

**THE CHALLENGES OF PERFORMANCES MANAGEMENT ON SCHOOL
EFFECTIVENESS: AN INTEGRATED QUALITY MANAGEMENT SYSTEM
PERSPECTIVE**

by

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SUPERVISION STATEMENT

This dissertation has been submitted with/without my approval

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Date

DECLARATION

I declare that **“THE CHALLENGES OF PERFORMANCES MANAGEMENT ON SCHOOL EFFECTIVENESS: AN INTEGRATED QUALITY MANAGEMENT SYSTEM PERSPECTIVE”** is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this project was not previously submitted by me for a degree at another university.

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Date : _____

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ABSTRACT

In this research, I examined challenges facing performance management on school effectiveness using Integrated Quality Management System as a tool. I presented what was happening in terms of teacher appraisal in South Africa before the introduction of Integrated Quality Management System.

In this research, I presented background and reviewed literatures on performance management, performance appraisal, teacher appraisal and IQMS. I also looked at the challenges and benefits during the administering of IQMS in the schools.

In carrying out this research, I employed qualitative method and case study methodology. I used semi-structured interview. My participants were 6 Heads of Departments and 12 educators from the schools who excelled in grade 12 results in 2010. I used interpretative paradigm and content analysis in order to interpret and analyse data collected from three secondary schools.

I presented summary, finding, and conclusion in the fifth chapter. I also explored topic for further research.

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Introduction

With the introduction of Integrated Quality Management System in the schools, Department of Education was seeking to provide a framework to ensure that each educator contributes to the effectiveness of the school system's goal as an organisation (Bisschoff & Mathye, 2009). This chapter introduces the study, outlining background of performance management and transformation towards building quality and effective educational system in the schools in South Africa.

1.2 Background to the Study

In 1976, the South African government enacted a law stipulating that all content subjects including Mathematics, Physical Sciences, History, Accountancy, Geography, among others, had to be taught in the medium of Afrikaans. Only languages were not affected by this law. Learners interpreted the introduction of Afrikaans as medium of instruction as the apartheid government's strategy to perpetuate and intensify oppression through education (Metcalf, 1994). In Soweto, learners took to the streets demonstrating against this law. There was a high degree of instability and violence in the land caused by the learners, who reacted to the introduction of Afrikaans as an official medium of instruction in schools (Metcalf, 1994; Thabane, 2000). Learners were harassed, arrested, tortured and even shot by police in the cause of fighting for their rights.

Soweto uprising was a clear indication that African students were fed up with apartheid system. It became clear to the government that the underlying philosophical assumptions, on which education legislation had been based until then, were not generally acceptable (Motilal, 2002). South African schools became the institutions of the struggle against apartheid (Naicker & Waddy, 2002). In the pre- 1994 era, South Africa witnessed dictatorship in all sectors of government (Naicker & Waddy, 2002; Jaffer 2002). All organs of state such as police service, army, hospitals, schools, *etcetera*, were known for their oppressive tendencies. In the area of education, there was a high degree of bureaucracy on the evaluation of educators, hence the process was conceived and seen as punitive by the educators (Jaffer, 2002; Motilal, 2002). The

practice of using evaluation to police educators rather than developing them was very disempowering. Departmental officials such as inspectors and subject advisors were viewed by teacher unions, educators, learners and community as agents that perpetuated the injustices of apartheid because they were tasked with evaluation responsibility. As the struggle against apartheid escalated during the 1980s, educators were strongly unionised and highly conscientised on issues that relate to their educational practices.

The South African Democratic Teachers Union (SADTU) was one of the unions that challenged the evaluation of performance of educators (Metcalf, 1994; Naicker & Waddy, 2002). In order to fight against this injustice, SADTU prevented the inspectors and subject advisors from carrying out the evaluation of educators. SADTU and National Professional Teacher Organisation of South Africa (NAPTOSA) challenged evaluation of educators in schools (Metcalf, 1994; Thabane, 2000; Letsoalo, 2009). The reasons that were listed include:

- Evaluation of educators was undemocratic in nature because educators were excluded when evaluation tool was drafted.
- Evaluation of educators was subjective, bureaucratic and judgmental because educators and School Management Teams (SMT) did not know evaluation tool.
- Evaluation of educators had no end results and there were no programmes to address areas of development in order to improve practice.
- There was no national uniformity in evaluation of educators. 18 ex-Departments of Education had different ways of evaluating educators.
- Evaluation of educators had no incentives for both educators and the school.
- Evaluation of educators was intimidating, political biased and served as policing mechanism to entrench apartheid education policy.
- Evaluation of educators was not transparent to the educator as a result; performance indicators and results of evaluation were unknown to the educator.
- Evaluation of educators was summative not developmental and informative. There was no feedback from the evaluators.
- There were no clear procedures set out to resolve any dispute emanating from evaluation of educators.
- Educators were not trained on the procedures and the process of evaluation of educators.

Teacher unions and educators engaged in defiance campaign of not co-operating with inspectors on the evaluation of educators in schools (Metcalf, 1994; Thabane, 2000; Mathula, 2004; Naicker & Waddy, 2002). This action by the unionists was seen by the Department of Education (DoE) as the beginning of the decline in the quality of education in South African schools. The refusal of educators and teacher unions to co-operate with inspectors and subject advisors in the evaluation of educators in schools was contributing to further decline of the culture of teaching and learning (Middlewood, 1997). In order for appraisal to take place, feedback about performance has to be collated and analysed so that performance can be enhanced (Motilal, 2002). Principals (as immediate supervisor of educators) and educators did not have access to the assessments records.

During early 1990s teacher unions, under the leadership of SADTU, proposed the idea of new Developmental Appraisal System (DAS) to the Department of Education as a means of replacing old evaluation of educators (Metcalf, 1994). There were intensive debates, discussions and cascading of information about DAS. Teacher unions and 18 ex-Departments of Education were involved in the negotiation that sought to address the principles, processes and procedures for the new appraisal system (Metcalf, 1994; Thabane, 2000; Naicker & Waddy, 2002).

After exhaustive deliberation, teacher unions and 18 ex-Departments of Education agreed on the following principles:

- *Transparency principle:* Educators to be evaluated would be informed of the evaluation processes, procedure and instrument to be used.
- *Democratic principle:* Educators would participate in choosing members of the evaluation panel. The panel would be inclusive of all stakeholders with relevance to the field, including union representatives, peer educator and immediate superior.
- *Openness and fairness principle:* The panel members should be objective when evaluating educators. Educators would be given a chance to discuss with members of the panel.

In spite of the outlined principles, teacher unions and Department of Education encountered a number of challenges (Metcalf, 1994). Those challenges were on the roles that would be played

by different stakeholders (inspectors, subject advisors, principals, deputy principals, heads of departments and educators) in South African schools. After South African democracy in 1994, all 18 ex-Departments of Education merged into one. Parliament passed education legislation to redress the past imbalances and to demonstrate the commitment of the new democratic government in delivering quality education for all citizens of South Africa. Initiatives such as -Back to School Campaign and -Culture of Learning, Teaching and Services (COLTS) were launched. More school based management posts such as head of departments, deputy principals and principals were created, advertised and filled.

Education Policy Unit (EPU) of the University of Witwatersrand conducted a pilot study of DAS in 1995 and 1996 in almost all the provinces of South Africa (Middlewood, 1997). The pilot project report of DAS that was released in 1997, suggested that democracy, transparency, openness and fairness were key to the success of DAS (Middlewood, 1997). Education Labour Relations Council (ELRC) used pilot study report on DAS as a way forward.

On 28 July 1998, ELRC passed resolution 4 of 1998 on Developmental Appraisal System (DAS), which was aimed at appraising all educators in different levels of education. Also included in the DAS were the personnel who were employed under Employment of Educators Act (EEA) of 1998, that is, school-based educators and office-based educators. School-based educators are educators, heads of departments, deputy principals and principals. Office based educators are Chief Education Specialists, Deputy Chief Education Specialists and Education Specialists.

On 10 April 2003, the ELRC took a decision on the implementation of Whole School Evaluation (WSE). The positive developmental objectives identified in DAS document, were being ditched in favour of more punitive approach to teacher appraisal or evaluation. WSE was perceived by SADTU as an extension of such strategy.

Mathula (2004) cited the following reasons as the cause of the tension between SADTU and DOE:

Flawed consultation processes; accountable unit not clarified; communication breakdown; unstable environment; flawed advocacy process; level of readiness not established before implementation; flawed implementation management process; myths and inaccurate perceptions about the use and intentions of these policies; fear of victimisation by schools;

apathy and resistance to change; perceived hidden agenda and perceived bad-faith negotiations (lack of trust).

In order to avoid the tension generated through the implementation of policy by government, a meeting between SADTU leadership and the Minister of Education was scheduled. The parties agreed to:

- To protect the professional integrity of educators from surprise visits.
- To clarify the purpose of WSE and remove any notion that would be punitive towards individual educators.
- To seek out synergies between WSE and DAS and also to merge the two in relation to classroom observations.

To strengthen DAS, SADTU suggested the following:

- Interrogate WSE instrument in terms of the DAS approach and philosophy.
- Interrogate DAS panel personnel into WSE process.
- Initiate DAS processes and structures where non-existed.
- Redefine WSE as a mechanism for verifying DAS and evaluating it effectively.

In 2003, the DoE and teacher unions reached an agreement on the ELRC (Resolution 8 of 2003) to integrate existing programmes on quality management in education. The quality management that was put in place was called Integrated Quality Management System (IQMS).

1.3 Purpose of the Study

The main purpose of the study was to investigate the extent at which the performance management using IQMS as a tool enhance quality and effective teaching and learning.

1.4 Statement of the Problem

Since the implementation of IQMS as a tool for performance management by Department of Education, educators are getting high scores while the pass rate of learners remains low. South Africa is performing poorly international, regional and national assessment (Patel, 2007). A study done by Chisholm (2004) cited by Mestry, Hendricks and Bisschoff (2009) suggested that the poor result in Grade 12 examination as well as the drop out rate of black schools revealed

that to certain extent, some teachers were not performing at an optimum level. This could be witness by low results achieved by learners in Annually National Assessment and pass rate in grade 12 more especially in science subjects such as Mathematics and Physical Science. This is eluded by Minister of Education (2011) by saying:

This performance is something that we expected given the poor performance of South African learners in recent international and local assessment.

Mestry, Hendricks and Bisschoff (2009) submit that governments are judged on their performances in the field of schooling by the outcomes learners achieve.

Educators are the most crucial resource in the delivering of quality and effective education in the classroom. A large number of national education budgets of countries are spent on educators' salaries and governments wish to see a high level of performance by educators (Mestry, Hendricks & Bisschoff 2009). The effectiveness of educators can not be overemphasized in achieving the delivery of quality and effective education. Some studies showed that the key to higher performing learners is the effectiveness of their educator (Mathers, Olivia & Laine 2008; The New Teacher Project, 2010; Jensen & Reichl, 2011). Some studies also suggested that learners with highly effective educators learn twice as much as learners with less effective teachers. Mestry, Hendricks and Bisschoff (2009) submit that quality of teachers influences the quality of the learners' experience and achievements in a positive way. Therefore, effectiveness of educator can be seen as one factor which influences best performance of learners. Systems of teacher appraisal and feedback that are directly linked to improve learner performance can increase educator effectiveness (Jensen & Reichl, 2011).

My research work focuses on the challenges facing the IQMS at improving professional growth, development of educators and enhancing learners' achievements. The government introduced the IQMS with an aim of managing performance of educators. While IQMS was regarded as a good policy, its implementation had many challenges. These challenges are mainly about schools not administering the IQMS to its fullest in accordance with IQMS document. This study investigates how the IQMS as a tool can enhance the performance of educators and influence positive effect towards the learners' achievement.

1.5 Rationale/Motivation for the Study

The Integrated Quality Management System (IQMS) is a quality and performance management system with three purposes: first, evaluation for individual development and empowerment, second, effectively measure educator performance and promote accountability and, third, lead to improvement in the overall effectiveness of the school. The question which is in the mind of stakeholders is that *can these purposes work harmoniously with one another without any conflict of interest?* Literature has shown that a lot of empirical work has been done in the area of IQMS and related issues (Marneweck, 2007; Biputh, 2008; Khumalo, 2008; Letsoalo 2009; Mestry, Hendrics & Bisschoff, 2009; Nkambule, 2010).

1.6 Critical Questions

In order to explore properly the topic under investigation, two key research questions are developed. The questions are:

1. To what extent does performance management using IQMS as a tool, improve the professional growth and development of educators?
2. What expertise has been acquired by educators after the introduction of IQMS as a tool of performance management?

1.7 Value and Relevance of the Study

The introduction of Integrated Quality Management System in South Africa was aimed at improving quality of education in the South Africa. In order to achieve the objective of improving the quality of education, it is worth noting that all quality management initiatives should be well planned for to eschew duplication of duty. It is pertinent at this point to state that there is still visible duplication of responsibilities in the context of quality management. Therefore, the study is of benefit to the educators, school management team and officials of department of education to shape and reshape the policies and the practice of the educators in schools.

The three schools that were chosen for the research were based on the best grade 12 examination results. The best examination results are regarded as the yardstick to judge the school as excellent. However, the conception of labelling schools as excellent on the bases of results is questionable because it is not only the results of grade 12 that has been considered to make the school to be effective, but there are many other things which can not only be measured and quantified in terms of the grade 12 results. This concept of 'excellent school' turns to exclude the results of other grades. Gray (2004) stated in this regard: 'Examination results are a measure of academic learning but do not give the whole picture with regard to the effectiveness of a school academically, and give a little information about other outcomes.'

1.8 Organisation of the Study

Chapter One presents background and overview of the study. The context that informed the study and the research questions were developed.

Chapter Two presents the literature review and the conceptual framework that was used in the exploration of performance management in education. The literature reviewed was both national and international.

Chapter Three presents the research design and methodology, paradigm of the study and method adopted in carrying out this research is presented. Population, sample size, instrument used in carrying out the research and the method of data analysis is explained.

Chapter Four presents data analysis and discussion emanating from data collected from 6 HODs and 12 educators from three secondary schools.

Finally, Chapter Five presents the summary of findings and recommendations of research based on finding, topics for further research and conclusion.

1.9 Conclusion

This chapter presented the background and overview of the study. The following chapter presents the conceptual framework and the review of the national and international related literature around the challenges of performances management on school effectiveness using the perspective of Integrated Quality Management System.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

The previous chapter presented background and overview of the study. This chapter focuses on the conceptual framework and the review of the national and international related literature around the challenges of performance management on school effectiveness using an integrated quality management system as a tool.

2.2 Performance Management and Performance Appraisal

According to Prowse and Prowse (2010) some literatures has substituted the chapter title of performance management with performance appraisal. Performance management is a term borrowed from the management literature that has only recently been adopted in the education sector. According to Armstrong and Baron (1998), the term "performance management" was first used in 1970s, but it did not become a recognised process until the latter half of the 1980s. The meaning of performance management has evolved and continues to evolve. Authors differ in their understanding of performance management (Martinez, 2001). Performance management is a term used on issues pertaining to appraisal, managing performance, measuring performance and performance review. Performance management can be seen as a comprehensive management system that is aimed at constantly improving and monitoring the performance of others (Nkgabe, 2001).

Rasseed, Aslam, Yousaf and Noor (2011) define performance management as:

[a] continuous process, through which performance of employees is identified, measured and improved in the organisation. This process includes various practices like recognition of employees' achievements, providing them with regular feedback and offering them career development.

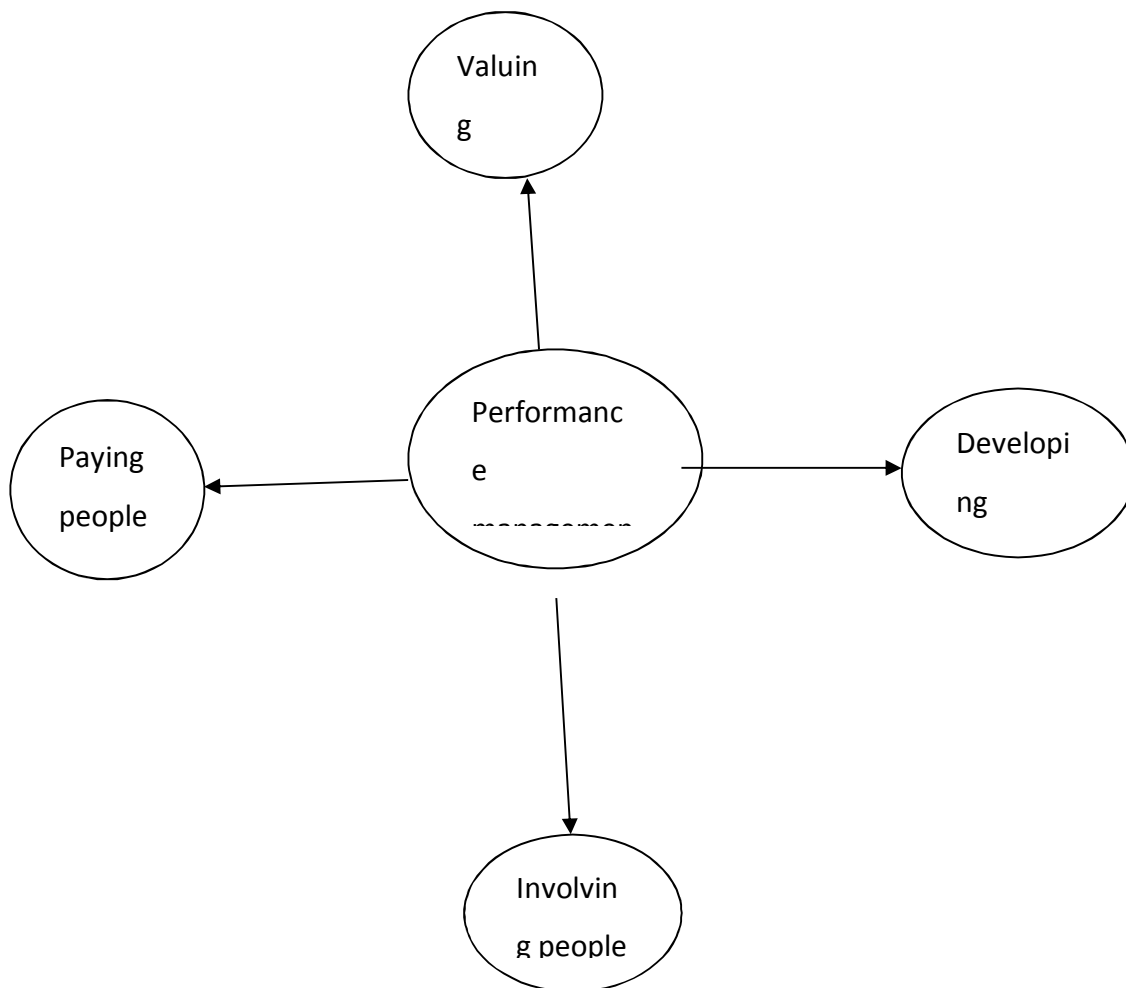
These scholars observe that performance management improves productivity, delivering a better quality service or product and is aimed at achieving the goals of both the institution and the employees. Armstrong and Baron (1998) argue:

Performance management is a strategic and integrated approach to delivering sustained success to organisations by improving performance of people who work in them by developing the capabilities of teams and individual performance.

In order for performance management to take place effectively, both employees and institutions should have a common goal in which they set out to achieve. Performance management is a process of monitoring employees' performance in an objective manner. Employees' performances are monitored with the aim of identifying the area of their development and reward employees who excel in their work (Davidoff & Lazarus 1997).

Table 1

Performance Management and the Critical Factors



Source: Adapted Randell, 1994.

Performance management includes all activities that ensure that goals are consistently being met in an effective and efficient manner (Randell, 1994). The purpose of performance management is to improve the performance of all employees through feedback, praise, merit pay differential for those who perform well, support, coaching and warnings for those whose performance does not meet expectations. Performance management should not be implemented for the sake of implementing it rather; it should be implemented with the aim of improving performance of human capital and that of the organisation. In highlighting the importance of performance management, James and Colebourne (2004) hold that organisations should adopt performance management to their own changing requirements which could lead to a wide diversity of practices. The author argues that performance management should be effective and relevance to the organisation or the institution.

Armstrong and Baron (1998) use a conceptual, organisational and operational definition to define performance management by saying:

- Articulating the company's vision.
- Establishing key results, objectives and measures standard business unit level.
- Identifying business process objectives and the key indicators of performance for those processes.
- Identify and installing effective departmental measures.
- Monitoring and controlling the key performance measures.
- Managing the continuous improvement of performance in those key areas
 • benchmarking performance against the best.
- Being prepare for breakthrough improvements in performance when this is required by significant shortfall in your performance measured against the performance of major competitors.

Performance management is not a typical annually obligation to be completed within a little hassle as possible, but it is a constant and daily driver of the business. Performance management can be regarded as dynamic, ongoing and continuous process which is a largest contributor to organisational effectiveness. Performance appraisal is not apart from performance management but is a part of processes of performance management. Performance appraisal is not the entire process of performance management.

Performance appraisal is a formal system of reviewing and evaluation of individual or team task performance. Performance appraisal occurs at a specific time of the year. Performance appraisal is critical to the success of performance management. In schools, performance management should be a continuous process which should be done at all time by SMTs since it is their responsibility to make a good talent of educators great. Some scholars presents that the most effective and objective performance management is 360-degrees performance management, which they call it a complete performance management. In 360-degrees performance management, scholars claim that information about the performance of an employee of organisation is obtained through several sources both found internally and externally of the organisation (Rasseed, Aslam, Yousaf and Noor, 2011). Rasseed, Aslam, Yousaf and Noor (2011) further explain that:

The sources of information includes the immediate or middle management, top management, assistants, co workers, customers or clients, dealers, advisors and community officials.

This suggests that 360-degrees performance management can be obtained from anyone who interacts with the organisation or employee. In terms of school, this suggests that the school community, parents of learners, learners, educators, SMTs, DoE officials, researchers and all organisations with interest in the education can also give information about the performance of educators or schools. The information could emanate from what they observe about the performance of the educators and the schools.

2.3 Conceptual Framework

Performance management is essential about measuring, monitoring and enhancing the performance of staff, as contributor to overall organisational performance (Martines, 2000). It could be said that staff and organisational performance are closely interrelated. While the earliest form of staff performance management focussed on the performance management tools, modern approaches have emphasised the need to combine various tools in order to achieve an integrated and coherent performance management system (Armstrong & Baron, 1998). It was initially equated with tools such as work study, critical path analysis, or merit rating of various forms. In

the education, the most popular approach to performance management has been the use of staff appraisal system.

Efficiency drives in the public sector of many countries during 1980s and 1990s, further contributed to emphasise the notion that the performance of individuals should not be taken for granted and that higher productivity could only be attained through people (Martinez, 2000). This led to the principle that good performance should be rewarded, and that bad performance should not be tolerated and should be promptly addressed by management. Performance management has been constantly changing in recent years. Conceptual changes have usually followed changes in implementation. Armstrong and Baron (1998) used the following table to summarise these changes:

Table 2

Evolution in the Concept of Performance Management

From	To
<ul style="list-style-type: none"> ○ System ○ Appraisal ○ Outputs ○ Reward oriented ○ Rating common ○ Top-down ○ Directive ○ Monolithic ○ Owned by human resource manager ○ Profession/Cadre based 	<ul style="list-style-type: none"> ● Process ● Joint review ● Outputs/inputs ● Development oriented ● Less rating ● 360 degrees feedback ● Supportive ● Flexible ● Owned by users ● Service based

Recently, performance management adopted a more systematic approach by integrating with other planning and management system. Performance management became a process by which all managers and staff look at the performance of the individuals and the teams in the context of organisation objectives. The focus of performance management became the linking of the

individual with organisational targets and the means to set, measure the attainment of such objectives. Performance management is viewed as an open process where the teams, rather than the individuals, set and discuss openly the objectives and the targets as set, and where staff and line manager participate equally in such discussions. Modern performance management system put greater emphasis in team work, and in established planning review process. There is a realisation that a fully rounded view of performance must embrace *how people get things done* as well as *what* gets done. Performance management should adopt a development dimension and recognises that performance is a combination of factors, that is, staff, resources, protocols and systems.

Martines (2000) submits that staff members are no longer expected to *do things right* but to *do the right things*. Performance management is a means to the end. It is based on the assumption that organisational performance is closely related to the performance of individual staff.

2.4 Performance Appraisal System in Education

For the past two decades, studies have been done on schools and teachers' effectiveness. These studies have developed separately with little or no overlap and integration (Lee, Lam & Li, 2003). These studies on schools and teachers' effectiveness were aimed at ensuring that there was quality and effective teaching and learning in the school as an organisation. They should be interlinked, integrated, interrelated and developed together for better result. In countries such as New Zealand, Australia, England, the effective teaching and learning was enhanced through the introduction of the appraisal system. However, most of appraisal schemes seem to exclude the traditional approach of appraisal, that is, inspection (Muisj & Lindsay, 2008).

This exclusion of traditional approach was legitimate because the old traditional approach of appraisal schemes could not achieve what was expected, that is, quality and effective education. The new approach of appraisal system is accepted internationally because it yields better result and equally informs better practice (Wanzare, 2005; Odhiambo, 2005; Muisj & Lindsay, 2008). Countries like South Africa, Kenya, Japan, and China moved away from the old traditional approach of appraisal schemes because of its negative effects (Metcalf, 1994; Wanzare, 2005; Odhiambo, 2005). The appraisal system is very important because of its professional developmental effect on educators. Mo, Connors and McComick (2010) submit that a well-

planned and carefully implemented teacher appraisal system can have a far reaching effect on teacher effectiveness, while poorly planned teacher appraisal system can dampen staff morale and have negative effect on teacher performance. In order for teacher appraisal system to be meaningful and effective, it should be well planned and also implemented correctly. It stands to reason that on one hand, a teacher appraisal system which is well planned and wrongly implemented will not yield to desired results, that is, quality and effective education. On the other hand it is hard to implement correctly teacher appraisal system which is not well planned.

Teacher appraisal system should be well planned and well implemented in order to yield towards the required results of professional development. Muisj and Lindsay (2008) observe that professional development is an essential component of successful school development and teachers' growth, well-being and success. In South Africa, professional development is relevant and capable of addressing educators' needs and challenges since the teacher unions represented the aspirations of educators during the development of Integrated Quality Management System. Teacher unions negotiated teacher appraisal with the Department of Education (Thabane, 2000; Motilal, 2002). Educators' areas of development are identified correctly and together during educators' appraisal, thereafter, relevant and appropriate programmes of development could be drawn. Professional development involves providing many skills that educators can use to teach effectively (Muisj & Lindsay, 2008).

Teaching is indisputably recognised as a challenging, complex, everchanging and evolving profession that place context-specific demands on its practitioners. Educators are expected to be up-to-date, not only with the latest developments within their disciplines, but also with the current pedagogical trends and methods of behaviour and classroom management (Partridge & Debowski, 2008). Before the introduction of appraisal system, it was assumed that educators possessed the necessary teaching qualities, skills and abilities which educators learnt from their training institutions. It was also assumed that those teaching qualities, skills and abilities would help them to teach effectively (Davidoff & Lazarus, 1997). Educators' training was regarded to be adequate to prepare educators for their lifelong careers. Studies on development of subject matter and curriculum transformation in the subject matter were not taken into consideration that there were posing new challenges to educators.

These new challenges posed by new research, development and transformation of subject matter, curriculum and technology in educators' profession, were associated with educators' inability to provide quality education (Lee, Lam & Li, 2003; Mo, Conners & McComick, 2010). Countries shifted from providing compulsory education but focused more on the delivering of quality and effective education. The vehicle to deliver the quality and effective education are the educators. This action led to the transformation of the curriculum which was aimed at addressing numerous challenges facing education that can hinder the delivery of quality and effective education (Jensen & Reichl, 2011). The role played by teacher appraisal in the delivery of transformed quality and effective education by educators could not be overemphasised.

Appraisal in South African context is the on-going evaluation or assessment of performance at the workplace (Schuts, Bagraim, Potgieter, Viedge & Werner, 2003). It is about looking closer at what and how the worker is doing or saying at work. Appraisal system is a process of obtaining, analysing and recording information about the relative worth of an employee (Monyatsi, Steyn & Kamper, 2006). Performance appraisal is the systematic, periodic and an impartial rating of the employees' excellence in the matters pertaining to their present job and their potential for a better job. Performance appraisal is a systematic way of reviewing and assessing the performance of employees during a given period of time and planning for their future.

In any organisation, the objectives of the performance appraisal should be clearly stated (Schuts, Bagraim, Potgieter, Viedge & Werner, 2003). Van der Westhuizen (2002) identifies the key performance appraisals to include; reviewing the performance of the employees over a given period of time, to judge the gap between the actual and the desired performance, to help the management in the exercising organisational control and to strengthen the relationship and communication between superior and the subordinates and management employees. The other objectives of appraisal cited by Clark (2009) are as follows; to diagnose the strengths and weaknesses of the individuals so as to identify development needs for the future, to provide the feedback to the employees regarding their past performance, to provide information to assist in the other personal decisions in the organisation, to provide clarity of the expectations and responsibilities of the functions to be performed by the employees, to judge the effectiveness of the other human resource functions of organisation such as recruitment, selection, training, and development, and to reduce the grievances of the employees (Van der Westhuizen, 2002).

2.5 The Rationale for Teacher Appraisal

Many studies have been done on teacher appraisal in schools nationally and internationally (Thabane, 2000; Naicker & Waddy, 2002; Wanzare, 2002; Motilal, 2004; Odhiambo, 2005; Mathers, Olivia & Laine 2008; Jensen & Reichl, 2011). Teacher appraisal is an ongoing process of evaluating and managing the delivery of quality and effective teaching and learning by the educators in the school. It is the way of facilitating personal and professional development of educators in order to improve quality of teaching practice and education management (Van Deventer & Kruger 2003). Effective appraisal improves and maintains high standard of teaching.

Local and international literature on teacher appraisal shows that teacher appraisal has two major intentions. These intentions according to Nkambule (2010) and Jensen and Reichl (2011) are professional development and accountability. Professional development is formative in nature and focuses on the provision of feedback, useful on the improvement of teaching practice, involving meaningful professional development remedial strategies that can be employed in order to help educators to learn about, reflect on and improve their performances. Accountability is summative in nature and involves evaluating performance at a nodal point in a teacher's career. Meaningful and effective teacher appraisal would be realised when there is a link between formative and summative assessment. (Mo, Connors & McComick, 2010; Nkambule, 2010; Jensen & Reichl, 2011).

The first intention, which is formative, identifies the ways to improve performance of educators. The second intention, which is summative, determines whether the performance of educators has improved sufficiently such that the educators can be rewarded for their performance. Neither formative assessment nor summative assessment can operate on its own to serve well both educator and school effectiveness (Mathers, Olivia & Laine, 2008). Both formative and summative assessment is needed for effective teacher appraisal. Andrew and Barnes cited by Mo, Connors and McComick (2010) considered formative assessment as process evaluation and summative assessment as product evaluation.

Teacher appraisal should not be regarded as a punitive measure but a way of assisting educators to achieve more especially when they are teaching in the classroom. Van Deventer and Kruger (2003) regard teacher appraisal as a process to facilitate the personal and professional development of educators in order to become more effective and efficient as well as to improve the quality of their teaching practice and management of education. In addition, effective and efficient teacher appraisal is a way of maintaining a high level of academic standard and achievements, as well as building and maintaining effective schools.

The important question one may ask is *what is the rationale for teacher appraisal?* In answering the question, Mullins (1996) observes that a comprehensive appraisal system can provide the basis for key managerial decisions such as those related to the allocation of duties and responsibilities, pay, delegation, levels of supervision, promotion, training and development needs and even retrenchment. On a similar vein, if an appraisal system does not have a clear purpose; it will just be a meaningless exercise (Mo, Corners & McComick, 1998). In support of the assertion, Taylor (1998) states that appraisal involves letting people know what is required and expected of them, assessing how they are doing, reviewing the performance and potential of staff (Taylor, 1998). Three main purposes of staff appraisal which include: to serve as a basis for modifying behaviour towards more effective working habits; to provide adequate feedback to each employee on his/her performance, and to provide data to managers with which they may judge future assignments and compensation (Mullins, 1996; Kermally, 1997). The likely benefits of staff appraisal identified by Mullins (1996) and Kermally (1997) are:

- a) Identification of an individual's strengths and weakness;
- b) Identification of problem which may be restricting progress and causing inefficient work practices;
- c) Development of greater degree of consistency through regular feedback on performance and discussion about potential which encourage better performance from staff;
- d) Provision of information for human resource planning to assist succession planning and determine suitability for promotion and for particular types of employment and training;

- e) Improvement of communication by giving staff the opportunity to talk about their ideas and expectations and how well they are progressing;
- f) Improvement of the quality of working life by increasing mutual understanding between managers and their staff.

Looking at the purpose of teacher appraisal in schools in Kenya and other developing countries, unsystematic teacher appraisal has long flourished (covertly and unfairly) based on impulse, prejudice and incorrect or inadequate data (Wanzare, 2002; Odhiambo, 2005). However, Wanzare (2002) claims that the situation in Kenya has changed, feedback provided during the appraisal process is now a vital tool of informing all those involved in the schools about what ought to be done in order to map the way forward. Monyatsi, Styen and Kamper (2006) observe that governments worldwide are becoming aware of the need to examine educational provision carefully and critically to ensure the relevance and appropriateness to the needs of youth. It is worth noting that teacher appraisal is important as it leads to the improvements of teacher performance and motivation in the interest of enhanced and relevant learning opportunities for all learners (Monyatsi, Styen & Kamper, 2006). However, Poster and Poster (1992) submit that appraisal is one of techniques for integrating the individual into the organisation. Teacher appraisal should therefore be viewed as one of those interventions, including professional development, in-service training and career planning, which are aimed at developing the teacher's knowledge, skill and confidence (Goddard & Emerson, 1995).

2.6 Assumptions Held about Teacher Appraisal

An effective and meaningful system of teacher appraisal should base certain assumptions about teaching, teachers and entire evaluative process (Armstrong & Baron, 1998). A university committee which was looking largely on the work of Dr Sweeney of Iowa State University agreed on fundamental assumptions about teacher appraisal. These assumptions include the following:

- Teacher competence involves a complex set of knowledge, abilities and personal attributes in dynamic interplay. Effective teaching is goal-directed, purposeful and rational.

- Growth and development are achieved in an environment marked by respect, trust and collegiality. Professional growth and accountability are shared responsibilities. Staff and evaluator must work together to develop and implement an effective system.
- Teacher performance can be monitored formally and informally. Where there are questions or concerns about performance these concerns should be communicated to the teacher and formal approaches to assist the teacher and assess performance implemented.
- Teachers are qualified to make decision about their growth and development. Given the proper environment and opportunities, teachers will make sound decisions about how to develop their knowledge and skills to improve student learning.
- Reflections and analysis are the heart of instructional practice and of professional growth. For effective teachers teaching is dynamic, they learn by doing, as well as by reading and watching others. Teacher growth is enhanced in an environment that encourages thoughtful consideration of practice and active problem solving.
- The school must assure patrons that every student has a teacher who provides a caring classroom environment for all children and that the teacher effectively facilitates learning.

Since there are fundamental assumptions about teacher appraisal, it is worth mentioning that the aims of teacher appraisal are also clearly defined. According to Emerson and Goddard (1993), the following aims are set for teacher appraisal:

- To recognise the achievements of teachers and help them to identify ways of improving their skills and performance
- To help teachers, governing bodies and local education authorities to determine whether a change of duties would help teachers' professional development and improve their career prospect
- To identify teachers' potential for career development, with the aim of helping them, where possible, through appropriate in-service training.
- To help teachers having difficulties with their performance, through appropriate guidance, counselling and training.
- To inform those responsible for providing references for teachers.
- To improve the management of the schools.

These aims assist in reforming the public sector to reflect the best commercial practice through performance management. This has involved putting emphasis on leadership, explicit standards, measures of performance and replacing the public service ethics with stressing on commercial styles of management (Mo, Connors & McCormick, 1998). There has been also a great deal of pressure from the public for the evaluation of teacher performance for purposes of accountability. Jennings and Lomas (2003) argue that there are a number of stakeholders who have shown interest in the teacher appraisal process. Oliva and Pawlas (1997) cited by Odhiambo (2005) submit:

Such demands made teachers felt that they are the most scrutinized professionals in the world. They live in the public eye. Their performance in class and their behaviour out of class are evaluated by the public, students, and other teachers, and administrators.

Studies focusing on the decline in the quality of teaching and learning in schools, however, project a view among scholars which says that effective teacher appraisal programme can lead to the delivery of quality education. Odhiambo (2005) supported the assertion when he submits that:

The most important purpose of a school is to provide children with equal and enhanced opportunities for learning; the most important resource a school has for achieving that purpose is the knowledge and skills of its teachers; and the most important strategy for maintaining and improving the resource is a career development process of teacher evaluation and professional development.

In the same vein, educators in general through their unions agree that evaluation of teacher performance is important and essential. There should be guiding principle that should be considered when appraising educators (Duke, 1995). Van Deventer and Kruger (2003) identified nine guiding principles should be taken into account when exercising teacher appraisal:

- The process of teacher appraisal should be open, transparent and developmental.
- Teacher appraisal is in essence a developmental process, which depends upon continuous support. It is designed and intended to entrench strengths, develop potential and overcome weaknesses.
- The process of teacher appraisal should always involve relevant academic and management staff.

- Teacher appraisal should include all stakeholders, and those involved should be trained to understand and conduct the process.
- Educators should be informed of all aspects of teacher appraisal process, so that they can take the initiative to conduct the process of appraisal.
- Prompt feedback by way of discussion and written communication to those who are being appraised should be one of the indispensable element of teacher appraisal
- The appraisee has the right to have access to and respond to the appraisal report. The *audi alteram partem* rule should apply.
- The instruments used in the teacher appraisal should include appropriate criteria to appraise the nature and level of the work performed.

The above guiding principles were used as a base to inform the principles of Integrated Quality Management System in South Africa. More details where these issues are unpacked are found in other sections of the literature review.

2.7 Teacher Appraisal: The Critique

Critiques of appraisal have continued as the appraisal has increased in use and scope across sectors and occupations (Prowse & Prowse, 2010). Carron (1994) raised the following challenges which are facing teacher appraisal. The scholar reports that there has been a very rapid expansion of the education system, the number of teachers and schools to be inspected increased dramatically, while the numbers of inspectors did not follow the same trend. Consequently, in most developed and developing countries, inspectors complained that they had too many schools to supervise. Too much time and energy was spent on report writing and administrative duties while professional contacts with the teachers were being reduced to a minimum (Prowse & Prowse, 2010). In most developing countries, budget for inspectors to visit all schools for the purpose of appraisal was limited (Monyatsi, Styen & Kamper, 2006).

Another critique of appraisal is raised by Newton and Findley (1996) who opine that with the introduction of democratic norms in the schools worldwide, there is greater participation, greater autonomy and less control in the education sector. Therefore, appraisal managers should not be conservative, bureaucratic and authoritarian. Newton and Findley (1996) submit that in any democratic setting, there is freedom of choice and educators should not be oppressed. This

position is at variance with appraisal tenet. It is based on the assumption that appraisal ratings were a technical question of assessing 'true' performance and needed to increase reliability and validity of appraisal as an instrument to develop motivation and performance. In addition to the above assertion, Prowse and Prowse (2010) argue that there are problems such as an assumption that you can state job requirements clearly and that the organisation is 'rational' with objectives that reflect values and the judgment by appraisers are value free from political agendas and personal objectives.

In the Peoples Republic of China, education professionals also regard teacher appraisal as crucial in raising educator and overall school quality (Lee, Lam & Li, 2003). However, in practice, teacher appraisal had not been very effective in achieving the enhancement of effective quality education. The author states that teacher appraisal outcomes involve simply meeting procedural requirements without enhancing the professional development of educators and improving the quality of education. Fletcher and Williams (1996) cited by Prowse and Prowse (2010) opine that such practice should be guided against so as to ensure that teacher appraisal achieves what it was desired to achieve, namely, the enhancement of effective quality education.

Studies have shown that in the context of carrying out teacher appraisal, there is no single process of evaluation that is widely employed or acceptable. In practice, a variety of processes have been used and implemented depending on the context of the country. However, most current evaluation systems tend to depend heavily on classroom observation. Data collected during classroom observations may assist in identifying successful teaching practices and strategies (Hopkin, 1997). It is important that these processes should be conducted in a consistent, fair and equitable manner that would enhance effective quality education that will benefit learners.

2.8 Integrated Quality Management System (IQMS)

Resulting from negotiations between the Department of Education and teacher organisations in South Africa, an agreement was reached to establish Integrated Quality Management System. The IQMS has in its fold three programmes that have been debated, and discussed for years by the principal stakeholders. The philosophy that underpins IQMS is based on the 'fundamental belief' that the purposes of the new measures are to determine competence, assess strengths and

area for development, provide support and opportunities for development to assure continued growth, promote accountability and monitor an institution's overall effectiveness (ELRC, 2003).

The IQMS Manual (2005) states that IQMS is concerned with reviewing the performance and identifying strengths and weaknesses, professional development, performance measurement, accountability and pay awards, and sustaining quality service and school effectiveness. The IQMS contains general statements that imply agreement among all reasonable people in South Africa:

For the Department of Education and for all educators- the main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching, and for this we are all accountable to the wider community (ELRC, 2003).

According to the ELRC (2003), the IQMS consists of three integrated systems. These systems are as follows; the Developmental Appraisal System (DAS), Whole School Evaluation (WSE) and the Performance Management System (PMS). This integrated system is aimed at identifying specific needs of teachers, schools and district offices; providing support for continued growth, promoting accountability, monitoring an institution's overall effectiveness; and evaluating teachers' performance. In order to give stakeholders a clear direction of their functions, ELRC (2003) outline the purpose of each of the three integrated system thus:

- a) The purpose of Departmental Appraisal (DA) is to appraise individual educators in a transparent manner with a view to determine areas of strength and weakness, and to draw up suitable programme for individual development. It also includes self-evaluation by the educators, the development of an instrument plan for lesson observation and observation of an appraisee while he or she is involved in practical teaching in class. The information that is collected during this process is crucial for Staff Development Team (SDT) to do planning of school improvement.
- b) The purpose of Performance Measurement (PM) is to evaluate individual educators for salary progression, grade progression, affirmation of appointments from probation and rewards and incentives for good performance. PM takes place during the end of the year when there is an assumption that development happened throughout the year. The scores were awarded to each

educator and submitted to the Department of Education. PM is summative in nature and is based on the work that has been done by individual educators during the course of the year.

c) The purpose of Whole School Evaluation (WSE) is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning. These three programmes are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of the various programmes. WSE could be regarded as an external accountability system and as a result, it evaluates the effectiveness of the whole school on continuous basis (Weber, 2005).

IQMS paid careful attention to integrating the three constituent programmes: Development Appraisal, Performance Measurement and Whole School Evaluation are supposed to complement each other, without duplication of structures and procedures (Weber, 2005). Performance Measurement and Development Appraisal have to be completed in one school year and these programmes are joined together by Whole School Evaluation.

The core of evaluation criteria is the quality and effective of teaching and learning. The evaluation is conducted by officials from district and/or regional and/or provincial and/or national offices of the Department of Education by the team of experts from quality assurance and assessment, school management, governance, curriculum, staff development and financial planning. It is conducted at any time of the year after the first phase of interval evaluation has been implemented. Emphasis on expertise also applies to lesson observation, because only subject experts are to observe lessons in a particular learning area or subject. From all indications, the IQMS is aimed at the government's employee- teachers; it does not explain by what procedures the national Education Department will be made accountable (Weber, 2005).

2.9 Implementation Process of IQMS

The implementation of IQMS in South Africa implies that professional development should be placed high on the school's agenda (Mestry, Hendricks & Bisschoff, 2009). All school based-educators (post level one educators, heads of departments, deputy principals and principals) are assessed through IQMS. Each and every educator should have a personal file where all his/her records in connection with IQMS are kept. The file is called Professional Development Portfolio (PDP). An educator may use IQMS records as part of his/her *curriculum vitae*. Principals and

deputy principals are assessed or appraised by Education Management Services (EMS) (Mestry, Hendricks & Bisschoff, 2009). Principals and deputy principals are assessed in terms of their competences as managers and leaders (Mgijima, 2000). Deputy principals and principals are evaluated with performance standard 1 to 12 while heads of departments are evaluated from performance standard 1 to 10. Furthermore, post level one educators are evaluated from performance standard 1 to 7.

Principals are responsible for managing and driving IQMS in their schools, moreover, principals are also responsible for the advocacy and training of educators at school. During the advocacy workshop, the principal sets up School Development Team (SDT) democratically. This is done so that the SDT could enjoy the confidence of the staff (Khumalo, 2008). It is worth noting that the SDT enjoys representation of both School Management Team (SMT) and post level one educators when they are democratically elected. Each school decides on the size of its SDT depending on the number of the staff. The Act clearly stipulates the term of office of the SDT members is a period of 3 years. The 3 years period for the members is for the sake of continuity and stability (Mgijima, 2000). If a member of the SDT leaves the institution or dies, the Act allows for the replacement of such member through democratic means.

2.10 IQMS Structures and their Responsibilities

The SDT consists of the principal and elected member of staff (Motilal, 2002). The major duty that is performed by the SDT is to assist the principal to drive the appraisal process fairly in the school (Khumalo, 2008). Other duties performed by the SDT according this scholar includes; preparing management plan for the implementation of the IQMS in the school, setting up the deadlines for all educators to conduct their self-evaluation, setting up the deadlines for all educators to set up their Development Support Groups (DSGs), drawing and reconciling the lists of all DSGs before the end of February of every year. Similarly, the SDT equally set the deadline for all classroom observations to be conducted before the end of March of every year, the setting up of all Personal Growth Plans (PGPs); resolving differences and co-ordinate internal WSE process. Again, the SDT ensures that IQMS is applied consistently, and liaises with the external WSE Team to co-ordinate and manage cyclical external WSE process.

Each educator has to determine his/her Development Support Group (DSG). This is done in the spirit that educator owns the process. The DSG should be selected on the basis of expertise relating to the needs of the educator. The DSG consists of the educator, peer and immediate supervisor. A peer should be someone who has expertise and insight on the learning area/subject matter. Peers can be taken from the school, but in the case where there is not enough expertise in the school, the option of choosing peers from outside the school would be considered (Weber, 2005). A peer should be a person who will help the educator to develop and should also be able to be in the shoes of the educator who is appraised. According to Jensen and Reich (2011), effective peer observation builds and promotes trust and mutual support among the colleagues. Immediate superior or supervisor could mean the head of department in the case of where educator is being appraised, deputy principal or principal in case of where head of department is being appraised, principal in case of where deputy principal is being appraised and Superintendent of Education Management (SEM) in the case of principal being appraised (ELRC, 2003). Educator is supposed to take an initiative in his/her professional growth and development, and equally consult the DSG about the timing of discussions, meetings, class visits and contextual factors.

The DSG should provide mentoring and support to the educator, and should also help in the development of the educator's PGP which identifies ways in which the educator needs help. The DSG does classroom observation which gives a baseline for educator. This baseline is then used for comparison when later evaluations are done. The DSG works with the SDT to identify and consolidate the needs of all educators in the school so that Staff Improvement Plan (SIP) is drawn. The DSG does formative and summative assessment of education and ensure that the educator benefits from the appraisal process. The DSG is responsible for the scheduling of the pre-evaluation meeting for Baseline Evaluation (BE).

According to the ELRC (2003), the baseline evaluation is done using Performance Standards (PS). Performance standard 1 to 4 is used for classroom observation. Performance standard 5 to 7 for post level one educator, 5 to 10 for heads of departments and 5 to 12 for deputy principals and principals and is used outside the classroom. During the baseline evaluation, educator should be briefed about what is expected from him/her. The educator should be made to understand the PS, its criteria and the scoring method. The date for classroom observation should be clearly set.

The educator should tell the DSG which lessons will be taught, the purpose and how it fits in the work schedule. For the items that are not observable in one lesson, the educator needs to provide additional evidence such as mark book, lesson plans, and learners' workbook. Some performance that cannot be observed in one lesson, the DSG should monitor the educator's performance throughout the year like attending and facilitating workshops, coaching, cluster coordination, and so on.

After the baseline evaluation has been done, the DSG will help the educator to draw up a PGP, that is, the ways in which the educator needs professional growth and development. Arrangements of development activities are made, these development activities should look at what should be done by the educator, the school and the district office to develop him/her, including targets and time frames. It should also include what can be done by the school in terms of monitoring and support for district office in terms of Continuous Professional Training and Development (CPTD) and In-service Training (INSET). The DSG should consider the adjustment of the educator's scores in the case where educator has asked for help or assistance. The DSG should keep in contact with the educator all year round on any issue that is hampering his/her performance. After a review has been done at the end of the year and it is discovered that there is any contextual factor that hampered the performance of educator, the contextual factor(s) should be recorded and taken into account when the scores are awarded or adjusted accordingly by DSG.

Baseline evaluation is conducted in the classroom using IQMS instrument which consists of PS 1 to 4. The educator is evaluated in the creation of positive learning environment that enables the learners to participate actively and to achieve success in the learning process. The educator is evaluated whether he/she possesses appropriate knowledge, skills, values, and attitudes (SKVs) which are demonstrated in the creation of meaningful learning experiences. The educator is also evaluated whether he/she is able to demonstrate competence in planning, preparation, presentation and management of planning instruments. Example of planning instrument is teacher portfolio which contains the Learning Programme, Work Schedule and Lesson Plans. The educator is finally evaluated on his/her competence in monitoring and assessing learner progress, providing feedback and raising levels of achievement. During and after lesson observation, each DSG member ticks the scores (from 1 to 4) and this is based on general

observation of educator's performance, thereafter, the DSG will write scores for the PS that can be achieved outside the classroom.

After the lesson observation, there is a post-evaluation meeting between the DSG and the educator. The DSG gives its overall of the educator's performance, and gives feedback in a supportive way. The DSG discusses scores with motivation where this is needed. The educator and the DSG discuss any contextual factors which may need to be considered to influence the maintenance, review or adjustment of the scores. In case there are any differences of opinion between an educator and DSG, differences of opinions should be resolved at that level. Where agreement cannot be reached, the matter should be referred to SDT within a week. If there is still no resolution within 5 working days, either party may request a formal review by the Grievance Committee (GC) at the district office. If the grievance is not resolved by the district office, grievance may go as far as Head Of Department (HOD) who will investigate the recommendation and motivation, and make a final decision within five working days.

2.11 Challenges Facing Administering of IQMS

Since the inception of IQMS, a considerable number of challenges have been identified (Mathula, 2004; Marneweck, 2007; Biputh, 2008; Khumalo, 2008; Letsoalo, 2009; Mestry, Hendrics & Bisschoff, 2009; Nkambule, 2010). One of the challenges is the lack of human capacity. It is the stakeholders' and structures' responsibility to implement IQMS efficiently and effectively in schools. These stakeholders are principals, deputy principals HODs and educators. The knowledge of these stakeholders about IQMS cannot be guaranteed since even the training about IQMS was a once-off. The training of IQMS was not quality assured. Some scholars assign the insufficient training provided to educators and lacking of insight by facilitators of IQMS as the cause of lack of capacity in implementing IQMS. It stands to reason to doubt that the once-off training of IQMS reached well and able to skill well the principals who were appointed after the once-off training. The term "once off" suggest that educators who join the system after training and those educators who assumed positions of responsibilities through promotions after the once-off training about IQMS were not catered for. Therefore, not all stakeholders, that is, the DSGs, SDTs, principals and educators can claim a full understanding and correctly administering of the IQMS processes. This is an indication of the extent to which

adequate training on IQMS implementation was done. The lack of human capacity could result in lack of confidence and commitment in undertaking the appraisal process.

While structures like DSGs and SDTs were tasked with the role to drive and ensure that the IQMS is implemented well, some challenges have hindered them from doing their task correctly. Time constraint is one of such challenges. Most principals do not have enough time to administer IQMS effectively. Principals are faced with many management responsibilities in the schools. They do not give much attention to the implementation of IQMS. While principals are tasked to lead the appraisal process, but principals are also tasked with other management and administration duties and responsibilities. This end-up with the principals worried about meeting the due dates of the submission of scores of IQMS to the District rather than the quality of the process of IQMS. This also questions the authenticity of the scores which were made by DSGs and endorsed by the SDTs.

The DSGs and the SDTs are also full time educators. There is no time allocated for them to do their task concerning IQMS process as the IQMS documents prescribe. For instance, peers are full time class educators who are also supposed to teach their classes while at the same time they are supposed to observe their peers for IQMS purpose. The HODs are supposed to teach and do their supervisory role. Both HODs and peers do not have time allocated for the IQMS process. Therefore, the implementation of the IQMS is in conflict with the delivery of quality and effective education. During the time HODs or peers are doing class observation (engaged in doing IQMS), their classes remain unattended. There is so much paperwork to be done in the entire process. Therefore, some of the schools are not able to put the whole IQMS processes into practice and be able to score educators correctly.

The peer is supposed to score another educator while that peer does not understand the process and paperwork involved. The likelihood of the peer being sympathetic to the appraiser cannot be underestimated since peers are expected to be in the shoes of their fellow peers. The busiest schedule of the principal does not allow the principal enough time to interact with the scores and the process of IQMS. In most cases, principals compile the scores for submission purpose in order to meet the due date. Districts do not have enough staff to monitor that IQMS is implemented correctly in all schools. Therefore, it seems as if districts are only interested in

scores and summaries of IQMS so that the submission to the Province could be done in time. On one hand, districts have little staff to ensure that all schools are administering IQMS in a uniform and consistent manner. On the other hand, districts have little staff to check the authenticity of the scores and honesty.

This absence of checking mechanism could contribute to the manipulation of scores in IQMS for the sake of getting incentive. This manipulation of scores could be the reason why in most cases, the scores from IQMS reflect that the performance of educators does not match the performance of learners and education system as such. Educators received high scores which do not suggest a need for further development while the assessment of learners in terms of Grade 12 examination and Annually National Assessment (ANA) reflect poor performance by the learners. Some DSGs, SDTs principals and peers accept the high scores in order to avoid interpersonal conflicts within the school and also to seek favours in return to get high scores. The acceptance of minimum standards for incentives compromises the delivery of quality and effective education. IQMS turns to be a once off practice in a year. Biputh (2008) submits that there is unannounced form of resistance by some educators to be evaluated. The unannounced form of resistance of educators to be evaluated could be caused by incorrectly administered of IQMS or lack of full understanding of IQMS processes. Low moral for appraisal and inability to deal with massive policy change could also be assigned with the unannounced form of resistance by some educators to be appraised (Mathula, 2004; Marneweck, 2007; Biputh, 2008; Khumalo, 2008; Letsoalo 2009; Mestry, Hendrics & Bisschoff, 2009; Nkambule, 2010).

2.12 Conclusion

The literature has demonstrated the importance of IQMS and how it can be implemented efficiently and effectively. Scholars have shown that it should be all stakeholders' responsibility to perform their roles and on impartial way. The success of implementing IQMS relies on the knowledge and commitment of the personnel who are tasked with duties and responsibilities to carry it out. The literature has laid a good base for the next chapter which focuses on issues of research design and the methodology that was adopted for the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter, I reviewed wide range of literature (both nationally and internationally) on the challenges of performance management on school effectiveness. Literature highlighted the importance of IQMS in the sustenance of quality and effective education in South Africa. In this chapter, the focus is on the design, the methodology applied, and the methods used to collect data.

3.2 Research Design

A research design is a strategic framework or plan that guides research activity to ensure that sound conclusion is reached (Blanche, Durrheim & Painter, 2007). The research design may vary along a continuum from inflexible blueprints at the one extreme to pragmatic guides for action at another extreme. In another development, a research design provides the procedural outline for the conduct of any given investigation. According to Nworgu (2006), major functions of research design are to:

- a) Provide the researcher with the framework or blueprint for tackling a particular educational problem.
- b) Help in the delineation of the research purpose and boundaries. Proper delineation of the scope of the research is facilitated by research designs.
- c) Acquaints the researcher with the potential problems in the execution of the study. Research design acquaints the researcher about the problems to anticipate in the execution of the study.
- d) Provide clues about the problems to expect during data collection and the likely cost of the study in terms resources (human, materials, time and finances).

With the functions of research design highlighted above, and with the nature of the topic under investigation, I have chosen a case study research design in carrying out this study.

The selection of the research approach is a critically important decision (Creswell, 2008). The research approach does not simply inform the research design but it gives the researcher the opportunity to critically consider how each of the various approaches may contribute to, or limit the study. The research approach allows the researcher a chance to satisfy the articulated objectives and design an approach which best satisfies the researcher's requirements (Creswell, 2008). My study fits broadly within the interpretivist paradigm. The reason for the location of this research within the interpretivist paradigm is to understand and interpret a specific context rather than to generalise or replicate the study. The interpretive paradigm views reality and knowledge as being constructed through interaction with the social context.

A central tenet of interpretive inquiry is that, as Jennings (1983) reports, "human beings are essentially makers of meaning; they are purposive agents who inhabit symbolically constituted cultural orders, who engage in rule-governed social practices, and whose self identities are formed in those orders and through those practices". An interpretivist assumes that knowledge and meaning are acquired through interpretation.

In the same vein, interpretive is of the view that an individual seeks an understanding of the world in which they live and work. Neuman (2000) argues that individuals develop subjective meanings of their experiences-meanings directed towards certain objects or things. Still looking at the interpretive paradigm, Crotty (1998) highlighted the following assumptions: Meanings are constructed by human beings as they engage with the world they are interpreting. Human beings engage with their world and make sense of it based on their historical and social perspectives. We are born into a world of meaning bestowed upon us by our culture. It is on the basis of the above assumptions that I located this study on the interpretive paradigm in order to have an in-depth understanding on the challenges of performance management on school effectiveness.

3.3 Research Methodology

Research methodology refers to the procedural rules for the evaluation of research claims and the validation of the knowledge gathered (Best & Kahn, 2003). Similarly, Sekaran (2003) defines research methodology as academia's established regulatory framework for both the collection and evaluation of existing knowledge for the purpose of arriving at, and/or validating new knowledge. Cooper and Schindler (1998) maintain that the determination of the research

methodology is one of the key challenges which confront researchers. This is because the quality and value of any research is largely predicated on the extent to which the researcher has clearly articulated his/her methodology. Accordingly, given the importance of research methodology to any research study this section outlines and justifies the current research's selected methodological design. I have decided to adopt qualitative research methodology. The decision for the adoption and application of this approach was triggered by the nature of the research study and the type of data collected.

3.4 Qualitative Approach

In this study, I adopted qualitative research approach. According to Denzin and Lincoln (2008) one of the challenges in understanding qualitative research is the overwhelming variety of extant approaches to inquiry. More specific characteristics of qualitative methodology are dependent on the particular research paradigm undergirding a chosen approach. Hancock (1998) argues that in qualitative research on education, one cannot only be used to study "what is" and "what may be" but can also be used to explore possible vision of what could be.

In addition to the above, qualitative researchers collect data in the form of written or spoken language, or in the form of observations that are recorded in language, and analyse the data by identifying and categorising themes. Qualitative methods allow the researcher to study selected issues in-depth, openness, and detail as they identify and attempt to understand the categories of information that emerge from the data (Hancock, 1998). From the above premise, I adopted qualitative approach in order to explore in-depth the challenges of performance management on school effectiveness.

3.5 Case Study Approach

Case study is a research strategy which focuses on understanding the dynamics present within single settings (Eisenhardt, 1989). Case study is defined as ideographic research methods, that is, methods that study individuals as individuals rather than as members of a population (Yin, 2003). Similarly, Nworgu (2006) argues that the case study is an intensive study geared towards a thorough understanding of a given social unit. The social unit, according to the scholar, may be an individual, a group of individuals, a community or an institution (Hancock, 1998). A case

study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles (Cohen, Manion & Marrison, 2011). On these grounds, Verschuren (2003) reports a range of authors who argue that a distinguishing feature of case study research is holism rather than reductionism.

Nworgu (2006) argues that case study research employs a variety of data gathering techniques such as questionnaire, observation, interview, test, among others. In the same vein, case study is useful in providing relevant background information which may give rise to more extensive investigations. In addition, it provides specific instances for testing or validating earlier findings or important theories. In agreement to Nworgu's position, Yin (2003) observes that case studies have the advantage of allowing new ideas and hypotheses to emerge from careful and detailed observation. Hitchcock and Hughes (1995) opine that case study is particularly valuable when the researcher has little control over events, that is, behaviours cannot be manipulated or controlled.

In this study, I adopted a qualitative case study design. I found qualitative case study to be relevant in explaining the phenomenon of the three secondary schools which practiced performance management through Integrated Quality Management System (IQMS). As earlier stated in the previous chapter, IQMS consists of three programmes (Developmental Appraisal, Performance Measurement and Whole School Evaluation), and it is aimed at enhancing and monitoring performance of the education system. The three programmes were implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of various school programmes. I opted for a case study because of the interest in the in-depth investigation of challenges of performance management on school effectiveness.

In this study, the case under investigation in this case study is the challenges that are found in schools when administering performance management.

3.6 Research Instrument

This study was undertaken as a case study in the three secondary schools in Town Circuit in City District. In order to do justice and equally carry out an in-depth investigation on the topic, I employed semi-structured interviews. Interview focuses on eliciting information from the

respondent through some verbal interaction between him/her and the researcher (Hancock, 1998). In a similar development, Cohen, Manion and Marrison (2011) report that interview involves two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information. Nworgu (2006) highlighted the guidelines for conducting a good interview to include:

- a) A good rapport between the interviewer and the interviewee is very necessary and has to be established before the interview begins.
- b) The use of technical terms or jargon should be avoided
- c) It is usually advisable to probe further the responses given by the interviewee for more details.

Again, in term of convenience, interviews allow for some kind of balance between the researcher and the participants, and also provide much room for negotiation, discussion, and expansion of participants' responses. This position is supported by Noor (2008) who submits that interviews also offer sufficient flexibility to approach different respondents differently, while still covering the same areas of data collection.

Before I embarked on the interview, I did apply for ethical clearance from the University of KwaZulu-Natal to conduct research study on the selected schools. It is worth mentioning that the ethical clearance was granted. I also wrote to KwaZulu-Natal Department of Education (KZN DoE) seeking their permission to carry out a study in the selected schools and the approval was granted. It was after I have obtained the approval from the KZN DoE that I prepared the consent form that was given to my participants seeking their consent to participate in the interview. Before the actual interviews began, all participants were informed about their rights to withdraw from the interview at any point if they feel that their private life was about to be compromised. Interviews were recorded using a cellular phone and were stored in the memory card of cell phone. Participants were informed about the intention to record interviews by cellular phone and the reason. The participants were assured that the information in the memory card of the cellular phone was only to be used for the purpose of the study at hand.

3.7 Purposive Sampling

Purposive sampling was employed in selecting the participants. According to Teddlie and Yu (2007), purposive sampling involves a trade-off: It provides greater depth to the study than does probability sampling. Purposive sampling provides lesser breadth to the study than does probability sampling. Nworgu (2006) holds it that in purposive sampling, specific elements that satisfy some pre-determined criteria are selected. The reason for the application of purposive sampling was based on the rich knowledge that the selected population had on the subject matter under investigation. Perhaps, it is on this premise that Teddlie and Yu (2007) submit that in purposive sampling researchers use their own judgment about which participants to choose, and they select only who best meets the purpose of their studies.

3.8 Interview Guide

The eight sets of questions were developed for interviewing the post level one educators. Another eight sets of questions were developed for the Heads of Departments. Two Heads of Departments from the best performed departments in 2010 Grade 12 results were chosen from each of the secondary schools. Under each department, two educators whose learners achieved high pass rate in Grade 12 in 2010 in the schools were also interviewed. During the actual interview process, points of clarity or permission to rephrase the questions were accepted. If the response from my participants was not well understood, I had to probe the respondents for further clarifications. Respondents were allowed to use English or IsiZulu when they were responding to the questions. Each interview lasted for approximately 45 minutes but I have to state that there were instances where the interviews lasted for longer than that.

3.9 Sample Size

Table 3

PARTICIPANTS	SCHOOL A	SCHOOL B	SCHOOL C	TOTAL
HEAD OF DEPARTMENTS	02	02	02	06
EDUCATORS	04	04	04	12
TOTAL	06	06	06	18

From the three secondary schools, I purposively selected two heads of departments. Four educators per school were also chosen from these schools. In order to maintain highest degree of confidentiality and anonymity, the selected schools were identified by letters such as School A, School B and School C. It is worthy of note that these three schools achieved the best academic results in 2010 among schools in Town Circuit which is under City District, in deep rural of KwaZulu-Natal. A breakdown of the results shows that School A received 100% pass rate Grade 12 final examination results in 2010. School B received 100% pass rate in Grade 12 final examination results in 2010. The School C receives 98% pass rate in Grade 12 final examination results in 2010. Most of the schools could be regarded as the disadvantaged schools because of non-availability of essential social amenities. Because of the variation in the provision and availability of social amenities in the study area, most of the schools in the Town Circuit were demarcated into Quintile 1 (the neediest and most disadvantaged schools). Quintile is the way the DOE classified the schools into 10 point scale (i.e. from 1 to 10) according to their needs. The neediest and most disadvantaged school in terms of resources schools are classified as Quintiles 1, 2 and 3. The average needy and disadvantaged schools are rated from Quintile 4, 5, and 6. The less needy and less disadvantaged schools are classified as Quintile 7, Quintile 8, Quintile 9 and Quintile 10.

3.10 Research Sites

Table 4

Sites	School A	School B	School C
Principals	01	01	01
Deputy Principals	01	00	01
Heads of Departments	03	02	03
Educators	15	08	15
Learners	612	361	596

This study is carried out in three secondary schools in which I labelled them as School-A, School-B and School-C.

The School-A

The School-A as already highlighted earlier has a population of 612 learners and 19 educators. Learners and educators are Africans. The School-A is situated next to the tarred road. The school has minimal instructional resources, in spite of that the school normally experience irregular supply of pipe borne water. The school is demarcated as Quintile 1 by the DOE.

The School-B

The School-B has a population of 361 learners and 11 educators. Learners and educators are Africans. The road is not tarred and when it rains, the school is not reachable due to the nature of the topography in which the school is sited. Just like in School-A, this school experienced insufficient supply of tap water which makes learning and teaching process rather difficult. The school is categorised as Quintile 1 by the DOE.

The School-C

The School-C is a boarding school for girls only. The school has a population of 596 learners with 19 educators. The school is stretched to its capacity because it was built to accommodate about 400 learners. The school is categorised as Quintile 1 by the DOE.

3.11 Securing Appointment and Administering of Interviews with my Participants

In 2010, there was a meeting of the cluster of schools. In that meeting, the principals of participating schools were requested to share their successful experiences on their learners' academic performance in Grade 12. It was then, that I realised that those schools had high pass rate at Grade 12 level over the last five years. After the meeting, I requested those principals to allow me to do research in their schools. The principals showed interest in my plea and accepted it. I followed the proper procedures by applying to the DOE for permission to conduct this study. After receiving permission from DOE to conduct the study in these three identified schools, I informed the principals. I set on appointment with principals for the interviews.

In School-A, I requested two HODs and four educators to participate in the study. The appointment was at 13h30. From all the indications, this time was fixed in order to give room for educators to finish in doing their work with their learners. It took three days to conduct the interviews. I used three days in School A. In other words, I interviewed all my participants from School-A in three days. Though, some educators were attending workshops, I had other options. I waited for them to finish, thereafter, I interviewed them. I interviewed educators in the deputy principal's office and no disturbances were recorded during the interview process.

In School-B, the time granted to carry out interview with the two Heads of Departments and four educators was from 10h00. I was advised by the school principal not to disturb educators during their contact time. I religiously observed the principal's instructions. It took me two days to interview two Heads of Departments and four educators. This was caused by the non-availability of three educators who were attending workshop during my first day. The interviews with the educators were held in the common room. This room had a table for principal, a table for the administrator with one computer, a printer, three tables and chairs for the staff.

I ended up interviewing two Heads of Departments and three educators. Unfortunately, the fourth educator was transferred to another school. I made an appointment with her during the week-end. She honoured the appointment. I interviewed her in town. In School-B, I experienced disturbances from learners who were moving in and out of the room but at the end I conducted the interview with all my participants from school B.

In School-C, I was granted a permission to conduct the interviews from 14h00 onwards. Fortunately, most of the educators who were participants resided in the school cottages. Therefore, I was able to conduct the interview in two days in the staffroom. Interviews lasted beyond teaching period. I would like to state that as the interviews were in progress, there were some distractions from learners and even educators who were marking, discussion, planning, photocopying and consulting with other educators. In spite of all these distractions, I was able to conduct the interview successfully.

3.12 Data Capturing

Hancock (1998) submits that the interviewers have a choice of whether to take notes of responses during the interview or tape record the interview. Hancock (1998) further explains that in note taking, there is an increased risk of the interviewer bias because the interviewer is likely to make notes of the comments which make immediate sense or which are perceived as being directly relevant or particular interesting. I recorded the interview with cellular phone in order to ensure that the whole interview is captured and the discussions flow with a minimal distracting. Recording also assisted me to concentrate on the interview rather than being worried about the correct capturing of all data. I informed the participants about my intentions of recording the interview before I started to record the interview.

3.13 Conclusion

Chapter Three presented the locating of this study under the interpretative paradigm. It also further presented the adoption and application of qualitative approach in carrying out this research. The methodology employed in conducting this research was case study design, and this was followed by the selection of right sampling technique. This chapter also presented the usage of purposive sampling because of its ability to satisfy pre-determined criteria. In this chapter, semi-structured interviews were administered to eighteen participants. This chapter presented the data collected, data arrangement, data organisation, data coding and transcription. The usage of interpretative paradigm (IP) for the analysis of data was presented. The application of IP leads us to chapter four which looks at data analysis and presentation.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The previous chapter presented research design and methodology. This chapter deals with data analysis and presentation. Data was generated from the interviews with 6 Heads of Departments (HODs) and 12 educators from 3 secondary schools. The schools are located in the deep rural area of KwaZulu-Natal, in the City District and Town Circuit. Data was collected from 2 HODs and 4 educators from each school. In order to observe and maintain anonymity and confidentiality, the 3 schools are presented as follows: The first school is presented as School-A. The second school is presented as School-B. The third school is presented as School-C.

4.2 Presentation of the Participants

The participants were presented as follows: The first HOD from School-A is presented as HOD-A1. The second HOD from School-A is presented as HOD-A2. The first educator under the supervision of HOD-A1 in School-A is presented as Educator-A1.1. The second educator under the supervision of HOD-A1 in School-A is presented as Educator-A1.2. The first educator under the supervision of HOD-A2 is presented as Educator-A2.1. The second educator under the supervision of HOD-A2 in School A is Educator-A2.2

The first HOD from School-B is presented as HOD-B1. The second HOD from School-B is presented as HOD-B2. The first educator under the supervision of HOD-B1 in School-B is presented as Educator-B1.1. The second educator under the supervision of HOD-B1 in School-B is presented as Educator-B1.2. The first educator under the supervision of HOD-B2 is presented as Educator-B2.1. The second educator under the supervision of HOD-B2 in School B is Educator B2.2

The first HOD from School-C is presented as HOD-C1. The second HOD from School-C is presented as HOD-C2. The first educator under the supervision of HOD-C1 in School-C is presented as Educator-C1.1. The second educator under the supervision of HOD-C1 in School-C is presented as Educator-C1.2. The first educator under the supervision of HOD-C2 is presented

as Educator-C2.1. The second educator under the supervision of HOD-C2 in School A is Educator-C2.2

4.3 Content Analysis Technique

I transcribed the text of all interviews with 6 HODs and 12 educators verbatim. The transcriptions were written down and each line was numbered. I analysed data using content analysis as a technique. Researchers regard content analysis as a flexible method for analysing text derived from the interview transcripts (Cavanaugh, 1997). The goal of content analysis is to provide knowledge and understanding of the phenomenon under study (Downe-Wambolt, 1992). From this data, using content analysis, I was trying to understand the meaning as presented by informants. Trying to understand meaning, I searched for the specific meanings in the text by analysing transcribed text into domains.

Each participant's interviews were analysed separately. I used open coding to code the interview transcripts. The data was then presented into different 8 domains in order to facilitate the presentation of data. The 8 domains that were identified, were: frequency of meetings, the role of educators in the meetings, the roles of HODs in the meetings, the feelings of educators about professional support they received from HODs, utilisation of professional support by educators, the effect of professional support by HODs, the effect of professional support in Grade 12 in 2010 and challenges of performance management. Each domain was further analysed in detail separately.

4.3.1 Frequency of the meetings

For educators to be effective, they need to be supported by their HODs. The HODs were asked to respond on how frequently they met and interacted with their educators in their departments with an aim of supporting them. Six HODs indicated that they held regular scheduled meetings with the educators. Twelve educators were also asked to respond on how frequently they met and interacted with their HODs. Educators also indicated that they individually met their HODs regularly. The purpose of those scheduled meetings was to monitor, plan, and moderate the educators' work. Although all HODs held these meetings with the educators, at some point, the frequency of the meetings varied. For example, 4 HODs expressed that they met with their

educators twice a month while 2 HODs met with their educators once a month. The days of the meetings were not necessarily uniform, for example, HOD-A2 held meetings on every second Wednesday, while HOD-C2 scheduled his meetings for every second Tuesday. However one outstanding exception was HOD-B1 who claimed to hold bilateral meetings on a one on one basis, two or three times a week. These issues were captured by HOD-C2 who explained:

Yes. This is the way of doing it. We could not do it without meeting. Meetings were scheduled for every second Tuesday of the month or when there was a special need for urgent meeting. The need could arise from educators' side or when I realised the need.

But the scheduling of the meetings depended a lot on the situations. The 6 HODs indicated that the scheduled meetings were not the only meetings with their HODs but there were also additional meetings. All 6 HODs indicated that in addition to scheduled meetings with their educators, they had other special meetings based on the immediate needs identified by either the educators or the HODs. One can conclude that the unscheduled meetings initiated by teachers as an indication of a democratic practice in the highest degree on the part of the HODs.

The frequency of scheduled face to face meetings with HODs and educators with an aim of supporting the educators suggests, on the one hand, the issue of commitment and willingness on the side of HODs in supporting their educators. On the other hand, the unscheduled face to face meetings that were initiated by educators suggest the commitment and the willingness on the part of educators to get supported by their HODs. Therefore, I can conclude that there was a very high degree of commitment and willingness by both HODs and educators, to do their work since no HODs indicated any cases of educators who did not attend the meetings. There is evidence of commitment on the part of educators to make use of the support they received from HODs. The commitment and willingness on the side of the HODs to support their educators at all times could not be doubted. The prompt attending of the meetings by both HODs and educators suggests that the parties were in constant consultation with each other. Consultation could have a very positive effect on the whole teaching and learning process, which could translate to better results. This constant consultation is evidence of constant support the educators received from HODs (Khumalo, 2008). This consultation and support could be regarded as one of the factors that contributed positively to the high Grade 12 pass rate in 2010.

The interviews showed that only 1 HOD claimed to have learnt a lot from these face to face meetings with the educators. The other 5 HODs seemed to think that the meetings were only for the benefit of the educators since meetings were organised by HODs for educators. In some cases, it is very possible that when the two parties meet, the interaction can result in benefits for both parties. In other words, educators can also give suggestions or solutions, in the process making the HODs learn and receive important support from educators.

4.3.2 The roles played by educators in the meetings

Six HODs were asked to comment on the role played by educators in the meetings. All 6 HODs mentioned the significant role played by educators in the meetings. The role played by the educators in the meetings includes participating actively in the meetings as indicated by all HODs. When 12 educators were asked to comment on the role they play in the meetings, educators emphasised their active participation in the meetings. Educator-B1.1 indicated that "we developed one another." This suggests that the role of educators in the meetings is not limited to listening and receiving instructions or information from the HODs, but to give comments and suggestions. They also asked questions and point of clarities and provide requisitions for teaching and learning resources.

Both the HODs and the educators pointed out that educators presented reports and feedback in the meetings. The reports and feedbacks were about the challenges they met when implementing certain decisions, the kind of support they needed at that particular time, feedback from external support like workshops, networking, and cluster meetings. HOD-A1 stated:

The educators played a great role which was mainly participative. The educators were not passive. Instead, educators participated by asking questions, making suggestions and reported about their real life experiences in a class situation, which could be positive or negative.

In addition, the educators did not just expect the HODs to come up with answers to all questions and problems, but in fact, offered suggestions and possible solutions, based on their classroom experiences. The educators had to do some preparations for the meetings. For some meetings they had to come with marks and other paperwork for submission. HOD-A2 added that the

educators were also involved in the critical analysis of their tests and national assessments. In this regard HOD-C1 had this to say:

Educators participate in analysing and interpreting their own tests and the national assessments, such as the National Senior Certificate (NCS).

HOD-A1 added that:

It also motivated the educators since I regarded them as the part of the solution, which was jointly discussed, not imposed on them.

As the meetings progressed, the educators took down notes of the important issues. This was a submission from Educator-A2.1. This was important because they ultimately had to carry out the decisions of the meetings. All this was made possible because the HODs made the whole process participatory and the educators felt free to play the various roles as explained above. As HOD-B1 noted, educators were always invited to play a role. In this regard, HOD-B1 said, “I invited inputs from educators on how to tackle certain aspects.” The assertion is supported by Prowse and Prowse (2010) who held that openness of HODs in the meeting with educators created oneness in classroom decision implementation.

4.3.3 The roles played by HODs in the meetings

When the HODs were asked to comment about the role they played in the meeting, they commented that the roles played by HODs in meetings were just as crucial as the roles played the educators in the classroom. Most of the things that there were done by educators in the classrooms were informed by what transpired in their meetings with their HODs. It could be said that the support which was given by HODs to their educators in the meetings influenced what was practised by the educators in the classroom.

It could be said that all 6 HODs were always prepared to listen and take criticism from their subordinates since the educators were given a platform to make suggestions about support they gave to them. The HODs facilitated debates and discussions about issues regarding the practice of educators in the classrooms. HOD-B2 talked about “submission of files, lesson plan, mark sheets, leaning programmes”. The HODs answered some questions posed by the educators and

provided advices when they were needed. HODs provided the educators with the teaching and learning resources for both learners and educators.

The HODs' responses indicated that their roles went beyond the school premises. The HODs gave information about workshops to be attended, suggestions about the alternatives to get further support like networking, among others. HOD-B1 and HOD-B2 saw their role to be involving a lot of disseminating and sharing of the information as well as departmental policies. To support this, HOD-B2 spelt out that: "I communicate to educators about vision, mission and service charter of our department" and continued saying "I give them schedules of workshops and expect them to give report back after attending such workshops".

At the school, the HODs participated in the meetings which had various objectives. In the interactions, the HODs gave guidance, motivated educators, monitored the work of educators by checking the files, that is, lesson plans, moderations of question papers, memoranda and marked scripts, monitoring of work done by educators. To confirm this, HOD-B2 responded by saying:

I ensure that the expected quantity of work is covered. I moderate test and marked scripts. We do a lot.

They also provided the alternative ways of dealing with the learners who were not passing their tests like retesting and the provision of extra time, that is, the teaching of learners during weekends and holidays, to mention the few. The HODs presented reports about planning. The HODs also intervened in dealing with challenges which were experienced by educators. HOD-1 noted that:

[there are] obstacles that might stop us from achieving the best out of our learners.

HOD-A2 noted that their roles even extended to issues of behaviour and late submissions. The HODs made it clear that the remedies to problems in the classroom were discussed and the HODs did not prescribe the tailor made solutions for educators. Instead, the HODs gave the educators the chance to offer their views since they were the ones involved in the everyday classroom practice.

4.3.4 The feelings of educators about professional support they received from their HODs

When the HODs were asked to comment on the issue of how educators felt about the professional support that they gave to educators, the HODs highlighted that educators had mixed feelings about the support they received from the HODs. Some educators were positive about the support they received while some educators were negative. When the educators were asked to comment on their feelings about support they received from their HODs, educators said that they had mixed feelings. Some HODs indicated that sometimes educators seemed to show no interest when being supported by HODs or not accepting the way the HODs did it but enjoyed it when the support yielded positive results that educators wanted to achieve. HOD-A1 noted that when the guidance had been successful “Some educators even said that this was indeed an eye opener to them about their work”. There were various reasons given for those who did not appreciate the guidance and help of the HODs to embrace the new ways of doing their work. HOD-A2 had to say:

For some of the educators, it becomes difficult for them to adapt to new styles of doing things. Some may have reasons not to be part of the programme because of prioritising other commitments, among others. Sometimes is the commitment of both learners and educators to the programme aimed at improving results. Filing and doing of paperwork turned not user friendly for other educators.

In addition to the above issues, HOD-C1 admitted that some educators did not like being corrected. In her case, the reason was that she never kept quiet if there was something to be said. These words capture her sentiments are:

Maybe I did not have a correct way of correcting that thing because if I see something wrong, I did not wait so that I would ask the following week or month. I would ask it there and then and I needed explanation there and then.

In this case the educators may not have been objecting to being corrected, but rather to the way in which they were being corrected. According to HOD-A1, “most educators were happy about the support that was given to them.” One HOD said that some educators invited the HOD to come and watch whether educator was practicing well after receiving support. This statement by

HOD-B1 expresses the happiness of HOD-B1 when his support produces good results. This could be seen in what HOD-B1 submits:

If you were to come, after being invited by an educator; it demonstrates that the support had a positive impact.

Such a positive attitude, the HODs said, would even filter down to the learners, contributing to the effective and quality teaching and learning which yield to the production of good results in the long run.

4.3.5 The utilisation of professional support by educators

Educators and HODs were asked to comment on the utilisation of professional support by the educators. Educators and HODs had to say that educators used professional support that they were given to them by the HODs. The educators admired the support provided. They teamed up, attended meetings arranged by their HODs. There is evidence that the educators helped one another, worked as a team and supporting one another. HOD-A1 supported this claim by saying that the educators teamed to assist one another when there were topics which seemed to be difficult to the subject educator in certain sections. Therefore, although the educators received support from the HODs, they did not only rely only on the HODs support but educators also realised their potential to help each other.

Educators also went an extra mile and showed commitment to the support by teaching during weekends and holidays while they were not paid for teaching extra hours. This helped educators to have more time for teaching and more time to be spent on revision. This was summarised in the statement by HOD-A2:

Educators taught learners during weekends and holidays in order to finish work to be covered before time.

This could be seen as the evidence of the professional help creating a positive attitude which ends up helping the learners.

Educators attended workshops as scheduled and came back and gave report to their colleagues. The workshops that they attended were organised by the Department of Education and HODs. As noted earlier the educators were expected to share a report of what took place in the

workshops. Educators also implemented what they received from the workshops. Educators consulted some experts in order to gain more knowledge about subject matter. Educators networked with other educators by attending cluster meetings or seek assistance from educators from neighbouring schools. To show that the support gained at the workshops was made good use of HOD-A2 explained that:

Educators called one another to assist in presenting some topics where one indicated that he or she was not good in handling such section well. Yes! They attended workshops and implemented what they got from them.

Further evidence of the usefulness of the support was given by HOD-A1 who claimed that educators began to follow the policies of the Department of Education by giving learners the chance to rewrite the same paper.

The educators and the HODs alluded that educators also discussed classroom situations with HODs and also suggested the kind of support they needed from the HODs. This could include strategies to handle different situations in class and the way the HODs could assist when the educators faced different challenges in classroom. These included discipline and learners who were persistently not doing their work or attending extra classes which were arranged by the educator. HOD-A2 particularly pointed out the issue of learners causing disciplinary problems and not submitting assigned tasks. It has already been mentioned that educators analysed the learners' results. This process was meant to determine the form of intervention to be undertaken. This suggests that follow up were done after testing. HOD-A2 confirmed that the ultimate aim of the analysis was to have a useful remedial programme.

In the revision and setting of tests, previous question papers were used so that the learners would be used to the styled used by Department of Education when they sit for their final examination. Memoranda from Department of Education were used. Memoranda assisted the learners to understand the way they were expected to answer questions in the examination. Educators experienced the method used by DOE to set Grade 12 final examination questions which also influenced the way educators did their revision with learners. HOD-B2 had to say:

We stressed the issue of support material to be used so that we could improve on the quality. There were study mates and previous examination question papers that were

brought to me by the principal. I distribute them to the educators. After August, we do not recommend that the educator must teach from the textbook. The educator should teach mainly using previous question papers and support materials.

The responses of the participants show that educators planned before they went to class. Planning assisted educators to ensure that targets set during meetings were met. Lesson planning assisted the educators to keep record of all work taught in the classroom and the method that was used. The filling assisted educators to keep record of all what took place in the classroom, which could be the marks of learners, remarks and analysis made by educators about a particular learner, test written, memoranda, *etcetera*. HOD-2 confirmed the paperwork that educators did by claiming that the educators prepared files and lesson plans. Educators tried their best to meet targets we set at the departmental meetings.”

4.3.6 The contribution of professional support by HODs in the way educators teach

Educators and HODs were asked to comment on the contribution relating to professional support by the HODs to the way educators teach. Both educators and the HODs commented that the professional support that educators received from the HODs contributed immensely to the ways in which the educators did their work. The professional support received from HODs motivated the educators and added quality and value in the educators’ practice. It allowed educators to do self introspection about their practice. This was done when educators did self evaluation and also suggested the ways that could assist the learners to improve their results. Furthermore, suggestions aimed at assisting learners to improve their results also added some extra tasks to be done by educators.

Those extra tasks for educators could involve attending some workshops, and networking with other secondary schools who also achieved well in grade 12 examinations. Educators committed themselves in teaching as a result they taught extra hours without being paid. Educators also committed themselves to testing and re-testing, marking and remarking learners’ test scripts. This was a lot of work because since it was done by educators before the due date for moderation. This commitment was revealed by HOD-A1 who remarked that:

You can see that when the learners failed the test, they give them the second chance to re-write it even after revision as per policy of the department. They teamed up to assist one

another when there are topics which seem to be difficult to the subject educator in certain sections. They also teach extra hours, i.e. even during holidays.

The above statement also suggests the degree of reinforcement of the concepts by educators to the learners and also a commitment and willingness by educators to enhance the opportunities of learners to pass their tests. Rewriting also encourages learners to put more effort when they were afforded the second opportunity to improve their results, and that ends up improving the school results. It also afforded the educators an opportunity to re-apply their minds about the causes of learners not to achieve well, then educator re-applied their minds about methods of revision that can assist learners to achieve more and implement it to yield to the expected result.

Another effect is that the level of accountability amongst the educators, regarding what they were doing in class, increased. This new trend saw the educators able to account for whatever was taking place during the time of teaching and learning. The accountability maximised the attendance and the culture of learning and teaching in the classroom. Most of the educators knew the expectations and did not have to be reminded every time. This awareness was noted by HOD-A2 in this way:

I think it was worthwhile because they started applying some of the ideas. It became clear of what is expected from them. That includes understanding the work programme for the specific subjects of the educator.

4.3.7 The effect of professional support in grade 12 in 2010

Educators and HODs were asked to comment on the effects of professional support in Grade 12 in 2010. Educators and HODs commented that professional support and feedback from HODs assisted the educators in ensuring that educators played their roles in assisting the learners to get a high pass rate especially in the Grade 12 final examinations in 2010.

Educators and HODs commented that the revision using previous years' examination question papers assisted the educators and learners to understand the style used by Department of Education in setting final examination question papers. This enhanced the method used by the educators in the presentation of lesson in the classroom, the structuring of questions and probing questions while teaching. This also assisted educators to plan their revision strategy. It is evident

that the support contributed greatly because the results were not always good, especially before the professional support received from HODs. HOD-A1 explained it thus:

Yes, at a great deal because if I compare the pass rate of the past years, we were not that so good. Since I introduced the new system of interventions, teaching extra hours, among other things, the pass rate rose significantly. It also motivated the educators since I regarded them as the part of the solution, which was jointly discussed, not imposed on them. Every time they were consulted to find out what was it that they would like to be done and how they would like it to be done.

The use of all policy documents as well as memoranda also assisted the educators to understand the way learners were expected to answer the examination question. Educators were therefore able to assist learners to answer examination question. If educators discovered that there were gaps in the way learners answered question, then educators tried to fill the gaps or redo teaching to further explain the questions where learners did not do well.

4.3.8 Challenges of performance management

Performance management did not happen without any challenges. There were quite few challenges that were found in the implementation of performance management. This was demonstrated when both educators and HODs were asked to comment on the challenges of performance management. All of them had something to say about challenges faced by performance management, and these challenges are described in the following section.

Indeed, it was difficult for other educators to adapt to the support given to them by the HODs. The commitment of the other educators and learners presented a challenge for the implementation of professional support received from the HODs. Absenteeism of both educators and learners also impacted negatively in the support given by the HODs to the educators. Therefore, not everyone was showing the most required commitment regarding progress that had to be made. HOD-A1 expressed his experiences of challenges by saying that:

Some of the teachers needed constant guidance and monitoring which in my view it took too much time but I felt it was worthing it because it paid off at the end.

Some educators were happy with the amount of work they had to do. Performance management meant that they constantly had to be aware of what they were doing and why they were doing it.

This implied working with policy documents and keep evidence of work done for the sake of accountability. In this regard HOD-C2 had this to say:

Educators complained that there is a lot of paperwork to submit than actually teaching, while I was aware that educators could not do it without paperwork or planning.

The scarcity of resources also impacted negatively, as sometimes educators had to improvise to deal with the shortage of resources due to the unavailability of finance. According to HOD-A1:

The other challenge was the finances because one had to travel from one place to another gathering resources or inviting experts to come and workshop teachers.

Another challenge was that content within subject curriculum could not be covered during normal teaching hours. Extra time was needed to assist slow learners and remedial work. When work is not covered within regulation time, extra time, outside the school contact time was needed in order to cover work. Working on holidays is a challenge to those educators who had to attend their personal matters during holidays. Attendance during weekends and holidays also undermined the time to be spent by educators with their families or otherwise. Therefore, those educators were caught in situations where they had to absent themselves in either attending classes at school or at their institution of learning where educators further their studies or missed the time to be spent with their beloved families. This also applied to learners who had to miss the time to relax as the holidays were designed by Department of Education to give learners ample time to stay at their homes. The HODs had to constantly monitor educators that they honour the programme of teaching extra hours. HOD-B1 summarily explained this challenge:

Sometimes, it is time, that is, time constrains. You see sometimes, you find that the work coverage, there is a challenge on that one.

Not everyone saw this performance management as important and useful. Some respondents claimed that some educators seemed as if they were not taking into consideration the support they received from their HODs. Some educators could not appreciate the support. The statement by HOD-C1 implies this challenge:

But when it was just happening, anyway, of course people or most people did not want to be corrected.

4.4 Conclusion

This chapter deals with data presentation analyses through content analysis. In analysing the data, 8 domains were created and these showed that performance management enhanced support of the educators by the HODs. The role played by the HODs in giving professional support to educators as individuals or as groups, assisted them to develop understanding and trust amongst HODs and played a crucial role in the development of educators. Not all educator and learners co-operated well with professional support they received from their HODs but the majority of educators and learners co-operated well. When the results came out stating that grade 12 learners performed well, all educators were pleased. Educators attached the good performance of grade 12 learners to their hard work of teaching the learners using professional support they received from their HOD. The following chapter presents chaptersø overview, recommendations and conclusion of the study.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The previous chapter dealt with data analysis and presentation. This chapter presents a summary of major findings and recommendations.

5.2 Chapters Overview

The challenges of performance management using IQMS as a tool, was developed as a result of the effects it has on schools. In Chapter One, I began by giving a vivid description of the background to the study, purpose of the study, statement of the problem, rationale/motivation for the study and critical questions. I looked at the value and relevance of the study and organisation of the study.

In Chapter Two, I presented all the scholarly views related to challenges and benefits of performance management on the school effectiveness. Particular attention was paid to areas such as performance appraisal system, the rationale for teacher appraisal, assumptions held on teacher appraisal, performance management, Integrated Quality Management System (IQMS), guiding principles of IQMS, administering process of IQMS, the duties of the SDT as well as challenges facing the administering of IQMS.

It was established in the literature that for the past two decades, studies have been done on school and teachers' effectiveness; this has developed separately with little or no overlap and integration (Lee, Lam & Li, 2003). These studies on school and teachers' effectiveness were aimed at ensuring that there was quality and effective teaching and learning in the school as an organisation. The literature showed that in many countries such as New Zealand, Australia and England, among others, effective teaching and learning was enhanced through the introduction of the appraisal system. Under review of the related literature, it was highlighted that teacher appraisal was an ongoing process of evaluating and managing the quality delivery of effective teaching and learning by the educators in the school (Thabane, 2000; Naicker & Waddy, 2002;

Wanzare, 2002; Mathula, 2004; Motilal, 2004; Odhiambo, 2005; Mathers, Olivia & Laine 2008; Jensen & Reichl, 2011). Scholars refuted the claim that teacher appraisal is regarded as a punitive measure, rather it was widely held that it is a way of assisting educators to achieve more especially when they are teaching in the classroom.

In Chapter Three, the design and methodology that was adopted for the study was discussed. I was broadly located this research within the interpretivist paradigm. The reason highlighted for the location of this research within the interpretivist paradigm was to understand and interpret a specific context as it is rather than to generalise or replicate the study. It was reported that interpretivist researchers saw knowledge as created in the interaction among investigator and respondents. Methodology adopted for this research work was qualitative in nature. I gave a concise definition of qualitative approach adopted in the study as a broad class of empirical procedures designed to describe and interpret the experiences of research participants in a context-specific setting (Denzin & Lincoln, 2000). It was discussed that one of the challenges in understanding qualitative research is the overwhelming variety of extent approaches to inquiry. I showed that specific characteristics of qualitative methodology were dependent on the particular research paradigm undergirding a chosen approach. Huberman and Miles (2003) argue that in qualitative research on education one cannot only use it to study "what is" and "what may be" but that it can also be used to explore possible vision of what could be.

The methodology used in this research is a case study. The method used in this research is semi-structured interviews. The paradigm used in this research is interpretative approach. Purposive sampling technique was used to select the participants for the study. A total number of eighteen participants were selected and interviewed. Semi structured interviews were conducted on all the participants to extract information that would be used to address critical questions. The researcher used content analysis to discuss the data.

Chapter Four looked at the analysis of the data and the discussion of the findings. The researcher created 8 domains for easy analysis of the data. It was found that professional support of educators by HODs enhanced educators' performance and learners' achievements. Furthermore, the role played by the HODs in giving support to educators by meeting them as individuals to assist them in developing the understanding and the trust amongst HODs and educators was

crucial. It was also established that not every educator co-operated well with their HODs but the majority did. This suggests that the more HODs met with the individual educator, the more trust and understanding of one another developed.

Chapter Five dealt with the summary, recommendations, topics for further research and conclusion.

5.3 Recommendations

The South African government views education as a vehicle for social, political and economic transformation. In order to sustain this transformational agenda, the government committed annually a lot of resources i.e. human capital, finance, time and teacher and learner support materials and buildings to the education sector. In spite of government's commitment in delivering quality and effective teaching and learning, on one hand few grey areas have been noticed particularly on the area of quality assurance while on the other hand, some benefits were gained. Though IQMS was put in place to ensure that quality was maintained in South African schools, the objective of its establishment was far from being made due to the following: lack of time on the part of educators, non-availability of working materials, educators do not understand well of their duties and responsibilities in connection with IQMS, educators had to devote most of their time in teaching rather appraising one another, among other things. In order to ensure that IQMS accomplish the objective of its establishment, the following steps should be taken as a matter of urgency:

First, since the majority, if not all the IQMS members are full time educators whose primary assignment is to teach in the classroom, it becomes stressful for them to teach at one time and at the other time they are carrying out IQMS duties. This dual role has negative effect on their productivity. It is my view that IQMS structures workload, particularly on the area of teaching, should be lessened so that they can concentrate on IQMS duties.

Second, it has been found out that a lot of DSGs and SDTs did not have much knowledge of their duties and responsibilities. The little knowledge exhibited by the most of the DSGs and SDTs have serious negative effects on their output. It is therefore, recommended that all DSGs and SDTs should undergo constant training immediately after their election. It is hoped that this will

offer them the opportunity to be abreast of the enormous tasks expected of them. Moreover, sending them on training will improve their productivity. Training regarding IQMS should be quality assured and be done consistently.

Thirdly, there is no uniformity in professional support provided by the HODs to educators. Training or capacity building should be provided for HODs so that they will be able to provide professional support for the educators effectively.

Fourthly, since the HODs are regarded as full time educators, they had to teach 85% of the contact time. Duty loads for HODs should be decreased at least from 85% to 65% so that HODs can be able to have time to do justice in providing professional support to educators.

Fifthly, Educators had tendencies to use their spare time for personal matters. Department of Education should provide incentives for educators who participate in teaching learners beyond contact time.

5.4 Topics for further Research

During the course of this study, I encountered challenges regarding the administering of IQMS. Therefore, I am proposing the following topics for further research.

Since the introduction of IQMS in schools, principals are expected to submit the summative assessment scores that are received by the educators. There is a need to establish whether the scores submitted by principal to the DOE are the true reflection of what took place in schools during the administering of IQMS. There is also a need to establish whether is there any relationship between scores received by educators and learners' achievement in schools?

DSGs, SMTs, SDTs and educators are tasked with the responsibility of implementing IQMS. Lack of capacity and understanding of IQMS as a whole could result in shortage of the skills to administer IQMS correctly. There is a need to research about types of skills and training needed by DSGs, SMTs, SDTs and educators to administer IQMS as prescribed in the IQMS manual.

DoE has the responsibility to monitor the implementation of IQMS in the schools. There is a need to investigate the role played by DOE in monitoring the effective implementation of IQMS in the schools.

The benefits of performance management should be researched as well as the benefits of administering IQMS. There is a need to research about unannounced form of resistance by some educators to be evaluated (Biputh, 2008).

5.5 Conclusion

This research is critically looking into the challenges of performances management on school effectiveness using integrated quality management system approach. It should be noted in conclusion that the frequency of the meeting and the role of educators in the meeting was important to the general progress of the school because it was in such meetings that educators received support from HODs and vital decisions were taken. In these meeting, it is where educators were able to voice out the challenges they experienced when they were teaching.

As mentioned in the previous chapter, the role played by HODs in the meeting was of significant to the educators. Most of the things that were done by the educators in the classrooms were informed by what transpired in their meetings with their HODs. It was concluded that the professional support which was given by HODs to their educators in the meetings influenced the activities they carried out in the classroom.

On the issue of the feeling of the educators about professional support they received from their HODs, some educators had mixed feelings about the professional support they received from the HODs, while some educators felt positive while some educators felt negative. The same applied to the utilisation of professional support by educators in which some educators went an extra mile and showed commitment by teaching during holidays even though they were not paid for teaching extra hours.

On the effects of professional support in Grade 12 in 2010, it was established that professional support and feedback from the HODs assisted the educators in ensuring that educators played their vital roles in assisting the learners to get a high pass rate especially in the Grade 12 final examinations in 2010. It was concluded that the revision using previous years' examination

question papers assisted the educators and learners to understand the way and style used by the Department of Education in setting final examination question papers. Lastly, the commitment of other educators and learners presented challenges for the implementation of professional support received from HODs

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ANNEXURE A

Interview Guide for Heads of Department

1. Did you normally hold meetings with individual educators about their performance? If yes, what role did educators play? What transpired in the meetings? If no, why?
2. What kind of professional support did you give educators in your department in 2010?
3. How did educators in your department feel about professional support you gave to them?
4. Did educators utilise the professional support you gave them when they were teaching?
5. Do you think your professional support contributed positive to the way educators teach? If yes, how? If no, how?
6. Do you think professional support and feedback that you had with educators in your department, impacted in high pass rate of grade 12 in 2010? If yes, how? If no, how?
7. As HOD, what challenges did you experience in the implementation of performance management?
8. What could you regard as the highlight of the high performance?

ANNEXURE B

Interview Guide for Educators

1. Did you normally hold meetings about your performance with your head of department?
If yes, what transpired in those meetings? What role do you play?
2. What kind of professional support did you received from your head of department in 2010?
3. How did you feel about professional support that you received from your head of department?
4. Did you utilise professional support that you received from your head of department? If yes, how? If no, why?
5. Do you think that professional support you received from head of department contributed positive in the way you teach? If yes, how? If no, how?
6. Do you think professional support and feedback you received from your head of department contributed in the high pass rate of grade 12 in 2010? If yes, how? If no, how?
7. What challenges did you experience during the implementation of the professional support you received from your head of department?
8. What could you regard as the highlight of the high performance?

ANNEXURE C

My Address

Department Address

Sir

Re: - Request for Permission to Conduct Research

I am kindly requesting you to grant me permission to conduct a case study in the schools. Educators will be participating in responding to interviews.

I am a student at the University of KwaZulu-Natal in School of Education and Development. I am specializing in Educational Management and Leadership. I am expected to conduct research to fulfil the requirement for the master's degree.

In analysing data, confidentiality and anonymity will be strictly observed at all cost and at no stage in my report that the name of the school and the names of the participants will be declared. Participants would be free to withdraw at any stage and for any reason.

The research findings will be shared with you for your records and comments at your invitation.

For further enquiries you are free to call my supervisor (Mr S.D. Bayeni at (031) 260 2079).

I am looking forward to your positive response.

Yours Faithfully

Mqondisi Bhikisha (Mr)

ANNEXURE D

My Address

The Principal and School Governing Body
School Address

Sir/Madam

Re: - Request for Permission to Conduct Research

I am kindly requesting you to grant me permission to conduct a case study in your school. Educators will be participating in responding to interviews.

I am a student at the University of KwaZulu-Natal in School of Education and Development. I am specializing in Educational Management and Leadership. I am expected to conduct research to fulfil the requirement for the master's degree.

In analysing data, confidentiality and anonymity will be strictly observed at all cost and at no stage in my report that the name of the school and the names of the participants will be declared. Participants would be free to withdraw at any stage and for any reason.

The research findings will be shared with you for your records and comments at your invitation.

For further enquiries you are free to call my supervisor (Mr S.D. Bayeni at (031) 260 2079).

I am looking forward to your positive response.

Yours Faithfully

Mqondisi Bhikisha (Mr)

