participants confidence to express issues which would have been difficult for them to mention in front of other people.

### ***FOCUS GROUP DISCUSSION***

According to De Vault (2011:1),

A focus group is a gathering of deliberately selected people who participate in a planned discussion that is intended to elicit consumer perceptions about a particular topic or area of interest in an environment that is non-threatening and receptive. The focus group is a collective on purpose. Unlike an interview which usually occurs with an individual, the focus group method allows members of the group to interact and influence each other during the discussion and consideration of ideas and perspectives.

For this study, focus group discussions were conducted in the four small groups (one at each of the target schools) with participants ranging from 2 - 8 secondary school teachers per group. The focus group interview was used in this study to obtain information from as many secondary school teachers as possible to add to the individual interview data.

As stated above, the researcher thought that the group discussions may help some participants to build each other’s confidence to express issues in details. Since NESE evaluated some of the schools seven (7) years ago, focus group discussions may also help teachers remind each other of the issues or events that they could have forgotten if they were interviewed individually. In the light of aforesaid, the researcher believes that using both interview methods would help to

get the best expression of views and perceptions of the Hardap Region secondary school teachers on how NESE impacted teaching and learning in their classrooms.

### ***SEMI-STRUCTURED INTERVIEW***

According to Harvey (2012:2), “semi-structured interviews are based on an outline structure or some key questions but with a degree of latitude for the interviewer to explore the topic in more detail, depending on how the conversation is going.” In this study, both individual and focus group interviews were semi-structured. This allowed a flexible approach and gave autonomy to the researcher to explain and clarify questions to the participants during the interview as well as to re-design questions or re-direct the discussion to address the impact and effectiveness of NESE.

### **3.4 DATA ANALYSIS**

As stated earlier, this study employed the thematic interpretive analysis technique by inducing themes as they emerged from the data. According to Lapadat (2010:1),

Thematic analysis is a systematic approach to the analysis of qualitative data that involves identifying themes or patterns of cultural meaning; coding and classifying data, usually textual, according to themes; and interpreting the resulting thematic structures by seeking commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles.

The interview responses were transcribed verbatim and thus the researcher read the transcript over and over, following responses and discussions on each question while using codes to mark similar ideas. Similar ideas were then combined into relevant themes, which later presented as findings of this study. Individual interviews participants were referred to as “Teacher A” (Teacher A from School 1, Teacher A from School 2, Teacher A from School 3, and Teacher A from School 4), and since the alphabetical letter A was already used to represent the names of the 4 individual interviews participants, the group focus interviews participants were referred to as B, C, D, (Teacher B from School 1, Teacher C from School 2 et cetera). This implies that all individual interview participants were referred to as Teacher A (s) while schools in both individual and focus group analysis were referred to as School one (1), two (2), three (3) and four (4). To distinguish between teachers, the researcher had to relate them to their respective



schools as Teacher A from School 1, Teacher A from School 2, Teacher B from School 3 and Teacher D from School 4 et cetera.

During data analysis, the researcher has substantially quoted the participants to provide evidence for the identified themes. Since the codes were used to identify and combine similar ideas in to one theme, the researcher picked one of the quotes and indicated who else shared the same view. Therefore, throughout the data analysis, there are some quoted statements with more than one source for example (Teacher A and B from School 1, and C from School 4). However, this does not necessarily mean that everybody used exactly the same words but, it means that all the participants affiliated to that quote had the same idea/view and thus their ideas/views were integrated into one theme.

#### ***3.4.1 QUESTION 1: HOW AND TO WHAT DEGREE DO YOU PERCEIVE THE VALUE OF NATIONAL EXTERNAL SCHOOL EVALUATION (NESE) PROGRAMME, IN TERMS OF IMPROVING THE TEACHING AND LEARNING ACTIVITIES IN THE CLASSROOM?***

These were two (2) questions in one. The first part asked “how” which implies in what ways, if any, did the NESE valuably or positively impacted teaching and learning. The second part asked the degree/weight of value or impact, if any? This question gave liberty to the participants to express whatever value if any that NESE contributed to teaching and learning and if there was any value how significant it was. The degree/weight of NESE’s effectiveness/impact in this question should not be regarded as quantitative because participants did not choose their ratings (the degree/weight) from any pre-determined variables; but, they expressed them intuitively from their experiences.

From responses to the question “how” or “in what way” NESE valuably impacted teaching and learning, the following points came forth:

NESE coached teachers, identified their weaknesses and informed them how to overcome their weaknesses:

*“You need to be coached, measured, evaluated or assessed by someone to know where you are weak and how you can overcome such weaknesses”* (Teacher A and B from School 1, and A from School 4).

They brought new skills from other regions:

*“These people came from other regions they see things that internal evaluators don’t normally see”* (Teacher A from School 2).

It was more of inspection than evaluation:

*“To me it was more of inspection than evaluation or providing assistance to help teacher perform better”* (Teacher B and C from School 4).

The evaluation did not help address some reading problems

*“We had poor reading skill and that skill was not addressed”*, (Teacher B from school 2).

Some evaluators lacked subject knowledge

*“The person who evaluated me did not have knowledge of the subject I was teaching”* (Teacher C from School 1).

On the second part of the question asking the degree/weight of NESE’s impact if any on teaching and learning the following were expressed from both individual and focus group responses:

*“Somewhat valuable”*, (Teacher B and C from School 4 and B from school 2),

*“Helpful”*, (Teacher E from School 1),

*“Valuable”*, (Teacher B and C from School 1, and C from School 2 and 3),

*“High value to a large extent”*, (Teacher A from School 1),

*“Two and half on the scale of 4”*, (Teacher A from School 3),

*“High but not too high”*, (Teacher A from School 2)

From some participants’ responses one can identify some valuable contributions that NESE had on teaching and learning. For example, “NESE coached teachers, identified their weaknesses and informed them how to overcome their weaknesses” and “they brought new skills from other regions”. However, with other participants, NESE did not have significant contribution to teaching and learning in their classrooms. For example: *“It was more of inspection than evaluation”*, *“Some evaluators lacked subject knowledge”* and *“the evaluation did not help address some reading problems”*. These expressions are revealing a degree of both satisfaction and dissatisfaction among the participants. These mixed feelings are further revealed in the responses to the next part of the question “to what degree?” through expressions

such as: “*Somewhat valuable*” “*Helpful*”, “*High value to a large extent*”, *Two and half on the scale of 4*” and others stated above. Even though, these expressions are positive they do not carry too much weight. Therefore, from the analytical point of view, seeing both positive and negative expressions, the researcher concluded that NESE according to the participants ‘responses to this question had “somewhat” contributed valuably on teaching and learning.

### **3.4.2 QUESTION 2: HOW DID THE NESE PROGRAMME IMPACT TEACHING AND LEARNING IN THE CLASSROOMS?**

This question asked the ways in which NESE impacted teaching and learning in the classrooms. The participants from both individual and focus group interviews expressed some positive and negative points and therefore their views were divided into positive and negative impacts.

The positive impacts

Emphasis on the Learner-Centred Approach (LCA): The participant felt that it was good that NESE emphasised on the implementation of the LCA.

*“It impacted positively, largely positively in the sense that we have to move to the new concept of learner centeredness”* (Teacher A from School 1).

Encouraging Continuous Professional Development: NESE evaluator (s) made suggestion for some teacher’s enrolment in professional courses in order to build capacity for effective teaching and learning.

*“The evaluator responsible for History subject encouraged me to take further study after which I enrolled for ACE training where I got a certificate and advanced certificate in Education”* (Teacher A from School 1 and E from School 2).

Making teachers aware of what is expected from them:

*“I am aware of what they want and I am aware of what I should achieve”* (Teacher A from School 3).

Transfer of subject expertise to the teachers:

*“The NESE team usually exists out of experts on a specific subject or different subjects. So, this expertise is carried forward to the teacher”* (Teacher A from School 4).

Positive recommendation: Some participants indicated that NESE evaluators gave them some positive recommendations and advises that would help them improve teaching and learning in their classrooms.

*“There were a lot of positive recommendation made and a lot of positive advises given”*  
(Teacher D from School 1, C from School 2, and 3).

Emphasised on quality lesson preparation and presentation: This participant expressed that NESE encouraged teachers to have quality lesson preparation and presentations for improved learning outcomes.

*“I would say it was very much positive in the sense that it implies that teachers should be always prepared through different lessons and the lesson presentation should also be of quality”* (Teacher B from School 2).

Teacher motivation: Some teachers were motivated maintain their strengths and improve on their weaknesses pertaining to effective teaching and learning.

*“Before the NESE visit I was considering quitting teaching because I felt I am not coping. I am not doing a good job and there is actually nothing that I am doing right but, after the evaluation I actually felt good as a teacher of myself because there were things that I was doing right...It gave me a positive outlook for the future* (Teacher B from School 3 and D from School 4).

The negative impacts

Lack of support for the teachers’ capacity building: This teacher felt that there was no support from NESE directed to building capacity in order to effectively improve teaching and learning in the classroom.

*“As a teacher, I need some personal enrichment, and more knowledge as well as how to implement the acquired knowledge. I don’t think that has been established up to now”*, (As Teacher A from School 3).

Too much emphasis on group work (Learner-Centred approach): For some teachers, group work is not relevant for every lesson.

*“Evaluators were expecting that we should have group work or pair work every day but, because of the class size (overcrowded) it is not easy to do every day”* (Teacher B from School 1 and D from School 1).

Too much administrative work for the teachers: Some teachers were not pleased that NESE emphasised that teachers should have certain number of files with different specified documents. Teachers felt that preparing files takes time that teachers would use for teaching and learning.

*“There are too much administrative tasks and they did not give much attention to teaching and learning”* (Teacher D and E from School 2 and E from School 4).

Lack of material support: Some teachers indicated that NESE did not provide material support that would help them implement the programme’s recommendations aimed at helping them improve teaching and learning in their classrooms.

*I said the LCA is actually the one which engages the learner but now you find in certain subject like the science it becomes a challenge because we don’t have enough teaching and learning materials especially for practical topics. So, I think in a way it’s a failure of NESE because they just come with recommendations but they do not provide teaching and learning material so you can implement those recommendations effectively* (Teacher E from School 1).

Just as it was the case with question one (1) even in this question, participants expressed some positive and negative issues about the impact of NESE on teaching and learning. Even though, participants expressed more positive than negative impacts, the difference (number of positive and negative impacts expressed) is not significant. One participants acknowledged the emphasis of NESE on LCA (, while others (two) participants expressed that LCA should not be imposed on them. They expressed that LCA may not be suitable with every lesson. Some participants also acknowledged NESE’s emphasis on teachers’ Continuous Professional Development (CPD). However, others expressed that no support was given for implementation of the CPD. Too much emphasis on administrative work was also widely criticised as some participants felt that it takes up too much time for teaching and learning.

### **3.4.3 QUESTION 3: WHAT SUPPORT DOES NESE PROVIDE TO HELP TEACHERS IMPROVE TEACHING AND LEARNING IN THEIR CLASSROOMS?**

With this question, participants were expected to state any physical, material or emotional support that NESE provided to help them improve teaching and learning in their classrooms.

All four (4) individual interview participants (Teacher As) indicated that NESE did not provide any physical/material support that would enable them improve teaching and learning in their classroom. However, they indicated that evaluators gave feedback, recommendations and advices aimed to help teachers improve on identified weaknesses and maintain their strengths.

*“I did not receive any material support that would help me teach better. I got recommendations and piece of advice”* (Teacher A from School 1, 2, 3 and 4).

Some of the eighteen (18) focus group participants also expressed that they did not receive any physical/material support from NESE, but they received recommendations, feedback and advices aimed to help them improve on identified weaknesses and to maintain their strengths.

*“Apart from the recommendation they made, I cannot recall any support from NESE. The only support we got was from the regional office through advisory service, but even that one is not so much”*, (Teacher D and E from School 1).

Some participants expressed that they received some materials such as syllabus guides, syllabuses, and text books and chairs.

*“They provided some materials to schools. We got some syllabus guides in the staff, the syllabus all those type of staff”* (Teacher B and E from School 2). *“I think it was some chairs? After the NESE was here, the next Monday, they went and talked to the people at the regional office, and then chairs were here the next day”* (Teacher C from School 2).

One participant received training.

*“I will say that from my side of social sciences we asked for training and fortunately it was provided to us”* (Teacher D from School 2).

Others indicated that they received some material support but they were not sure whether or not it was recommended by NESE.

*“What happened was, I don’t know, I think most of the changes that came into my school and in education as a whole were based on recommendations of NESE. We had shortage of text books in the past, we didn’t have enough desks. A lot of things changed even the UPE, I think UPE was also previous Minister’s idea but it came from the feedback that came from NESE” (Teacher B and C from School 3).*

Others said that NESE did not provide any support to help teachers improve teaching and learning in their classrooms. All eight participants at School 4 shouted at the same time, some saying “No!” others saying “Nothing!” Teacher F said:

*“There was no support. They was just sitting in and observing our lessons, checking the files at the end it was a problem more at the paperwork than at the teaching. We got no support with teaching. No!”*

*“NESE just came to find fault and criticize or there is no support they gave to me” (Teacher B and C from School 1).*

Clearly, the majority of participants (15) either indicated that they did not receive any support at all or they only received advice and recommendations aimed at helping them improve teaching and learning in their classrooms. This scenario is similar with a point raised in the previous question as negative impact that NESE recommended CPD, but provided no support to some teachers for its implementation. The lack of material support also came out strong as preventing quality lesson presentation and improved student achievements. Some participants also indicated that they received some support but they were not sure whether or not it came due to NESE recommendations to the Regional Office or not. But, this may require another study to uncover.

#### **3.4.4 QUESTION 4: WHAT CHALLENGES IF ANY DO TEACHERS IDENTIFY AS MOST CRITICAL TO EFFICIENTLY IMPLEMENT THE NESE PROGRAMME IN THEIR SCHOOLS OR CLASSROOMS?**

Like any other evaluation programme, it was expected that NESE evaluators gave comments, recommendations, suggestions, advices or instructions to the teachers to help them improve on the identified teaching and learning weaknesses. This question was asking the challenges, if any, that the secondary school teachers may have encountered when implementing the comments, recommendations, suggestions, advices or instructions from NESE evaluators aimed at helping them improve teaching and learning in their classrooms. The responses to this question provided important information on the areas that teachers need to be helped or

supported to effectively implement NESE's recommendations and improve teaching and learning. The following were expressed by participants from both individual and focus group interviews:

Lack of parental involvement in their children's education: NESE suggested that teachers should give homework to keep learners busy and learn at home. However, this participant felt that some parents are not supportive enough when it comes to their children's education. When parents do not do their part to help or give opportunities to their children to do homework, some learners go back to school with their homework not done and thus make it difficult for teachers to continue with the prepared lessons presentations. Therefore, because of the parents' lack of support, some teachers were unable to effectively implement the NESE's recommendations which were aimed at helping them improve teaching and learning in their classrooms.

*“The challenge that we generally face as teachers especially at this school is coming from the apathetic behaviours of the parents. Parents not being worried with what learners do at school or being worried whether the learners received homework”*  
(Teacher A from School 1).

Lack of support from regional office (lack of advisory service): The shortage of advisory teachers at the regional office left some teachers with little or no support and guidance. This teacher felt that if there was enough support from the regional office, teachers could get most of the resources and help they needed to effectively implement the NESE's recommendations aimed at helping them improve teaching and learning in their classrooms.

*“Our biggest problem is the support. Currently, we are struggling with support from our regional office. For example, currently we don't have Geography advisory teacher”*  
(Teacher A from School 2).

Lack of follow-up visits by NESE: This participant indicated that NESE evaluators need to follow-up on their findings and recommendations to see whether there is progress or not.

*“If you are not evaluated yearly, or you are not given feedback yearly or you are not asked to forward information yearly, then how do you expect teachers to improve?”*  
asked Teacher A from School 3.

Lack of learning culture among learners: This participant pointed out that it was not easy to implement the LCA as one of NESE's recommendations aimed at improving teaching and learning because learners were not motivated to learn.



*“The greatest challenge is probably that they want us to teach the learner centred programme, and the greatest challenge there is coming from learner himself. At our school there is lack of learning culture”* (Teacher A from School 4).

Too much administration work: Some teachers felt that NESE recommended too much administration work such preparing files which takes up time for teaching and learning. When teachers implemented NESE’s recommendation of preparing four (4) or five (5) files, they realised that they did not have enough time to prepare lessons and teaching and learning materials needed for effective teaching and learning. In that light, this NESE’s recommendations may not effectively help teachers to improve teaching and learning in their classrooms.

*With the administration work every teacher is expected to have four to five files depending on the subject and in those five files there are certain specific documents that you should keep and you are expected to read those documents to keep yourself on par and from there you are expected to update those files and then you are also expected to attend to the learners now the teaching and learning...Now looking at administrative part, the administration part of the whole programme, it’s just a lot of work which consumes the time you were supposed to spend in a class,* (Teacher B and D from School 1, C from School 2 and E from School 4).

Unrealistic homework loads on learners: This teacher felt that NESE recommended too much homework (two pages per subject every day). The participant felt that such workload was unrealistic, considering the fact that parents back home expect learners to help with the household chores. When this recommendation was implemented, some learners could not get time to do all the given school work at home and thus negatively affecting the next planned lesson presentation.

*“When it comes to the learners, each learner is expected to receive two pages of work on a daily basis in each subject. Now, the learners spend most time at school and when they go back home their parents expect them to do certain house chores. Now, each learner is sitting with two pages of each subject of work that they have to do to submit the next day to school. I think it’s a bit too much and at a certain point it become unrealistic”,* said Teacher E from School 1.

Too much is expected from the teacher in forty (40) minutes (the teaching period): Other administrative activities that NESE expected teachers to do before the lesson presentation include marking off learners who are absent and present according to some teachers shortened the time for lesson presentation. When some teachers implemented this NESE's recommendation, they realised that they did not have enough time left for teaching and learning and thus, such administrative activities could not help them to effectively improve teaching and learning activities in their classrooms.

*“Now sometimes I am wondering NESE and NIED whether they are not working together because you have 40 minutes for instance but, what people expect you in those 40 minutes is a lot. You have to make sure every learner is there (roll call) and some learners may come late. Can they extend the periods or something like that?”* (Teacher B and D from School 1)

Extramural activities: NESE also expects teachers to engage on extramural activities such as sports to help in developing learners holistically. Some teachers felt that the extramural activities are exhausting them making it difficult to sufficiently prepare for the next lesson. In that light, the extramural activities could not help teachers to improve teaching and learning in their classrooms.

*The time is really against us because the same NESE wants us to be involved in some extra activities at school. It is maybe netball or whatever activity to do. So, really it takes a lot of our time and then you are exhausted and still you have to prepare for the next day. You have to come first prepared, with red eyes coming in class, learners will think other things. There is a lot of pressure on teacher* (Teacher D from School 1).

Lack of facilities for practical subjects such as computers: NESE expected teachers to give practical computer tasks as homework so that learners can learn while at home. The participant indicated that this recommendation can hardly be implemented as majority of learners do not have access to computers at home or anywhere else in the communities where they live. Giving practical computer tasks as homework could not help some teachers improve teaching and learning in their classrooms.

*“First my subject is a practical subject, (Computer Studies). They expect me to give more practical lessons even for home work. But, I cannot give good homework because*

*our kids don't have computers at home"* (Teacher C from School 1 and E from School 2).

Overcrowded classrooms: NESE recommended Learner-Centred Education (LCE) which implies involving learners during the lesson presentations. With overcrowded classrooms, some teachers found it difficult to involve all learners sufficiently in their lessons. Thus, when some teachers tried to involve learners as much as possible, they realised that because of too many learners in their classrooms, they could not effectively use the recommendations to improve teaching and learning as NESE would expect them to.

*"I think one of the problems is overcrowded classes because you have to give attention to all the learners in the class"* (Teacher E from School 2 and E from School 3).

Shortage of text books: Text books are needed as references and as source of some of the content presented during the lessons. Some teachers indicated that some schools did not have enough text books and thus it was difficult especially to implement the LCE as recommended by NESE because some learners relied on text books to get information due to the scarcity of other sources of information. Therefore, because of the shortage of text books, some teachers could not effectively implement some NESE recommendations aimed at helping them improve teaching and learning in their classrooms.

*Even though we are not teaching text books, we need text them as resources and if you don't have enough text books then you have to make copies of certain things and it is very expensive and we have a big school of 1 168 learners. We need text books, especially for the languages* (Teacher E from School 2 and C from School 3)

Discouraging the textbook based teaching: Some NESE evaluators discouraged the usage of text books by teachers during the lesson presentation. This teacher felt that if teachers are not allowed to use text books during the lesson presentations then how else are they going to get the subject content to teach in the classrooms, seeing that some schools and communities do not have libraries, or internet services? The teacher felt that they should be allowed to use text books to extract the syllabus relevant contents to present in their lessons. The teacher felt that if they cannot use text books then some of them may not get enough content for effective teaching and learning.

*"The problem was that we should not read from text books and as a history teacher I asked how it is possible. Because even if you are going to be teaching from the syllabus*

*you need to have a text book because the basic competence on the syllabus is based somehow on the text book. So, that was a challenge for me,”* explained Teacher D from School 2.

Some learners do not turn up for afternoon classes: NESE also recommended that teachers should do remedial teaching to help learners with special needs. While teachers recognised the importance of this recommendation, they also expressed that in some schools learners do not turn up for the extra or remedial lessons making it difficult for the teachers to implement the remedial teaching recommendations aimed at helping them to improve teaching and learning in their classrooms.

*“When we are trying to help learners for example those with poor reading and writing skills they are supposed to come after but some of them do not turn up”* (Teacher B and C from School 3).

Unqualified teachers: The unqualified teachers were finding it difficult to implement some of the NESE recommendations aimed at helping them improve teaching and learning in their classrooms. The unqualified teachers according to this participant are struggling to teach effectively.

*“The other one is also the unqualified teachers who are struggling with teaching and it’s adding to the reading challenge that we are having”* (Teacher B from School 2).

As evidently presented above, there is a great deal of challenges encountered by the secondary school teachers when implementing NESE’s recommendations aimed at helping them improve teaching and learning in their classrooms. The researcher is wondering if NESE programme designers and implementers are aware of these challenges, especially because participants also expressed a lack of follow-up visits by NESE. The other challenge that kept coming up was too much administrative work, expressed by four (4) participants from different schools. Overcrowded classrooms, lack of teaching and learning facilities/materials such as computers and text books seems to be a negative force against teachers attempt to implementing the LCA as recommended by NESE.

**3.4.5 QUESTION 5: WHAT INSTRUCTIONAL AND MANAGEMENT APPROACHES IF ANY DO YOU BELIEVE ARE NECESSARY TO ENSURE THAT NESE IMPACT MORE POSITIVELY ON STUDENT ACHIEVEMENT AND INSTITUTIONAL DEVELOPMENT?**

The instructional approaches in this question referred to the methods or types of communications, the language, the tone and attitudes that NESE should employ to effectively help the secondary school teachers improve teaching and learning in their classrooms. Management approaches imply the required level of teachers participation in the discussions and decisions made about their performances in the classrooms, the support and resources needed to help them improve teaching and learning. This question was necessary to help teachers point out how they want evaluation to be approached, how they should be involved, and how best they can be supported to effectively improve teaching and learning in their classrooms. The responses to this question may inform NESE programme designers and implementers on how best the Hardap Region secondary school teachers want evaluation to be approached to help them improve teaching and learning in their classrooms. The responses are divided into two groups (instructional and management approaches):

**Instructional approaches**

Evaluators should have good attitudes towards teachers: Some participants indicated that some evaluator's attitudes towards teachers were not good. These participants expressed that some evaluators were disrespectful in the ways they communicated to the teachers and such attitudes made teachers feel uneasy to express their challenges and the kind of help they needed to effectively improve teaching and learning in their classrooms.

*“There were people in the team who were nice, very open and were even assisting, but there were others in the team who would come into your class and the way they talk to you know you would make you feel that they don't know you are even older than some of them”* (Teacher A from School 2 and D from School 1, B from School 3). *“They came here, their attitudes made us so uneasy because when you see someone is so serious you feel you are in for it”* (Teacher A and E from School 1 and E from School 2).

However, other participants appreciated the evaluators' attitudes. They said:

*“I think that was, their attitude, their manner of speaking and the manner of treating us it was fine. It was good”* (Teacher B from School 4) the rest eight(8) participants from

school 4 agreed with teacher B saying at the same time *“It was good!” “Their approach is good in terms of their attitude”* (Teacher B from School 2).

Evaluators should be more friendly and approachable: Some participants felt that some NESE evaluators were not friendly towards the teachers and thus it was difficult for some teachers to disclose challenges that they were facing and seek advice from them. The participants expressed that in order to effectively help teachers improve teaching and learning in their classrooms, NESE evaluators should be more friendly and approachable so that teachers can feel at ease to express their needs and challenges.

*“The evaluators were not really that approachable. Like if you struggle with the content you cannot on your own just go to them and admit your problem and ask for assistance because you know they will just criticize you”* (Teacher C from School 1).

*“When they come they should be friendly”* (Teacher B from School 3).

Evaluators should not only come looking for mistakes or to blame teachers: This teacher felt that in order for NESE to effectively help teachers improve teaching and learning in their classrooms, they should engage in constructive dialogue in which they can point out teachers' weaknesses without blaming them.

*“They should remember when they visit teachers; they should not come to look for mistakes or to blame teachers. If you go through my admin work, let's sit and talk about this things. Give me feedback, and then you can give advice and say try this tomorrow I will come again”* (Teacher D from School 1 and B from School 3).

Teachers should not be criticised on the things that they are not responsible for: Some teachers expressed that since they are not responsible for the maintenance and renovation of their classrooms, it was unfair that some NESE evaluators criticised them for the physical condition of their classrooms. Teachers indicated that they reported the physical conditions of their classrooms to the relevant authorities and thus NESE should follow-up with the Regional Office on the matter pertaining to the physical state of classrooms.

*“What was really frustrating from NESE team was there are some things that you have no control over in your classroom but, when they are coming they are looking at the holes in the ceilings and they are asking; why is that hole there?”* (Teacher B and E from School 1).

The feedback should be given on one-on-one basis: Some teachers indicated that they felt uncomfortable when their weaknesses were exposed to other stakeholders without being first discussed with them on one-on-one basis. The teachers indicated that they would feel more comfortable to defend their cases, express their concerns, what problems they face and what help they need to teach if they could have one-on-one feedback session with evaluators.

*“I think that if they are giving feedback, it should be on one-one basis but, not in front a group” so that you can also feel at ease to say what you want to say” (Teacher B and C from School 1 and C from School 3).*

With regards to the evaluators' attitudes, participants revealed that the contact, approaches and attitudes towards teachers varied among individual evaluators. Some of the evaluators had positive attitudes while others did not. Some negative words expressed by the participants describing the evaluators' attitudes were “arrogant”, “discouraging”, “bossy”, “too serious”, and “disrespectful”. Some participants indicated that they could not freely express their problems for the fear that evaluators will just criticise them.

Giving feedback in front of other people was also strongly expressed with some participants indicated that they felt uncomfortable when their weaknesses were exposed in front of other stakeholders. “Unfairness” about blaming teachers for the physical condition of their classrooms also kept coming up.

#### Management approaches

Involve teachers in discussions and decisions about their teaching: This teacher was not satisfied with the level of teachers' involvement in the discussions and decisions made about their performance in their classrooms. Involvement of teachers in discussions about their performance may build their confidence to accept the outcomes of their evaluation and implement the recommendations for effective teaching and learning.

*“Their approach was kind of top to bottom. They did not involve me I mean the person that came to me did not involve me; he spoke to me” (said Teacher A from School 1).*

Other participants indicated that they were involved in the discussions about their performance.

*“They also allowed us to view our concerns even our challenges experienced here at school” (Teacher A from School 4 and C and D from School 2).*

Be fair when rating teachers: Some participants felt that some NESE evaluators were unfairly rating them too low. Too low rating may discourage some teachers from trying to implement recommendations that were aimed at helping them improve teaching and learning in their classrooms.

*Especially that lady of (mentioning the subject area,) I don't know if she came with a negative mind but really she rated all the teachers that she evaluated that day very low my dear"* (Teacher E from School 2).

In contrast, another teacher was satisfied with NESE's rating saying:

*"I cannot recall that the person that evaluated me was unfair or that she was not informed well whatever it was"* (Teacher A from School 3).

Give demonstration lessons: Some teachers want NESE evaluators to do lesson demonstration so that they can learn from a practical example about how NESE expected them to teach effectively.

*"If you see that I am not really involving my learners in my lesson presentation you want to see more Learner Centred lessons, why don't you show me the next day? I think that's more practical"* (Teacher B and D from School 1 and 4).

Provide resources that would enable teachers to implement the programme effectively: Some teachers indicated that they needed some resources (teaching and learning materials) to help them implement NESE's recommendations and improve teaching and learning in their classrooms.

*"I think it's very important they should plan about the resources because they emphasizing on certain approach or they are coming with the concept but they don't bring resources for it to be implemented effectively"* (Teacher E from School 1).

Be open and transparent: Other teachers appreciated the approaches that the NESE team used stating that they were open and transparent. This helped some teachers to accept identified weaknesses and appreciate the recommendations aimed at helping them improve teaching and learning in their classrooms.



*“They were open, if they see something wrong they are going to inform you and if they see something not good they are going to advise you accordingly (Teacher C and D from School 2).*

Provide evidence for their findings: Evidence would help teachers accept the evaluation outcomes and appreciate recommendations aimed at helping them improve teaching and learning in their classrooms. This teacher appreciated that NESE evaluators provided some evidence for their findings.

*“They were evidence based for everything if they see something good they are going to make a copy. If the books are not marked they are going to make a copy and mark the date. If the preparation was done very good in details they are going to make a copy” (Teacher C from School 2).*

This is contrary to what participants from another schools experienced who suggested that the evaluation findings should be right and truthful: Some teachers felt that some NESE evaluators made conclusions about teachers based on what they heard from the learners without first hearing the other side of the story.

*“The interviews that they conducted with the learners and learners told them that Teacher C is fighting other teachers. They never asked whether the principal had knowledge of such a case” (Teacher B and C from School 3). Teacher E from School 2 also said: “even if there were some text books they would say that there were no text books” (Teacher E from School 2).*

Evaluation should be more diagnostic: This view was expressed by the teachers who felt that evaluation was not diagnostic enough as to properly identify the weaknesses and check the teachers’ progress on implementation of recommendations aimed at helping them improve teaching and learning in their classrooms.

*“When they do visit schools again I will suggest they make sure that there is enough time available to spend with individual subject teachers afterwards talking to them, guiding them, giving them advice and inputs and if necessary giving them practical lessons showing them how to do it” (Teacher B, D and H from School 4).*

The teachers’ involvement in the discussions and decisions about their performance was widely discussed, of course, with some teachers satisfied, and others dissatisfied. With regards

to fairness with rating teachers, some teachers were also dissatisfied, saying that some of them were unfairly rated too low. Lack of lesson demonstration also came out strongly. Some participants argued that NESE evaluators should have shown them the way so that they learn from a practical example about how lessons should be presented for effective learning and high students achievements. Some teachers expressed that recommendations should be backed up by resources to help teachers facilitate teaching and improve student learning. While some teachers were satisfied with the evidence gathered about their performance in their classrooms, other teachers expressed that some NESE evaluators acted on hearsays. The need to extend the evaluation period also kept coming up during the interviews.

***3.4.6 QUESTION 6: WHAT STRUCTURES AND TRAINING PROGRAMME ARE IN PLACE TO DEVELOP THE CAPACITY OF TEACHERS TO FACILITATE AND IMPLEMENT THE NESE PROGRAMME AT THE SCHOOL LEVEL?***

This question was set to uncover whether or not NESE provided or suggested any training programme to build teachers' capacity to effectively implement the programme's recommendations aimed at helping teachers improve teaching and learning in their classrooms. Participants were divided on this question. Some participants expressed that there are structures and training programme in place, some said that there were no structures and training programme while others were not sure whether the existing structures and training programme were recommended by NESE to build their capacity to improve on identified weaknesses related to teaching and learning.

Responses to this question were therefore divided into three groups; namely:

- There are structures and training programme (for the participants who said that structures and training programme are in place to build capacity of teachers to implement NESE programme more effectively in their schools);
- Not sure if existing structures and training programme were recommended by NESE (for the participants who were not sure whether the existing structures and training programme were recommended by NESE); and
- No structures and training programme (for the participants who indicated that there were no structures or training programme in place to build capacity of teachers to facilitate and implement the programme recommendations aimed at helping them improve teaching and learning in their classrooms).

There are structures and training programme.

*“A few workshops were organized for me to assist with my teaching. Some teachers, were encouraged to enrol with UNAM and Open Learning and then almost everybody is now busy studying”* (Teacher C from School 1 and A from School 4, C, D and E from School 2).

Not sure if the existing structures and training programmes were recommended by NESE

*“We really don’t know whether that was recommendations of NESE to the regional office but, regional office visited our school time to time and they were some workshop in the region. Now, I don’t think that someone told me that this was in accordance with NESE recommendations. Maybe NESE gave instructions to the regional office to organize the workshops”* (Teacher A, D and E from School 1 and A from School 2, A and B from School 4).

No structures and training programmes

Some teachers indicated that there were no structures and training programmes in place or suggested by NESE to develop teachers' capacity to implement the programme at school level.

Teacher A from School 3 said:

*"They are not in place unfortunately."*

*"I don't recall any training so to say that I was sent to based on the NESE recommendations"* (Teacher B from School 1, A from School 1 and 3, B and C from School 3).

Two teachers at School 4 spoke at the same time saying *"Nothing!"*

As stated above, there was a division among teachers on this question. Five (5) teachers indicated that some training was conducted to build teachers' capacity to teach more effectively. Six (6) teachers indicated that they received some training after NESE evaluation but they were not sure if it was done due to NESE recommendations or not. Other six (6) indicated that no training was conducted aimed at building their capacity to implement NESE recommendations and improve teaching and learning in their classrooms. Clearly, many teachers eleven (11) were involved in trainings one way or another after the NESE evaluation. However, it is not clear however as indicated if all the trainings recommended by NESE or not.

### ***3.4.7 QUESTION 7 WHAT ARE THE STRENGTHS AND WEAKNESSES OF NESE PROGRAMME WITH REGARD TO IMPROVING TEACHING AND LEARNING IN SCHOOLS OR CLASSROOMS?***

On this question, participants were expected to directly state the strengths and weaknesses of NESE as they observed and experienced during the evaluation.

The strengths of NESE

The following were identified as strengths of NESE:

NESE is an eye opener:

*"NESE's biggest strength is that it is an eye opener. You know that unless somebody is telling you, you sometimes forget how to do things"* (Teacher A from School 2 and E from School 2).

NESE evaluated people at all levels: This participant appreciated the fact that NESE evaluated staff at all levels including the principals and HODs.

*“One thing that I liked about NESE was that they evaluated people at all facets of learning from managerial level down to the floor”*, said, Teacher A from School 1.

They evaluated the infrastructures of the school: NESE also evaluated the school physical environment and infrastructures.

*“NESE visit also looked at the infrastructure of the school,”* said: Teacher A from School 1.

NESE evaluation was an opportunity for teachers’ self-introspection: It was an opportunity for teachers to do some self-introspection on their performance.

*“Let them walk in here and evaluate the teachers so that teachers could do introspective and have a look at what is missing perhaps. That is strength”* (Teacher A from School 3).

Many of them were experts in their subjects:

*“My first thing referring to their strength is the fact that they are experts in their subjects”* (Teacher A from School 2 and 4 and H from School 4).

They were time on task: NESE evaluators were good in time management.

*“They were time on task. If it is seven o’clock it is seven o’clock they were there”* (Teacher A from School 4 and B from School 3).

Some of them gave a good feedback:

*“Their feedback really was good. Clear instructions of what they expected and they also wrote things which they expected from us”* (Teacher A from School 1 and 4).

LCA: Some participants expressed NESE’s emphasis on the LCA as strength.

*“The strengths is their efforts towards the LCA”* Teacher D and E from School 1 and I from School 4).

The filing system: Even though some teachers expressed that too many files are unnecessary, some were pleased that certain documents are filed.

*“Really before the visit I didn’t have some files like resource file at least for me those things were not needed”* (Teacher B, C, D and E from School 1 and Teacher D and I from School 4).

Taking learners’ wellbeing and interest into account:

*“For the strength I would say they really take the learner interest into account the learners’ wellbeing,”* stated Teacher C from School 1.

Quality lesson preparation and presentation: This participant pointed out that the team members emphasised on quality lesson preparation and presentation.

*“The strength is that the lesson presentations should be prepared and we should deliver quality presentations and we should always work on our progress in the class”* (Teacher B from School 2).

They have power to effect change:

*“Since NESE is a national programme, the recommendation that is being done or given by this programme the government will listen and implement these things. So, NESE has a power effect change”* (Teacher C from School 2 and D from School 4).

It enabled teachers to rate and compares themselves with other teachers in the country: This teacher expressed that NESE evaluation enabled him to measure his performance against the National Standards.

*“The strength of NESE is that I think it’s a very good tool to rate yourself with all the other schools... I can see myself between the other teachers and then exactly see where are I am with the rest of the Namibian teachers, because it is a national programme”*, (Teacher D from School 2).

*“It motivated the teachers”* (Teacher E from School 2).

Identified weaknesses of NESE

Lack of diagnostic approach: The duration of evaluation was not sufficient for some participants.

*“I expected diagnostic approach in which you stay for a longer period. For them it was just one week, but for one session, for example, instead of having a week; for example,*

*looking and studying my weaknesses so as to help me”* (Teacher A from School 1 and D from School 4).

NESE rated some teachers low because of their school’s low performance in Grade 10 external examinations:

*I think that because of the results of previous year grade 10 examinations NESE can be bias. You know that for example if your school is according to regional ranking number 14 (Last) if NESE comes to your school they will not tell you that what you are doing is very good because if it was so good why is your results so low?* (Teacher A from School 2).

Lack of follow-up visits:

*“The weakness number one is that they did not do any follow up visit to see whether their recommendations were implemented and what are the challenges that teachers are facing while implementing their recommendations”* (Teacher A from School 3, C, D and E from School 1).

Criticising teachers because of dilapidated state of their classrooms: Teacher A from School 4 stated: *“It was a bit unfair to criticise us as teachers for the condition for example of classrooms. If a light does not work it cannot be my fault”* (Teacher A from school 4 and B from School 3).

They were a little disorganised: According to this participant, it looked like NESE team did not have a pre-determined programme about who will give feedback when.

*“When this person has to give feedback, he will first ask give me two minutes, let the other person give his presentation and so forth. It makes me feeling that they were a little bit disorganised”* (Teacher A from School 4).

Lack of material support: Some teachers expressed that they need some material support to implement NESE’s recommendations more effectively.

*“I think they should bring me some kind of material support and those types of things”* (Teacher E from School 1 and B from School 2).

Some team members are not subject experts: One participant expressed that some NESE evaluators lack knowledge on the subject content they were evaluating.

*“Really they should try to identify people who know the specific subjects”* (Teacher C and D from School 1).

Some NESE evaluators were too critical.

*“When they are coming here they must just come and try to guide us but not to inspect and criticize us or something like that because we are just here trying to improve education”* (Teacher C from School 3).

No demonstration lessons:

*“They didn’t present any demonstration lessons”* (Teacher C from School 1).

Some participants will be pleased if NESE evaluators could do some demonstrative lesson presentations to set the records straight and allow teachers learn from the practical example.

Some evaluators were not approachable:

*“The weakness like I said is that they were not approachable they acted like they were never teachers. It will be good if they are approachable and if they are communicating with the teachers knowing the different problems that the teachers encounter”* (Teacher B from School 1).

Too much administrative work: Some teachers were displeased by too many files that NESE evaluators emphasised on.

*“The weaknesses as I already mentioned for me is only that too much administrative work”* (Teacher D from School 2 and I from School 4).

The negative attitudes of some evaluators towards teachers: Some participants expressed that some NESE evaluator did not have positive attitudes towards teachers.

*“With the weaknesses as I said your attitudes will also have the negative impact on the evaluation, so those team leaders need to be coming with positive minds to schools”* (Teacher E from School 2).

Giving teachers feedback in front of other stakeholders:

*“They called other teachers, cluster principals, parents, and inspectors and they gave feedback”* (Teacher C from School 3).



It is not surprising that some points such as emphasis on LCA, and quality lesson planning and presentation expressed as strengths of NESE were also expressed in question 2 as positive impacts of NESE on teaching and learning. One participant appreciated NESE's evaluation of the infrastructures. However, even though other participants did not criticise NESE for evaluating infrastructure, they expressed that the infrastructure's dilapidated conditions should not be blamed on teachers.

Even though some participants expressed in Question 4 and in this question that teachers are given too much administrative work which take up their preparation and teaching time, six (6) participants in this question expressed filling of documents as a strength of NESE. This shows that while teachers appreciated that documents need to be filled, they thought that five (5) files were too many for one teacher. Other issues such as lack of diagnostic approach, lack of lesson demonstration, lack of follow up visits, lack of material support, negative attitudes of some evaluators, and being too critical were also stated in some previous questions.

***3.4.8 QUESTION 8 WHAT DO YOU SUGGEST SHOULD BE DONE TO IMPROVE ON THE WEAKNESSES OF THE PROGRAMME TO HELP TEACHERS IMPROVE TEACHING AND LEARNING IN THEIR CLASSROOMS MORE EFFECTIVELY?***

With this question, the participants were expected to indicate what should be done to address the weaknesses stated in question seven (7) so that NESE can positively impact teaching and learning in their classrooms. The responses to this question may also help the NESE programme designers and evaluators to make informed decisions by incorporating the teachers' suggestions so that the programme's weaknesses can be turned into strengths that would impact teaching and learning more positively.

Evaluation should be diagnostic:

More evaluation time is needed to obtain sufficient information about teachers' performance and give sufficient support and guidance that would help teachers improve teaching and learning in their classrooms.

*“I felt that for this evaluation or any kind of an evaluation to be effective it should be diagnostic, it should continue for a period of time so that you are better able to help the person that you are evaluating” (Teacher A from School 1 and 4).*

Work on some evaluators' attitudes:

*“Let me give you a practical example a person come into your class you start with your introduction and then the person walk out of your class. You did not even present anything you only start with the introduction and then the person walk out of your class. What is that telling you?”* (Teacher A from School 2 and 3)

Do the follow-up visits: The participant indicated that it is important to keep track of teachers' performance and improvements and get an opportunity to provide more guidance and support to help teachers improve teaching and learning in their classrooms.

*“Everything is on paper is fine, but the real value lays in personal growth, the real value lays in following up, the real value lays in improving the whole system and not just it is in place”* (Teacher A from School 3, B and E from School 2, E, D and C from School 1).

Make the evaluation more regular: Once-off evaluation is not enough because teachers who came after the evaluation should also know what NESE expect from them and be guided to effectively improve teaching and learning in their classrooms.

*“I think NESE has to make a through introspection again. What do they want to achieve with teachers, it wasn't about one programme only that they implemented because yearly new teachers are coming as you have seen yourself one person you approached could not take part. He doesn't even know anything”* (Teacher A from School 3 and A from School 4).

Do not criticise teachers for dilapidated state of buildings: Even though teachers may have understood the importance of an environment conducive for teaching, some felt that since it is not their responsibility to renovate classrooms; it should not be their fault that classrooms are dilapidated. *“Why criticising me for dilapidated state of buildings?”* (Teacher A from School 4 and B from School 3)

Be transparent and inclusive when rating teachers:

*“When they are rating people they must sit together, get the opinions from different advisor or whoever was involved there and then collectively decide that teacher and that teacher and that teacher how can we rate them and why do we rate him like that?”* (Teacher A from School 4).

Provide support: Some teachers felt that they need some material support that would enable them to implement NESE recommendations aimed at helping them improve teaching and learning in their classrooms.

*“And then support the teachers by support not only write this on paper but if they can let them provide us with materials, different activities, things that we are clear on and that we are now working with. That will be of more assistance to us”* (Teacher B from School 1).

Do demonstration lesson presentations: As stated earlier, lesson demonstration would help teachers to see from the practical example how to effectively deliver a lesson for effective teaching and learning.

*“It will also be fine maybe if they can for instance after they come to the class for a visit, and they found some of the weakness to come in and present the lessons so the teachers can see the lesson and see how they are implementing the things that they said should be improved on”* (Teacher D from School 2 and C from School 1).

Minimise the administrative work: Some teachers expressed that minimising administration work would give them enough time to prepare and focus on issues that would help them more to improving teaching and learning in their classrooms.

*“As I have already mentioned on the weaknesses, if they can just minimise the administrative work then it will be fine and I think everything will be good”* (Teacher D from School 2, C from School 3).

Maintain communication with schools and teachers even after evaluation: Communication would help NESE evaluators to keep track of the teachers’ progress, to know what challenges they are facing and how they need to be supported to effectively implement NESE’s recommendations and improve teaching and learning in their classrooms.

*“To have that communication even after the visit there should be communication between the two or at least between my Subject Head or Head of Department and the specific evaluator”* (Teacher D from School 1).

Employ permanent staff (evaluators): This teacher felt that the permanent evaluators would have time to follow-up and continuously help teachers improve teaching and learning in their classrooms.

*“I would recommend that they should put in permanent staff members who will do the jobs, because these people they just came, they wrote the report, they took the report, on someone’s desk and went back to their offices. The follow-up became difficult, because these people also had other responsibilities, but if there were permanent staff members, they would have focused more on those and come back”* (Teacher D and E from School 1).

Get facts before making conclusions: Some teachers expressed that NESE evaluators should ask why certain things are the way they are in some schools/classrooms before they draw conclusions or pass judgments. Dialogue about issues would help NESE to understand where the problem is and find the best way to help teachers focus and improve teaching and learning in their classrooms. *“You don’t know our situation. Doesn’t come here acting all saints”*, (Teacher B from School 3).

Do not give teachers feedback in front of other stakeholders: Some participants felt that giving teachers negative feedback about their performance in front of other people may cause embarrassments and may discourage teachers from accepting their weaknesses and recommendations meant to help them to improve teaching and learning in their classrooms.

*“Even for the school, it must first be the staff before they take it to the community or to the other members and stakeholders”* (Teacher C from School 3).

Use the subject experts as evaluators: This teacher felt that the subject experts can help the teachers to better answer critical questions on the subject matter to help them to improve teaching and learning in their classrooms. *“Well, I think it is just to involve people who know the subject content”* (Teacher C and D from School 1).

Consult with teachers prior evaluations: This teacher felt that teachers need to know in advance what they will be evaluated on so that they can prepare to communicate the challenges they are facing and how they can be helped with teaching and learning in their classrooms.

*“First they should consult with the teachers a lot to know the real problem that the teachers are facing”* (Teacher B from School 1).

The outcomes of this study should be forwarded to the Head Office for consideration: This teacher felt that it is important that their perceptions, ideas and suggestions in this study are

known by the higher authorities so that they may influence decisions to improve the NESE's impact on teaching and learning.

*“I don't know whether you have power to do that one, if you can also advise them since it is your research, you are going to have, lot of insight from different teachers and you are also from the Regional Office maybe give this suggestion and ideas to the our Head Office so that they can see where and how they can improve”* (Teacher C from School 2).

As it would be expected, most of the points raised here were directed to addressing the weaknesses identified in question seven (7). New points were also raised such as: consult teachers prior evaluation, employ permanent staff and maintain communication with teachers after evaluation. One also suggested that authorities at the Ministry, Head Office and Regional office should be provided with outcomes of this study to inform planning and guide them to improve on the evaluation for better teaching and learning outcomes. This is one of the fundamental impotency of this study as outlined in Chapter 1 of this report. Recommendation to do follow-up visits once again came out very strong; expressed by six (6) participants.

#### **3.4.9 QUESTION 9 WHAT ARE YOUR FINAL COMMENTS ON WHAT WE DISCUSSED SO FAR?**

This was a general question by which participants were expected to freely express whatever else they feel like saying about NESE's effectiveness.

NESE is a good idea: All 4 individual interview participants expressed that NESE was a good idea.

*“The idea of NESE was a good one”*, (Teacher B, C and E from School 1, B, C and D from School 2, B and C from School 3, B, D and H from School 4).

Evaluation time should be extended:

*“I want them to, once they come stay with us for a longer period of time”*, (Teacher A from School 1).

Do the follow-up visits:

*“What about getting more into the learning mechanism? And then it must be followed up much more seriously as I said before”* (Teacher A from School 3).

Evaluate on annual basis:

*“And that should be done on the annual basis If we are so concerned about 2030 if we are so concerned about making Namibia one of the first world learning award”* (Teacher A from School 3).

Come in a team spirit:

*“If they came around, they should come in a team spirit. They should team with us. They should not come and keep themselves as people who evaluate us”* (Teacher A from School 1)

Help individual teachers:

*“Stretch out a helping hand from experts and really help individual teachers”* (Teacher A from School 3).

Build evaluators’ capacity:

*“I would say they should also be able to grow themselves beyond their capacity, not only expecting it from teachers but also from themselves”* (Teacher A from School 3).

We should stop looking at the pass rate to determine how good the education system is:

*“I would love to see a turnover in our pass rate, not only in our pass rate for me one thing I think we should stop looking at the pass rate as an indicator of how good or bad an education system is”* (Teacher B from School 3).

Duplication of the same document in different files is unnecessary:

*“The filing system is not for me so much on how many files it’s the duplication of the things that are in it. I have to put the very same document in many files. For me the duplication is unnecessary because we are using money to make the copies money that was meant for something that will directly influence the education of the learners”* (Teacher B from School 3).

Give workshops on identified problem areas:

*“We also need workshops to communicate with other colleagues outside I mean from other schools, to be given ideas”* (Teacher C from School 3).

Develop a special tool to evaluate the regional office:

*“Before we go, NESE programme must develop a special tool to go and visit the regional offices please. That’s one thing because many a times the, the blockages to*

*implement programmes are caused by the lack of commitment of not the whole regional office but some of the officials” (Teacher B from School 3).*

Minimise administration work and allow teachers to teach:

*“The focus should not be on the files rather on enhancing quality education teaching and learning” (Teacher G from School 4).*

Do some demonstration lessons:

*“If I didn’t perform well in the lessons, how can I improve? Things are on paper okay, you can do this recommendation but, if still there is no improvements do a demonstration lesson so that teachers can see what is expected from them” (Teacher B from School 4).*

Fifteen (15) participants expressed that NESE was a good idea. For this question, the participants basically re-emphasised the points they made in previous questions such as: diagnostic evaluation, follow-up visits, regular evaluations, minimising of administrative work, demonstration lessons and supporting individual teachers. One participant suggested that NESE evaluates the Regional Office so that delays on implementation of some activities caused by lack of commitment of some officials can be addressed. Workshops were recommended to give teachers opportunities to exchange information and share experiences with other teachers teaching the same subjects.

### **3.5 TRUSTWORTHINESS**

According to LaBanca (2010:1), “a research definition of trustworthiness might be: “Demonstration that the evidence for the results reported is sound and when the arguments made based on the results is strong.” “In any qualitative research project, four issues of trustworthiness demand attention: credibility, transferability, dependability and confirmability” (Fenton & Mazulewicz, 2008:1). The findings of this study are credible, transferable, dependable and confirmable as explained below:

#### **3.5.1 CREDIBILITY**

For qualitative researchers, credibility is a method that includes researchers taking on activities that increase probability so that there will be trustworthy findings. The following are procedures qualitative researchers can use to increase credibility in qualitative studies (Malakoff’s Blog, 2012:1).

The following aspects were employed to ensure credibility of this study:

- *The adoption of research methods was well-established.* The in-depth face-to-face individual and focus group interviews consisted of open-ended questions enabled detailed expression of views by the participants. The questions were re-shaped when necessary for clear understanding by the participants and follow-up questions were posed for clarifications and to identify contradictions in the participants' responses. Participants were afforded opportunities to ask for further clarifications if the questions were not clear.
- *Sampling.* All participants in this study were secondary school teachers from all four (4) secondary school teachers evaluated by NESE team in the Hardap Region. The evaluated Hardap Region secondary school teachers were represented by twenty two (22) of fifty (50) existing evaluated secondary school teachers. Participating in this study was voluntarily as participants were afforded the opportunity to refuse or withdraw from participating at any stage.
- *Triangulation.* Focus group and individual in-depth face-to-face interviews were employed to collect data. Open-ended questions enabled participants to express their views in details and follow-up questions helped to get points clarified and contradictions identified and eliminated.
- *Member checks.* Participants were afforded the opportunity to verify the validity and accuracy of information presented in this research report.

### **3.5.2 TRANSFERABILITY**

According to DeVault (2015:1), "Transferability is generalisation of the study findings to other situations and contexts." The researcher believes that twenty two (22) of the existing fifty (50) evaluated secondary school teachers in the Hardap Region are quite representative and thus results of this study maybe generalised to all evaluated secondary school teachers in the region. Secondary school teachers in other regions may have different perceptions and experiences. Therefore, generalisation of the results of this study should appropriately be limited to the Hardap Region. In future, the team (s) of evaluators going to evaluate secondary school teachers in the Hardap Region may draw some information from this study to help them conduct evaluation in the manner that many secondary school teachers prefer.

### **3.5.3 DEPENDABILITY**

"Dependability seems more related to reliability" (DeVault, 2015:1).

Dependability is a method qualitative researchers use to show consistency of findings. Qualitative researchers describe in detail the exact methods of data collection,



analysis, and interpretation. This is so the study could be auditable to describe the situation, and for another researcher to follow the study (Malakoff's Blog, 2012:3).

The research design and methodology consisting of individual and group focus interviews were employed with open-ended questions, which allowed participants to express their views in-depth and the researcher to pose follow-up questions for clarifications. In-depth discussion helped the researcher to identify contradictions and eliminate contradicted views. Participants were afforded opportunities to ask for clarifications of questions. The secondary school teachers willingly participated in this study and that proved their sincerity to share their views and experiences on NESE's impact on teaching and learning.

#### **3.5.4 CONFIRMABILITY**

According to Malakoff's Blog (2012:3),

Confirmability includes an audit trail that includes raw data, such as electronically recorded materials, written field notes, documents, and records. This method is used for another researcher to be able to verify the study when presented with the same data. Confirmability is achieved when findings of a study reflect from the participants of the study and make sure the data speak for itself and is not based on biases and assumptions of the researchers.

In this study, both individual and focus group interviews were video-recorded and transcribed verbatim to validate data as indeed obtained from secondary school teachers. Participants were substantially quoted during the data analysis to provide evidence of the themes induced from the raw data. Participants also signed and dated the consent forms as a proof that they agreed and have willingly participated in this study. The researcher's own comments on some of the participants' views were clarifying and draw conclusions based on the participants' responses.

#### **3.6 CONCLUSION**

This chapter presented the design and methodology used to collect and analyse data for this study. A qualitative method was used to collect and analyse data using individual and focus group interviews instruments to obtain the in-depth perceptions of the secondary school teachers regarding the impact of NESE on teaching and learning in their classrooms.

Stratified random sampling method was used whereby the four evaluated secondary schools are strata and individual secondary school teachers were selected randomly from each stratum (secondary school). All secondary school teachers had equal opportunity to be selected as participants in this study. However, the selected secondary school teachers were given liberty to accept or decline being participants in this study. The thematic analysis technique was used to analyse data, by inducing themes as they emerged from the data.

This study was conducted within generally accepted standards, guidelines, norms and values to conduct research and hence trustworthiness aspects such as credibility, transferability, dependability and confirmability were explained and applied to ensure validity and reliability of the findings of this study which are presented in the next chapter.

## **CHAPTER 4:**

### **4. RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 INTRODUCTION**

The previous chapter presented the design and methodology used to collect and analyse data for this study. A qualitative research method was employed to collect and analyse data from twenty two (22) Hardap Region secondary school teachers. In this chapter, explorative design was employed by means of face-to-face individual and focus group interview instruments to obtain the in-depth perceptions of the secondary school teachers on how NESE impacted teaching and learning in their classrooms.

#### **4.2 FINDINGS**

The findings are presented in chronological order that questions were asked during the interviews (from question one (1) to question nine (9)).

##### **4.2.1 PARTICIPANT'S PROFILE**

As stated earlier, twenty-two (22) participants were randomly selected in their respective secondary schools regardless of their gender, age or years of teaching experience. The following participant's profile indicates the number of participants per school:

- School 1, five (5) participants;
- School 2, five (5) participants;
- School 3, three (3) participants; and
- School 4, nine (9) participants.

Since participants were selected at random regardless of their gender, age, experience or any other category, status or affiliations, the analysis and findings of this study were equally not attributed to any of the said categories.

##### **4.2.2 THEMES INDUCED FROM THE DATA**

As stated above, the themes induced from the interviews are presented as perceptions of the Hardap Region secondary school teachers on how NESE impacted teaching and learning in their classrooms and as findings of this study. The discussions gave further clarifications of the findings.

#### ***4.2.2.1 THE VALUE OF NESE IN TERMS OF IMPROVING TEACHING AND LEARNING ACTIVITIES IN THE CLASSROOM***

Question 1: How and to what degree do you perceive the value of national external school evaluation (NESE) programme, in terms of improving the teaching and learning activities in the classroom?

As stated earlier this question had two parts. The first part asked “how” which implies in “what ways” NESE valuably impacted teaching and learning, while the second part asked the degree/weight of NESE’s impact on teaching and learning.

How did NESE help teachers to improve teaching and learning in their classrooms? This question attracted both positive and negative responses. The positive responses were:

- NESE coached teachers, identified their weaknesses and informed them how to overcome their weaknesses; and
- They brought new skills from other regions.

Negative responses were:

- It was more of inspection than evaluation;
- The evaluation did not help address some reading problems; and
- Some evaluators lacked subject knowledge.

On the second part of the question asking the degree/weight of NESE’s impact if any on teaching and learning, the Hardap Region secondary school teachers expressed the following words:

- Somewhat valuable;
- Helpful;
- Valuable;
- High value to a large extent;
- Two and half on the scale of 4; and
- High but not too high

## Discussions

It is clear from the responses to this question that Hardap Region secondary school teachers expressed mixed feelings (positive and negative feelings) about the value of NESE on teaching and learning in their classrooms. As stated in Chapter 4, the words expressed on the second part of the question are positive, but they do not carry too much weight in terms of impact. Therefore, the researcher concluded that NESE had “somewhat” which means (to a moderate extent) valuably contributed positively on teaching and learning.

### ***4.2.2.2 IMPACT OF NESE ON TEACHING AND LEARNING***

Question 2: How did the NESE programme impact teaching and learning in the classrooms?

It was also indicated earlier that Hardap Region secondary school teachers expressed both positive and negative points which implies that NESE has impacted both positively and negatively to teaching and learning in their classrooms. Therefore, their views were divided and presented into positive and negative impacts as stated below:

#### Positive impacts

- Emphasis on the Learner-Centred Approach;
- Encouraging Continuous Professional Development;
- Making teachers aware of what is expected from them;
- Transfer of subject expertise to the teachers;
- Positive recommendation; and
- Emphasised on quality lesson preparation and presentation.

#### Negative impacts

- Lack of support for the teachers’ capacity building;
- Too much emphasis on group work (Learner-Centred Approach);
- Too much administrative work for the teachers; and
- Lack of material support.

## Discussions

Even though the secondary school teachers expressed more positive than negative issues about the impact of NESE on teaching and learning, it is evident that as far as the Hardap Region

secondary school teachers are concerned, NESE has some issues to address in order to impact more positively on teaching and learning.

One of such issues is helping building some teachers skills to implement the LCA in their classrooms. Teachers acknowledged the importance of the LCA. However, some of them seem to lack skills and or support needed to implement it effectively. Some teachers expressed that the LCA maybe not be suitable in every lesson and that it should not be imposed on them. Too much emphasis on administrative work was also criticised strongly, as some secondary school teachers felt that preparing five (5) files and keep updating them takes up too much time for teaching and learning.

#### ***4.2.2.3 THE SUPPORT PROVIDED BY NESE TO HELP TEACHERS IMPROVE TEACHING AND LEARNING IN THEIR CLASSROOMS***

Question 3: What support does NESE provide to help teachers improve teaching and learning in their classrooms?

As stated above, this question was asking any physical, material or emotional support that NESE might have provided to help teachers improve teaching and learning in their classrooms.

The Hardap Region secondary school teachers were divided on this question. Some of them expressed that they received some material support and training, others said that they only received feedback, recommendations and advises from NESE evaluators aimed at helping them improve teaching and learning in their classrooms. Other secondary school teachers indicated that there was no support of any kind provided by NESE aimed at helping them improve teaching and learning in their classrooms.

#### **Discussions**

The majority, that is, fifteen (15) secondary school teachers have either received no support at all or they received only advice and recommendations aimed at helping them improve teaching and learning in their classrooms. Lack of material support (teaching and learning aids) was raised in the previous question as a negative impact of NESE on teaching and learning by some secondary school teachers saying that Learner-Centred Approach requires that there is supporting materials such as text books, better equipped libraries, computers and internet learners where learners can access information to work independently. One teacher complained that giving practical computer homework as demanded by NESE was unrealistic as learners do

not have computers at home. As stated earlier, some secondary school teachers also expressed lack of material support as preventing quality lesson presentations and effective student learning. Other secondary school teachers indicated that they received some support (materials, training or recommendations and advice), but they did not know whether or not it was recommended by NESE. The researcher concluded that this may require a separate study to uncover.

#### ***4.2.2.4 THE MOST CRITICAL CHALLENGES ENCOUNTERED WHEN IMPLEMENTING THE NESE PROGRAMME***

Question 4: What challenges, if any, do teachers, identify as the most critical to efficiently implement the NESE programme in their schools or classrooms?

As explained in Chapter three (3), this question asked about the challenges, if any, that the secondary school teachers may have encountered when implementing the comments, recommendations, suggestions, advices or instructions from NESE evaluators aimed at helping them improve teaching and learning in their classrooms. The responses to this question uncovered where and how the Hardap Region secondary school teachers need to be helped or supported to effectively implement NESE's recommendations to improve teaching and learning in their classrooms. The following points came out as most critical:

- Lack of parental involvement in their children's education;
- Lack of support from regional office (lack of advisory service);
- Lack of follow-up visits by NESE;
- Lack of learning culture among learners;
- Too much administration work;
- Unrealistic homework loads on learners;
- Too much is expected from the teacher in forty (40) minutes (the teaching period);
- Extramural activities;
- Lack of facilities for practical subjects such as computers;
- Overcrowded classrooms;
- Shortage of text books;
- Discouraging the text book-based teaching.
- Some learners do not turn up for afternoon classes; and
- Unqualified teachers.

## Discussions

The points indicated above are evident that the Hardap Region secondary school teachers are experiencing a great deal of challenges when implementing NESE's recommendations aimed at helping them improve teaching and learning in their classrooms. It maybe not the right time to ask questions in this study, but since the secondary school teachers also expressed the lack of follow-up visits by NESE, the researcher was wondering whether NESE programme designers and implementers are aware of these challenges or not. Too much administrative work kept coming up from different secondary school teachers while overcrowded classrooms, lack of teaching and learning facilities/materials such as computers and text books were expressed as hindering the secondary school teachers from implementing the LCAAs recommended by NESE.

### ***4.2.2.5 THE INSTRUCTIONAL AND MANAGEMENT APPROACHES REQUIRED TO ENSURE THAT NESE SHOULD USE TO POSITIVELY IMPACT TEACHING AND LEARNING IN THE CLASSROOMS?***

Question 5: What instructional and management approaches, if any, do teachers believe that NESE should use to positively impact teaching and learning in the classrooms?

It was explained in the previous chapter that instructional approaches in this question referred to the methods or types of communications, the language, the tone and attitudes that NESE should employ during the evaluation. Management approaches referred to the required level of teachers' participation in the discussions and decisions made about their performances in the classrooms, the support and resources needed to help them improve teaching and learning. As stated above, this question was necessary to help teachers point out how they want evaluation to be approached, how they should be involved, and how best they can be supported to effectively improve teaching and learning in their classrooms. This information may be useful to the NESE programme designers and implementers make informed improvements on the evaluation approach so that the programme can impact more positively on teaching and learning. Responses to this question are divided into two groups: instructional and management approaches.

#### Instructional approaches

- Evaluators should have good attitudes towards teachers;



- Evaluators should be more friendly and approachable;
- Evaluators should not only come looking for mistakes or to blame teachers;
- Teachers should not be criticised on the things that they are not responsible for; and
- The feedback should be given on one-on-one basis.

#### Management approaches

- Involve teachers in discussions and decisions about their teaching;
- Be fair when rating teachers;
- Give demonstration lessons;
- Provide resources that would enable teachers to implement the programme effectively;
- Be open and transparent;
- Provide evidence for their findings; and
- Evaluation should be more diagnostic.

#### Discussions

Some Hardap Region secondary school teachers were satisfied with their level of involvement in discussions and decisions made about their performance in the classrooms. Others expressed dissatisfaction with their involvement saying that they were “talked to” or the approach was “top to bottom”. Some teachers were equally satisfied with the ratings they got from NESE saying that it was “fair and transparent”; others expressed that some of them were rated unfairly too low. The secondary school teachers who expressed satisfaction with their ratings stated that both positive and negative aspects of their performance were outlined and they were advised on how to improve. Some of those who felt that they were unfairly rated indicated that NESE evaluators may be bias and unfair about their performance because of their school’s low performance in the previous external examination. Others indicated that the physical conditions of their classrooms (dilapidated) affected their ratings. Some Hardap Region secondary school teachers argued that NESE evaluators should do some lesson demonstration to give a practical example about how lessons should be presented for effective learning and high students achievements. Some secondary school teachers also suggested that appropriate resources should be provided to help teachers implement the given recommendations and impact more positively on teaching and learning. While some teachers were satisfied with the evidence gathered about their contacts and performance, other teachers expressed that some NESE

evaluators acted on hearsays. The secondary school teachers also expressed the need for a more diagnostic evaluation to help NESE evaluators gather sufficient information on the teachers' performance and guide them on the implementation of the given recommendations.

#### ***4.2.2.6 CAPACITY BUILDING STRUCTURES AND TRAINING PROGRAMMES IN PLACE TO HELP TEACHERS FACILITATE AND IMPLEMENT THE NESE PROGRAMME AT THE SCHOOL LEVEL***

Question 6: What structures and training programmes, if any, are in place to develop the capacity of teachers to implement the NESE programme and improve teaching and learning in their classrooms?

On this question as stated earlier, secondary school teachers were divided. Some indicated that there were structures and training programmes in place; some said that there were no structures and training programmes; and others were not sure whether the existing structures and training programmes were recommended by NESE to build their capacity to improve on identified weaknesses related to teaching and learning in their classrooms.

Despite the fact that some secondary school teachers expressed earlier that NESE recommended some training (CPD) but did not provide them with any support to participate in the training programmes, eleven (11) teachers expressed that trainings were conducted after NESE evaluation to build capacity of teachers to teach more effectively. However, six (6) of these teachers were not sure if such trainings were recommended by NESE or not. This study could not establish whether all the trainings received by evaluated secondary school teachers in the Hardap Region was recommended by NESE or not. As indicated above, six (6) secondary school teachers maintained that there was no training was conducted to building their capacity to implement NESE recommendations and improve teaching and learning in their classrooms.

#### ***4.2.2.7 STRENGTHS AND WEAKNESSES OF THE NESE PROGRAMME***

Question 7: What are the strengths and weaknesses of NESE programme with regard to improving teaching and learning in schools or classrooms?

Hardap Region secondary school teachers expressed the following as strengths and weaknesses of NESE:

Strengths

- NESE was an eye opener;
- NESE evaluated people at all levels;
- They evaluated the infrastructures of the school;
- NESE evaluation was an opportunity for teachers' self-introspection;
- Many of them were experts in their subjects;
- They were time on task;
- Some of them gave a good feedback;
- Emphasis on Learner-Centred Approach;
- Organising files;
- Quality lesson preparation and presentation;
- They have power to effect change; and
- Evaluation enabled teachers to rate and compares themselves with other teachers in the country

#### NESE's weaknesses

- Lack of diagnostic approach;
- NESE rated some teachers low because of their school's low performance in Grade 10 external examinations;
- Lack of follow-up visits;
- Criticising teachers because of dilapidated state of their classrooms;
- They were a little disorganised;
- Lack of support;
- Some team members are not subject experts;
- Some NESE evaluators were too critical;
- No demonstration lessons;
- Some evaluators were not approachable;
- Too much administrative work;
- The negative attitudes of some evaluators towards teachers; and
- Do not give teachers feedback in front of other stakeholders.

## Discussions

From the points raised above, it is clear that according to the Hardap Region secondary school teachers, NESE's strengths are just as many as its weaknesses. This evidence may support the teachers' earlier ratings on the degree/weight of NESE's value on teaching and learning, and the researcher's conclusion that NESE has "somewhat" valuably contributed to effective teaching and learning. NESE's emphasis on LCA, and quality lesson planning and presentation were unsurprisingly expressed in question two as positive impacts, while others such as too much administration work, lack of follow-up visits, and lack of support were expressed in the same question as negative impacts of NESE on teaching and learning. One (1) secondary school teacher appreciated NESE's evaluation of the infrastructures. However, even though other participants did not criticise NESE for evaluating infrastructure, they expressed that the infrastructure's dilapidated conditions should not be blamed on teachers. Even though some secondary school teachers criticised too much administration work, some six (6) of them appreciated NESE's emphasis on filling documents. However, some expressed that five (5) files and filling the same document into different files was unnecessary. Therefore, the administration work criticised by some secondary school teachers on files was about the number of files.

### ***4.2.2.8 WHAT SHOULD BE DONE TO IMPROVE ON THE WEAKNESSES OF THE NESE PROGRAMME?***

Question 8: What do you suggest should be done to improve on the weaknesses of the programme to help teachers improve teaching and learning in their classrooms?

Hardap Region secondary school teachers suggested that the following be done to address NESE's weaknesses and help the programme impact more positively on teaching and learning:

- Evaluation should be diagnostic;
- Work on some evaluators' attitudes;
- Do the follow-up visits;
- Make the evaluation more regular;
- Do not criticise teachers for dilapidated state of buildings;
- Be transparent and inclusive when rating teachers;
- Provide support;
- Do demonstration lesson presentations;
- Minimise the administrative work;
- Maintain communication with schools and teachers even after evaluation;

- Employ permanent staff (evaluators);
- Get facts before making conclusions;
- Do not give teachers feedback in front of other stakeholders;
- Use the subject experts as evaluators;
- Consult with teachers prior evaluations; and
- The outcomes of this study should be forwarded to the Head Office and to the ministry for consideration.

### Discussions

In this question, the secondary school teachers raised points to address or avoid most of the weaknesses identified in question seven. One secondary school teacher suggested that NESE employs permanent evaluators so that they can have time to focus on monitoring the teachers' progress and supporting them with the implementation of evaluation recommendations to ensure effective teaching and learning. Another teacher suggested that authorities at the Ministry's Head Office and Regional Office should be given the report of this study to familiarise themselves with the strengths and weaknesses of NESE programme so that they may make informed decisions that may help NESE impact more positively on teaching and learning. Recommendation to do follow-up visits once again came out very strong, expressed by six (6) teachers.

#### ***4.2.2.9 THE PARTICIPANTS' FINAL COMMENTS***

Question 9: What are your final comments on what we discussed so far?

On their final comments, eighteen (18) Hardap Region secondary school teachers expressed that NESE was a good idea. The final remarks were basically re-emphasising some points raised earlier on how NESE can improve on its weaknesses. Some of those points were evaluators should come with a team spirit; some evaluators need better subject knowledge, evaluation should be done on annual basis etcetera. One (1) teacher suggested that the Regional Office be evaluated as well because some delays with the implementation of NESE recommendations are caused by lack of commitments of some Regional Office staff. Another teacher expressed that there is a need to build capacity of some NESE evaluators to enable them conduct evaluation in the manner that would motivate teachers to accept the evaluation outcomes and implement recommendations to improve teaching and learning in their classrooms.

### 4.3 CONCLUSION

This chapter presented the themes induced from individual and focus group interviews as findings of this study and the perceptions of the Hardap Region secondary school teachers on how NESE impacted teaching and learning in their classrooms.

The Hardap Region secondary school teachers expressed that NESE contributed “somewhat valuably” on teaching and learning in their classrooms. This implies that even though NESE has valuably contributed on teaching and learning, more still need to be done to improve on the programmes’ impact and value for effective teaching and improved students achievements. Some of the positive impacts expressed by the Hardap Region secondary school teachers were: NESE’s emphasis on the Learner-Centred Approach, encouraging teachers to participate in the Continuous Professional Development, making teachers aware of what is expected from them, transfer of subject expertise from evaluators to the teachers and emphasised on quality lesson preparation and presentation. The secondary school teachers also identified some negative impacts such as: lack of follow-up visits; too much emphasis on group work; too much administrative work for the teachers; and lack of material support. While some secondary school teachers expressed that they receive some material support or training, from or recommended by NESE, to help them improve teaching and learning in their classrooms, fifteen (15) others indicated that they have either received no support at all or they received only advice and recommendations aimed at helping them improve teaching and learning in their classrooms.

The Hardap Region secondary school teachers are experiencing many challenges including the lack of parental involvement in their children’s education, lack of support from regional office and lack of follow-up visits by NESE when implementing the recommendations aimed at helping them improve teaching and learning in their classrooms. While some Hardap Region secondary school teachers were satisfied with the approach, and attitudes of NESE’s evaluators, others were dissatisfied saying that they were “disrespected” or that the approach was “top to bottom”. Some teachers indicate that they received training aimed at building their capacity to improve teaching and learning in their classrooms. However, others either indicated that they did not receive any training at all or they were not sure whether or not the training they received was recommended by NESE. Teachers indicated that NESE have several strengths and weaknesses and they made several suggestions to address the identified weaknesses. Overall, the Hardap Region secondary school teachers expressed that NESE was a good idea.

## **CHAPTER 5**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

As stated in the first chapter, the aim of this study was to explore the perceptions of secondary school teachers in the Hardap Region on how NESE impacted teaching and learning in their classrooms. In order to accomplish this aim, a qualitative research design and methodology was employed to collect data by means of in-depth face-to-face individual and focus group interviews. A qualitative method was deemed suitable for this study because the “perceptions” can best be collected by an in-depth discussions and interviews. Stratified random sampling technique was used to select the secondary school teachers randomly from each of the four (4) evaluated secondary schools in the Hardap Region. This sampling technique was deemed suitable for this study because it enabled all evaluated secondary schools to be represented and gave all evaluated secondary school teachers equal opportunities to be selected as participants in the study.

The thematic interpretive analysis technique was employed to analyse data by inducing themes as they emerged from the data. This study was based on the two main assumptions: Firstly, it was assumed that the secondary school teachers will be truthful and honest in their responses because they were assured of anonymity and confidentiality on the information they provided. Secondly, it was assumed that the secondary teachers’ perceptions would be influenced by the degree of their participation in the process and outcomes of their evaluation; the fairness and objectivity of the evaluation process; attitudes of evaluators towards teachers; how well the teachers were informed about what they will be evaluated on; how regularly teachers are evaluated; the quality of feedback and support given to the teachers to improve on identified weaknesses. These are identified by several researchers as characteristics of effective evaluation systems. The theoretical framework of this study was based on these characteristics because the researcher believed that if NESE is effective, it should have characteristics associated with effective evaluation systems.

The previous chapter presented the identified themes from the individual interviews, focus group discussions as the perceptions of the Hardap Region secondary school teachers and findings of this study on how NESE impacted teaching and learning in their classrooms.

In this chapter, the research findings are summarised and discussed to address the main questions of this study which is: “How did NESE impact teaching and learning in the Hardap

Region secondary school classrooms? Reference was also made to one of the main assumptions and the theoretical framework of this study as they outlined the characteristics of an effective evaluation system.

## **5.2 THE SUMMARY OF RESEARCH FINDINGS**

The findings are summarised under the following topics: The effectiveness of NESE, impact of NESE on teaching and learning, and does NESE has characteristics of effective evaluation programmes? Other issues discussed are limitations of the study, implications of the study on NESE and on future research, conclusion and recommendations.

### **5.2.1 THE EFFECTIVENESS OF NESE**

As explained earlier in Chapter two (2), the researcher favourably quoted the term “effectiveness” defined by Cameron (2015), as “accomplishing goals”. The researcher believes that any evaluation programme is only effective when it accomplishes the goals for which it was established. As stated earlier “NESE aims to help schools identify their strength and weaknesses through the National Standard and Performance Indicators for schools in Namibia and work on the latter to improve the quality of education at the schools”. The question was: Did NESE accomplish its aim?

The Hardap Region secondary school teachers used the expressions such as “somewhat valuable”, “Helpful”, “High value to a large extent”, Two and half on the scale of 4”, “high but not that high” to describe the value of NESE on teaching and learning. It was stated above that even though these are positive words they carry a meaning that more still need to be done to improve NESE’s effectiveness on teaching and learning in the Hardap Region secondary schools. Therefore, the researchers concluded based on the expressed terms that NESE was “somewhat effective” according to the Hardap Region secondary school teachers.

As evidently stated in responses to several questions, there are issues that NESE should address in order to effectively impact teaching and learning, such as: the follow-up visits; provide support; minimise the administrative work; do demonstration lesson presentations; work on some evaluators’ attitudes; give teachers’ feedback on one-on-one basis, among others.

### **5.2.2 NESE’S IMPACT ON TEACHING AND LEARNING IN THE HARDAP REGION EVALUATED SECONDARY SCHOOLS**

The impact can be either positive or negative. Accordingly, the Hardap Region secondary school teachers experienced NESE’s positive impacts such as: emphasis on the Learner-Centred Approach, encouraging Continuous Professional Development, making teachers



aware of what is expected from them, transfer of subject expertise to the teachers and emphasised on quality lesson preparation and presentation, as well as teacher motivation.

Some of the identified negative impacts were: Too short evaluation time, too much emphasis on LCA even when it is difficult to implement it such as in overcrowded classrooms, schools with shortage of text books, and other sources of information such as libraries internet service, lack of follow-up visits), too much administrative work, and lack of material support among others. Once again, having both positive and negative impacts expressed by many secondary school teachers shows that despite the positive impacts a lot need to be done to improve NESE's impact on teaching and learning in the Hardap Region secondary schools.

### **5.2.3 DOES NESE HAVE SOME CHARACTERISTICS OF AN EFFECTIVE APPRAISAL SYSTEM?**

The theoretical framework and the second assumption of this study were based on the characteristics of effective evaluation systems. Seeing that the literature outlined some characteristics which are associated with effective evaluation systems, the researcher believed that if NESE has impacted positively on teaching and learning, it ought to have characteristics of an effective evaluation systems as outlined by several researchers (Adams *et al.* 2015; Gluck 2015; Chukwubikem 2013; Wright 2013; Grover, *et al.* 2015; Smylie, 2014, Deneire *et al.* 2014; Swan 2014; Hoesfold 2013; Roussin & Zimmermann 2014) and are summarised below:

- It should be participatory, providing employees with a voice in the process and outcomes of appraisal, as well as on the way forward aimed at improving the performance;
- Evaluation should be fair and objective;
- Employees should know how they will be evaluated and on what aspect of their work;
- The judgment on the employees' performance should be based on several evaluations;
- Feedback should be given positively, stating both strengths and weaknesses of the employees' performance and actions to be taken to improve on the weaknesses and thus, to have job satisfaction for both employee and the appraiser; and
- Provide support for training and career development.

The researcher did not directly ask the secondary school teachers if they have experienced the characteristics stated above. However, responses related to these characteristics came out through discussions and answers to different interview questions. The researcher examined the secondary school teachers' responses against each of the effective characteristics as follow:

### Participatory approach:

Was NESE participatory? Some secondary school teachers indicated that they were sufficiently involved in discussions and decisions made about their performance in the classroom.

*“I think they use a very good approach whereby you as a teacher first they go in your class and then they do their visit in the class and after that they call us in and then we talk about the visit they had in your class and if there are any challenges, weak points and strengths, you talk with them and you communicate and then they give you another chance to go and present the lesson again and afterwards now they do the rating. So, I think it was a very good.”*

However, other teachers stated that some NESE evaluators used top-down (autocratic methods) imposing instructions on teachers. *“They did not involve me; I mean the person that came to me did not involve me; he spoke to me.”* Another teacher said

*“They cannot just decide on the programme without consulting us. So, they should come up with consultation first to see, what are the challenges to be addressed in the schools so that they can effectively implement the programme?”*

### Fairness and objectivity:

With regard to fairness, some secondary school teachers expressed that NESE evaluation was fair and objective. *“I cannot recall that the person that evaluated me was unfair or that she was not informed well.”* Others stated that some teachers were unfairly rated low because of the dilapidated conditions of their classrooms. *“It was a bit unfair to criticise us as teachers for the physical condition of classrooms. If a light does not work, it cannot be my fault. Those problems were reported to the Ministry of Works and Regional Office. The paint that is peeling off from the wall, how can that be my problem?”* One (1) teacher expressed that they were rated low because of their school performance in Grade 10 external examinations.

*“I think that because of the results of previous year NESE can be bias. You know that for example if your school is according to regional ranking number 14 (last) and NESE come to your school they will not tell you that what you are doing is very good because if it was so good why is your results so low?”*

### Diagnostic approach:

About whether NESE used a diagnostic approach, some secondary school teachers expressed that the duration of the evaluation was not sufficient as to clearly identify the teachers' weaknesses and see how they implement recommendations aimed at helping them improve teaching and learning in their classrooms. *"I expected diagnostic approach in which you stay for a longer period. For them it was just one week, but for one session for example instead of having a week looking and studying my weaknesses so as to help me."* No one expressed that the time used by NESE to evaluate teachers was sufficient.

#### Quality of feedback:

Some secondary school teachers appreciated the quality of feedback given by NESE evaluators. *"Their feedback really was good. Clear instructions of what they expected and also written things which they expected from us."* Another satisfied teacher said:

*"The advices and suggestions, recommendations which they were giving were really positive and helpful. As a teacher I really learned a lot from them." You can see that after the lesson they really can try to correct where they supposed to do or where you made a mistake."*

Others stated that the feedback was given in front of other stakeholders and teachers' weaknesses were mentioned there. That, to some secondary school teachers, was rather embarrassing. *"I think that if they are giving feedback it should be on one-one basis, but not in front a group so that you can also feel at ease to say what you want to say."* Another teacher said: *"Feedback should not be given in front of other stakeholders to avoid teachers' embarrassments."*

#### Teacher support:

With regard to support, once again some secondary school teachers stated that they received some support as one stated:

*"After the visit, they provided some materials to schools. They even left the cell contact number if we need help then we can phone them... We got some syllabus guides in the staff, the syllabus all those type of staff, even personal support, even an SMS to say how you are."*

Another teacher said: *“I think we received some chairs? After the NESE visit, the next Monday, they went to the Regional Office, talk to the people, and then the chair were next day here. So, it was a support, a helping hand from them.”*

Other teachers indicated that they did not receive any support that would help them to improve teaching and learning in their classrooms. One teacher said: *“There was no support. They were just sitting in and observing our lessons, checking the files; at the end it was a problem more at the paperwork than at the teaching.* Another teacher said: *“We got no support with teaching. No!”* *“NESE just came to find fault and criticize, there is no support they gave to me”*, said another teacher.

Informing teachers prior the visit:

Whether the secondary school teacher were informed in advance about what they were going to be evaluated on, only one teacher brought up this aspect. However, the teacher requests that NESE should *“Provide a clear timetable indicating when teachers will be evaluated by whom on what.”*

Meanwhile, the Hardap Region secondary school teachers have also observed among others some areas that NESE needs to improve on in order to impact teaching and learning more positively, namely:

- Duplication of the same document in different files is unnecessary;
- Give more workshops on identified problem areas;
- Develop a special tool to evaluate the regional office;
- Reduce the administration work and allow teachers to teach;
- Do the demonstration lessons;
- Evaluation time should be extended;
- Do the follow-up visits; and
- Do the evaluation more regularly.

So, to answer the question whether or not NESE has characteristics of an effective evaluation system, the answer is ‘yes’ but, as evidently presented above, more still need to be done to implement such characteristics in a manner that would help many teachers improve teaching and learning in their classrooms. In that light the researcher’s earlier conclusion that NESE “somewhat” impacted positively on teaching and learning is valid and sound. Is NESE an effective programme? From the evidence presented in this report as perceptions of Hardap

Region secondary school teachers, the researcher concluded that NESE was “somewhat effective”. This is because, there are teachers who are dissatisfied with the evaluation process and approach, the support provided, evaluation period, quality of feedback and there are too many challenges that the Hardap Region secondary school teachers are facing when implementing the NESE recommendations.

### **5.3 LIMITATIONS OF THE STUDY**

Like any other studies, this study had some limitations that should be acknowledged.

The first limitation was caused by the data collection instrument used (video-recording) even though teachers were selected randomly in their respective schools. The random selection was subject to their willingness and acceptance to participate and as such due to the video recording instrument used to collect data, some teachers declined, others withdrew from participating because they felt uncomfortable being video-recorded. Thus, the number of participants was twenty two (22); lower than the initially planned twenty six (26) which aimed at having half of existing evaluated secondary school teachers participate in this study. As indicated earlier, video recording was an issue beyond the researcher’s control as it was a standing requirement from the University that “all interviews must be video recorded”. Despite of withdrawals, the researcher still believe that twenty two (22) of fifty (50) secondary school teachers in a qualitative study is quite representative and thus their views can be generalised to all the Hardap Region secondary school teachers.

Time as indicated earlier was also a limiting factor. Nevertheless, teachers were indeed committed to participating in this study regardless of their busy schedules, even though few could not make it due to other urgent professional and private matters that they had to attend to.

### **5.4 IMPLICATIONS OF THE STUDY ON THE FUTURE RESEARCH AND ON THE NESE PROGRAMME**

This study was the first of its kind in the Hardap Region. It has contributed to the body of knowledge on evaluation systems in Namibia in general and Hardap Region in particular. The study has also opened a great opportunity for other researchers to improve on the structure and scope of this study by involving other stakeholders at the same or different school phases in the Hardap Region or elsewhere in Namibia. Other researchers may also repeat the same study to see if it will produce similar results.

The findings can be used by the NESE programme designers and implementers to make informed decisions and improve on the programme's design and implementation techniques in order to impact more positively on teaching and learning. Since NESE did not do follow-up visits to schools, there is a chance that they maybe not aware of the challenges faced by teachers and how best they can improve the evaluation and the programme's impact on teaching and learning and this study maybe a good point of departure.

## **5.5 CONCLUSION**

This study explored the perceptions of Hardap Region secondary school teachers regarding the impact of NESE on teaching and learning in their classrooms. The findings revealed that NESE has "somewhat" impacted positively on teaching and learning in the Hardap Region secondary school classrooms. This implies that NESE's impact on teaching and learning was relatively positive and that more still need to be done to improve the programme's impact on teaching and learning. To that effect, the Hardap Region secondary school teachers suggested, among others, that NESE should do the follow-up visits, provide support, minimise the administrative work, do demonstration lesson presentations, work on some evaluators' attitudes, consult with teachers prior evaluations, avoid diving teachers' feedback in front of other stakeholders, use the all subject experts as evaluators and avoid criticising teachers on dilapidated conditions of their classrooms.

The literature reviewed outlined some characteristics associated with effective evaluation systems. Even though this study was not focused on the characteristics of effective evaluation systems, the researcher assumed that if NESE was effective, it should have some characteristics associated with effective evaluation systems. Thus, the theoretical framework and the second assumption of this study explored the characteristics of effective evaluation systems. The findings revealed that NESE has some characteristics of effective evaluation systems; however, there were major divisions among the secondary school teachers on how they experienced the characteristics. This is why the researcher concluded based on the secondary school teachers perceptions that NESE was "somewhat effective" or it has "somewhat" impacted positively on teaching and learning. This implies that despite some successes, there is more to be done (as suggested by the participants) to get the programme to be more effective and impact more positively on teaching and learning in the Hardap Region secondary school classrooms. Despite some limitations related withdrawal of some teachers because of video recording and time constraints, this study was successful and its outcomes are valid and sound.

## **5.6 RECOMMENDATIONS**

Recommendations on this study addressed two (2) areas. Firstly, the researcher used the secondary school teachers' suggestions as recommendation that would make NESE impact more positively on teaching and learning in the Hardap Region secondary school classrooms. Secondly, the researcher emphasised on the opportunities for further research on NESE and other teachers' appraisal programmes.

### **5.6.1 RECOMMENDATIONS TO IMPROVE THE NESE'S IMPACT ON TEACHING AND LEARNING**

The Hardap Region secondary school teachers made suggestions on how best the NESE programme can help them improve teaching and learning in their classrooms. On that basis, the researcher recommends that:

- NESE programme puts more emphasis on ensuring that teachers are sufficiently supported individually on identified weaknesses; do the follow-up visits; evaluate teachers more regularly; reduce the administration work of teachers; build teachers capacity to implement the programme recommendations and evaluators' advises; make evaluation more diagnostic; do the lesson demonstration; and
- NESE programme designer and implementers should carefully study the teachers' views presented in this study and derive thereof an appropriate interventions to improve on the programme's effectiveness and impact on teaching and learning.

### **5.6.2 RECOMMENDATIONS FOR FURTHER RESEARCH ON NESE AND OTHER TEACHERS' APPRAISAL SYSTEMS**

- Education administrators should fund similar studies on the effectiveness of NESE using the same or different stakeholders at different phases of education system in order to find more diverse inputs that would help them make informed decisions to get the programme impact more positively on teaching and learning; and
- Scholars should take on the challenge to either repeat the same study or expand on its scope and composition and do more studies on the NESE programme and other appraisal programmes in Namibia and beyond.

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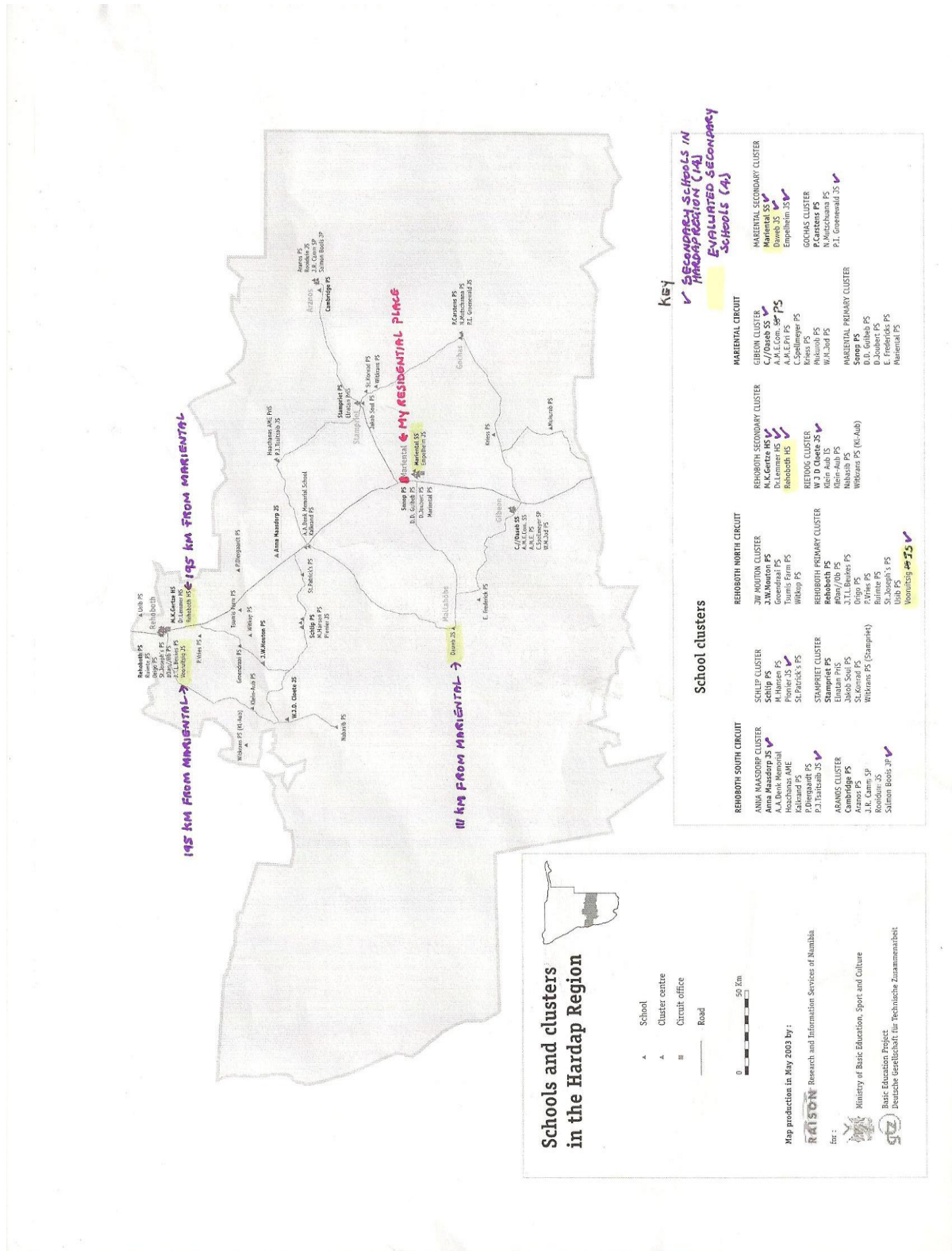
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APPENDICES

Appendix 1: The Hardap Regional School map



Schools and clusters in the Hardap Region

- ▲ School
- ▲ Cluster centre
- Circuit office
- Road



Map production in May 2002 by:

**RAISON** Research and Information Services of Namibia

For:

- Ministry of Basic Education, Sport and Culture
- Basic Education Project
- Deutsche Gesellschaft für Technische Zusammenarbeit

**Key**

✓ Secondary Schools in MARIENTAL

✓ Evaluated Secondary Schools (4)

**School clusters**

<b>REHOBOTH SOUTH CIRCUIT</b>	<b>REHOBOTH NORTH CIRCUIT</b>	<b>MARIENTAL CIRCUIT</b>
<b>ANNA MASDORP CLUSTER</b>	<b>JW WOUTON CLUSTER</b>	<b>GIBSON CLUSTER</b>
Anna Masdorp JS	J.W. Wouton PS	C./Ooseb SS
A.A. Denk Memorial	Geendaa PS	A.M.E. Con. SP
Rochsburg AHE	Imung Farm PS	Empallem JS
P.D. Bergard PS	Waboy PS	W.J. D. Ooseb PS
P.J. Taitshab JS	<b>REHOBOTH PRIMARY CLUSTER</b>	Kriess PS
ASIMVO CLUSTER	Rehoboth PS	Phakomb PS
Cambridge PS	Rehoboth PS	W.A. Jord PS
Aranos PS	J.T.L. Berries PS	<b>MARIENTAL PRIMARY CLUSTER</b>
J.R. Camm SP	Origo PS	Senep PS
Rouidum JS	P.Vine PS	D. Joubert PS
Simon Bots JF	Wilhanne PS (Stamper)	D. Joubert PS
	Uub PS	Uub PS
	Vonubisi PS	Mariental PS

## **Appendix 2: Requesting secondary school teachers for participation**

### **LETTER OF INVITATION FOR TEACHERS' PARTICIPATION**

#### **TITLE OF RESEARCH PROJECT: THE PERCEPTIONS OF SECONDARY SCHOOL TEACHERS OF HARDAP REGION, NAMIBIA ON THE EFFECTIVENESS OF NATIONAL EXTERNAL TEACHER EVALUATION.**

Dear Sir/Madam

**SUBJECT: REQUEST FOR YOUR PARTICIPATION IN THE RESEARCH STUDY**

Introduction of the researcher and request for your participation

I am Bertha N. Shawelaka, a final year Master's degree student at the University of South Africa specializing in Education Management. As part of my study, I am required to undertake a research study on the topic captioned above. I therefore hereby humbly request you to be participants in this study.

Description of the research and your role in the study

The study aims at obtaining the views and perceptions of secondary school teachers on how NESE programme helped them improve teaching and learning in their classrooms. Your role in this study will be participate in the individual or group focus in-depth interview and respond to the complete the questionnaire.

Data collection time and procedures

This study is scheduled to take place in September and October 2014. However, the exact dates will be communicated to you in due course. Data will be collected by means of questionnaire as well as face-to-face individual and focus group interviews. The interview sessions will take +- one (1) hour and will be video recorded. The questionnaire will be delivered to you three days in advance to afford you sufficient time to comprehensively study and respond to the questions therein. Copies of proposed questionnaire and interview questions are attached for your convenient consideration and to help you prepare the answers well in advance.

Risk on research procedures

There are no anticipated risks, discomfort, harm or injuries associated with this study.

Potential benefits

There are no known benefits to you that would result from your participation in this research in form of payments/compensation. However, the research findings will contribute to the facilitation of knowledge requirement for the development of the educational sector in Namibia. The study will inform NESE programme designers and implementers about the programme's effectiveness, helping them make informed decisions to improve on the programme's effectiveness. The findings of this study may also prompt other researchers to do further studies on NESE and other appraisal programmes.

How you will be informed of the results or the outcomes of this study

You will be given copies of the draft report to validate whether it contains the information that you have provided. The final copy of the report will also be given to you on request.

#### Protection of confidentiality

Confidentiality and anonymity will be highly considered. Hence, the research project members Ms. Bertha N. Shawelaka (the researcher) and Dr S. J. Mohapi (the supervisor) wish to assure you that your name and that of your school will be kept confidential and your responses will be kept anonymous.

#### Voluntary participation

Your participation is absolutely voluntarily and you will be allowed to withdraw from participating in this study at any time with no penalty incurred as a result of such withdrawal.

Thank you in advance for your participation in this study.

Please complete, sign and date the consent form below to declare that you have agreed to participate in this study.

### Appendix 3: The Teachers' Consent Form

Teachers' consent form

I, the undersigned, have read the letter of consent above and it was clearly explained to me by the researcher that my participation in this study is voluntarily and my name and that of my school will be kept confidential. I have a right to withdraw from participating in this study at any time without any penalties incurred as a result of my withdrawal. I give my permission that data from pro-and post-assessment can be used for research purpose by UNISA and the College of Education (CEDU).

\_\_\_\_\_ Name of  
Participant

Signature                      Date

\_\_\_\_\_ Name of  
Researcher

Signature                      Date



**Appendix 4: Interview research questions**

This is an individual face-to-face interview with the four (4) individual (one teacher from each target secondary schools) and eighteen (18) focus group participants.

The following are proposed interview questions. However, due to the qualitative nature of this study, questions can be re-shaped during the interviews, for the clear understanding by the participants. Follow-up questions maybe asked based on the participant's answers to get clear in-depth explanations. The interviews are proposed to be +- one (1) hour long.

I would like to have your responses to the following questions:

1. How and to what degree do you perceive the value of National External School Evaluation (NESE) programme, in terms of improving the teaching and learning activities in the classroom?
2. How does NESE programme impact on teaching and learning in the classrooms?
3. What support does NESE provide to help teachers improve teaching and learning in their classrooms?
4. What challenges if any, do teachers, identify as the most critical to efficiently implement the NESE programme in their schools or classrooms?
5. What instructional and management approaches if any do teachers believe that NESE should use to effectively help them improve teaching and learning in their classrooms?
6. What structures and training programmes if any are in place to develop the capacity of teachers to and implement the NESE and improve teaching and learning in their classrooms?
7. What are the strengths and weaknesses of NESE programme with regard to impacting teaching and learning in schools or classrooms?
8. What do you suggest should be done to improve on the weaknesses of the programme to help teachers improve teaching and learning in their classrooms?
9. What are your final comments on what we discussed so far?

**Appendix 5: Language editing certificate****EDITING AND PROOFREADING CERTIFICATE**

7542 Galangal Street

Lotus Gardens

Pretoria

0008

09 November 2015

**TO WHOM IT MAY CONCERN**

This letter serves to confirm that I have edited and proofread Ms B. N. Shawelake's dissertation entitled: **"THE PERCEPTIONS OF SECONDARY SCHOOL TEACHERS ON THE EFFECTIVENESS OF NATIONAL EXTERNAL TEACHER EVALUATION IN THE HARDAP REGION, NAMIBIA."**

I found the work easy and enjoyable to read. Much of my editing basically dealt with obstructionist technical aspects of language which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors Group and also a lecturer in the Department of English at the University of South Africa.

Thank you.

Hereunder are my particulars:



Jack Chokwe (Mr)

Bureau for Market Research (Unisa)

Contact numbers: 072 214 5489 / 012 429 3327

[jmb@executivemail.co.za](mailto:jmb@executivemail.co.za)

Professional  
**EDITORS**  
Group

**Appendix 6: TURNINIT memo****MEMO**

**TO:** Examination  
College of Education  
UNISA

**FROM:** Bertha N. Shawelaka  
Student no: 46837272  
E-mail: [berthatuli@gmail.com](mailto:berthatuli@gmail.com)

**DATE:** 20 November 2015

**SUBJECT: THE TURNINIT COMMENTS INCORPORATED**

The aim of this memo is to inform your esteemed office that this report was subjected to TURNINIT as per the University procedures. Even though the TURNINIT report was rather too complex and difficult to understand, I have complied with the comments from my supervisor Dr SJ Mohapi and did the following:

- Indicated all the dates when I retrieved information from internet;
- Properly acknowledge the sources I quoted directly. I used quotation marks on direct quoted short texts and indented text on the quotations longer than three lines. For consistency, I applied the same principle on all direct quotations from participants in this study; and
- Avoided quoting the quoted texts. E.g., A as quoted by...

I would also like accept here that I used internet a lot, because it is painfully rare to get relevant sources from the Namibian libraries. I thought I had no choice but to get some sources from the internet.

Thanks in advance for your positive consideration.

Yours Sincerely;

A rectangular area that has been redacted, likely containing the signature of Bertha N. Shawelaka. The redaction is a solid black bar.

Bertha N. Shawelaka

MA Degree Student;

UNISA