

Title	i
Declaration	ii
Abstract	iii
Dedication	iv
Acknowledgements	v

TABLE OF CONTENTS

	PAGE
CHAPTER 1: INTRODUCTION	
1.1 Background to study	1
1.2 Aim of the Study	5
1.3 Assumption of the study	5
1.4 Research Question	5
1.5 The Rationale for the Study	8
1.6 Research Design	21
1.7 Research Methods	22
1.8 Sample	24
1.9 Analysis	24
1.10 Organisation of study	24
 CHAPTER 2: ASSESSMENT IN THE PRIMARY SCHOOL SECTOR IN SWAZILAND – an HISTORICAL ACCOUNT	
2.1 Introduction	28
2.2 Primary School Assessment in Swaziland before independence in 1968	28
2.3 Continuous Assessment (CA) as a Strategy for Learners’ Cognitive and Teachers’ Professional Development in Swaziland	39
2.4 Teacher Education Curricula in Swaziland from post-independence to 2004	41
2.5 Concluding Remarks	44

CHAPTER 3: THE CONTINUOUS ASSESSMENT PROGRAMME AND HUMAN RESOURCE DEVELOPMENT AT PRIMARY SCHOOL LEVEL IN SWAZILAND

3.1 Introduction	45
3.2 Concept of CA as a Self-initiated Human Resource Development Approach	45
3.3 Fordism: The Standardisation and Acquisition of Work Specific Skills	47
3.4 Post – Fordism: A Pursuit for Efficiency and Transformative Knowledge and Skills	49
3.5 CA’s Language of Enskilling	53
3.6 CA: Implications for Teachers’ Professional Capacity	55
3.7 Conclusion: Challenges Created by CA as a Human Resource Strategy in Swaziland	56

CHAPTER 4: THEORETICAL PERSPECTIVES: THE PURPOSE OF ASSESSMENT AND IMPLICATIONS FOR IMPLEMENTING CA EFFECTIVELY

4.1 Introduction	58
4.2 Theories on Assessment as Tacit Curriculum Epistemologies	60
4.3 Empirical Studies on Assessment: Significance of Knowledge Structures that Underlie Practice	63
4.4 Schneider and Ingram on Behavioural Assumptions in Policy Tools	68
4.5 Standards and the Function of Principles	72
4.6 Habermas on Communicative Rationality	77

CHAPTER 5: RESEARCH DESIGN AND METHODOLOGY

5.1 Introduction	82
5.2 Part I: Pilot Study 1	84
5.2.1 <i>Classroom Observations for the Pilot Study</i>	87
5.2.2 <i>Research Process for the Pilot Study</i>	89
5.2.3 <i>Reflection on Pilot Study</i>	92
5.2.4 <i>Consequences of the Findings of the Pilot Study</i>	93
5.3 Part I: Pilot II	94
5.3.1 <i>Interviews with Curriculum Designers</i>	94

5.3.2 <i>CA Workshop</i>	96
5.3.3 <i>The Workshop – Observations</i>	99
5.4 The Main Study	113
5.4.1 Sampling of Schools and Teachers	113
5.4.2 Research Tools	117
5.4.2.1 <i>Classroom Observations</i>	117
5.4.2.2 <i>Interviews</i>	118
5.4.3. Data Collection for the Main Study	120
5.4.3.1 <i>Classroom Observations</i>	120
5.4.3.2 <i>Interview Discussions with Teachers</i>	123
5.4.4 Research Methodological Issues, Ethics, Validity and Reliability in the Study	128
5.4.4.1 <i>Reliability and Validity</i>	128
5.4.4.2 <i>Anonymity</i>	129
5.4.4.3 <i>Generalising Findings</i>	129
5.4.5 Data Management, Processing and Analysis	130

CHAPTER 6: TEACHERS’ ASSESSMENT PRACTICES: IMPLICATIONS FOR THE SUCCESSFUL IMPLEMENTATION OF THE CA PROGRAMME

6.1 Introduction	136
6.2 Attitude to and Care for the Learners’ Reaction and Interactions During Lessons	137
6.2.1 <i>Group/Pair Work as a Strategy for Implementing CA</i>	137
6.2.2 <i>CA as Familiarisation with Text-book Content</i>	148
6.2.3 <i>CA and Remedial Work</i>	152
6.3 Conclusion: Teachers’ Position in Relation to CA	158

CHAPTER 7: TEACHERS’ ROLE PERCEPTIONS WITHIN THE CA PROGRAMME’S DISCOURSE

7.1 Introduction: Teachers’ Stance towards Documents on CA	160
7.2 Curriculum Support Materials as Doctrine – Implications for Teachers’ Positions	160
7.2.1 <i>CA and the Role as Reflective Practitioner</i>	172
7.3 Teachers’ Perceptions of their Role as Assessors	173

CHAPTER 8: INTERNALISING THE IDEALS OF CA THROUGH DEVELOPMENT RESEARCH

8.1 Introduction	180
8.2 Unravelling Teachers' Thinking	183
8.3 Conclusion: Discursive Meaning Making of Researcher and Participants	189

CHAPTER 9: SUMMARY OF RESEARCH FINDINGS, MAIN CONCLUSIONS AND RECOMMENDATIONS

9.1 Summary of Research Findings	190
9.2 The Significance of Analytical Tools used in Conducting the Study	193
9.3 Limitations of the Study	197
9.4 Concluding Remarks	197
9.5 Recommendations	199

REFERENCE

Selected Books	202
Selected Journal Articles	208
Internet Papers	212
Unpublished Papers - Documents	213
Government Documents	215
Newspaper Articles	215

APPENDICES

Appendix 1: Pilot Study: Observation and Interview Schedule	216
Appendix 2: Tools for Analysing Manuals	217
Appendix 3: Interview Schedule for Social Studies Designers	218
Appendix 4: Social Studies Designers – Interview Transcripts	219
Appendix 5: Letter to Request Participation in CA Workshop	226

Appendix 6: Observation Schedule for CA Workshop	227
Appendix 7: Workshop Observation Notes	228
Appendix 8: Letter to Request to Conduct Research in Schools	241
Appendix 9: Classroom Observation Schedule	242
Appendix 10: Transcripts for Teachers' Lessons	244
Appendix 11: Interview Schedule for Teachers	265
Appendix 12: Transcripts for Teachers' Interview Discussions	266
Appendix 13: Samples of Lessons from the Social Studies Textbook	301

LIST OF FIGURES

1. Diagram illustrating the organisation of the Hall used for CA workshop	101
2. Map showing the location of the schools that participated in the study	115
3. Example of Codes and Categories	131
4. Pedagogic Practice: Recognition and Realisation Rules	139

LIST OF TABLES

1. An example of Students' End of Term Performance Record	34
2. Swazi primary school teachers' qualification profile	97
3. Evaluation Form used in the CA workshop	112
4. Table showing school's profile	116
5. Table showing dates when schools were visited for research	121
6. Summary of research process	127