

**EXAMINING CHALLENGES IN THE IMPLEMENTATION OF PERFORMANCE
APPRAISAL ON EDUCATORS IN SHILUVANA CIRCUIT, MOPANI DISTRICT,
SOUTH AFRICA**

by

MASETLA MODJADJI AMANDA

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PROMOTER: Prof T. Runhare

CO-PROMOTER: Dr S.K. Muthambi

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DECLARATION

I, **MODJADJI AMANDA MASETLA** declare that the thesis “**Examining Challenges in the Implementation of Performance Appraisal on Educators in Shiluvana Circuit, Mopani District, South Africa**” is my own work and all sources that I have used, have been indicated and acknowledged by means of complete references.

Signature:

Date:

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DEDICATION

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ABSTRACT

The study examined challenges in the implementation of performance appraisal on educators in Shiluvana Circuit in Mopani District, Limpopo Province. The study focused on 5 principals, 5 deputy principals, 18 teachers, 1 IQMS circuit coordinator and 1 IQMS District coordinator who were selected purposively, as they were directly involved in teacher appraisal. The study is qualitative which used interpretive paradigm research and case study research design. Qualitative data was generated through face-to-face interviews, with the 5 principals, 5 deputy principals, 1 IQMS circuit coordinator and 1 IQMS district coordinator, focus group interviews with 18 teachers and documentary analysis. Thematic analysis was employed to analyse narrative data for the study. It was established that principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator experienced challenges with teacher appraisal, challenges like inadequate commitment by teachers, inadequate trained principals, inadequate monitoring, lack of interest and backlog in teachers' remuneration. The study recommends that principals, deputy principals and teachers be trained thoroughly for the effective implementation of the programme at schools, an expert official in IQMS to be permanently employed at circuit office for the successful implementation of the programme. Finally, informed by the conceptual framework of the study, it is recommended that the Accountability and Professional Development models for teacher appraisal be implemented in the circuit in order for all stakeholders to understand and effectively play their roles on teacher appraisal. To improve the current situation, cyclical stakeholders teacher appraisal model is suggested which suggests that IQMS structures to be set at national, provincial, district, circuit and school levels as substantive offices. IQMS structures to be trained by circuit on IQMS policy and implementation strategies using cascading approach.

Keywords: Performance appraisal, observation, evaluation, implementation, Integrated Quality Management Systems

LIST OF ACRONYMS

CC	:	Circuit Coordinator
DAS	:	Developmental Appraisal System
DC	:	District Coordinator
DP	:	Deputy Principal
DSG	:	Development Support Group
ELRC	:	Education Labour Relation Council
HOD	:	Head of Department
INSET	:	In-service Education and Training
IQMS	:	Integrated Quality Management Systems
LEA	:	Local Education Authority
OECD	:	Organisation for Economic Co-operation and Development
P	:	Principal
PGP	:	Personal Growth Plan
PM	:	Performance Measurement
RBAT	:	Rapid Based Assessment Testing
SDT	:	Staff Development Team
SIP	:	School Improvement Plan
SMT	:	Senior (School) Management Team
T	:	Teacher
WSD	:	Whole School Development
WSE	:	Whole School Evaluation

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Performance appraisal was adopted globally for different purposes and has yielded different results from one country to another (Flores, 2012:352). International research reveals that appropriate appraisal schemes had the potential to improve the professionalisation of teaching, the effective management of schools, the quality of education provided for the students, the professional development of teachers, as well as satisfying legitimate demands for teacher accountability (Ingvarson & Chadbourne, 1994:11-12). This study examined challenges faced by schools in the implementation of performance appraisal on educators from secondary schools in the Shiluvana Circuit in Mopani District, Limpopo Province, South Africa.

1.2 BACKGROUND TO THE STUDY

Performance appraisal systems have challenges in many countries. In the United States of America, teacher evaluation was generally done as once off observation during which teachers were rated as either satisfactory or unsatisfactory. Teachers were often not familiar with given performance criteria, they also did not know what the evaluator was looking for and did not receive any meaningful feedback from the process (Barden, 2014:2). In Belgium, there was a lack of impact on professional development, which resulted in deficient evaluation systems, with for example a lack of good feedback, no link between the evaluation and classroom practice, incompatibility between formative and summative purposes, as well as lack of time (Frase & Streshly, 1994:48).

According to the Organisation for Economic Cooperation and Development (OECD) Report (2013:77) teacher appraisal in Chile has its own challenges with no well-established, systematic approach to school evaluation. Moreover, formal systems of

teacher evaluation involve little or no professional dialogue around teaching practices and, as such, have more limited value for informing improvement. Therefore, there are a number of gaps in Chilean evaluation framework, such as, teacher evaluation is not required for teachers in private schools, even those which are publicly subsidised (OECD, 2013:77).

African countries like Namibia, Botswana and Kenya have also adopted teacher appraisals with different objectives depending on each individual country. In Namibia according to Hamumokola (2013:272), there seems to be inadequate communication between employees and supervisors or management in general regarding performance management. The study emphasises the need and importance to communicate and educate employees about performance system and suggests training in this regard. Findings according to Hamumokola (2013:176), reveal that organisations are not effective or fair in the way they conduct appraisals and distribute rewards. Some participants reported that during appraisals, it is their supervisors' view that was accepted as right and final regardless of their input. This led to low morale of good performers, whose contributions truly matter to the organisations (Hamumokola, 2013:176).

According to some research findings, teachers' interviews in Botswana report that, teacher appraisal has not positively benefitted them in their profession as there are still ordinary teachers who have not been promoted after many years of teaching, yet from the appraisal process and reports, they have been doing a very good job (Monyatsi, Steyn & Kamfer, 2006:221). This is due to the fact that recommendations made after appraisals are not implemented, and thus they believe that the process of teacher appraisal is not effective and demoralises them. Keitseng (1999:31) identifies numerous problems with the appraisal scheme in Botswana, which included the fact that sometimes the final appraisal reports were compiled without the appraisees being observed or assessed. This resulted in unfair assessment, which if challenged by teachers was regarded as insubordination. Other challenges were that not only was there favouritism, but the results of the appraisal were not taken seriously by the employers, and there was no recognition of the teachers' potential. Moreover, the scheme did not recognise extra-

curricular activities as participants were not rewarded. As a result, the relationship between the appraiser and the appraisee was viewed as that of master and servant and thus encouraged apathy, rejection which promoted enmity among teachers.

Similarly, in Kenya, like in other developing countries, teacher appraisal has its own challenges. Odhiambo (2005:413) reported that most schools in Kenya do not have an effective staff performance appraisal programme in place, and even where it is in place, it does not provide effective motivation to the teachers, and therefore the end results have been poor performance in the teaching profession. Wanzara (2002:213) observes that teacher evaluation as practiced in many third world countries, including Kenya, had numerous challenges. Over the years, teacher appraisal in Kenyan secondary schools had been mainly inspectorial, achieved through occasional inspection of schools and teachers by school inspectors. However, the head - teachers and heads of academic departments were increasingly playing leading roles in the appraisal of teachers (Odhiambo, 2005:408). The findings from Odhiambo's research indicates that teacher appraisal policies and practices in Kenyan secondary schools exhibited weaknesses, which needed to be urgently addressed, if teacher appraisal was to be used to improve the quality of teaching and education in the country.

According to Mpungose and Ngwenya (2014:75) the implementation of the Integrated Quality Management System (IQMS) in South African primary and secondary public schools also have challenges. Mpungose and Ngwenya (2014:75) argue that despite the fact that the new appraisal system was designed to bring quality teaching and learning, its implementation has failed, or has never been effective in many public schools, since its introduction in 2005. This is due to the fact that neither has there been proper consultation during its formulation nor any proper training of the teachers and principals before its implementation (Mpungose & Ngwenya, 2014:75). The appraisal system requires school principals to "balance reasonable external demands for organisational accountability, with the understanding that effective management of people in the school, is the key to effective individual and team performance" (Middlewood & Cardno, 2001:192). There is, however, always tension in maintaining a balance

between organisational needs and individual needs in different organisations. Middlewood and Cardno (2001:11) argue that,

The fundamental dilemma for leaders, which is the need to be concerned about meeting the goals of the organisation, and concern for maintaining positive collegial relationships, is aggravated in the context of managing staff performance and its appraisal. It is this dilemma that creates the greatest challenge for those who need to manage the appraisal of professional colleagues.

In South Africa, additional criticism leveled against inspection or teacher evaluation includes the stress they cause for school staff, both at institutional and individual levels, and the amount of time they take away from learning, which is an estimated two weeks out of 40 weeks of expected teaching, as schools prepare for and participate in the evaluation process (Khosa, 2010:3). In most school's evaluation, criticism was pointed at poor support from the district offices. Key weaknesses include insufficient funds to run the Integrated Quality Management Systems (IQMS) advocacy process, no effective training for school-based teachers and lack of clarity on the roles of different structures in the appraisal process (Bisschoff & Mathye, 2009:398).

Looking at countries referred to above, including South Africa, one would argue that teacher appraisal has challenges, which this study sought to investigate in Shiluvana circuit schools in Mopani District, Limpopo Province of South Africa.

1.3 STATEMENT OF THE PROBLEM

The implementation of performance appraisal remains a challenge in many countries (Wanzara, 2002:213; Barden, 2014:2; Kapofi, 2002:7, Bisschoff & Mathey, 2009:398). Even though it has been adopted by many countries around the world, still there are challenges related to how it is implemented (Wanzara, 2002:213).

In the United States of America, teachers are often not given performance criteria, did not know what the evaluator was looking for, and they also did not receive any meaningful feedback from the process of teacher appraisal (Barden, 2014:2). In Belgium, there is a

lack of impact on professional development and it is often a result of not working evaluation systems with, for example, a lack of good feedback, no link between the evaluation and classroom practice, an incompatibility between formative and summative purposes, or a lack of time (Frase & Streshly, 1994:48). In Chile, there is no well-established, systematic approach to school evaluation (Organisation for Economic Co-operation and Development (OECD), 2013:78). In Namibia, the complaint is that it involves too much paperwork, and lacks transparency (Kapofi, 2002:7). In Botswana, there are instances of unfair assessment, favoritism, and no recognition of the teachers' potentials (Keitseng, 1999:24). In Kenya, the challenges include weaknesses in policies and practices, unsystematic appraisal which is covertly and unfairly based on impulse, prejudice and incorrect or inadequate data (Wanzara, 2013:213).

Similarly, due to numerous challenges such as insufficient funds to run the IQMS advocacy process, ineffective training for school-based teachers and lack of clarity on roles of different structures in the process, South Africa is no exception with regard to teacher appraisal (Bisschoff & Mathey, 2009:398). The challenges in performance appraisal for educators was studied by various researchers, but this study sought to examine the challenges in the implementation of performance appraisal to find out as whether it is true that there are challenges in schools. Given the context of the observations above, this study therefore examines the challenges in the implementation of performance appraisal on educators in the Shiluvana Circuit, Mopani District, Limpopo Province of South Africa.

1.4 PURPOSE OF THE STUDY

The main purpose of the study was to examine challenges that face schools in the implementation of performance appraisal in Shiluvana Circuit.

The secondary objectives were to:

- investigate how performance appraisal of educators is conducted in the Shiluvana Circuit of Mopani District.

- examine the views and nature of involvement of educators in the performance appraisal system used in Shiluvana Circuit.
- analyse the relevance of documents used in teacher appraisal in Shiluvana Circuit secondary schools.
- suggest approaches to redress challenges experienced by educators in the implementation of performance appraisal.

1.5 RESEARCH QUESTIONS

The main research question of this study was: What challenges are faced by schools in the implementation of performance appraisal in Shiluvana Circuit of Mopani District?

The following sub-questions also applied.

- How is performance appraisal conducted on educators in Shiluvana Circuit of Mopani District?
- What are the views and nature of involvement of educators on performance appraisal system used in the Shiluvana Circuit?
- How relevant are the documents used to appraise school teachers in Shiluvana Circuit of Mopani District?
- How can the challenges encountered by educators in performance appraisal be redressed?

1.6 PRELIMINARY REVIEW OF LITERATURE

The previous section was about the research objectives and the research questions. In the next paragraph, the conceptual framework, the scope of the study, the rationale for performance appraisal for teachers, roles of the different structures, teacher unions' reaction towards performance appraisal, the capacity on performance appraisal implementation, perceived unfairness support to the appraised and dysfunctionality of performance appraisal are discussed.

1.6.1 The Meaning and Scope of Performance Appraisal

Performance appraisal and evaluation is said to be the identification, measurement and management of human performance in organisations and provides individuals with useful feedback as well as coaches them to higher levels of performance (Gomez-Mejia, Balkin & Cardy, 2007:29). Teacher appraisal is an intervention which aims to benefit both the individual and the school in pursuit of quality education (Monyatsi, Steyn & Kamper, 2006: 217). According to Poster and Poster (1992:2), “appraisal is one of a number of techniques for integrating the individual into the organization”. In other words, it helps to harness the unique talents of individuals and coordinates their activities towards the achievement of the organisation’s objectives by efficient and effective means. Prasetya and Kato (2011:20) define performance appraisal as a formal management system that provides for the evaluation of the quality of an individual’s performance in an organisation. Teacher evaluation is a function of human decision-making resulting from a value judgment about how good or weak a particular work performance is, using information that compares the actual work performance with predetermined performance standards which are followed by feedback to the teacher about how good or weak the work performance is (Grobler, 1993:92; Manual for IQMS, 2005:10). In this study, performance appraisal refers to the evaluation of employees, in order to determine whether their performance satisfies the required standard of the organisation.

1.6.2 Conceptual Framework

Conceptual framework is a network or a “plane” of linked concepts, key factors or variables related to topic under study (Jabareen, 2009:49). The study was based on two models of appraisal which are the accountability model and the professional development model (Keitseng, 1999:25). These models enumerate the process to follow in appraisal. The models are relevant to my study because their objective is to improve quality of professionalism. The accountability model is managerial, control oriented, judgemental and hierarchical (Monyatsi, 2003:66). The professional development model is a model that encourages work relationship to be based on trust and confidentiality (Murdock,

2005:55). Research shows the distinctiveness of the two routes of appraisal and this is reflected in the number of studies that employed these models (Poster & Poster, 1992:1; Goddard & Emerson, 1995:10; Manlongwa, 1995:154; Habagaan, 1998:21).

1.6.3 The Rationale for Teacher Performance Appraisal

Craft (1996:33) notes that appraisal is not simply about identifying professional development needs. One basic purpose of the review and development model of appraisal, which most current Local Education Authority (LEA) schemes embody, was to help teachers identify priorities or targets for future action. Craft (1996:33) further says that a necessary follow-on then is how to give teachers the support they need in order to achieve their targets. Such support may or may not be included in in-service education and training (INSET). Whether or not the targets of an individual teacher include INSET support, the process of appraisal could be a valuable professional development opportunity in its own right.

The purposes of different evaluation systems include: establishing the value of the investment made in education (accountability); identifying areas that can be improved; benchmarking improvement; establishing how the system works (research) and how it can be changed (Khosa, 2010:2). According to Bisschof and Mathye (2008:393), managing performance is associated with punitive and often an inefficient inspection system. In considering how to support teachers to achieve a satisfactory or better performance, some governments had strived to move forward by balancing the strong accountability element of previous inspection regimes with a more positive determination to provide support.

If structured, the process of appraisal ensured teachers' competence and conscientiousness and was an aid to professional development and accountability (Bartlett, 2000:25; Danielson, 2001:12; Gunter, 2007:67; Howard & McColskey, 2001:48; Lam, 2001:161; Wanzare, 2002:214; Whitaker, 1998:108; Wilson, 2002:4). According to Monyatsi, Steyn and Kamper (2006:438) an effective teacher appraisal system should

enable teachers to gain more knowledge and skills so that they might be empowered and thus confident in their delivery. The idea is supported by Everard and Morris (1996:79), Goddard and Emerson (1996:11), Poster and Poster (1992:2) and Trethowan (1991:181) who contend that appraisal effectiveness depends on how it addresses the feelings and attitudes of the teachers in the schools. It is also based on the assumption that, owing to the interaction that was an integral part of teaching as an activity, some bond and understanding was ensured, which in the end benefitted both the individual teacher and the learners.

According to Rebores (1991:162), the performance evaluation system in a school was designed for three purposes:

- to improve teachers' job satisfaction and morale, thus teachers became aware that administration was interested in their job progress and personal development;
- to provide an opportunity for each teacher to discuss job problems and interests with his/her supervisor;
- to assemble substantiating data for use as a guide for promotions, disciplinary action, termination, retention, and tenure.

1.6.4 The Roles of Different Structures in Performance Appraisal

According to Curtis and Wiener (2012:15), some systems believed that individual teachers were responsible for interpreting their evaluation information and pursuing learning opportunities that responded to their needs and helped them improve. Other institutions expected teachers, evaluators, and classroom-focused instructional coaches to work together on specific goals for improvement. Some systems organised teams of teachers into professional learning communities to support that work. Many systems believed some combination of the ideas above facilitated teacher growth and development. An evaluation system that assumed individual teachers were responsible for improving based on evaluation data looked quite different from one that was built on the assumption that schools and systems had an important responsibility in helping teachers improve.

Related to leadership characteristics, Wahlstrom and Louis (2008:459) argue that the school leader is responsible to ensure the quality of teachers' work, hence, the school leader should be capable of providing constructive feedback to teachers. In that regard, the responsibility of the teacher evaluation process in particular rested with the school leader or the principal. As noted by Hayman and Sussman (1986:111), "the bottom line, supervisors were responsible for ensuring that the work done within their units was done effectively. For that reason, it was appropriate to hold principals accountable for managing the remediation or removal of incompetent teachers within their schools".

According to ELRC, (2003: 5), structures needed in schools for teacher appraisal are;

- the Senior Management Team, whose function is to ensure that the school is operating efficiently and effectively;
- The Staff Development Team, which plans, oversees, coordinates and monitors all Quality Management processes; and
- The Development Support Group, whose function is mentoring and support.

1.6.5 Reactions of stakeholders to Performance Appraisal

Regarding performance appraisal, there are reactions shown from different stakeholders. Gunter (2001:64) announces that in response to the union threat to boycott appraisal because of its link with pay, the language was toned down, but in the Government's White Paper of Botswana, the government's position remained resolute by stating that better information about teacher competence was essential to improve teacher deployment and development and, ultimately, to facilitate the dismissal of those who continued to underperform.

The first National Commission on Education of Botswana in 1976 recommends the strengthening of supervisory roles by maintaining a closer link between teachers and the Ministry of Education (Republic of Botswana, 1977:9). It also recommends more regular assistance and professional stimulation of teachers in the classroom (Republic of Botswana, 1994:47). Commission recognises the need to improve teachers' conditions

of service in order to improve their morale. As a result, a system of confidential reporting was introduced in 1983, which formed the basis for promotion of teachers, annual increments and other related benefits. Furthermore, a Government White Paper on job evaluation for teachers was implemented in Botswana in 1988. This link between appraisal and pay was vehemently opposed by teacher organisations and unions, which resulted in industrial action (Motswakae, 1990:11). In 1992, as a result of the Job Evaluation exercise and the resultant problems, a new instrument entitled “Teacher Performance Appraisal: Form TMS ¾” was introduced (Republic of Botswana, 1994). The instrument aimed to portray a non- threatening, valid and comprehensive system, which would offer teachers the opportunity to increase professional development.

1.6.6 School Capacity on Performance Appraisal Implementation

According to Khosa (2010:4-5) the key concern of school evaluation initiatives should be how learners benefitted from the process. There was overwhelming consensus that the primary goal of evaluation was to raise standards. However, researchers and practitioners were divided on the extent to which schools benefitted from evaluation, which forms of evaluation were most effective and how school evaluations should be conducted. Khosa (2010:5) further responds that any form of evaluation works if it was aligned with the internal conditions of accountability. This means that there had to be internal institutional capacity to comprehend the need for accountability and to take cognisance of the performance gaps that were shown by the evaluation.

Carnoy, Elmore and Siskin (2003:8) found that schools least aligned internally with accountability requirements were least likely to respond coherently to external accountability demands. Carnoy, Elmore and Siskin (2003:11) maintained that testing schools, rewarding and sanctioning them could take schools only so far in self-improvement; but without internal coherence, schools were not able to make organisational changes. In that context, the benefit of an external evaluation, if it was strong, was to enforce standards. However, if the accountability system was weak, it both failed to enforce standards and to bring about school improvement from within. Partly in

agreement with Carnoy, Elmore and Siskin (2003:11), MacBeath (1999:2) argues for a bottom-up evaluation design wherein a school's self-evaluation preceded external evaluation. He contends that the bottom-up approach compensated for the weaknesses of top down approaches and their inability to pick up the real day-to-day experiences of learners and their teachers and the nuances that uniquely manifest in schools. There seems to be consensus that national evaluation systems for improvement should be built from the school level while national evaluation systems for accountability should be imposed externally from outside the schools – by districts, provinces and nationally. This means that in the school, there should be a system that evaluates improvement whereas the system for accountability should be from outside the school. Curtis and Weiner (2012:57) assert that for teachers to be active participants in the evaluation process, they needed to be thoroughly trained in the teaching framework so that they were clear about the system's expectations of them and could reflect on their own performance relative to those expectations. Castetter (1996:286) emphasises the need for training of appraisers as critical in developing a sound evaluation system. ELRC (2003:7) states that all officials and educators must have a thorough understanding of the principles, processes and procedure. Training must enable officials and educators to plan and administer IQMS in a uniform and consistent manner.

1.6.7 Support to the Appraisees on Performance Appraisal

Support is essential throughout the process of performance appraisal. ELRC (2003:13) explains that the Development Support Group (DSG), which consists of the appraisee's immediate senior, that is the Head of Department in the school and the teacher's peer selected by the teacher on the basis of appropriate phase or learning area or subject expertise is responsible to provide mentoring and support to the teacher. Barden (2014:9) advocates that effective teacher performance management system should support teachers in the preparation phase. Mentor or master teachers should help teachers develop an individual plan of action. This plan should include various types of actions to learn new skills. These include attending professional development training, reading a particular book, participating in a group that meets regularly on a particular practice,

watching a webinar and multiple other methods. Districts have to support the plans with time, resources and funding. Then the plan should address the implementation of the new skill or strategy with an opportunity to reflect with someone. The action stage should be the implementation of the plan. In both the action and maintenance stage, a master teacher or mentor should help teachers carry out the plan, reflect on the changes, and then help them adapt and maintain. Davis, Ellet and Annunziata (2002:289) contend that an effective teacher evaluation system is of little meaning if the school leader is not supportive.

1.6.8 Dysfunctionalism of Performance Appraisal

According to MacBeath (1999:1), performance appraisal can be dysfunctional. In dysfunctional systems, the best way to approach the introduction of evaluation is to start with externally imposed evaluations with a view to enforcing standards and then gradually shift the focus to more internal evaluations as a strategy to improve and sustain school quality. Meaning that, the best way to tackle dysfunctionalism in performance appraisal is to start by imposing the external evaluation in order to meet the required standard and bit by bit introducing the internal evaluations, this is done in order to improve and sustain the school quality.

Khosa (2010:9) presents a NEEDU report done in South African schools that analysed the existing evaluation programmes and confirmed that most of the national evaluation programmes are flawed in that they are ambitious, complex and time consuming; assume that teachers have the requisite reflexive competencies; place little focus on the teaching and learning process and learner achievement; confuse the imperatives of the evaluation process; are not comprehensive in their focus areas; are weakly objective; and produce results that are sometimes questionable.

According to Stronge (2003:407), teacher evaluation in its myriad forms is nothing more than a process for determining how an individual, program, or school is performing in relation to a given set of circumstances. When evaluation was viewed as more than that

process (that was, evaluation as an ended within itself), it gets in the way of progress and, thus, becomes irrelevant. When evaluation is treated as less than it deserves (that is, superficial, little or no resource allocation, invalid evaluation systems, flawed implementation designs), the school, its employees, and the public at large are deprived of opportunities for improvement and the benefits that accountability afford. A teacher assessment and evaluation system that is built squarely upon individual and institutional improvement hold the promise of filling the need and better serving our students and our communities (Stronger, 2003:407).

Since there are many challenges regarding performance like the dysfunctionality of performance appraisal, that most of the evaluation are flawed, they are complex and time consuming and that the results are sometimes questionable, this study seeks to investigate the challenges in the implementation of performance appraisal in schools around Shiluvana Circuit.

1.7 DEFINITIONS OF CONCEPTS

1.7.1 Performance Appraisal

Poster and Poster (1992:2) define appraisal as one of a number of techniques for integrating on individual into an organisation. Van der Bank (2000:30) defines appraisal as essentially a formative, developmental, negotiated, continuous and systematic process intended to help individual teachers with their professional development and career planning. In this study performance appraisal refers to the evaluation of employees, in order to determine whether their performance satisfies the required standard.

1.7.2 Performance Management

Performance management is defined by Liebenberg and Van der Merwe (2004:262-263) as “a process during which the team leader plans, organises, leads and controls the

performance of team members.” Performance management is an aspect of accountability systems whereby teachers within the school are assisted by their supervisors to attain the standards expected of them (Mosoge & Pilane, 2014:3). In this study a performance management is a process that is employed during teacher appraisal where teachers are assisted by their Development Support Group to improve their performance.

1.7.3 Educator

Educator means any person who teaches, educates or trains other persons at an education institution, or assists in rendering education services, or education auxiliary or support services provided by, or in an education department (Proclamation No. 103 of 1994 ELRC, 2003:A-3). In this study an educator is a person in an education institution, it can be principal, deputy principal as long as that person does not teach but is skilled to teach, in this study the educator ensures that IQMS is implemented and is operating efficiently and effectively.

1.7.4 Teacher

Teacher is a person who is appointed to perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and educational psychological services, at a school (ELRC, 2003:B-4). Personable, focused more on improving the student holistically (preparing the student for success), but through the medium of the content (Hollis, 2017). In this study, a teacher is a professional person who has a responsibility to teach in a school and during appraisal, a teacher is an appraisee, he/she is doing self-evaluation, where the teacher evaluates him/herself and undergoes class observation, where she/he is evaluated. Someone whose occupation is to instruct and teach.

1.7.5 Integrated Quality Management System (IQMS)

Integrated Quality Management System (IQMS) is a policy designed to help teachers to identify their shortcomings and undergo personal development, as well as to improve the culture of teaching and learning at school (Queen-Mary & Mtapuri, 2014:2). Collective Agreement Number 8 of 2003:3, states that Integrated Quality Management System consists of three programmes, which are aimed at enhancing and monitoring performance of the education system and these are:

- Developmental Appraisal, whose purpose is to appraise individual teachers in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development.
- Performance Measurement, whose purpose is to evaluate individual teachers for salary progression, grade progression, affirmation of appointment and rewards and incentives; and
- Whole School Evaluation, whose purpose is to evaluate the overall effectiveness of a school including the support provided by the district, school management, infrastructure and learning resources as well as the quality of teaching and learning.

In this study, Integrated Quality Management System is a term given to a system used in schools to appraise South African teachers.

1.8 RESEARCH PARADIGM

Research paradigm is a term first used by Kuhn (1970:10) to define how periods of science are distinct traditions rather than historical extensions of previous scientific traditions and further says a paradigm is an orientating description for a number of theories that share similar views and pursue similar ends. Antwi and Hamza (2015:218) define paradigm as a research culture with a set of beliefs, values, and assumptions that a community of researchers has in common regarding the nature and conduct of research. In simple terms, it is an approach to thinking about and doing research.

Quantitative positivist and qualitative interpretive research paradigms are highlighted by Terre- Blanche and Durrheim (1999:6). Terre - Blanche and Durrheim (1999:6), Guba and Lincoln (1994:108) state that, the research paradigm has three major dimensions: ontology, epistemology and methodology.

1.9 RESEARCH DESIGN AND METHODOLOGY

In this section, the research design and methodology employed are discussed. Interviews and documentary study were used as methods of collecting data.

1.9.1 Research Design

Research design is the planning of scientific inquiry designing a strategy for finding out something (Babbie & Mouton, 2001:72). Welman, Kruger and Mitchell (2005:52) define research design as the plan according to which we obtain research participants and collect information from them. Rankapole (2002:49) defines research design as a plan for selecting subjects, research sites and data collection procedures to answer questions posed by the researcher.

According to Hancock (2002:4), qualitative research has the following research designs: case study, ethnography, phenomenology and grounded theory. In this study, the research design adopted is case study.

1.9.2 Research Method

Research methods are the various procedures, schemes and algorithms used in research (Rajasekar, Philominathan & Chinnathambi, 2013:5). Research methods are essentially planned, scientific and value-neutral and include theoretical procedures, experimental studies, numerical schemes, statistical approaches, etc. (Rajasekar, Philominathan & Chinnathambi, 2013:5). Terre- Blanche and Durrheim (1999:6) define methodology as the practical way in which the researcher goes about doing the research. According to

Creswell (2008) qualitative methodology which is more exploratory in nature involves listening to the participant's voice and subjecting the data to analytic induction; in a more exploratory in nature. In this study, interviews were conducted with participants with a face-to-face approach.

Creswell (2008) said that qualitative research is educational research in which the researcher relies on the views of participants, asks broad and general questions, collects data consisting largely of words (or text) from participants, describes and analyses those words for themes as well as conducts the inquiry in a subjective and unbiased manner. Moreover, the importance of using the qualitative method was that qualitative researchers ensured that the findings were transferable, which means that they helped the researcher to understand other contexts, or groups similar to those that were studied (Bertram, 2004:67).

1.9.3 Study Population

Babbie and Mouton (2001:173) define population as the theoretically specified aggregation of study elements and, Bertram (2004:64) adds that population is the total number of people / groups, or organisations which could be included in a study. In this study, the population comprised of principals, deputy principals, teachers from secondary schools in the Shiluvana Circuit, Integrated Quality Management System (IQMS) circuit coordinator as well as IQMS District coordinator. This was the targeted population since they are directly involved in and are affected by the performance appraisal system.

1.9.4 Sampling Method and Study Sample

Sampling is the process of selecting observations (Babbie & Mouton, 2001:164). Bertram (2004:64) states that sampling involves making decisions about which people, settings, events or behaviours are to be observed. In this research, I used purposive sampling through, which according to Bertman (2006:67), the researcher makes specific choices about which people to include in the sample, and further says that the researcher targets

a specific group, knowing that while they may not represent the wider population, they have the necessary experience and knowledge on the topic under study. This study employed purposive sampling because the selected respondents were involved in the performance appraisal of educators. Five (5) Principals from secondary schools, five (5) secondary schools' deputy principals, three groups consisting of six members each (for the focus group) which equals to 18 teachers, one (1) Integrated Quality Management System (IQMS) circuit coordinator and one (1) District IQMS coordinator were sampled. The total number of the study sample was therefore 30.

1.10 DATA COLLECTION PROCEDURE

In this section, data collection strategies and instruments used for data collection are discussed.

1.10.1 Research Instruments

In this study, face-to-face interviews, documentary study and focus group interviews were adopted as instruments to collect data, below they are explained in detail:

1.10.1.1 Face-to face interview

Creswell (2005:215) defines face-to-face interviews as a data collection process in which the researcher asks questions and records answers from only one participant in the study at a time. The study employed face-to-face interviews. The reason for employing face-to-face interviews is that the participants were from different locations, it might not be easy to make them congregate in one place, and they might have felt uncomfortable to respond in each other's presence. Bertram (2004:86) regards an interview as a conversation between the researcher and the respondent. Data was collected by means of qualitative methods which included semi-structured interviews, focus group interviews and documents study. Through semi-structured and open-ended questions all information provided by the informants was audio recorded. Permission to use a tape

recorder was sought before the interviews were conducted. In this study, questions asked elicited different and unique views from the respondents which garnered pertinent outcomes of the study.

1.10.1.2 Focus group interviews

According to Robson, Shannon, Goldenhar and Hale (2001:69), focus group is like an interview with a small group of people rather than only one person. About six to ten people can be interviewed together and the interviews usually last from one-and-one-half to two hours. This allows time for participants to discuss about eight to ten questions. The focus group technique is a highly efficient way to collect data. For this study I employed focus group interviews on teachers, I had three groups of teachers, each group consisted of six people. Focus group interviews assisted me to triangulate data collection methods, such as face to face interviews and documentary analysis used in the study.

1.10.1.3 Documentary study on performance appraisal

Hancock (2000:13) contends that a wide range of written materials can produce qualitative information which can be particularly useful in trying to understand the philosophy of an organisation, as may be required in action research and case studies. These include policy documents, mission statements, annual reports, minutes or meetings, codes of conduct and notice boards can be valuable sources of data.

Therefore, in this study, documents referred to above, include those that are related to performance appraisal such as school master files. They have every record of school regarding performance appraisal, teachers' personal file, which has records about the teacher regarding teacher appraisal information, minutes of meetings held at school regarding teacher appraisal, forms that were filled in throughout the process of appraisal and reports that were studied. I studied all the documents, ticked and noted down in my notepad for data analysis.

1.11 DATA ANALYSIS

According to Creswell (2003:2), qualitative data analysis is a process whose first step involves arranging the data into different types of categories depending on the source of information. In the second step, the researcher reads through all the data so as to obtain a general sense of the information, and to reflect on its overall meaning. In the third step, a detailed analysis with a coding process is initiated. Coding is a process of organising the material into chunks before giving meaning to those chunks (Creswell, 2003:2). The coding process generates description of the setting or people, as well as the categories or themes for analysis (Creswell, 2003:2). Creswell (2003:2) further points out that those themes appeared as major findings in the qualitative approach and they display multiple perspectives from individuals and are supported by diverse quotations and specific evidence. The final step to data analysis involves making an interpretation or meaning of the data such as noting the lessons that were learnt.

1.11.1 Document Analysis

Document analysis involves reading lots of written material, relating to some aspects of the social world (Denzin & Lincoln, 2000:106). In this study, documents such as teachers' files, school master files were looked at, checked to see what information they entailed. I had a form which reflected documents which were supposed to be completed during performance appraisals in schools. I ticked the form to indicate which documents were available for appraisal (Refer. Appendix 8). These documents which I used for data interpretation and analysis were given to the district by the circuit coordinator, in order to ensure that schools and circuits implemented teacher appraisal.

1.12 DATA TRUSTWORTHINESS

According to Lincoln and Guba (1985:290), the key criterion or principle of good qualitative research is found in the notion of trustworthiness. The four issues of trustworthiness are credibility, transferability, confirmability and dependability. They are

used to reflect the multiple ways of establishing truth in qualitative research (Golafshani, 2003:597).

1.12.1 Credibility

According to Shenton (2004:64), credibility in qualitative research means seeking to ensure that their study measures or tests what is actually intended. Credibility is an evaluation of whether or not the research findings represent a “credible” conceptual interpretation of the data drawn from the participants’ original data (Lincoln & Guba, 1985:291). Credibility referred to the idea of internal consistency, where the core issue was “how we ensure rigor in the research process and how we communicate to others that we have done so” (Gasson, 2004:95). Credibility can be achieved by prolonged engagement with participants; persistent observation in the field; the use of peer debriefers or peer researchers; negative case analysis; researcher reflexivity; and participant checks, validation, or co-analysis.

1.12.2 Transferability

Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the project (Lincoln & Guba, 1985:291). According to Bitsch (2005:85), the “researcher facilitates the transferability judgment by a potential user through ‘thick description’ and purposeful sampling”. This was achieved when I provided sufficient information about the self (the researcher as instrument) and the research context, processes, participants, and researcher–participant relationships to enable the reader to decide how the findings may transfer. In this study, the information gathered from the participants, since they were the rightful candidates for this study, can be used as source of reference in the library and may help in the transformation of the performance appraisal of the educators in this country.

1.12.3 Confirmability

Shenton (2004:64) asserts the concept of confirmability is the qualitative investigator's comparable concern to objectivity. Confirmability is a measure of how well the inquiry's findings are supported by the data collected (Lincoln & Guba, 1985:291). Shenton (2004:64) further points out that steps must be taken to help ensure as far as possible that the work's findings were the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. In this study, all information gathered through the interview from the participants was used. I avoided personal influences and biasness in the study through verification with participants on the data collected. When analysing data, I made sure that I included information from the participants only.

1.12.4 Dependability

Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation (Lincoln & Guba, 1985:292). Any inconsistencies that arise from these separate analyses need to be addressed to improve the dependability of the inquiry, and if the results of analyses are similar, then dependability of the inquiry is achieved (Ary et al., 2010). Shenton (2004:71) employs ways to show that, if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained. The use of tape recorder and note taking in the study helped in improving accuracy, quality of data and to enrich texture of reality. The voice recorded for this study are kept safe for if proof can be needed to make sure whether the information used is indeed from the participants and is real and the same, then evidence would be readily available to check.

1.13 SIGNIFICANCE OF THE STUDY

According to Bertrams (2004:50), the research should be of benefit, either directly to the research participants, or more broadly to other researchers and the society at large. In

this research, principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator in the study benefitted as, if the recommendations in the study can be implemented then the challenges that were identified will be things of the past and teacher appraisal will be effective in secondary schools within Shiluvana Circuit. Through the findings and recommendations that will be developed from this research, the policy makers in the Department of Education may realise the need to review the present teacher appraisal system if there may be a need or may develop ways to make appraisal effective in schools. To fellow researchers, researching about challenges in the implementation of performance appraisal on teachers or related matter on appraisal, the research serves as a guide and for reference in the library.

1. 14 DELIMITATION OF THE STUDY

This research was conducted in Shiluvana Circuit under Thabina Cluster within Mopani District which is in Limpopo Province. Cluster refers to circuits when they are grouped together. Thabina Cluster has three circuits which are: Thabina, Shiluvana and Khutswana. The circuits are named after places where they are situated. These circuits are demarcated according to proximity of schools from each other and the ability to manage them by their circuit managers. Each circuit has its own primary and secondary schools. Shiluvana circuit is situated in the Eastern side of Thabina Circuit. It is under the leadership of the tribal leaders (*kgosi* and *ntona*) and two ethnic groups which are the Pedi-speaking and Tsonga-speaking people found in the area.

This research focused on the secondary schools in Shiluvana Circuit. Through interviews that were done with the participants I believe that challenges in the implementation of performance appraisal were identified since I believe that there were challenges. Thus, that was the main issue driving this research. Since the study was focused on the examining of challenges in the implementation of performance appraisal in schools, secondary schools under Shiluvana Circuit had provided the rightful participants and through the interviews, my research questions were clearly answered.

1.15 ETHICAL ISSUES

Mouton (2001:238) defines ethics as what is wrong and what is right in the conduct of research. Ethical considerations were important because I respected the autonomy of all the people participating in the research.

1.15.1 Consent

Bertram (2004:73) says consent of the participants is vital. Participants must all receive a clear explanation of what the research expects of them, so that they can make an informed choice to participate voluntarily in the research. In this research the researcher obtained the consent from the Limpopo Provincial Department of Education and Mopani District as the interviews were done in their jurisdiction. After I had received consent, the researcher asked for consent from the circuit managers as they must know what the research was about. From the circuit managers I asked for consent from the principals of the schools that I did interviews and lastly I asked for consent from the teachers I interviewed. In this consent form the respondents were informed that their participation was voluntary. All the participants received a clear explanation of what the research expected of them, for them to make an informed choice to participate in the research.

1.15.2 Confidentiality

Bertram (2004:73) further indicates that all participants need to be assured of the confidentiality of the information supplied by them. Participants need to know how the information will be made public. In light of this, I made sure that the participants were assured of their anonymity and that they must feel free to say whatever they know. Bertrams (2004:136) is of the view that the participants are most likely to speak honestly if they know that their opinions or views cannot be traced directly back to them when the research report is written. In this research, since I used audio recorder during the interviews, all the participants were assured of their confidentiality, as they had right to

remain anonymous. The reason for using the device was explained to the participants as it was only for data collection and data analysis purposes but not to expose them.

1.15.3 Security

The participants were assured of their security and that they will not be affected by harm because of their taking part in the interview. I was always responsible, vigilant, mindful and sensible to human dignity. I assured them that even if they can say a very sensitive issue, their names will not be brought to the open.

1.16 STUDY OUTLINE

This study consists of the following chapters:

Chapter One: Introduction

In this chapter, I introduced my study by giving the background that showed the reason for selection of my study. Statement of the problem that gave a detailed problem that led to the study is presented. The aims and objectives of the study are also presented. A glimpse of literature review and methodology were presented as detailed discussion were done in the following chapters.

Chapter Two: Literature Review

This chapter presents a detailed literature review related to the study. The chapter revealed other literature that has embarked on the phenomenon which is performance appraisal. The chapter unpacks various literature that employed performance appraisal not only in education but in other entities.

Chapter Three: Research Design and Methodology

The chapter presents the research design and methodology that informed the study. Here, interpretive paradigm, case study as design and qualitative method were presented in detailed as they directed the whole study.

Chapter Four: Data Presentation and Analysis

This chapter presents data collected from the principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator. Thematic qualitative data analysis was employed in analysing data collected.

Chapter Five: Discussion of Findings

The chapter discusses the findings that were gathered when analysing data in chapter four. The study relates data collected with literature and cross-referencing of data to annexure was visible throughout the chapter.

Chapter Six: Summary, Limitations, Conclusions and Recommendations

This chapter exposes the challenges revealed in Chapter Four and suggests recommendation that might resolve those issues if the study can fall in the hands of suitable stakeholders especially the stakeholders in education.

1.17 CHAPTER SUMMARY

In this chapter, I started by introducing the study, showing that performance appraisal was adopted globally for different purposes and has yielded different results. In the background of the study of different countries that have adopted performance appraisal are identified. The countries identified include United State of America, Belgium, Chile, Namibia, Botswana, Kenya and South Africa.

The problems that were identified in these countries were that in USA, teachers were not given performance criteria, they did not know what the evaluator was looking for during evaluation and they did not receive any meaningful feedback from the process. The

problem faced by Belgium was that there was a lack of professional development which resulted in deficient evaluation systems. Chile's problems were that there was no well-established, systematic approach to school evaluation.

The African countries had their challenges, Namibia's problem was that there was inadequate communication between employees and supervisors. In Botswana, there was nothing done to develop the teachers after evaluation even when the recommendations were made. Kenya's problem was that most schools did not have effective staff performance appraisal program in place. South Africa's problem, was that the implementation of a new appraisal system, IQMS has failed or has never been completed. All the stated problems from different countries about performance appraisal pushed for further investigation about the phenomenon.

The main purpose of the study was to find out the challenges in the implementation of teacher appraisal, followed by the secondary objectives being to investigate how performance appraisal was conducted in Shiluvana Circuit, to examine the views and involvement of educators towards the performance appraisal system used in Shiluvana Circuit and to examine the challenges schools faced in implementing performance appraisal. The research questions related to the purpose were identified.

Preliminary review of literature in this chapter was dealt with in brief as it was done in detail in chapter two of this study. The meaning of performance appraisal was given by different authors.

Accountability model and professional development models by Keitseng (1999:25) were identified as conceptual framework, underpinning this study. Accountability model as managerial, control oriented, judgemental and hierarchical while professional development model as a model that encourages work relationship to be based on trust and confidentiality were identified and were discussed in detail in Chapter Two. The rationale for teacher appraisal, the roles of different structures on performance appraisal, reactions of stakeholders to performance appraisal, school capacity on performance

appraisal implementation, support to the appraisees on performance appraisal and dysfunctionality of performance appraisal are the sub-headings that were dealt with in detail in Chapter Two.

Concepts like educator, teacher, performance appraisal, performance management system and Integrated Quality Management system were defined according to different authors' views and what they mean according to this study.

Research paradigm as a term by Kuhn (1970:10) to describe how periods of science are distinct traditions rather than historical extensions of previous scientific traditions were adopted. Positivist and interpretive research paradigms are highlighted in this study but for this study Interpretivist paradigm was adopted as reality which is based on people's subjective experiences of their internal world. The study has identified the three major dimensions under research paradigm which are ontology, epistemology and methodology.

Research design is the planning of scientific inquiry designing a strategy for finding out something, in this case challenges in the implementation of teacher appraisal. This study adopted case study research design and research method identified was qualitative method, it was used because the research questions were general and broad and sought to understand the participants' experiences towards teacher appraisal.

The study identified principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator as population, purposive sampling was employed to choose the participants and the sample for the study was 5 principals, 5 deputy principals, 18 teachers, 1 IQMS circuit coordinator and 1 IQMS district coordinator which was total of 30 sample for this study.

Data was collected through face-to-face interviews for principals, deputy principals, IQMS circuit coordinator and IQMS district coordinator. For teachers, focus group interviews were adopted. Documentary study was employed to collect data. Data was analysed

following the steps by Creswell (2003:2), which is named thematic analysis, where data is arranged into categories, reading through the data for meaning, coding process and interpretation of data.

For this study, four issues of trustworthiness which are, credibility, transferability, confirmability and dependability were adopted. The significance of the study can assist the policy makers by coming up with alternative ways to make teacher appraisal a success. This study focused on secondary schools within Shiluvana Circuit. Ethical issues like getting consent from the participants, the educational authority in this matter was granted (Refer. Appendices 17 -19). Confidentiality which is the right of the participants to be anonymous and security were assured to all participants. Lastly, outline of the study was done. The next chapter is about literature review, a detailed information from sources were dealt with.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In the previous chapter, I dealt with the background of the study, the statement of the problem, the purpose of the study, research questions, preliminary of literature, definition of concepts, design and methodology, data collection procedure, data analysis, research quality control measures, delimitation of the study, ethical consideration and outline of chapters. This chapter reviews literature related to the study on challenges in the implementation of performance appraisal of educators. Conceptual framework related to this study was also reviewed. The following headings are discussed in order to outline the challenges in the implementation of performance appraisal: the meaning of performance appraisal, conceptual framework on performance appraisals, the nature of performance appraisals, the conduct of performance appraisal, measures of assessment in performance appraisal, the rationale of performance appraisal, who conducts performance appraisal, frequency of performance appraisal, approaches to performance appraisal, feedback on performance appraisal, rewards in performance appraisal, problems with performance appraisal as well as performance appraisal in other countries

2.2 THE MEANING OF PERFORMANCE APPRAISAL

Performance appraisal refers to the process of identifying, measuring and managing the performance of workers in an organisation. It enables individuals to access feedback on their performance in order to be coached to a higher level of performance (Gomez-Mejia, Balkin & Cardy, 2007:29). According to Phin (2015:97), performance appraisal is a strategy of assessing the behaviour of workers in an organisation. This includes both quantitative and qualitative aspects of job performance of the employee. It is an endeavour which is concerned with determining and communicating the performance of an employee at a job and crafting a plan to improve work effort. Phin (2015:97) further

explains that performance appraisal avails information to assist managers to lead in a way that improves the performance of employees. It is basically an objective and systematic way to judge the worth and aptitude of a worker in performing a task. Poster and Poster (1992:2) state that “appraisal is one of a number of techniques for integrating the individual into the organisation”. The appraisal assists in utilising the unique talents of individuals and organises efforts towards effective and efficient achievement of the objectives of an organisation.

Performance appraisal system can be a measure that is used to identify variations in the performance of tasks with the intention of applying remedial actions based on evidence. Performance appraisal can also be employed to reveal experiences of performance as the organisation crafts future plans. The fact that huge organisations depend on performance management strategies to evaluate the performance of workers turns out to occupy the central focus of managers. This is used to appeal to the gifted employees to remain working for the organisation and to perform productively. The process of appraisal can provide helpful information to workers which subsequently influences their performance either positively or negatively (Getnet, Jebena & Tsegaye, 2014:178).

2.3. CONCEPTUAL FRAMEWORK

Conceptual Framework is a network or a “plane” of linked concepts, key factors, variables related to topic under study (Jabareen, 2009:49). Jabareen (2009:50) further alluded that conceptual frameworks are products of qualitative processes of theorisation. According to Keitseng (1999:25) the appraisal process realises two models of assessment. These are the professional development model and the accountability model. Literature reveals the characteristics of the two routes of appraisal and this is shown in numerous studies which employed these models (Poster & Poster, 1992:1; Goddard & Emerson, 1995:10; Manlongwa, 1995:154; Habagaan, 1998:21).

2.3.1 The Accountability Model

The accountability model is control oriented, managerial, hierarchical, top-down approach and judgemental (Monyatsi, 2003:66). De Clercq (2008,13) share similar sentiments when he maintains that the accountability model provides defensible and standardised information to use in human resource decisions. It is also managerial, control-oriented, judgmental and hierarchical .ELRC (2003:8), emphasises that the Regional/District/ Area Manager and the principal of a school should facilitate the establishment of the School Development Team and Development Support Group in the school and its implementation. There is no way teacher appraisal can be implemented in the school without the principal, the principal must see to it that the committees are established and functional.

Middlewood (2002,122) pronounces that accountability model focuses on organisational need, transactional elements, measurable outcomes and the need for quantitative data. For instance, accountability model requires adherence to the departmental rules, regulations and procedures and it also leads to actions related to retention, promotion and dismissal. Middlewood (2002,122) further highlights the problems arising from the accountability model, which are: alienation of staff as they perceive themselves assessed from above with little ownership for themselves in the performance appraisal scheme. The idea behind IQMS rests on the reasons that encompass the determination of competence, assessment of strength and areas for development. It is also concerned with providing support and opportunities for growth to ensure continual progress, to enhance accountability and to mediate effectiveness of the whole institution (ELRC, 2003:4).

The accountability model has proved to be unfavourable to unions and teachers (Mchunu, 2014:24). This is due to the fact that it encompasses imposition as a result of its focus on checking the competence of individuals and its failure to cater for their developmental needs. It endeavours to release a sound relationship among performance, responsibilities and pay (Monyatsi, 2003:208). It involves the making of judgements which the teachers

have committed to question the suitability of those making judgements, and the reliability and validity of the tools employed. It has inbuilt structures for defensiveness as teachers struggle to guard against their interests and not those of the students.

Khosa, (2010:3) asserts that there are criticisms against inspection, or external evaluation, which embraces the stress they impart on workers at individual and institutional careers. Performance appraisal also takes plenty of time away from teaching and learning with institutions bent on preparations and participation in the exercise.

Carnoy et al. (2003), developed a theory of accountability with three-dimensions which comprise of the individual-collective, internal-external and formal-informal dimensions. This theory rests on the premise that schools harbor conceptions of accountability which are embedded in the process of these everyday operations. The theory announces that accountability functions well if its many forms (formal & informal) are added with inward notions of accountability. The practice of accountability then tends to shift from mechanical to organic process of accountability. Schools as public institutions are required to be accountable. One of the purpose of Integrated Quality Management system, according to ELRC (2003:4 – 5) is to promote accountability and the policy mentions the line of accountability in IQMS between the educators and their Development Support Group, between the educators and the Staff Development Team, between the Staff Development Team and School Management Team (SMT), and between the SMT and Regional/District/Area Office are clear. And further says that accountability is less achievable if the Quality Management programmes are implemented separately.

2.3.2 Professional Development Model

The professional development model is a model that encourages work relationship to be based on trust and confidentiality (Murdock, 2000:55). For the successful operation of teacher appraisal in schools, there must be trust and confidentiality between appraisee and appraiser. The Developmental Support Group (DSG) at the school level consists of the appraisee, the teacher's immediate senior and the teacher's peer (ELRC, 2003:5).

These people play a major role in the appraisal process as they see to it that their observations, records and awarding of scores are not questionable but are a true reflection of what has transpired. The feedback that the individual receives should be confidential and the individual should have control over the process (Ward, 1997:5). This model has gained a good deal of popularity among teachers, their organisations and school managers (Duke & Stiggins, 1990:116; Duke, 1995:6). This may be a result of various factors which are:

Firstly, the staff development model is viewed as a genuine two-way process between appraiser and appraisee. In teacher appraisal, both appraiser and appraisee are involved throughout the process and good communication is encouraged.

Secondly, it should take place in an atmosphere of trust and confidentiality. This explains the ideal practice in performance appraisal as the appraisers are the immediate senior and a peer who constitute what we call Development Support Group (DSG). Trust is important in the process as discussion of personal matters may emerge during the process, especially when discussing the contextual factors that may have led to underperformance after class observation. Thirdly, professional development is based on the belief that teachers wish to improve their performance in order to enhance the students' learning. This makes appraisal easy to identify effectiveness of teaching and learning in schools, according to the purpose of Integrated Quality Management System (IQMS) (ELRC, 2003:4). Intervention which aims to benefit both the individual and the school in pursuit of quality education, is one description of teacher appraisal advanced by Monyatsi, Steyn and Kamper (2006:217).

Fourthly, the key characteristic of the professional development model is negotiation and the philosophy is the supporting of teaching and managerial development. According to ELRC (2003:4), one purpose of Integrated Quality Management System is to provide support and opportunities for development to assure continued growth. Murdock (2000:55) posits that the involvement of staff in contributing to the tools and procedures

employed to assess their performance creates motivation and empowerment as they develop a broad understanding of the whole programme.

The professional development model also identifies the teacher's potential for career development, which concurs with the report by OECD (2005:20) which states that in performance appraisal teachers are given pay progression and if the teacher is well motivated, he will stand a chance of promotion.

2.4 THE ORIGIN OF PERFORMANCE APPRAISAL

Maher (2011:394) studying the history of the employees' performance appraisal system reveals that this system was adopted in ancient civilisations, such as in ancient China, Romans, Pharaonic and Mesopotamian civilisations. Even up to the modern age, there is a great interest in performance appraisals by the Scientific Management Movement, which uses them as a tool to redesign jobs in a way that supports the use of scientific methods in measuring performance. The Human Relations School was also interested in the performance appraisal process, as it called for the necessity of merging the objective and behavioural criteria when assessing performance. This historical development was accompanied by changes in using the most appropriate term to describe the process. Among the terms used "performance assessment", "performance evaluation" and "appraisal process" (Maher, 2011:394).

Performance appraisal practices in collectivist societies in the East Asian countries like Japan and South Korea, were usually informal and encompassed groups of peers contributing feedback and reflecting adherence to group norms (Parkes, Bochner & Schneider, 2001:84). Elenkov (1998:136) argues that direct feedback from managers in the collectivist society like Russia was viewed as less acceptable. Important work decisions such as merit raises, promotions in collective society could not be made based solely on the performance of an individual but may embrace other factors inclusive of loyalty of an employee in the organisation, longevity and the respect for norms of the organisation (Gomez-Mejia & Welbourne, 1991:30). This was because collectivist

societies have human resource management systems which emphasise loyalty and seniority in organisations compared to societies that are individualistic like Australia, Canada, Germany, Netherlands and USA (Ramamoorthy, Flood, MacCurtain, Gupta & Kulkarni, 2012:5).

Performance appraisal in South Africa has passed various stages after the 1994 elections. Soon after removing the remnants of the inspection structures that remained from the apartheid system, the Department of Education began with a Developmental Appraisal System (DAS), moved towards a Whole School Development System (WSD), to a Whole School Evaluation System (WSE). This was also improved into a Performance Measurement System (PM), which culminated in the Integrated Quality Management System (IQMS) (Education Labour Relation Council, 2003:3). This is now being implemented in South African schools. DAS was focused on evaluating teachers in a transparent manner where teachers appraised themselves and discussed the results with the Development Support Group at each school. WSE focused on an evaluation of the effectiveness of the entire school. PM was geared to evaluate the performance of teachers for appointment affirmation, salary progression, grading, rewards and incentives (ELRC, 2003:3). The three appraisal approaches (DAS, WSE and PM) experienced problems of implementation emanating from the way in which they were applied to school-based teachers (Daniels, 2007:5). IQMS was advocated to pause and reflect as a collective or the policies that were instituted. It was revealed that various structures required to be set up as a strategy to enforce continuous improvement of teachers through IQMS. There are structures that have to be introduced to achieve successful implementation of IQMS. These include Staff Development Teams (SDT), which plans, oversees coordinates and monitors all quality management process. Development Support Groups (DSG), their function is mentoring and support and School Management Team (SMTs), their function is to ensure that the school is operating efficiently and effectively (ELRC, 2003:5).

2.5 THE CONDUCT OF PERFORMANCE APPRAISAL AT SCHOOLS

In Canada, an attempt was made by the Ministry of Education to ensure teachers are subjected to constant evaluation. To ensure appraisals were done in a consistent way, the process and standards were encoded into law (Barnett, 2012:1853). Regulation 98/02 and 99/02 (2002) and the Quality in the Classroom Act (2001) were used to mediate the evaluation process. The process constituted a promise of evaluation, pre-observation discussion, observation, post evaluation meeting. Pre-observation meeting with the teacher was meant to discuss the observation and other aspects that may be part of the observation. The observation of the performance of the teacher was anchored in the classroom. The post-observation meeting created an opportunity to suggest areas that emerged for growth or those that raised a concern. A standardised form was required to be completed and kept at the board office. Teachers that were successful were required to be observed twice a year only. Those teachers that were considered to be unsuccessful were exposed to support mechanisms, mentoring and further observation (Barnett, 2012:1853).

Gunter (1999:379) reports that the responsibility to appoint appraisers is done by the head teacher (DES 1991a). Circular 12/91 notes that the appraiser should be the holder of a management role of a school teacher (DES 1991b). The exercise of discretion is contained in the guidelines. Head teachers are supposed to accept requests by teachers if they prefer being observed by a particular appraiser. According to the 1991 Regulations (DES 1991a:10.1), the focus of appraisal rests with the person conducting the appraisal process. The appraiser is mandated to hold a meeting with the school head before the end of the appraisal cycle for the purpose of briefing the school head on the performance of the teacher. The meeting has to address the work of the teacher, in terms of achievements, areas of further development, training needs and observation targets for the complete appraisal cycle.

Evaluation system in Belgium, compels schools to carry out performance and evaluation meetings every four years. A person who is a superior to the teacher in terms of rank

such as the school head has to be appointed as an appraiser. The criteria for an evaluation process is dependent on the job description of each teacher and this functions to drive the evaluation system. The teacher should have at least one interview on performance within the four years or one feedback conversation with the appraiser. The evaluation period ends with a summative evaluation conference between the evaluator and the teacher. This leads to the production of a report which presents a conclusion of the process (Delvaux, Vanhoof, Tuytens, Vekeman, Devos & Petegem, 2013:2).

According to Education Labour Relation Council (2003:8), in South Africa, the principal together with the regional or area manager, should facilitate the setting up of the Quality Management structures to deal with teacher evaluations. This structure is composed of the School Development Team (SMT) and Development Support Group (DSG). Teachers have to conduct self-observations prior to any lesson evaluation in practice. Observation of lessons of teachers is conducted for the purpose of appraisal, performance measurement and Whole School Evaluation (WSE), this is the external team that looks at schools' basic functionality, governance and relationships, school safety security and discipline, parents and community (Education Labour Relation Council, 2003:5). The principal, SMT, SDT, in liaison with members of staff craft an implementation plan for all programmes. The plan of implementation should show who should be evaluated, the evaluator and the time for an evaluation. This information has to be reflected in the school master time table. The DSG is required to observe the lesson making use of the right instrument and present the outcomes of the lesson observation with the concerned teacher. The observed teacher may ask for a copy of the record of observation. The DSG is then supposed to avail the results of observation to the SDT in order to design the School Improvement Plan (SIP).

2.6 MEASURES OF ASSESSMENT IN PERFORMANCE APPRAISAL

Performance appraisal has measures in place for assessment. These are also called standards or ratings. The ratings should rest on expectations as prescribed by the manual and not on the beliefs of individuals in connection with age, perfection or experience

(Barnett, 2012:1858). Phin (2015:96) alludes that the organisation should be able to determine the performance of its workers and make use of that data to identify and reward them. The performance of employees is expected to meet desired standards. Baron and Kreps (1999) observe that different criteria can be employed to evaluate the performance of an employee. The measures of performance have to be observed by both the evaluator and the evaluated. The use of objective measures helps to simplify the process through providing an element of standardisation. The mark of equity is also introduced since the aspects which are being evaluated are known to employees and are in a fixed form.

Evaluation can also be guided by subjective performance measures, which hinge on the judgements and perceptions of the appraiser. The utilisation of subjective measures helps to offer flexibility to the process of evaluation. This is possible as the evaluation process can be adapted to the job circumstances of an employee. However, this may also present attitudes of inequity among employees. In Botswana, an instrument referred to as Teacher Performance Appraisal (Form UTS3/4) was developed. According to Monyatsi (2003:147), the system employs an instrument titled; Teaching Service Management 3/4 (TMS 3/4). This is an instrument that is comprehensive but non-threatening and strives to provide teachers with the chance for constructive learning through their assessment, and to enhance their professional development (Monyatsi, 2003:10). Its goal is mainly to make an objective assessment of teacher performance (Republic of Botswana, 1991:1).

ELRC (2003:2, Section C), states that the instrument for Integrated Quality Management Systems in South Africa, is in two parts, the first part is made of four performance standards which is for the observation of teachers in class while the other part is composed of eight performance standards focused on out-of-classroom evaluation. Each Performance Standard includes a number of criteria. There are four descriptions in each criteria, which emanate from the four points in the rating scale.

2.7 THE RATIONALE FOR PERFORMANCE APPRAISAL

Performance appraisal is used in different organisations (OECD, 2009:138). Most organisations the world over use teacher appraisal as an instrument to achieve a number of human resource management goals. This occurs whether these institutions are small or large, private or public. The issues concern aspects of corporate planning, legal documentation, employee growth and salary administration (Longenecker, 1997:213). According to Mathur (2015:21), performance appraisal is necessary to monitor the efforts of individuals, to integrate and co-ordinate endeavour, to provide protection and feedback to personnel. It is also used as a means of correcting the behaviour of individuals and as a basis to distribute rewards and penalties. Mathur (2015:22) further alludes to the fact that in India sugar industry, performance appraisal plays an important role as it has a large number of workers.

Ahmad and Ali (2004:49) note that Malaysia introduced a New Performance Appraisal System (NPAS) in 1992. This was part of change management that was aimed at assisting the public sector to gain increased production and quality education. The emphasis in the NPAS, is to develop a way which would allow the forging of a plan of action for the coaching and counseling of employees in a continuous format. Avalos and Assael (2006:255) say purposes for evaluation of performance are accountability and development. Accountability to prove quality, by demonstrating that funding is being made to ensure that standards are maintained and improved. Development is used to improve quality, by assisting in the process of improving curriculum development and delivery. There are mainly two purposes of teacher evaluation in the international literature. Teacher evaluation can best be formative and inspire the professional development of the teacher. This evaluation of the teacher can also be employed in a summative way as a strategy to hold teachers accountable for their performance (Avalos & Assael, 2006:255).

2.8 PERFORMANCE APPRAISAL IN EDUCATION

The primacy of teacher appraisal in institutions cannot be over emphasised. There is an abundance of literature on staff appraisal which touches a wide range of areas such as industry, commerce, public and private sectors and education (Monyatsi, 2006:216). Craft (1996:33) argues that appraisal is not just concerned with identifying the growth needs of professionals. The kind of performance appraisal, which most current Local Education Authority (LEA) schemes embody, is to assist teachers to locate their priority areas and future targets of action. Craft (1996:33) further states that it is necessary to make follow ups to find out and provide teachers with the support which they require to fulfil their targets. This kind of support may include in-service education and training (INSET). The process of teacher appraisal is usually a valuable chance for professional growth whether INSET is part of the targets of the teacher or not.

Teacher appraisal is an instrument that is focused at presenting a valid and comprehensive opportunity for teachers to develop professionally (Monyatsi, 2006 216). Teacher appraisal is the process of evaluating the ability and progress of the worker. It is to assess an employee or a team of workers on a position and the opportunities for future advancement. It is the process of acquiring, analysing and filing data in regard to the value of employees (Mathur, 2015:22). According to the Republic of Botswana (1994:47), the appraisal process has to be accurate, frank and transparent. It should not be employed to discipline teachers. The appraised and appraiser should receive training before the appraisal assessment process. This appraisal scheme must also function as a continuing process of support and development.

Mpungose and Ngwenya (2014:75) state that the main rationale that saw the introduction of the IQMS in South Africa was to harmonise continuous professional development and integrate quality management in public schools. This policy sought to propose a way to measure and reward good performance as a strategy to curve a developmental orientation. The IQMS is adopted by managers to help them make predictions on time in order to improve programmes and the working conditions of employees. There is also a

deliberate in the policy to link teacher development with whole school development and to ensure that teacher development does not assume ascendancy. Its focus is to cultivate accountability and good decision-making in employees. It is pertinent also for the system to build good human relations that are pivotal in bringing about the development of the school.

2.9 PARTICIPANTS OF PERFORMANCE APPRAISAL

Since performance appraisal happens in organisations, personnel are tasked to see to it that appraisal is carried out effectively and efficiently. Phin (2015:103) says in Malaysia, the managers equipped with the rating skills are to conduct appraisal. In a school context performance appraisal has its way of application. The school principals assumes a leading role in the design of the system of teacher appraisal and the related way of providing feedback. Decisions on the most viable methods of assessments to be used at schools rest on the discretion of the school principal (Jensen & Reichl, 2011:22). Principals are presented with the responsibility to make sure that teachers ponder methods to use to improve their practices for the ultimate benefit of the school in realising its anticipated targets (Black, 2003:7).

Teachers that are strong as well as the weak ones are expected to strive to improve so that they push forward the school wide success. Jensen and Reichl (2011:23) further elaborate that effective performance appraisal, with its associated feedback needs leaders of schools to formulate objectives that are clear. These leaders must be able to develop expectations that are known to teachers and students as well as encourage effective instruction. It is also the duty of school principals to see to it that teachers are trained effectively in the procedures of appraisal and to properly align individual goals with those of the school. Monyatsi et al. (2006:217) maintain that teachers are always involved as full participants in teacher appraisal.

According to ELRC (2003:5), there are these structures at schools to make sure teacher appraisal runs smoothly. The School Development Team comprises of the principal of

the school and members of staff that should be elected in a democratic way. Their constituency depends on the school size but there must be a chairperson and secretary who are elected in a formal staff meeting. The School Management Team comprises of the principal, deputy principal and education specialist, the DSG, comprises of immediate senior and one educator's peer in the subject the appraisee teaches. The appraisee's senior can be an HOD in the subject that he/she teaches.

2.10 FREQUENCY OF PERFORMANCE APPRAISAL

The frequency of teacher appraisal and feedback varies widely within and between countries, in all countries some teachers report never having been appraised. In Spain there is no fixed time on performing appraisal. Formal teacher appraisal is done on a regular format and workers can be assessed, twice a year, quarterly or annually. This can also be done on a very different time schedule (OECD, 2009:149). According to Phin (2015:98), in Malaysia, performance appraisal is an exercise which is done once a year by the personnel department. However, there are other organisations which consider these appraisals seriously and which conduct them on a continuous basis, not just annually.

In the retail industry in Ireland, appraisals were done on a yearly basis looking at the types of appraisal systems that were performed. They focused on aspects such as the quality and volume of work, knowledge of work, communication, dependability, innovation and communication. An overall rating was then established (Armstrong, 2009:18). Teachers are also exposed to performance evaluation in the Districts of Columbia. The evaluation is hinged on commitment to school community and overall school results. The commitment to school work carries a total of 5% of the final rating while school results attract 5% to show the importance of working as a team (Curtis & Weiner, 2012:14). Curtis and Weiner (2012:27) further state that the teacher evaluation system in Columbia was instituted in public schools (IMPACT) in 2009. Each teacher was to receive five observations in a year. In 2011, the schedule of observations was adjusted for those teachers who had received high ratings. These teachers were considered effective for the

2 years duration of the implementation of IMPACT. Teachers who belonged to this category and got a high rating in the first two evaluations in the years 2011-12 had the choice to opt out of the last 3 observations (Curtis & Weiner, 2012:27).

In South Africa, the annual development programme is composed of two progressive cycles. The activity is scheduled for term two and three. The first term is reserved for the planning processes, conducting baseline evaluation and the initial evaluation of teachers. Term four is set aside for summative evaluations and the internal Whole School Evaluation (ELRC, 2003:5).

2.11 APPROACHES TO PERFORMANCE APPRAISAL

Instruments used in performance appraisal differ because of what is to be achieved. Phin (2015:101) alludes to the fact that organisations usually utilise a variety of tools and craft multiple goals for performance appraisal. Mathur (2015:23) says in India sugar industry performance appraisal and merit ratings are used synonymously. Merit rating measures what the person is (traits) whereas performance appraisal measures what the person does (performance). United States and United Kingdom also use merit rating. This is employed to assess individuals in regard to 'personality traits inclusive of integrity or judgment and qualities in the form of abilities to manage and cooperate (Armstrong, 2009:11).

Erasmus, Swanepoel, Schenk, Van der Westhuizen and Wessels (2005:285) posit that there is need for a measuring instrument to be created prior to staging an assessment. This instrument has to be known to all employees that are to be evaluated so that they are not bewildered during the period of assessment. The instrument that is used to assess the performance of employees is supposed to capture personal details in terms of the period under review, title of job, surname and indicate whether the employee is on permanent or on probation. An allowance should be provided for the appraisee to give comments on the review. The final rating should be indicated as well as suggestions for training, guidance and coaching. There should also be a provision for comments from

the rater, manager, and chairperson of the evaluation committee and judgment of the concerned institution (Erasmus et al., 2005:285).

According to Leonard and Hilgert (2007:383), a number of institutions make use of forms on performance appraisal to drive the process of appraisal and to render it uniform. The human resource department in liaison with appraisers and appraisees prepare the forms. It is duty of the human resource department to educate the supervisors and appraisees on the proper use of the designed forms. The measurement of performance should capture aspects such as timelines, knowledge of the job, suggested ideas, safety and dependability. The degree of supervision needed, aptitude, co-operation, ability to learn and work with others should be included in the forms. Graphic rating consists of scales on specific characteristics which are a continuum between two extreme points in which the evaluator decides the extent to which the evalueree demonstrates those features (Erasmus, Swanepoel, Schenk, Van der Westhuizen & Wessels, 2005:278).

ELRC (2003:21) states that immediately after advocacy and subsequent training, each teacher has to evaluate her/himself using the same instrument which must be employed for Developmental Appraisal and Performance Measurement. This encourages the appraiser to familiarise himself/herself with the instrument. Teachers also familiarise themselves with the expected standards of performance so as to meet the lowest needs for salary raise. The evaluation policy requires that for a supervisor to carry out an observation he/she should be accompanied by a member of the DSG with the right knowledge in a learning area. They have to complete a similar form separately during the lesson observation. They then compare the outcomes of the observation and discuss them with the teacher being observed. Copies of evaluation forms need to be requested by the appraisee for future reference and evidence of the results. There should be a maintenance of confidence regarding the identity of the appraised. The appraisal documents become part and parcel of the Whole School Evaluation and the name of the observed person has to be recorded for Developmental Appraisal and Performance Measurement (ELRC, 2003:9).

2.12 FEEDBACK ON PERFORMANCE APPRAISAL

Feedback after evaluation is important for one to know how and where to improve performance. Al-ghanabousi and Idris (2010:3842) say feedback includes direct discussion, series of meetings, oral direction and written announcements. According to Ward (1997:4), feedback refers to the collection of information regarding the performance of an employee or a group of stakeholders with emphasis on the execution of their duties. The 360 degree appraisals involve a multiple source approach to the evaluation of the work of an individual (Erasmus et al., 2005:280). This strategy is used to reflect the performance of an individual or learners and their abilities. Ward (1997:4) further mention that the self, staff, boss, peer, team members and customers are stakeholders that can give feedback. Stakeholders are worried with the performance of individuals and teams and they should answer questions in regard to their behaviour. The provided feedback on the performance of individuals serves many purposes associated with training and development as well as rewards. The feedback can play an important part in boosting staff motivation and communication on the performed tasks. There has to be confidentiality in the process of feedback and the appraisee should assume control over the process. Examples of the way in which the individual performed should be availed while the whole process has to be conducted in a constructive way. There should always be an opportunity for the individual to act on the availed feedback (Ward, 1997:5). In the Ontario, it is during the post-observation session that feedback is shared. In this meeting, the teacher and the principal have to discuss on the expected competencies, the nature of success of the teacher on each aspect and professional growth objectives for the teacher (Ministry of Education, 2010). The post-observation conference is a vital component of the appraisal process (Bennett, 2012:1854).

In South Africa, after the observation of the teacher, the Development Support Group discusses their evaluation with the teacher and avails feedback. This is where contradictions are resolved (ELRC, 2003:26). The policy further elaborated that after Whole School Evaluation, the WSE/ supervisor discusses the outcomes of the assessment with the particular teacher and the relevant DSG. The contextual elements

which contributed towards the rating are discussed. These can be social, personal, political and economic.

2.13 OUTCOMES OF PERFORMANCE APPRAISAL

Performance appraisal has its outcomes, wages and pay adjustments are offered in organisations as an advantage of performance appraisal to employees. Mathur (2015:23) denotes that wages and pay adjustment are the benefits of performance appraisal and that it is also used by certain organisations to grant merit increases in pay to employees in categories of jobs. Houldsworth and Jirasinghe (2006) cited by Kelly (2012:23) say that there are types of rewards that are associated with individual performance. The salary progression that is increased has to be within a stipulated pay range. The reward in the form of pay is applied to all employees depending on their performance throughout the course of the year. Annual performance incentives is pay related to a set of objectives being satisfactorily completed by managers and employees. Annual bonuses are not given as incentives for the attainment of goals but are rewarded depending on the levels of performance. Incentives that assume the value of long term rewards are provided when every set goal is completed, and the pay reflects continuing performance. These tend to be paid to top management for the achievement of company targets over a duration of 3 to 5 years. The rewards that are team based show the consistence of team effort and their commitment to work in a given time frame. Rewards that are given to individuals whose performance for the organisation has been exceptional are referred to as recognition rewards. It has to be noted that these rewards also mirror the culture of the organisation.

In teaching, performance appraisal records help in determining the payment of educators. Monyatsi (2003:147) alludes that appraisal records function to determine pay, progression and opportunities for the training of teachers. According to report by Organisation for Economic Co-operation and Development (OECD) (2005:20) teacher evaluation results might be used to reward them. These rewards are inclusive of a bonus,

which is a once off monetary prize, sabbatical periods, time allowances, chances for in-service education and those for school-based research.

In other cases, the rewards are focused on the recognition of groups rather than on individuals. These occur when rewards are at the grade or school level. Khosa (2010:4) asserts that performers qualify for salary raises, while those that are poor performers have to be retrained. Those that continuously obtain unsatisfactory evaluations get released of their duties. The education ministry with its related subsidiaries, use evaluation to enhance the quality of education and student achievement. This is based on the fact that evaluations are to improve the competencies of teachers and subsequent performance. The results of evaluation are also used to select teachers who can be used to train others and to allocate resources for professional development resources.

Santiago, Benavides, Danielson, Goe and Nusche (2013:10) attest that in Chile, an approach to fulfill the accountability function of teacher evaluation is to bring together the *docentemás* system. This brings together the Programme for the Variable Individual Performance Allowance (AVDI) and the Programme for the Accreditation of Pedagogical Excellence (AEP) into a single process of teacher evaluation for career progression through a certification process associated with a newly created teacher career structure, with progression within career paths and access to distinct career paths.

ELRC (2003:3) alludes to the fact that the objective of Performance Measurement is to assess individual teachers for salary increase, affirmation of appointments and rewards, grade progression and incentives. The measurement of performance has to be based on the efforts that the teacher expended throughout the course of the year. Data on teacher performance has to be submitted to persal at the end of the year after verification to effect pay progression (ELRC, 2003:5).

2.14 PROBLEMS WITH PERFORMANCE APPRAISAL

Performance appraisal has encountered problems since its inception, various scholars in their studies have revealed this. Below, the problems related to performance appraisal were discussed.

2.14.1 Inadequate Support on Performance Appraisal of Educators

Lack of support on performance appraisal for educators is a challenge. According to De Clercq (2008:8) there is inadequate district school support, because of lack of human resources. The real tragedy of current evaluations is that the lack of meaningful support for improvement forces school systems to tolerate mediocrity instead of striving excellence (Curtis & Wiener, 2012:3). In the study done at district in the western United States by Nelson (2012:12) reveals that principals do not have adequate time to provide teachers with encouragement and constructive, pedagogically appropriate feedback. Principals as evaluators lack a sense of consistency and commitment during the evaluation process, and also lack motivation and involvement. The study reveals further that principals are unable to adapt to changing evaluation expectations and unable to provide the teaching staff with knowledgeable and constructive feedback.

Mpungose and Ngwenya (2014:75) report that the introduction of IQMS in 2005 in South Africa has been accompanied by comprehensive consultation of stakeholders. This occurred in its formulation through to the training of principals and teachers. The principal should take responsibility for the implementation of the IQMS as the leader of the School Management Team. Performance appraisal demands that principals should “balance \that effective management of people in the school is the key to effective individual and team performance” (Middlewood, 2001:192). However, tension always exists in keeping a balance between the needs of the organisation and those of individuals in organisations. Middlewood and Cardno (2001:11) argue that “the fundamental dilemma for leaders, which is the need to be concerned about meeting the goals of the organization and concern for maintaining positive collegial relationships, is exacerbated in the context of

managing staff performance and its appraisal. It is this dilemma that creates the greatest challenge for those who need to manage the appraisal of professional colleagues”.

2.14.2 Curriculum Change and Performance Appraisal

When curriculum changes, it affects performance of the educators and their evaluation. Marais and Meier (2004:223) indicate that, since South Africa embarked on the implementation of the new curriculum, new schools and classroom realities have been created that require educators to reconsider existing teaching practices. Rathogwa (2006:31) alleges that improvement in educator quality is sought in teacher development, which calls for the upgrading of the schedule leading to teacher professional development. Change, as one of the challenges among teachers, implies that the education system should change its approach to teacher professional development. To support this, Dean (1991:26) argues that most of the changes implemented in schools require a change in teaching style. Teachers cannot expand beyond their own practices; it is difficult for them to identify more effective ways of teaching and mediating the curriculum. Each teacher is supposed to be an expert in the subject he or she teaches.

2.14.3 Inadequate Planning and Integrated Quality Management System

According to De Clercq (2008:10), the implementation of policies in education by principals is slow and poor. This subsequently culminates in poor performance by principal and teachers. This sluggish implementation policy owes to the failures to consider the local or contextual environments which the policy is intended to influence at the policy formulation stage. The policy may lack sound budgeting and effective implementation plans, and the responsibility may be erroneously shifted to teachers. Furthermore, the climate of the school may detect the potential benefits that can be realistically achieved (Poster & Poster, 1992:1). The performance evaluation process involves an assessment of the performance of an individual on tasks or activities which are contained in the curricular or job descriptors to determine promotion or pay increase. The emphasis in this method is on monitoring or accountability (De Clercq, 2008:8).

Teachers that are being appraised are expected to provide an account of their actions in a desire to appraisal process as guided by criteria and standardised expectations by the Department of Education. Teachers are expected to meet these expectations which hinge on curriculum knowledge and delivery during the evaluation process.

Other challenges cited in South Africa are that the advocacy programme of the National Department on Integrated Quality Management System, which emphasises the benefits for educators, schools and the system as a whole, is the responsibility of Provincial Training Teams (ELRC, 2003:7), has not been thoroughly driven, there has been insufficient training of teachers (Class Act, 2007:53-54), and the outsourced consultants have lacked the requisite knowledge and experience to conduct such training. Also, some difficulties discovered were: lack of continuity in training; the inflation of scores; negative attitude about change; lack of monitoring by the Department of Education; and focus on remuneration, rather than on development.

2.14.4 Different Working Contexts and Performance Appraisal

Where and how performance appraisal is taking place has a positive or a negative impact. De Clercq, 2008:8) contends that dysfunctional schools reflect a poor culture of teaching and learning. The effectiveness of teachers can vary depending on the culture and contexts of organisations in which they operate. Teachers in rural primary, urban primary or college work differently. Similar members in different faculties or departments in a school work differently. Teachers in charge of homogeneous environments have different demands compared to those in heterogeneous environments. A model is necessary to assess the inter-relationships that exist between the context of the school and teacher effectiveness (Campbell, Kyriakides, Muijs & Robinson, 2003:347). The hyper focus on teacher evaluation may also take the focus away from areas that also highly impact student learning. By focusing on teacher evaluation, the conversation does not focus on resources, funding, class size and teaching conditions which have an equally important effect. Darling Hammond (2013:12) cautions that:

an excellent teacher may not be able to offer high-quality instruction in a context where he or she is asked to teach a flawed curriculum or lacks appropriate materials. Similarly, a well-prepared teacher may perform poorly when asked to teach outside the field of his or her preparation or under poor teaching conditions- for example without adequate teaching materials, in substandard space, with too little time, or with classes that are far too large.

In the interviews with the teachers from one of the provinces in South African secondary schools, Bisschoff and Mathye (2009:402) indicated that one of the teachers complained about pupil-teacher ratio that the department established, 1:35 for secondary schools, which means in the secondary school, a class must have thirty- five learners while in the primary school 1:40 which means a classroom must have forty learners. The teacher mentioned that the situation at schools is not like that, he said in one classroom, one will get 50, in one 94 and even 84 learners, which makes it difficult to be evaluated and he further complained about inadequate resources in most of the township and rural schools which affects the appraisal of teachers.

Looking at what is said, one will realise that there is no fair judgment in performance appraisal looking at the way schools are resourced. Schools in urban areas are differently resourced from rural schools and this makes it easy for an educator in urban area to perform well unlike an educator from schools with little or no resources at all to perform in an effective way.

2.14.5 Inadequate Quality Service for Educators for Performance Appraisal

According to Kauchak, Peterson and Driscoll (1985:33), Utah and Florida teachers in the USA are exposed to evaluations that have minimal or non-effect on actual teaching practice. Teacher evaluations were judged to be too short and were not that rigorous as one would expect for quality performance. Teachers also complained that the principals who presided over the evaluations did not have the requisite knowledge in dynamics of current teaching practices. In the main, the study demonstrated that teachers had less regard to observations that are based on two or three sessions for improving the quality of teaching and learning in schools.

A study conducted by Peterson and Chenoweth's (1992:180) enumerated limitations which have worked to hinder the participation of teachers. The innovative strategies associated with teacher evaluation in the form of peer review have not received wide spread acceptance. The efforts to transform the situation of teachers from being passive participants to active participants in the evaluation process have not been completely planned. Those who design teacher evaluation systems have not taken advantage of the critical abilities of teachers so that they are made to play a collaborative stance in the process. This implies that policy makers are devoid of a sound vision of teacher participation in the evaluation system.

In the same vein, Sullivan and Glanz (2000:214) attest to the fact that supervision is in crisis owing to a number of circumstances such as the meaning of supervision, the role of supervisors and the poor acceptance of supervision by teachers. Sullivan and Glanz (2002:214) further contend that supervision is devoid of a clear direction. Stodolsky (1984:12) argues that studies on classroom stability show that teacher evaluations leans heavily on what the teacher does in class at the time of observations. Teachers also do not have adequate time to supervise each other and that makes the limited number of the results of evaluations unreliable data for the process.

Conviction that the prime goal teacher appraisal is to enhance the learning of students through reinforced teaching practices has not been fully comprehended by the agents of education in Chile. In the main, the potential benefits of teacher development are underestimated. This has resulted in diminishing weak involvement in activities on self-evaluation reduced practices based on evidence-tied process and maximum use of evaluation results (Santiago et al., 2013:77). They further add that, there is very limited opportunity for vibrant discussion in the evaluation system. This implies that the situation where the results of evaluation are used to inform teacher development and encourage discussions among groups on teaching practices is still to garner due attention (Santiago et al., 2013:77).

The survey and interview findings in Botswana by Monyatsi, Steyn and Kamper (2006:438) suggest the need to enhance the implementation and management of the performance evaluation. The appraisees and appraisers need to be trained so that the process is made transparent. Feedback has to be availed to all stakeholders, particularly appraisees and the appraisal system should receive constant review. Teacher appraisal is ineffective as it is usually not done regularly or performed by competent evaluators (Monyatsi et al., 2006:438). In Botswana, the system of performance appraisal integrates the developmental and accountability models of appraisal but many teachers viewed the components of the former as unwelcome and threatening.

Interviews in South Africa to teachers by Mahlaela (2012:76) revealed that if the Department of Education in South Africa requires a quality product, it must also provide quality service for the teachers. The participants referred to the Department of Education's incompetent facilitators and microwave training as some of the concerns raised. It came out that a lot of teachers perceived the performance appraisal as demotivating.

2.14.6 Reactions of Stakeholders to Performance Appraisal

Teachers, parents, learners, business entities, commissions, teacher unions are examples of stakeholders in education. They reacted differently to performance appraisal, reaction may be positive or negative, that depends on the announcement of the outcome. According to Gunter (2001:242) the unions in England threatened to boycott appraisal and also Motswakae (1990:11) indicated that teacher organisations and unions in Botswana opposed the link between appraisal and pay, which resulted in industrial action.

Hughes (2006:36) conducted a series of studies in the District of Columbia known as the RAND Studies. The studies established that principals operate in a significant position of role conflict. This is because principals play a dual role of helping teachers to improve teaching while at the same time evaluating their competency. It was also found that the

evaluations of principals were biased upwards to the extent of assigning ratings which are not deserved. The attitude of being tough, rendered it difficult for principals to identify the problems of teachers and to recognise the divergences in the performance of teachers. The principals view teacher appraisal as a desired evil which is time consuming. Teachers tend to resist evaluations and are generally apathetic to the exercise. Inconsistencies in the evaluations are part of the issues that cause teachers to be disinterested in the endeavour.

A number of criticisms are leveled against performance appraisal with the method of using the rating scale being the most targeted. However, it should be noted that most of the problems associated with the appraisal system are not hugely anchored in this method. Lack of proper implementation appears to create the most challenges for performance evaluations. It is the tendency of organisations to use inadequately trained raters and to employ evaluation criteria that are subjective and not very much related to the particular job of employees.

It is believed that the perceptions of teachers towards teacher evaluation influences the outcome of the process. These negative views can emanate from a number of areas such as the extra work which results from the activities, the feeling of being monitored and the situation in which the beliefs and values of individuals get questioned. The bad attitudes can also create fear, displeasure and a feeling of unfair treatment. The ill feelings towards people that administer the appraisals further emerge from the state of insecurity that individuals hold about the evaluation process (Nelson, 2012:37).

Paile (2012:3), in the Gauteng Department of Social Development, established that since the introduction and practice of performance management since July 2004, supervisors and supervisees conflicted with each other throughout assessment process which is done annually. Immersed tension has been experienced among organisational members as a response to annual assessment procedures and conflicts. Tensions continue to emerge between supervisor and supervisees which breed stress among individuals, low morale and lack of dedication to duty. Paile (2012:3) further says that the problem has increased

over the years to a stage where other members have refused to be subjected to quarterly evaluations.

2.15 HOW PERFORMANCE APPRAISAL IS DONE IN DIFFERENT COUNTRIES

Teacher appraisal has received attention worldwide as governments become aware of the need to examine educational provision critically to ensure that it is relevant and appropriate to the needs of the youth (Motswakae, 1990:6). Below performance appraisal is going to be looked upon in different countries, my selection was not based on specific criteria, but on randomly selected countries from SADC and Europe. These countries are England, Belgium, Chile, Namibia, Kenya, Botswana and South Africa. Comparatively, how performance appraisal is done, the challenges they encounter, and their successes are looked at.

2.15.1 Performance Appraisal in England

In England, the national policy strategy to move schools for administering performance appraisal as compared to developmental appraisal was adopted in the late 1990. According to Department of Employment and Education (1998:34) the government realised that the statutory scheme that was employed to evaluate teachers had lost its flavour as most schools saw it as an extra burden instead of being an essential component of performance management system. It further asserts that the government had shown clear intentions to introduce a fresh system of appraisal with observable objectives as well as outcomes. The new evaluation systems were introduced. Evaluations are done on an annual basis with the use of several classroom observations, scale for class management and teaching instructions. Responsibilities outside the class and evidence of teacher growth in classroom teaching comprised the evaluation process.

Valuable information for teachers is provided by important data reflecting the desired learning outcomes (Nelson, 2012:5). Teachers have to utilise the obtained information to suit instruction with learner needs and to ensure that every learner is covered in the

process. High stakes achievement data is the only data acquired to meet the proof of student achievement. Teachers participate in the design of a number of evaluation tools as evidenced by the pre and post-tests, written and oral communication and performance assessments. These are then contained in portfolios or other related collection means (Nelson, 2012:5). Gunter (2001:242) states that the emphasis in the 1991 Education Regulations is to strive for teacher growth and for teachers to conduct their work with efficiency. Gunter (2001:242) further observes that according to Regulation 4(1b) teacher appraisal falls within the rung of the professional duties of the teacher. The performance of teachers is tied to career planning, professional development and school teacher management. The Regulation further shows that the process of appraisal is composed of a chain of compulsory tasks that have to be accomplished in a cycle of two years. Regulation 14(1) emphasises that the process of appraisal should not be used to discipline or dismiss a teacher but may be utilised by people that take decisions on dismissal, promotion and pay.

2.15.1.1 Successes of performance appraisal in England

The evaluation of teachers is employed to measure their performance with two critical objectives. These include to locate teachers that are of quality and to establish areas for professional development. Plans which are driven by data have an effect on the lives of professionals (Namaghi, 2010:10). The gathered data becomes an important resource for use in identifying the strengths and weaknesses of teaching and to enhance the areas that require a revamp (Clipa, 2011:159). The use of evaluation information is the best way to enhance classroom teaching (Moore, 2006:58; Range, Scherz & Holt, 2011:243). Objective and subjective evaluations of the data of students can be used for the benefit of teacher quality (Rockoff & Speroni, 2010:261).

Studies indicate that teachers receiving higher scores tend to also attain high achievement in student performance. Teachers that are found to be more effective are those that demand student responsibility, are organised, have content knowledge, and with a positive attitude to work. Evaluations that are considered to be effective are those

that inspire self-reflection and have open lines of communication between the appraiser and the appraisee (Range, Scherz & Holt, 2011:244). The portfolio evidence appears to be the most effective strategy to put together multiple evaluation tools and allow for communication and accountability (Attinello, Lare & Waters, 2006:132).

2.15.1.2 Challenges of performance appraisal in England

According to Barden (2014:2) there has been a historical problem with teacher evaluation that is recognized by all stakeholders. Teacher evaluations were generally done as a check off during a one-time observation and teachers were rated either satisfactory or unsatisfactory. Teachers were often not given performance criteria, did not know what the evaluator was looking for and did not receive any meaningful feedback from the process. Awarding teacher tenure was not seen as a rigorous process. As a result, few teachers were rated ineffective or were terminated for performance. Also, the same evaluation process was used for beginning teachers as well as veteran teachers. Moreover, there was no value in the process for teachers. It did not help them improve their teaching. Teacher evaluation was also not linked to professional development and improvement. This process is often referred to as a “drive by evaluation”. This typical process was also a very top down performance management system and the sole responsibility for it rested with administrators. Teachers had little investment or control over the process. Overall, “virtually everyone agrees that teacher evaluation in the United States needs overhaul. Existing systems rarely help teachers improve or clearly distinguish those who are succeeding from those who are struggling” (Darling-Hammond, 2013:1). Top performers were not recognised and poor performers were not identified or given support to improve.

2.15.2 Performance Appraisal in Belgium

The Flemish Ministry of Education in Belgium (2007) states that a new policy to evaluate secondary school teachers was put in place in 2007. Initially, the evaluation of teachers was not conducted on a regular basis. The new policy with its new system of evaluating

teachers contains both summative and formative elements in response to trends in the international arena. The system requires schools to administer performance evaluations on teachers every four years. The appointment of an evaluator starts in the four-year period. A person that is superior to the teacher such as a principal of a school is selected for the exercise. The criteria for performance evaluation are contained in the job descriptions of every teacher and works as the guide for the evaluation process. The teacher is supposed to be subjected to one performance meeting with the assessor within the four years. The meeting allows the teacher to receive feedback on his/her performance and to craft ways in which performance can be improved. A summative evaluation meeting is used to end the four year evaluation activities and a report is produced to indicate the final judgement. The final conclusion can be 'sufficient' or 'insufficient'. In the event that the final report presents insufficient conclusion, the appraisee can make an appeal. A second evaluation has to be instituted within the next year in the case of an insufficient final conclusion. A decision to dismiss the teacher can follow two successive insufficient conclusions. However, the main purpose of an evaluation is to improve the performance of the teacher, with cases of dismissal performed in very exceptional instances (Flemish Ministry of Education, 2007).

2.15.2.1 Successes of performance appraisal in Belgium

It is the less experienced teachers that are involved in teacher appraisal than the more experienced staff. The system allows the novice teachers to be exposed to frequent evaluation meetings and are supposed to be engaged in guidance in the form of classroom supervision and mentoring. Therefore, these teachers encounter the most effects of the evaluation experience. The experienced teachers are less evaluated because of the job experience and tenure they usually possess and are most likely to obtain an appointment that has increased job security with a minimum of 3 years teaching experience (Delvaux, Vanhoof, Tuytens, Vekeman, Devos & Van Petegem, 2013:8). Delvaux, et al. (2013:8) further observe that experienced teachers do not engage in professional development sessions regularly as a result of the increased job security which they already assume. The central place of the evaluator is hinged on the expected

positive attitudes and sound instructional qualities that they associated with the evaluators. The principal of the school is trusted to determine the effectiveness of performance appraisal system. It is therefore, imperative that the excellent skills of the teacher to administer the evaluation process is perceived as an impetus for evaluation systems that are effective (Delvaux et al., 2013:8).

2.15.2.2 Challenges of performance appraisal in Belgium

Deficient evaluation systems breed diminished professional development of teachers. This can result from the absence of constructive feedback, weak link between the evaluation and classroom practice. Inadequate time for teacher evaluation and incompatible goals between formative and summative forms of assessment can also frustrate the endeavour (Frase & Streshly, 1994:48). Frase and Streshly (1994:48) further argue that it is wrong to believe that all studies confirm the beneficial impact of teacher evaluation on the teacher professional growth. In fact, performance appraisal can prove to be insufficient in mediating teacher performance. Delvaux et al. (2013:2) state that accountability and professional growth are the two most mentioned purposes of teacher appraisal. Summative purposes of evaluation carry a significant effect on professional development targets. Teachers who perceive the evaluation system to possess more summative purposes tend to report greater effects of the process on their professional development. On the other hand, formative purposes of evaluation are believed to have less effect on professional teacher development. Teachers in Belgium with a minimum of 3 years can attain an appointment that carries with it more increased job security. This makes them less compelled to participate in teacher development activities (Delvaux et al., 2013:2).

2.15.3 Performance Appraisal in Chile

In Chile, a rare type of evaluation is conducted in which the assessment of teachers is based on competence in the subject areas that they teach. The appraisal involves producing a portfolio composed of video- taped lessons, a written section; a peer

interview; a supervisor's questionnaire; and self-assessment questionnaire. Teachers that have been evaluated receive reports that cover the various aspects of the portfolio. The strengths and weaknesses of their performances are captured in the report which also carries a final score (Taut, Santelices, Araya & Manzi, 2010:480). The evaluation reports are treated as confidential but used to sanction or reward teachers. Teachers on the high-performance category receive salary raises while poor performers are trained or relieved of their duties. These evaluations assist to improve educational delivery and quality. Teacher trainers and decisions on resource allocations are made from these evaluations. A feeling exists that teacher evaluations should be used for professional development but not to be assessed with student performance. In Chile, teacher organisations hold that evaluation process should inspire self-regulation, self-evaluation and self-regulation mechanism in the teaching fraternity (Khosa, 2010:4).

2.15.3.1 Successes of performance appraisal in Chile

Stakeholders in education consent to the fact that teacher evaluation increases the quality of teachers, facilitates teacher competency, growth as well as the distribution of resources. Teacher evaluation process is believed to contribute in the establishment of professional standards, provision of feedback and cultivating discussion among teachers on professional development issues (Taut et al., 2010:478). According to Santiago (2013:149) teachers should be exposed to a variety of development activities which need to coexist with other forms such as workshops and post graduate studies. The Centre for Pedagogical Training, Experimentation and Research (CPEIP) co-ordinates the provision of professional development activities, identifies priority zones and provides resources. It again accredits courses to spearhead teacher professional growth. These are then National Public Training Registry (*Registro Público Nacional de Perfeccionamiento*, RPNP). The RPNP works as a huge storage facility with information of accredited programmes. The RPNP coordinates a much trade of providers such as professional institutes, universities, academic centres, labour associations, education consulting companies, and municipal training centres. The recognition of teacher evaluation as a

viable process springs out of the positive results that it has curved. Teacher evaluation has come to be perceived as a regular aspect of the teaching career.

The strength in the consideration of the teacher performance evaluation system depended on the fact that the majority of stakeholders participated in its construction. These included teacher unions, municipalities and the Ministry of Education. Teachers are also widely consulted for a lengthy period of time prior to completion of the implementation process (Avalos & Assael, 2006:256). Teachers expressed a recognition that there was much to gain from colleagues and the evaluation process. Involvement in teacher evaluation, develops a culture of professional engagement and interest in professional development. Teachers tend to appreciate classroom visits by administrators to offer feedback on their performance enhancement of competencies. Some schools had more formal systems where school leaders would visit classrooms with the intention of providing advice and support (Santiago, 2013:156).

2.15.3.2 Challenges of performance appraisal in Chile

According to OECD report (2013:77), Chile has its own challenges with regard to teacher appraisal. It has to be agreed that there is no one best approach to school evaluation. The SIMCE attempts to provide the basic information relating to the performance of students at school in comparison with national averages. There is recognisably no standard evaluation that is focused on supporting plans for improvement and school processes. Formal evaluation in Chile encounters little professional discourse on teaching practices. This makes it limited in mediating development. In *Docentemás*, the evaluation of peers does not encompass communication between the evaluator and the teacher being evaluated but instead the results of the recording of pretest (OECD, 2013:77). The third-party record from school leaders entails a rating on a pre-defined set of teaching competencies starting with dialogue in evaluated teacher. The teacher competency provides lessons which provide no room for the interaction of the teacher with another teaching professional. There is sparse evidence that merges sources that are again discussed at the school level with the youth summit to work up leadership to

identify professional development strategies. Teachers in Chile have few chances of getting professional feedback. One of the chances to obtain opportunities, is through informal non- standard school evaluation made by the leadership in schools. The quality and extent of informal feedback in individual schools depend on the capacity and leadership style of the school directors. However, school directors are typically overwhelmed with tasks at the school and, in general they do not seem to have the time to engage properly in the coaching, monitoring, and evaluation of teachers. For example, classroom observations by school directors seem to be relatively occasional. Overall, there is no mechanism to ensure that each individual teacher receives proper professional feedback (OECD, 2013:78).

A number of gaps exist in the teachers' evaluation framework in Chile. There is no teacher evaluation demanded for teachers in private schools. Those that are subsidised basically are public schools. The best approach for teacher evaluation has allowed a measure of independence for schools and rather shows no public assurance that the majority is right. There is no assurance that the majority is right. There is no assurance in chance that the teachers in the private sector have to be evaluated once they enter the profession. Scant chance exists for all teachers to be evaluated since those in the private sector are not evaluated. Teachers in the private schools are not evaluated using procedures in the private schools. It is impossible to find formal teacher evaluation that focuses on teachers' development to improve practice.

OECD (2013:79) further reports that evaluation in Chile depends on tools such as peer assessment, portfolio and standardised tests which focus on teaching and learning, and are detached from the classroom caring environment. The classroom assessment widely relies on the use of observation in the classrooms. The concern has been raised, however, that such lessons with video recordings lack authentic teaching. Instruments to measure the performance of teachers have low major restrictions. These lack face validity, the results are unhelpful in improving practice, areas for teacher improvement are not captured by the system and good practice to help students to learn is not identified.

The value-added score does not help teachers identify areas where they could improve (if their score was low) and offers nothing to identify or affirm good practices that help students learn at high levels (if their score was high). Thus, value-added score is extremely limited as a formative tool. According to Santiago, Benavides, Danielson, Goe and Nusche (2013:10) in Chile, there are no career steps in teacher development (e.g. beginning; classroom teacher; experienced teacher), which would permit a better match between teacher competence and skills and the tasks to be performed at schools. This statement shows that in performance appraisal, all educators, newly appointed, experienced educators and classroom educators are expected to perform effectively, this shows how unfair the practice is as you cannot expect the newly appointed to perform as good as the experienced. Santiago, Benavides, Danielson, Goe and Nusche (2013:10) further say that this lack of grouping is likely to undermine the potentially powerful links between teacher evaluation, professional development and career development.

African countries like Namibia, Botswana, Kenya, Namibia and South Africa have also adopted performance appraisal with different views depending on an individual country. Below are the ways performance appraisal is performed, its success and challenges are discussed.

2.15.4 Performance Appraisal in Namibia

According to the Performance Management System for the Public Service of Namibia Framework (2005:33), members of staff are anticipated to reach a performance objective if they possess the competency to perform effectively. It is advisable that each staff member should have a Personal Development Plan (PDP) that spells out the developmental needs and targets for the appraisal cycle. This PDP should be developed in consultation with the appraiser and a colleague. The agreement has to be valid for a period of 12 months, beginning on 1 April and ending on 31 March of the following year. The process is composed of a continuous process of monitoring and feedback through formal and informal interviews involving the employee and supervisors pertaining to performance. The interview discussions should centre on mentorship and feedback

issues which have to be done on time, address both positive and negative aspects and focused at continuous improvement. It is crucial that the supervisor coaches the supervisee in a journey to usher in the development of the latter. Care should be taken to ensure that the process of formal performance appraisal does not replace the continuing staff management effort (Office of the Prime Minister, Government of Namibia, 2005:34).

2.15.4.1 Successes of performance appraisal in Namibia

According to Van Greunen (2003:3), performance appraisal was able to improve service delivery in the public sector as well as the quality of work afforded to customers. In reference to education, this relates to the improvement of examination results of students. Performance appraisal raises commitment and the efficient provision of services. This ultimately plays a great part in the overall improvement of the education standards.

Kapoli (2002:8) asserts that performance appraisal system is recognised to be transparent and with wider acceptance as it catered for staff at various levels of appointment. This meant that staff members such as the unqualified, underqualified and qualified could be evaluated through the employment of performance appraisal system. The process is considered to be objective as it has room for the teacher to conduct self-assessment. The element of continuous dialogue and feedback in the system renders the exercise a problem-solving strategy. The system works to motivate members of staff to raise production due to its affinity to monetary incentives. Teachers are entitled to a notch on their salaries (Kapofi, 2002:8).

2.15.4.2 Challenges of performance appraisal in Namibia

Monde (2006:4) argues that the appraisal system was prematurely established in Namibia before enough time was expended to assess its effectiveness. The system is considered an import and tailor-made not to address the specific concerns of teachers in the country. The supervisors were given little time to set targets which would serve to guide the assessment process. The high staff turnover exacerbates the problem as supervisors

constantly shift organisations to propel the problem even further. The lack of mechanisms to ensure uniform standards that are inbuilt in the system further hamper the evaluations. Inadequate financial support to drive the appraisal process work to constrain the roll out of endeavours towards the improvement of teaching and learning. The running of the system experienced loopholes which facilitated the evaluation of teachers through unrealistic means (Monde, 2006:4). Monde (2006:4) further assets that the characteristics for consideration in the appraisal effort are applied across the board, instead of taking cognisance of situations in specific job areas. Emphasis was also heavily placed on monetary benefits to the unfair exclusion of issues of job satisfaction and promotion. Inconsistence in performance measurements crept in, reviews were lacking, and appraisal ratings were not connected to output. This opened the process to abuse.

Findings revealed that organisations are not effective or fair in the way they conduct appraisals and distribute rewards. Some participants reported that during appraisals, it is their supervisors' view that is accepted as right and final regardless of their input. Also, some participants have reported that appraisal outcomes are based on supervisor-subordinate relationships which leads to unfair rewards distribution because favoured employees are rewarded generously while performers who really deserve recognition are inadequately rewarded. This leads to lowered morale of good performers, whose contributions truly matter to the organisations (Hamumokola, 2013:176).

Excelling teachers felt that they were not being well noticed by the system as the rewards were not forthcoming and this worked to reduce their morale. As a consequence many teachers that were trained ended up exiting the profession either to other departments of government or non-government organisations which allowed them to grow and develop in life (Wages and Salaries Commission Report, 1995:125).

2.15.5 Performance Appraisal in Botswana

In 1992, as a result of the Job Evaluation exercise and the resultant problems, a new instrument entitled "Teacher Performance Appraisal: Form TMS 3/4" was introduced (Republic of Botswana, 1994). According to Monyatsi (2002:139) the TMS ¾ form, the process of teacher appraisal encompasses an interview prior to appraisal between the appraiser and the appraisee in which the teacher is provided the job description and an outline of what is expected of him given the chance to view the information in two sections only. In these sections A and B, part A relates to the demographic data on the teacher and is completed by him. This requires information inclusive of qualifications, comments on the job and experience. The second section comprises of the merit section which forms the centre of the whole process. Section B is divided into three sections. B1 has to be completed by the immediate supervisor who should have assessed the appraisee in at least 3 sessions during the teaching practice. The instrument provides several observations and has a number of lesson preparation and the responses of children in class. The appraiser's general school life is traced. This is done in Sections B2 and B3, it is completed by the head who should have supervised the appraisee for at least three months. They focus on things such as the attitude of the supervisor's dress, punctuality, and attitude to work and appearance. The head is the one to compose Sections C and D of the form. The section aims to assess the development and training needs of the supervisee in order to make recommendations for appropriate training to develop performance or solve a known ability gap in a job. The section also avails room to make recommendations as informal by Section B. The forms are sent to the Chief Education Officer at Regional level for his assessment guided by the comments from the head. The completed forms are then relayed to the Director of Teaching Service Management for action (Monyatsi, 2002:141).

2.15.5.1 Successes of performance appraisal in Botswana

Through the interview that was made with the teachers of Botswana by Monyatsi, Steyn and Kamfer (2006:220), it was revealed that teacher appraisal monitors the processes

of teaching and learning; it determines the teacher's strengths and weaknesses; and it also serves purposes of accountability, it makes teachers to know their professional progress; whether they are doing well or not so that if they have any weaknesses they may improve for the better, the appraisal process helps the teachers improve their teaching skills and attitudes towards teaching. Monyatsi, Steyn and Kamfer (2006:220) explained with the interview made with teachers of Botswana further say that teacher appraisal reveals the strengths and weaknesses of the teacher and allows individuals to improve weak aspects. It also acts as a motivating factor when the management expresses appreciation for work, it equips teachers with skills and knowledge in order to cope with instructional issues in their schools and it further instills desired attitudes in teachers.

2.15.5.2 Challenges of performance appraisal in Botswana

According to the findings through the interview made with the teachers in Botswana, Monyatsi, Steyn and Kamfer (2006:221) explained that some teachers say that teacher appraisal has no effect on them as they are still teachers after many years of doing an excellent job in the system. They indicated that no action is adopted in response to the recommendations of the appraisal process. The teachers further say that teacher appraisal is not effective as it demoralises them. A number of teachers confirm ignorance of the purpose of the process of teacher appraisal owing to a lack of training and orientation. This constitutes an important and urgent avenue for in-service teacher training. The responses from the teachers show that they are not satisfied with teacher appraisal as they say it is used by school principals to punish teachers. The teachers further indicate that teacher appraisal fosters favouritism. Performance appraisal is also viewed as an instrument to suppress and oppress teachers. It advances attitudes of bootlicking which works to demotivate them. Some teachers perceive teacher appraisal as an instrument for use to intimidate them through threats that they will miss out of the 5% salary raise which is given out when one receives a favourable response from the evaluation. The endeavour can also be employed as a witch-hunting project as the supervisor can at times focus on aspects that reflect weaknesses at the expense of the

strengths. According to other interviewed teachers, teacher appraisal as practiced by those in authority is oppressive and threatening (Monyatsi, Steyn & Kamfer, 2006:224).

The interviewed teachers further say that teacher appraisal is not serving any purpose at all. If it was properly used, SMT would be using it as an equipment that could tell them to recommend people for promotion, further studies, et cetera. But it is not the case. It is just one for formality. Keitseng (1999:24) identified the following problems with the current appraisal scheme in Botswana sometimes the final appraisal reports were prepared without the appraisees being observed or assessed, there was unfair assessment, which if challenged is seen as insubordination, the results of the appraisal were not taken seriously by the employer, there was no recognition of the teachers' potentials, there was favoritism, the current scheme promotes enmity, the scheme encourages apathy and rejection, extra-curricular activities were not recognized (i.e. participants were not rewarded) and the relationship between the appraiser and the appraisee was viewed as that of a master–servant relationship.

2.15.6 Performance Appraisal in Kenya

Kenya has its way of performing appraisal, Wanjiku (2013:35) mentions that in Kenya the principals appraised their educators once a year. In Kenya and other developing countries, unsystematic appraisal has long flourished (covertly and unfairly) based on impulse, prejudice and incorrect or inadequate data. Wanzara (2002:213) observes that teacher evaluation as practiced in many third world countries, Kenya included, has numerous effectiveness. Over the years, teacher appraisal in Kenyan secondary schools has been mainly inspectorial, achieved through occasional inspection of schools and teacher by school inspectors. However, the Head Teachers (Principals) and heads of academic departments are increasingly playing leading roles in the appraisal of teachers (Odhiambo, 2005:403). Principals visit classes to observe teaching, evaluate scheme of work and teachers usually participate in writing appraisal reports to be sent to TSC regarding teachers' performance (Wanjiku, 2013:52).

2.15.6.1 Successes of performance appraisal in Kenya

Wanjiku (2013:2) says that performance appraisal system has significant impact on the attitudes and behaviours of teachers, which in turn affects the performance of teachers and the learning outcomes of students. The positive impacts were; teachers feel motivated while at school and therefore work hard in order to move from one job group to the other (promotions). This made most teachers to develop a positive attitude towards their job, became committed and also effective in their performance. The outcome for this was an improved teaching and learning process in schools which eventually led to improved academic performance among students and school as a whole (Wanjiku, 2013:41). Nevo (1994:110), in his research in Kenya, to determine how teachers benefit from teacher evaluation, established that teachers who understand how teaching is being evaluated not only improve their self-evaluation; they also benefit in preparing themselves for being evaluated by others or demonstrating the quality of their skills and performance to designated audiences. Wanjiku (2013:40) argues that performance appraisal has a positive impact towards teaching and learning processes in schools.

2.15.6.2 Challenges of performance appraisal in Kenya

Odhiambo (2005:413) found that teacher appraisal policies and practices in Kenyan secondary schools showed weaknesses, which needed to be addressed if teacher appraisal was to be used to improve the quality of teaching and education in Kenya.

Most of the schools in Kenya do not have an effective staff performance appraisal program in place, and even where they are in place they do not provide effective motivation to the teachers and therefore the end result has been poor performance in the teaching profession. Traditionally in Kenya and other developing countries, unsystematic appraisal has long flourished based on impulse, prejudice and incorrect or inadequate data (Odhiambo, 2005:413). One of the main factors that have been found to influence the outcomes of performance appraisal is the perception that teachers have about the appraisal system (Monyatsi, Steyn & Kamper, 2006:431). According to the study made

by Wanjiku (2013:61) in Kenya, some teachers viewed the process of performance appraisal as a tool for victimization and intimidation, teachers are not ready to admit their weaknesses and instead they blame students and school heads and had fear of categorising teachers. Performance appraisal can only have the desired outcomes if teachers have a positive attitude towards the appraisal system. According to teachers in the study, the major challenges experienced during performance appraisal process included; students getting biased with the teacher and not specifically their teaching, teachers becoming confused while being evaluated by someone whose opinion has major consequence towards their career, inconsistent behaviour of students that makes them not worth to evaluate teachers and colleagues who get too judgmental and fail to give true information while evaluating (Wanjiku, 2013:61).

Principals were rarely engaging in evaluation of teachers' lesson notes and discussions with teachers after class supervision. The major methods used for appraisal were a combination of students' evaluation and self-evaluation or department administrator evaluation (Wanjiku, 2013:62). Wanjiku (2013:60) further says that the majority of the principals were not aware of the action to take after evaluating teachers' performance. Odhiambo (2005:412) showed that the confidential teacher appraisal system in place before 2005 was ineffective. The research by Wanzare (2002:214) concluded that in Kenya, teacher evaluation was merely to ensure adherence to rules and regulations, and loyalty to principals.

2.15.7 Performance Appraisal in South Africa

Performance appraisal in South Africa has gone through a number of phases after the 1994 elections. On 27 August 2003, the Education Labour Relations Council established in terms of the LRA of 1995 as amended a Collective Agreement Number 8 of 2003 which is Integrated Quality Management System (IQMS). With the IQMS, the department seeks to provide a framework to ensure that each teacher's individual contribution contributes to the effectiveness of the system. The individual performance must lead to the achievement of the school system's goal as an organisation. The main objective is to

ensure quality public education for all and to constantly improve the quality of learning and teaching (Bischoff & Mathye, 2009:394). After getting rid of any remnants of the inspection structures that remained from the previous regime, the department started with a Developmental Appraisal System (DAS), moved towards a Whole School Development System (WSD), then towards a Whole School Evaluation System (WSE), which was further developed into a Performance Measurement system (PM), which culminated in the Integrated Quality Management System (IQMS) and is practiced in South African schools. The purpose being to determine competence, to assess strengths and areas of development, to provide support and opportunities for development to assure continued growth, to promote accountability and to monitor an institution's overall effectiveness (Collective Agreement Number 8 of 2003:4).

According to Centre for Development and Enterprise (2015:5), prior to the implementation of the IQMS in the mid-1990s, South Africa had three separate quality management programs operated in public schools focusing on the appraisal of both teacher performance and development, and whole school evaluation. The three programs had minimal linkages among them and, in addition, were seen to promote a culture of blaming. The IQMS makes the school principal responsible for initiating the system in a school, and for convening a meeting to elect members of a school development team (SDT). The implementation process follows an annual cycle that includes a very lengthy process of 20 stages. The IQMS instrument is also extensive and in two parts. One part (with four performance standards¹⁵) is for lesson observation, and the second part (with eight performance standards¹⁶) is related to teachers' performance outside of the classroom. Recommendations for development are based on the ratings obtained for performance. The instrument takes into account the fact that contextual factors can influence a teacher's assessment rating. The performance assessment of a teacher is undertaken by the DSG, which comprises the teacher's superior and another teacher selected by the appraised teacher. They assess the quality of a teacher's performance using a prescribed four-point rating scale and their ratings have equal weight (Centre for Development and Enterprise, 2015:6).

2.15.7.1 Success of performance appraisal in South Africa

In South Africa not much of success was experienced in relation to performance appraisal. The research by Khosa (2010:9) conducted at Northwest Province in the form of Rapid Based Assessment Testing (RBAT) in Science, language and Maths reflects on the excellence of teachers in terms of content knowledge. What is interesting about the design of the Rapid Based Assessment Testing (RBAT) is that it shows areas in which teachers have a degree use of content knowledge, deficiency in knowledge and excellent data in the subjects that they teach. This kind of assessment presents information which is useful for benchmarking teacher allocation, and professional development needs of the education system. It offers opportunity for teachers to set standards for themselves. (Khosa, 2010:10).

The focus on evaluation that is objective has been the terrain of small range research and on project-oriented undertakings. This has tended to demonstrate value of teachers' evaluation, which teacher organisations have challenged. The research by Rapid Based Assessment Testing has provided opportunities in which methods and procedures have been subjected to tests (Khosa, 2010:9).

2.15.7.2 Challenges of performance appraisal in S.A

The appraisal system requires the principals, heads of departments and teachers to have knowledge, understanding and capacity of maintaining high evaluation standards. According to the research done by Mpungose and Ngwenya (2014:80), many schools in South Africa do not have experienced effective internal appraisers whose experience could be necessary for quality professional development and teaching. Principals in South Africa were given one day crash course which was not enough for delivering performance appraisal. To some who can catch up fast, it was better but to those who cannot, it ends up with challenges. One of the principal's response in the interview by Mpungose and Ngwenya (2014:80) says appraisal system is pretty much the same as other processes that are a waste of time because people were not properly trained. The reason for this

was that the trainers from the Department of Education who were training principals and heads of departments from schools did not have good knowledge themselves. ELRC (2003:7) states that all officials and educators must have a thorough understanding of the principles, processes and procedures related to IQMS. In this case according to the report from the interview by Mpungose and Ngwenya with the principal the trainers from the department did not have thorough understanding of IQMS and as such the School Management Team passed this incomplete and inferior knowledge to the teachers at school. The leaders of the teacher's unions would also bring their own understanding and would like the structuring of the appraisal committees to favour the teachers. Teachers choose their friends who do not specialise in the subjects they are scoring to be their peers in the Development Support Group. The peer in this regard is supposed to be a teacher in the same faculty.

Mpungose and Ngwenya (2014:80) in the interviews with the principals in South Africa established that the appraisal system which is done once in a year for a few hours does not give a true picture of the teacher's abilities. It is a matter of filling in forms then it is quickly done. More time should be spent looking for delivery in the classroom, which will ensure a continuous standard of work as opposed to looking at a teacher in a period of once a year and they prepare for that one particular lesson that the appraisees will be listening to and to a certain extent they are restricted to the given amount of time. According to ELRC (2003:26), observation of teachers is done between the end of September and end of November and four performance standards are used for this exercise (ELRC, 2003:2).

Mpungose and Ngwenya (2014:81) indicate that the challenges of teacher evaluation emanated from the difficult power relationships or different opinions between the appraisers and appraisees, lack of trust, unprofessional behaviour and lack of commitment. The challenges the principals face make them be less enthusiasm, principals employ teacher appraisal because of compliance. One of the principals interviewed responded by saying that there are challenges when it comes to scoring because no one wants to be scored low. All the educators want to get high scores, which

the principal thinks is the reason to get the 1% increment that the department put as an incentive (Mpungose & Ngwenya, 2014:81).

According to interviews made by Bisschoff and Mathye in South Africa (2009:398) there were no sufficient funds to run the IQMS advocacy process, no effective training for school-based teachers and no clarity on the roles of different structures in the process. Bisschoff and Mathye (2009:401) said that part of the problem related to the conceptual framework was the lack of understanding of the IQMS content and the lack of constructive and professional engagement by teachers. Because of the unsuccessful advocacy of the IQMS instrument not understood, it resulted in teachers not being empowered to manage the flow chart as set out in the conceptual framework which stresses that for any teacher to be evaluated, the policy should have been advocated to him/her prior to the observation.

Mpungose and Ngwenya (2014:81) say the response from the interviewed principals was that their most fundamental task was giving and receiving feedback which builds a platform for launching possibilities for development. The principals maintain that feedback did not happen and they therefore felt that it was a cumbersome and fruitless exercise which did not bring any benefit. Principals work very hard conducting the performance evaluation and at the end they send the results to the department to act on the recommendations. They do not get any feedback from the department; then it becomes a fruitless exercise because the teachers are not developed. They further elaborated that sometimes a teacher needs to attend refresher course on content or might have a problem in handling his or her own personal life which might negatively impact on his or her performance and these can only be handled by units in the department. Teachers' response towards failure by the department to assist in their stated challenges, is that what is the purpose of completing the process and sending their records yearly to the department if the department does not take the necessary actions .

Since the study has revealed the challenges in the implementation of performance appraisal, it is the responsibility of the Department of Education to realise that the schools are not adhering to the policy in administering IQMS.

2.16 CHAPTER SUMMARY

The literature review has revealed that there are theoretical views related to this study. The meaning of performance appraisal has been defined by Gomez-Mejia, Balkin, and Cardy (2007:29) as is the identification, measurement and management of human performance in organisations and provides individuals with useful feedback and coaches them to higher levels of performance.

In this chapter, performance appraisal is also referred to as performance evaluation, so appraisal and evaluation were used interchangeably. Two models of conceptual framework for performance appraisal which are accountability and the professional development were adopted. The reason for identifying these models was that the principal as the manager of the school must see to it that appraisal is properly done at his or her school for accountability and development purposes (Monyatsi, 2003:66). After that he/she should account for everything and teachers that are performing to their best and those that are under performing are identified, the underperforming teachers are developed while those good performers are rewarded (Murdock, 2000:55).

Literature has shown that performance appraisal is adopted by schools, companies, businesses, industries and many countries in the collectivist societies like East Asian countries like Japan and South Korea, the individualistic societies like Australia, Canada, Germany, Netherlands and United States of America, the African countries like Namibia, Kenya, Botswana and South Africa. All have their strengths and challenges that they have encountered in the implementation of performance appraisal.

In England, teachers were often not given performance criteria, did not know what the evaluator was looking for and did not receive any meaningful feedback from the process.

Belgium experienced lack of impact on professional development which resulted in deficient evaluation systems with, for example, a lack of good feedback, no link between the evaluation and classroom practice, an incompatibility between formative and summative purposes, or a lack of time. In Chile, there is scant evidence that the evaluation feedback that is availed to teachers in writing is discussed at the school levels with peers and the leadership to devise strategies to improve professional practice. In Namibia, appraisal outcomes are based on supervisor-subordinate relationships which lead to unfair rewards distribution because favoured employees are rewarded generously while performers who really deserve recognition are inadequately rewarded. In Botswana, teacher appraisal acts as a blockage for teachers' progress. Instead of developing teachers by showing them their weaknesses and strengths, it destroys them as the SMT will always give false information about someone who is not their favourite. In Kenya, the major challenges experienced during performance appraisal process included; students getting biased with the teacher and not specifically his/her teaching, teachers becoming confused while being evaluated by someone whose opinion has major consequence towards career, inconsistent behaviour of students makes them unworthy to evaluate teachers and colleagues get too judgmental and fail to give true information while evaluating.

In South Africa in the ELRC, Collective Agreement 8, 2003 adopted Integrated Quality Management Systems (IQMS) for integrating quality management and continuous professional development in public schools only, but not in private schools (Mpungose & Ngwenya, 2014:75). According to Bisschoff and Mathye (2009:398) challenges in South Africa are that, there are no sufficient funds to run the IQMS advocacy process, there were no effective trainings for school-based teachers, no clarity on the roles of different structures, which are Staff Development Team and Development Support Group in the process. Because of the misunderstanding and unsuccessful advocacy of the IQMS instrument that resulted in teachers being disempowered to manage the flow chart as set in the conceptual framework to complete the Personal Growth Plan (PGP) and School Improvement Plan (SIP).

The next chapter outlines and discusses the research design and methodology that was used in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter has given a broad literature review gathered from different authors on the challenges in the implementation of performance appraisal on education and other sectors. It was revealed that England, Belgium, Chile, Namibia, Kenya, Botswana and South Africa had adopted performance appraisal. The literature study has found out that challenges outnumbered successes. This chapter addresses the research paradigm, design and methodology used for carrying out this study. Also discussed in the chapter is the research process which is composed of data collection procedures and data analysis procedures which are highlighted in this chapter. The chapter also discusses the ethical issues which ensured the right of participants not to be violated.

The research paradigm and methodology used in this study were guided by the research objectives and questions which focused on the challenges that are encountered in performance appraisal on educators. This research study employed the interpretivist paradigm to guide the research design, methodology, the data gathering and analysis process.

3.2 RESEARCH PARADIGM

Research paradigm is a term first used by Kuhn (1970:10) to define how periods of science are distinct traditions rather than historical extensions of previous scientific traditions. Kuhn (1970:10) further says that a paradigm is an orientating description for a number of theories that share similar views and pursue similar ends. Antwi and Hamza (2015:218) define a paradigm as a research culture with a set of beliefs, values, and assumptions that a community of researchers has in common regarding the nature and conduct of research. In simple terms, it is an approach to thinking about and doing

research. The use of the term in the social sciences is to delineate perspectives on the research process. Positivism and constructivist or interpretivist paradigms offer their followers a specific view of how to go about research and why (Guba & Lincoln, 1994:108).

Terre-Blanche and Durrheim (1999:6), Guba and Lincoln (1994:108) state that, the research paradigm has three major dimensions: ontology, epistemology and methodology. According to them a research paradigm is an all-encompassing system of interrelated practice and thinking that define the nature of enquiry along these three dimensions. They suggested that a research inquiry should be based on the concepts of ontology (that is the way the investigator defines the truth and reality), epistemology (that is, the process in which the investigator comes to know the truth and reality) and methodology (that is, the method used in conducting the investigation). According to Guba and Lincoln (1994:108), ontology is the way the investigator defines the truth and reality. Terre- Blanche and Durrheim (1999:6) say ontology is the philosophical study of being. They further say that ontology is concerned with the order of reality and a human's experience of it. The nature of reality allows researchers to understand the conditions within which research will take place. How a paradigm defines its ontology orientates a researcher's expectation of what is researchable in a meaningful reality. Epistemology is the process in which the investigator comes to know the truth and reality (Denzin & Lincoln, 2000:18). It is concerned with the nature of knowledge and that in epistemology, researchers are concerned with the meaning that an individual can have on gathered knowledge. It is both an understanding of the means of gathering knowledge and the character of that knowledge once gained. Knowledge (epistemology) is gained within the view of reality, which is ontology. A paradigm's epistemology is effectively a description of the nature of truth and meaning (Terre- Blanche & Durrheim, 1999:6 & Denzin & Lincoln, 2000:18). The research paradigms are discussed below.

3.2.1 Positivist Paradigm in Research

The positivist paradigm sees reality as stable, external and governed by laws (Terre-Blanche & Durrheim, 1999:6). Paradigm relies on control and manipulation of reality. It

is usually quantitative in nature and uses experimental designs that involve hypothesis testing. Proponents of the positivist paradigm strive for a social science in research that has the same character as the natural sciences. This paradigm attempts to transfer the ontological, epistemological and methodological dimensions of the physical sciences to the social sciences (Crotty, 2003:27 & Denzin & Lincoln, 2000:9). Positivism's ontology is a realist one (Terre-Blanche & Durrheim, 1999:6 & Denzin & Lincoln, 2000:9). This holds that reality exists independently of those who are able to view it or research on it. Reality is static and fixed. Positivism has an objectivist epistemology (Crotty, 2003:18). Objects exist as meaningful entities independently of any conscious experience of them. Truth is unambiguous. Truth is absolute as an object has only one meaning. The meaning of an object once discovered is the only meaning that the object contains. Truth in positivism is singular and absolute. This implies that there can be only one correct answer to any question (Crotty, 2003:18, Benton & Craib, 2001:29 & Terre-Blanche & Durrheim, 1999:6). Positivism makes use of an experimental methodology. This was not applicable to my study since it views the reality as fixed, static and objective in this paradigm. The study adopted an interpretive research design which is basically qualitative, emphasises subjectivity and perceives truth as not generalisable.

3.2.2 Interpretive Paradigm in Research

Interpretive social scientists study the natural contexts in which social phenomena occur. Interpretivist theories make use of subjectivities or inductive interpretations in research (Ratner, 2002:5-7). Ontologically this paradigm is relativist (Denzin & Lincoln, 2000:21). This view holds that meaning is context specific. Each context will result in researchers having their own way of making sense of the world. Interpretivism makes use of naturalistic method which is qualitative (Denzin & Lincoln, 2000:21). Naturalistic methodology seeks to understand the meanings that occur within specific contexts. The naturalistic methods are traditionally qualitative as they make use of the language of the participants. Language is the means through which we are able to make sense of the world, thus these methods help researchers to understand the perspective of those they research. People's reality can be discovered by interacting with them and listening to

them (Terre Blanche & Durrheim, 1999:7). Interpretivists use meaning oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects. The subjective reasons and meanings that lie behind behaviour are explained (Terre Blanche & Durrheim, 1999:7). Reality is constructed in the minds of individuals (Terre Blanche & Durrheim, 1999:6). The interest of interpretivists is not the generation of a new theory, but to judge or evaluate, and refine interpretive theories.

For this study, interpretive paradigm is relevant as it is qualitative and naturalistic. I relied on data from the principals, educators, circuit Integrated Quality Management System (IQMS) coordinator and district IQMS coordinator for the success of this study. They were directly involved through interviews as a way of getting the depth of the challenges they encountered in performance appraisal in their schools within Shiluvana Circuit. The participants were the sources that I depended on, as I relied on them for their information, their views and their experiences for this study. The participants were the custodians of information and I took them very seriously and respected all the information they gave for the success of this study.

3.3 RESEARCH DESIGN

Research design is the planning of scientific inquiry designing a strategy for finding out something (Babbie & Mouton, 2001:72). Welman, Kruger and Mitchell (2005:52) define research design as the plan according to which we obtain research participants and collect information from them. Rankapole (2002:49) defines research design as a plan for selecting subjects, research sites and data collection procedures to answer questions posed by the researcher. Hancock (1998:4) mentions four qualitative research designs being phenomenology, ethnography, grounded theory and case study.

Below the different types of qualitative research designs are discussed and the relevant design for this study is identified and discussed.

3.3.1 Phenomenological Design

Phenomenology is the study of the structures of experience or consciousness. It is the study of the ways that things or objects appear to our experience of them which are called phenomena (Moran, 2001:4-5). An individual's subjective experience of a thing is the meaning that the thing will have for that individual's consciousness. The things that are experienced can be objects, events, or other individuals. Creswell (1998:51) contends that a phenomenological study describes the meaning of the lived experiences for several individuals about a concept or the phenomenon.

Phenomenology understands culture as a mediator in the meanings that individuals can bring to an object (Moran, 2001:11). By being part of a culture, individuals have the meaning of their world presented to them by that culture. Phenomenology is critical of the meanings that culture presents to us. Rather, we must engage with phenomena directly, in an attempt to try to develop our own meanings for objects: Phenomenologists suggest that, if we lay aside, as best we can, the prevailing understandings of those phenomena and revisit our immediate experience of them, possibilities for new meaning emerge for us or we witness at least an authentication and enhancement of former meaning (Crotty, 2003:78).

As phenomenologists understand culture as a mediator in the meanings that individuals can bring to phenomenon under study. Then my study relied on participants' views being the principals, teachers, IQMS circuit coordinator and IQMS district coordinator for information. The participants in this study had broad knowledge as they were directly involved in the phenomenon studied. Phenomenology design does not relate to my study.

3.3.2 Ethnographical Design

Ethnography is a process involving methods of inquiry, an outcome and a resultant record of the inquiry. The intention of the research is to create as vivid a reconstruction as possible of the culture or groups being studied form of qualitative research that focuses

on describing the culture of a group of people (LeCompte & Preissle, 1993:235). LeCompte and Preissle (1993:31) further say that meanings are accorded to phenomena by both the researcher and the participant. The construct of the participants is used to structure the investigation, empirical data are gathered in their naturalistic setting, observational techniques are used extensively to acquire data on real life setting. Hitchcock and Hughes (1989:52) suggest that the ethnographers involve the production of descriptive cultural knowledge of a group, the description of activities in relation to a particular cultural context from the point of view of the members of that group themselves and the production of a list of features constitutive of membership in a group or culture. Ethnography is not related to my study as it puts much emphasis on cultural group of people.

3.3.3 Grounded Theory Design

Hancock (1998:5) said the main features of grounded theory is the development of new theory through the collection and analysis of data about a phenomenon. Hancock (1998:5) further said that grounded theory goes beyond phenomenology because the explanations that emerge are genuinely *new* knowledge and are used to develop new theories about a phenomenon. Interviews, literature and relevant documentary analysis are techniques in data collection. A key feature of grounded theory is the simultaneous collection and analysis of data using a process known as constant comparative analysis. In this process, data are transcribed and examined for content immediately following data collection. Ideas which emerge from the analysis are included in data collection when the researcher next enters the field. For this reason, a researcher collecting data through semi structured interviews may gradually develop an interview schedule in the latter stages of a research project which looks very different from the original schedule used in the first interview. New theory begins its conception as the researcher recognises new ideas and themes emerging from what people have said or from events which have been observed. Memos form in the researcher's consciousness as raw data is reviewed. Hypotheses about the relationship between various ideas or categories are tested out and constructs formed leading to new concepts or understandings. In this sense the

theory is "grounded" in the data (Hancock, 1998:6). Grounded theory was not adopted to my study because, it is about developing a new theory whereas my study is about making awareness and to improve on the challenges encountered in performance appraisal.

3.3.4 Case Study as a Research Design for this Study

Case study is a form of qualitative research that is focused on providing a detailed account of one or more cases. Its aim is to understand human beings in a social context by interpreting their actions as a single group, community or a single event. Gillham (2000:1) defines a case study as an investigation to answer specific research questions which seek a range of different evidences from the case settings. Welman, Kruger and Mitchell (2005:193-194) say case study refers to the fact that a number of units of analysis, such as an individual, a group or an institution, are studied intensively. This study adopted a case study design. I chose five secondary schools as bounded case.

Hamilton and Corbett-Whittier (2013:15) argue that there are different types of case studies. These comprise longitudinal case study, a cumulative case study, a collective case study and a collaborative case study. Denzin and Lincoln (2005:445) posit that, there is an "intrinsic case study," that is a study conducted because the researcher wishes to understand a particular case. In other words, the study may be as a result of the intrinsic interest of the case and not for purpose of generalisation purposes. For this study, intrinsic case study is chosen as the study's aim is to examine challenges of performance appraisal and this is the reason driving the study. While, it is true that the results in a case study cannot be generalised, in instances like the case used in this study, the results can be applied in similar cases.

Babbie and Mouton (2001:281) highlight the characteristics of a case study design, which are individual case study, which involve a detailed account of a person, community studies which involves the study of one or more communities, social group studies, which involve the study of both small direct contact groups. There are also studies of

organisations, that involve the study of business and management where the focus is on a firm, company, trade unions etc., studies of events, roles and relationships, which focus on specific event, such as studies of police-citizen encounters, doctor-patient interactions, specific crime or incidents and studies of countries and nations, which involve the studies in international and comparative politics, studies of foreign policy where the focus is on a country or bloc of countries.

According to Laws and McLeod (2006:4), the case study approach to research enables one to conduct qualitative inquiry commonly used when it is impossible to control all of the variables that are of interest to the researcher. The case study design is also appropriate in this study in that it is particularly useful for responding to 'how' and 'why' questions about a contemporary set of events (Meyer, 2001:3). This is relevant to my study as the sub- questions of the study are "How is performance appraisal conducted on educators? What are the challenges that you experience in terms of IQMS?"

The case study approach makes use of multiple methods of data collection such as interviews, document reviews, archival records, and direct and participant observations and subsequently 'thick descriptions' of the phenomena under study (Yin, 2003:23). In this study, I adopted individual face to face interviews, focus group interviews and document analysis for data collection and this assisted in acquiring relevant and in-depth data. Hancock (1998:6) said case study is able to offer the richness and depth of information.

Fox and Bayat (2007:69) say that in a case study, if a single individual is studied she or he should be highly representative of a particular population. They further say that such an individual should be extremely a typical of the phenomena being studied. In a case study the researcher herself or himself may be the research instrument, and therefore an attempt is made to corroborate findings according to at least three different approaches.

In this study, teacher appraisal was a case that needed a detailed investigation. The principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district

coordinator from secondary schools in Shiluvana Circuit were sampled as participants. This was an intrinsic case study as participants were able to give a detailed and in-depth explanation on every question asked about teacher appraisal during the face-to-face interviews. Probing and follow-up questions were adopted in the interview for more clarification on other issues that were unclear. However, the results I got from data collected, cannot be generalised, but can be applied in similar cases like the one I studied.

3.4 METHODOLOGY

Terre-Blanche and Durrheim (1999:5) define methodology as the practical way in which the researcher goes about doing the research. Terre-Blanche and Durrheim (1999:5) further point that methodology refers to how each of logic, reality, values and what counts as knowledge inform research. Methods are the techniques and procedures followed to conduct research and are determined by the methodology (Terre Blanche & Durrheim, 1999:5).

Guba and Lincoln (1994:108) say methodology is the approach used in conducting the investigation. Research methodology refers to the processes that researchers apply to gain knowledge as determined by a paradigm (Terre Blanche & Durrheim, 1999:6). The methodology of a paradigm helps researchers structure the practical designs of their research. In a particular methodology, information gathering makes use of a number of research methods namely, qualitative or quantitative. Quantitative methods are abstract from experience, give researchers a general view of a phenomenon, while qualitative methods are naturalistic and give researchers specific knowledge of social situations (Terre Blanche & Durrheim, 1999:6).

Although there are other distinctions in the research modes, the most common classification of research methods is qualitative and quantitative. At one level, qualitative and quantitative refer to distinctions about the nature of knowledge: how one understands the world and the ultimate purpose of the research. On another level of discourse, the terms refer to research methods, that is, the way in which data are collected and analysed,

and the type of generalisations and representations derived from the data (Hancock, 1998:2). In this study, qualitative method was adopted.

3.4.1 Utility of qualitative method to study

Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. Qualitative research is naturalistic; it attempts to study the everyday life of different groups of people and communities in their natural settings; it is particularly useful to study educational settings and processes. “Qualitative research involves an interpretive, naturalistic approach to its subject matter; it attempts to make sense of, or to interpret, phenomena in terms of the meaning people bring to them” (Denzin & Lincoln, 2003:109). Domegan and Fleming (2007:24) say, “qualitative research aims to explore and to discover issues about the problem on hand, because very little is known about the problem”. Hancock (1998:2) reports that qualitative research is concerned with developing explanations of social phenomena. It aims to help us to understand the world in which we live and why things are the way they are. It is concerned with the social aspects of our world and seeks to answer questions about: why people behave the way they do, how opinions and attitudes are formed, how people are affected by the events that go on around them, how and why cultures have developed in the way they have and the differences between social groups.

Hancock (1998:2) further says that qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data. It describes social phenomena as they occur naturally, no attempt is made to manipulate the situation under study as is the case with experimental quantitative research. Understanding of a situation is gained through a holistic perspective.

In this study, the participants being the principals, deputy principals, teachers, circuit and district IQMS coordinators were interviewed since they were directly involved in performance appraisal. Through their explanations that they gave from their experiences and opinions, I was able to understand the study. I purely depended on them for data.

Qualitative data are collected through direct encounters with individuals, through face to face interviews or group interviews or by observation. In this study, face to face interviews, focus group interviews and documentary study were adopted and this was a direct encounter that helped to gather information needed. Data collection in qualitative study is time consuming. The intensive and time-consuming nature of data collection necessitates the use of small samples, in this case I had 30 participants which I had time with them during the interview sessions (See Table 3.1).

Maxwell (1998:66) enumerates five research purposes for which qualitative studies are particularly useful: understanding the meaning that participants in a study give to the events, situations and actions that they are involved with; and of the accounts they give of their lives and experiences; understanding the particular context within which the participants act, and the influence this context has on their actions; identifying unanticipated phenomena and influences, and generating new, grounded theories about them; understanding the process by which events and actions take place; and developing causal explanations. During the face-to-face and focus group interviews, the participants were able to give their different meanings of teacher appraisal, they were able to say their involvement in teacher appraisal and the challenges that they encounter in their schools regarding teacher appraisal.

I prepared an interview guide (See Appendices 1-5) with questions for principals, deputy principals, focus group of teachers, IQMS circuit and district coordinators. The questions were not static as I was able to probe to get more information which is what Maree (2007:257) said that the research questions are general and broad, and seek to understand participants' experiences with the central phenomenon. This method is useful in answering 'why' questions (Bertrams, 2004:59) (See Appendices 1-5). The participants were able to explain challenges they encountered about teacher appraisal.

3.5 STUDY POPULATION

Babbie and Mouton (2001:173) define population as the theoretically specified aggregation of study elements, whereas Bertram (2004:64) says population is used to mean the total number of people or groups or organisations who could be included in a study. According to Neuman (1994:195) to define population, a researcher specifies the unit being sampled, the geographical location, and the boundaries of population. Shiluvana Circuit is situated in Tzaneen Municipality under Mopani District in Limpopo Province. Shiluvana Circuit has 14 primary schools and 13 secondary schools, 27 principals, 6 deputy principals, 26 Heads of Department and 303 teachers. In this study, the population consisted of teachers from secondary schools, principals from secondary schools in Shiluvana Circuit, Integrated Quality Management System (IQMS) circuit coordinator and IQMS District coordinator.

3.5.1 Sampling Method and Study Sample

Bertram (2004:64) says sampling involves making decisions about which people, settings, events or behaviours to observe. In this study, I selected participants that were representative of the population that I aimed to draw conclusion from. I selected the 5 principals, 5 deputy principals, 18 teachers, 1 IQMS circuit coordinator and 1 IQMS district coordinator as sample.

Purposive sampling was used to select respondents in this study. According to Gledhill, Abbey and Schweitzer (2008:85), purposive sampling is often used when samples are small. Bertman (2006:67) says purposive sampling means that the researcher makes specific choices about which people to include in the sample and further says that the researcher targets a specific group, knowing that the group does not represent the wider population, it simply represents itself. The reason for using purposive sampling was that, I had in mind the people to include as participants because they are directly involved and have in depth knowledge about teacher appraisal, for example, principals and deputy principals are members of the School Management Team (SMT), they have to facilitate

the establishment of teacher appraisal, which is Integrated Quality Management System (IQMS) in their schools. Teachers are the members of Development Support Team (DSG), which for each teacher consists of his/her immediate senior and one other educator as peer, their function is to mentor and support the teacher. Integrated Quality Management System (IQMS) circuit coordinator's responsibility is to see to it that teacher appraisal is successfully implemented within their circuits and district Integrated Quality Management System (IQMS) coordinator's responsibility is to verify and moderate data from schools before he/she submits to persal for pay progression (ELRC, 2003:5). Five (5) principals, who were 3 males and 2 females from secondary schools, five (5) deputy principals, 2 males and 3 females from secondary schools, 18 teachers from three focus groups, 8 males and 10 females which each has six members, one (1) male Integrated Quality Management System (IQMS) circuit coordinator and one (1) male District IQMS coordinator were sampled. The total number of my sample was 30. Table 3.1 below shows the sample size that was involved in the study.

Table 3.1: Representation of Sample

Sample Type	Number	Male	Female	Research Instruments
Principals	5	3	2	Face to face interview
Deputy principals	5	2	3	Face to face interview
IQMS circuit coordinator	1	1	0	Face to face interview
IQMS district coordinator	1	1	0	Face to face interview
Educators	18	8	10	Focus group interview
Total sample	30	15	15	

A sample of thirty respondents participated in this study. I selected participants of both sexes. There were five principals; 3 males and 2 females, five deputy principals; 2 males and 3 females, eighteen teachers; 8 males and 10 females, 1 male IQMS circuit coordinator and 1 male IQMS district coordinator.

3.6 DATA COLLECTION PROCEDURE

According to Babbie and Mouton (2001:270), qualitative methods of data collection are participation observation, semi-structured interview and the use of personal documents to construct life stories. Data is derived from direct observation of behaviours, interviews, written opinions, or from public documents (Sprinthall, Schmutte & Surois, 1991:101). Written descriptions of people, events, opinions, attitudes and environments, or combinations of these can also be sources of data. Qualitative research presents data as descriptive narration in words and attempts to understand phenomena in “natural settings”. This means that qualitative researchers study things in their natural environments, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2000:3).

3.6.1 Research Instruments

3.6.1.1 The interview as a research instrument

Since my study is qualitative research, I used interviews to gather information from the participants. Interviews are methods of gathering information through oral quiz using a set of pre-planned core questions. An interview is a conversation between the researcher and the respondent (Bertram, 2004:86). Kvale (1996:14) describes an interview as interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasises the social situatedness of research data. This involves open-ended questions, where interviewees can answer questions on their own terms and in as much detail as they like. Before we can start with the interview, I made it a point that the respondents are comfortable and

trust me to give the information about challenges of teacher appraisal they know. This made the respondents to be relaxed and open in giving out information. Robson, Shannon, Goldenhar and Hale (2001:68) say a good interviewer is sensitive to the mood and feelings of the interviewee(s), listens well, and encourages them to elaborate on the topic discussed. During the interview, I made sure that I listened well and was sensitive to the mood and feelings of my respondents as this encouraged them to feel free to talk. Hancock (1998:9) mentions two types of interviews being, structured interview and semi structured interview.

3.6.1.2 Structured interview

Cohen, Manion and Morrison (2000:273) say the structured interview is one in which the content and procedures are organised in advance. They further say the sequence and wording of the questions are determined by means of a schedule and the interviewer is left with little freedom to make modifications. It is characterised by being a closed situation. The structured interview is useful when the researcher is aware of what she does not know and therefore is in a position to frame questions that will supply the knowledge required (Cohen, Manion & Morrison, 2000:270). For this study, structured interviews were not used as I used semi-structured interviews which are not rigid and allow the researcher to be flexible by probing and making some follow up questions. Structured interviews are based on tightly structured schedule of questions whereas my study had used semi-structured interview which had no rigid questions.

3.6.1.3 Semi-structured interview

Semi-structured questions are phrased to allow unique responses from each interviewee (Macmillan & Schumacher, 2001:40). The advantage of using the semi-structured interview is that it allows both the interviewer and the respondent the flexibility to probe for details or discuss issues and also allows new questions to be brought up during the interview (Chauke, 2013:43).

Robson, Shannon, Goldenhar and Hale (2001:69) say a semi-structured approach to interviewing represents a compromise between standardisation and flexibility. An interview guide is used, which is basically a checklist of the issues explored during the interviews. There is no set order to the topics, and specific questions are not necessarily worked out ahead of time. However, before ending the interview, the interviewer makes sure all the items have been covered, through the natural course of the conversation (Robson Shannon, Goldenhar & Hale, 2001:69).

I prepared an interview guide before the interview, these are set of questions to guide in the interview. I designed questions that were answered by the eighteen appraised secondary teachers, five appraised secondary principals, one circuit IQMS coordinator and one district IQMS coordinator. Questions asked were giving room to the different views and uniqueness of the participants for the successful outcome of the study. These questions were not rigid as I was able to probe for much deliberation when I was not clear on answers given. Hancock (1998:19) says if the interview schedule is too tightly structured this may not enable the phenomena under investigation to be explored in terms of either breadth or depth. I was able to cover all the topics intended to be addressed.

3.6.1.4 Focus group interview

According to Robson, Shannon, Goldenhar and Hale (2001:69) focus group is like an interview with a small group of people rather than only one person. About six to ten people can be interviewed together and the interviews usually last from one-and -half to two hours. This allows time for participants to discuss about eight to ten questions. The focus group technique is a highly efficient way to collect data. The opinions of several people are received at the same time. The social setting provides a measure of validation for the information, since extreme or false views tend to be challenged by others in the group. Robson, Shannon, Goldenhar and Hale (2001:69) continue to say a skilled facilitator can guide the group's dynamics so that the participants stay on topic and people who are either shy or have less popular opinions are encouraged to speak. Robson et al. further say one needs to exert some caution in selecting individuals for a focus group.

The format is not advisable if sensitive information of either a personal or organisational nature is sought. People might be reluctant to speak up and could be vulnerable to repercussions if they do. For similar reasons, and, depending on the subject of the interview, one should probably group people together with similar positions within the organisational hierarchy. In particular, consider separating labour and management; and supervisors and those they supervise. In some cases, one might want to group men and women separately (Robson, Shannon, Goldenhar & Hale, 2001:69).

For this study I employed focus group interviews on 18 teachers, I had three groups of teachers, each group consisted of six people. Focus group interviews assisted me to triangulate data collection methods, such as face to face interviews and documentary analysis used in the study. McMillan and Schumacher (2006:363) state that focus group interviews are used to collect data in research so that the researcher can obtain a better understanding of the problem. McMillan and Schumacher (2006:363) reveal that, in a focus group discussion there is need for the researcher to create a social environment in which group members are encouraged to speak out and give the information needed. I made it easy for the discussion by telling the teachers about their anonymity and that this is a study and its findings could help to assist the department in changing its policy related to teacher appraisal, IQMS. This made those passive teachers to be open and the interviews were interesting and enriching. The topic under study was not sensitive, so there was no need to separate the teachers in their genders, each group was interviewed in one place at the same time.

3.6.1.5 Face to face interview

In this study face to face interviews were used. Creswell (2005:215) says face-to-face interview is a data collection process in which the researcher asks questions to and records answers from only one participant in a study at a time. According to Babbie and Mouton (2001:289) an open interview allows the participant to speak for him/herself rather than to provide our participant with a battery of our own predetermined hypothesis-based questions. Babbie and Mouton (2001:289) further say that it is an interaction between an

interviewer and a participant in which the interviewer has a general plan of inquiry but not a specific set of questions that must be asked in particular words and in a particular order. Face-to-face interviews are characterised by being flexible, iterative, and continuous rather than prepared in advance.

For this study, I used face to face interview on the principals, deputy principals, focus group with the teachers, IQMS circuit coordinator and IQMS district coordinator. The reason being the participants were from different locations, it was not easy to make them gather at one place and also that they might have felt uncomfortable to respond in the presence of others. The other reason was that I wanted to give each participant ample time to open up, to be free and to feel valued. Since we differ in our characters, I wanted each participant to own the information without being threatened by others.

3.6.1.6 Audio-recording

Cohen et al. (2000:279) advice that at the meeting, the interviewer should brief the respondent as to the nature or purpose of the interview and attempt to make the respondent to feel at ease. They further say that the interviewer should explain the manner in which he or she will be recording responses and if he or she plans to tape record, he or she should get the respondents' assent. Before we started our interviews, I asked for permission from the participants to use a tape recorder. I told them that the reason for tape recording was to have information that would be reliable and that capturing the exact information would assist very much in analysing data. After I got permission I started to record every information given by the respondent and made sure that I captured every information well without destruction. Cohen et al. (2000:281) say the audio-tape recorder might be unobtrusive but might constrain the respondents. During the interview, I tried my best to avoid the participants to be constrained by making them to feel at ease.

3.6.1.7 Observation

Hancock (1998:13) says observation is a technique that can be used when data collected through other means can be of limited value or is difficult to validate. For example, in interviews participants may be asked about how they behave in certain situations but there is no guarantee that they actually do what they say they do. Observing them in those situations is more reliable: it is possible to see how they actually behave. Observation can also serve as a technique for verifying or nullifying information provided in face to face encounters. Written descriptions, video recording, photographs and artefacts, documentation are techniques for collecting data mentioned by (Hancock, 1998:13). For this study, observation was not used as I only relied on the given information from the participants and also on documents available for data collection. The other reason for not having done observation was that I conducted the study after appraisals had been conducted.

3.6.1.8 Documentary study on performance appraisal

In performance appraisal for educators, the following document records are used, Collective Agreement of 2003, school master file, educators' file, minutes of meetings with their agendas and various forms. These documents serve as evidence that indeed the school has done performance appraisal. During the interview, the participants were asked to show the documents they were using during appraisal. Where documents were available, I studied them, and questions were asked related to the documents. Every information gathered was recorded through their permission. While I was collecting data, I asked the participants about the documents they had used when they did teacher appraisal. The following documents were checked, and I ticked on the ready-made form. The principal has his documents, but these are in the school master file, the educators have their individual files with their documents, the circuit coordinator has got his own file with its documents and also the district coordinator has his file with documents for circuits under his supervision. The following are various documents used during teacher appraisal:

- School master file is a form showing the school's total number of staff members, the SMT, IQMS committee, SDT. It is important because, it gives information about the school staff members and the IQMS committee.
- School profile is a form showing the school's total number of staff members, the SMT, IQMS committee, SDT. It is important because, it gives information about the school staff members and the IQMS committee.
- Teachers' personal file is a file for each teacher in a school, which was supplied by the department. This is very much important because, if one wants to be sure that a certain teacher in a school has undergone IQMS process, this file is helpful.
- Collective Agreement 8 of 2003 is a booklet about every detail concerning IQMS, it is supplied to every educator by the department. This is a very important document, because there is nowhere the school can operate without this manual as it highlights the unfolding of the programme along with roles and responsibilities of the role players in the school. It makes one to be aware of his/her boundaries not to infringe on others' territories.
- Self-evaluation is a questionnaire form that each teacher fills to evaluate and score himself before class-observation. This is important because, each educator is able to evaluate himself/herself. It helps to make the educator to be able to forward his/her arguments in the future if he/she feels treated unfairly.
- Pre-evaluation form is filled in by the DSG and the appraisee in meeting before class observation. This helps in that, it makes the educator along with the DSG to iron out some of the issues, and it may be challenges before a class visit/observation. It helps in identifying what is expected so that the appraisee may be in the know before observation.
- Developmental Support Group (DSG) observation during the class visit, where the educator is observed, the DSG, being the peer and the immediate senior, have

their separate observation sheets, where they score the appraisee. DSG observation is very much useful as this is evident that real observation has taken place and both the appraisees have allocated scores. They write their scores separately under the raw score space provided (See Appendix 12 p. 257).

- Post-evaluation after the DSG, has observed the appraisee, they sit together in a meeting and agree on the final marks along with the appraisee. During post-evaluation meeting it is where the DSG, finalise the scores and writes them on the observation sheet under final score space provided.
- Composite score sheet is filled in during the sitting of the DSG, if there are adjustment of marks, they will show, usually adjustment is allowed from one to two. This is where all the scores for the educator are compiled under each performance standard and total scores are written. This is very much important as each educator can see the scores and also signs to show that he/she was part of the process (See Appendix 14 p.258).
- PGP (Personal growth plan) is a form filled by the DSG for assisting the educator in incorporating plans for development of the educator. After the educator has seen, his/her shortfalls, with those performance standards where he/ she received where one, is unacceptable and two, is satisfies minimum expectations then developmental programme will be drawn, showing who to be responsible for development and what it is that needs to be done and when the development is to be done (See Appendix 13, p. 257).
- Snapshot is a form with summary of all educators' scores but showing the percentage in each category. This form is very much important as the official responsible for IQMS from the district will need it as it informs Performance Measurement (PM) for salary progression, grade progression, affirmation of appointments, rewards and incentives (See Appendix 15, p.259).

- Summative scores sheet (Form B) this is a form where names of educators in a school are recorded showing whether they are appraised or not. If not appraised, reasons will be written. The form is used for verifying the appraised and not appraised teachers so that if in future there is a complaint of non- payment, they will be able to refer to as there will be reasons for that, may be leave.
- Correspondence has to do with circulars from the department regarding the meetings, workshops or any other activity concerning IQMS. These must appear in the school master file. Correspondences are very important as they show that indeed the stakeholders concerned are engaging the schools in relation to IQMS. If it was a workshop and certain schools did not attend, then that proves that schools are not adhering to the departmental circulars.
- Every meeting must have roll-call, agenda and minutes to show that indeed that activity took place. If it is alleged that there was a meeting but was realised that those items were not there, then that means even the meeting was not there. Roll-call is evidence that people attended the meeting (See Appendix 10, p.254).Every meeting (See Appendix 11, p.255) taking place at the school must have minutes with agenda and roll-call. This also includes the developmental sessions that took place for that current year. The secretary in the SDT is responsible to see that they are available.
- Checklist is the form that is used by the district officials when doing verification which is quality assurance on schools to check whether IQMS is done and this is verified by checking the availability of documents, whether they are filled incorrectly, stamped and signed. It helps in performance measurement as the district official's signature shows that it is satisfactory and payment can be made.
- Statistics is a form filled by the SDT at the school level with names of educators showing the percentage of the evaluated and not evaluated. After the school has compiled this, the circuit coordinator will also compile the circuit statistics which

will then be handed to the district official to do the district statistics. Statistics for the school, circuit and district are helpful as they will help in knowing the participants in this programme.

- Internal evaluation is a form completed by the principal of the school to verify by appending his signature and stamp in a way of assuring that indeed the school has undergone the IQMS process to the end. This form is proof by the principal that indeed IQMS has taken place at his/her school. There is nowhere the principal can say he does not know about this process if his signature appears on the form.
- SIP (School Improvement Plan) after everything is completed, the learners have written their end of year examinations, the SMT along with the SDT, sit together to compile the SIP. This is informed by the educators' PGPs to show area of development. The secondary schools see to it that they submit them to the circuit in January and the primary schools submit at the end of the year before schools close. This document is very much important for developmental purposes as it informs the school on areas of development, they can offer and inform the circuit, district and the province on programmes of development that they can offer to schools.

3.7 DATA ANALYSIS

Data analysis, according to Robson et al. (2001:74) is a sequence of steps, which in actual practice can occur simultaneously or may even be repeated. Bogdan and Biklen (1992:153) define data analysis as the process of systematically searching and arranging the interview transcripts, field notes and other materials that the researcher has accumulated to increase his or her own understanding of the material and to enable him or her to present what he or she discovered to others. Creswell (2003:2) identifies the following process for data analysis, which is what I did in analysing data I gathered from the interviews with the principals, deputy principals, and focus group interviews with the teachers, the IQMS circuit coordinator and IQMS district coordinator.

The first step involves arranging the data into different types of categories depending on the sources of information (Creswell, 2003:2). I listened and recorded every word from voice recorder. After recording, I arranged data according to questions as during the interviews, some of the questions asked to the principals, deputy principals, teachers in focus group, IQMS circuit coordinator and IQMS district coordinator were the same. Second step according to Creswell (2003:2) is to read through all the data so as to obtain a general sense of the information and to reflect on its overall meaning. I read through all the data several times making sure that I understood and got sense from the information. Thirdly, a detailed analysis with a coding process will be initiated. Coding is a process of organising the material into chunks before giving meaning to those chunks. The coding process will generate description of the setting or people as well as the categories or themes for analysis (Creswell, 2003:2). In this step, I used different colours to identify similarities, which I grouped in the same colour responses as my themes. The coding was done on the computer and this enabled me to easily access any piece of data at any time for the analysis. The coloured data, which are themes appeared as quotations in the data presentation and names of participants were not used so as to maintain confidentiality. Themes are the ones that appeared as major findings in qualitative approach and they displayed multiple perspectives from individuals and are supported by diverse quotations and specific evidence (Creswell, 2003:2).

The final step to data analysis involved making an interpretation or meaning of the data such as noting the lessons that were learnt. In this study, I converted notes obtained from document analysis and interviews into write ups that could be read, edited for accuracy, commented on and analysed.

3.7.1 Document Analysis

A number of authorities have explained what a document is. McDonald (2001:196) postulated that documents are things that we can read, and which relate to some aspects of the social world-official reports. There are private and personal records such as letters, diaries and photographs which may not have been meant for the public. Documents can

be paintings, tapestries, monuments, diaries, shopping list, stage plays, advert, rail ticket, film, and the content of human tissue, archive and the World Wide Web pages. Documents can also be made up of the private and personal papers of specific individuals, for example, the diaries of Ministers (McNeill & Chapman, 2006:156).

The following documents are used for IQMS at school level; school master file, educator files, minutes of meetings, forms, i.e. self-evaluation, pre-evaluation, observation, post evaluation, personal growth plan (PGP). Where the documents were unavailable, I asked for them, and used my checklist to check the signatures, the dates, school stamp, how the forms were filled as evidence that the process of performance appraisal has been done. McNeill and Chapman (2006:156) mention authenticity, credibility, representativeness and meaning as aspects to check on when analysing a document. I was aware that documents are never more than a partial reflection of reality as Robson et al. (2001:70) said, some documents are normative. As I went through some of the documents of some schools, I realised that some forms were without principal's and secretary's signatures, some forms have not been filled, they had empty spaces.

3.8 RESEARCH QUALITY CONTROL MEASURES

Trustworthiness is the corresponding term used in qualitative research as a measure of the quality of research. It is the extent to which the data and data analysis are believable and trustworthy. In this study I made sure that quality control measures are followed. Guba and Lincoln (1982:3) suggest that "the trustworthiness of qualitative research can be established by using four strategies: credibility, transferability, dependability and conformability, and are constructed parallel to the analogous quantitative criteria of internal and external validity, reliability and neutrality. In this qualitative research study, I used credibility, transferability, dependability and conformability as strategies to ensure trustworthiness.

3.8.1 Credibility

Credibility in qualitative research is defined as the extent to which the data and data analysis are believable and trustworthy. Credibility is analogous to internal validity, that is, how research findings match reality. According to Shenton (2004:64), credibility in qualitative research means that researcher seeks to ensure that their studies measure or test what is actually intended. Qualitative research is valid to the researcher and not necessarily to others due to the possibility of multiple realities. It is upon the reader to judge the extent of its credibility based on his/her on understanding of the study. From an interpretive perspective, understanding is co-created and there is no objective truth or reality to which the results of a study can be compared. Therefore, the inclusion of member checking into the findings, that is, gaining feedback on the data, interpretations and conclusions from the participants themselves, is one method of increasing credibility. Since the main aim of the study was to find out the challenges in the implementation of teacher appraisal, every question asked through the interview was relevant to the study. I made sure that the participants were assured of their anonymity and that they were free to say whatever they knew. Bertrams (2004:136) says the participants are most likely to speak honestly if they know that their opinions or views cannot be traced directly back to them when the research report is written. Patton (2001:14) further says that the credibility of a qualitative research depends on the ability and effort of the researcher. Throughout the data collection, I made sure that my approach to my participants was good and an element of trust was developed. After the interviews, I asked participants to listen to what is recorded and allow them to change what they thought was not necessary, but they were satisfied with what was recorded. I promised them that information is the only information that would be used in the study.

3.8.2 Dependability

Dependability is analogous to reliability, that is, the consistency of observing the same finding under similar circumstances. Stenbacka (2001:551) declared the notion of reliability as one of the quality concepts in qualitative research which can be solved in

order to claim a study as part of proper research. According to Merriam (1998:205), reliability refers to the extent to which research findings can be replicated with similar subjects in a similar context. It emphasises the importance of the researcher accounting for or describing the changing contexts and circumstances that are fundamental to consistency of the research outcome. According to Seale (1999:46), dependability can be achieved through auditing which consists of the researcher's documentation of data, methods and decision made during a thesis as well as its end products. Auditing for dependability requires that the data and descriptions of the research should be elaborate and rich. In addressing the issue of reliability, Shenton (2004:71) employs ways to show that, if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained. The use of tape recorder and note taking in the study helped in improving accuracy, quality of data and to enrich texture of reality.

Stenbacka (2001:551) indicated that reliability in qualitative study has the purpose of generating understanding. To generate understanding, open-ended questions with follow up questions were used during interviews.

3.8.3 Confirmability

Shenton (2004:72) says the concept of confirmability is the qualitative investigator's comparable concern to objectivity. Shenton (2004:72) further says that steps must be taken to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. Confirmability is the degree to which the research findings can be confirmed or corroborated by others. It is analogous to objectivity, that is, the extent to which a researcher is aware of or accounts for individual subjectivity or bias. Seale (1999:45) argues that auditing could also be used to establish confirmability in which the researcher makes the provision of a methodological self-critical account of how the research was done. In order to make auditing possible by other researchers, it is a good idea that the researcher archives all collected data in a well-organised, retrievable form

so that it can be made available to them if the findings are challenged. In this study, I made sure that every information gathered through the interviews from the participants is used as my findings. I avoided my personal influences and biases in the study. After I transcribed the data, I went back to the participants to ask them to read and verify if I correctly captured their ideas. All the data collected was placed in a safe place for future use.

3.8.4 Transferability

Transferability is the degree to which the findings of the study can apply or transfer if similar sample is utilised (Bitsch, 2005:85). Transferability is analogous to external validity, that is, the extent to which findings can be generalised. Transferability is considered a major challenge in qualitative research due to the subjectivity from the researcher as the key instrument and is a threat to valid inferences in its traditional thinking about research data. However, a qualitative researcher can enhance transferability by detailing the research methods, contexts, and assumptions underlying the study. According to Bitsch (2005:85), the “researcher facilitates the transferability judgment by a potential user through ‘thick description’ and purposeful sampling”. This is achieved when the researcher provides sufficient information about the self (the researcher as instrument) and the research context, processes, participants, and researcher–participant relationships to enable the reader to decide how the findings may transfer. Seale (1999:45) advocates that transferability is achieved by providing a detailed, rich description of the settings studied to provide the reader with sufficient information to be able to judge the applicability of the findings to other settings that they know. I provided a rich, thick description of the study such that data and description speak for themselves to enable readers to appraise the significance of the meanings attached to the findings and make their own judgment regarding the transferability of the research outcomes.

During data collection in the face-to-face interviews with the principals, deputy principals, circuit coordinator and IQMS district coordinator and focus group interviews with the

teachers and documentary study, I made sure I gathered enough, detailed and rich information that can be used as source of reference in the library and may help in the transformation of the performance appraisal of the educators in this country.

3.8.5 Member Checks

Another strategy for improving the quality of qualitative data is allowing member checks. Member checks mean that the “data and interpretations are continuously tested as they are derived from members of various audiences and groups from which data are solicited” (Guba, 1981:85). Member checks is a crucial process that any qualitative researcher should undergo because it is the heart of credibility. This method is also called re-negotiation (Lincoln & Guba, 1985:293).

Researchers are required to include the voices of respondents in the analysis and interpretation of the data. The purpose of doing member checks is to eliminate researcher’s bias when analysing and interpreting the results. This means that the analysed and interpreted data is sent back to the participants for them to evaluate the interpretation made by the inquirer and to suggest changes if they are unhappy with it or because they had been misreported. Informants may reject an interpretation made by the researcher, either because it was socially undesirable or because of the way in which it was presented by the researcher (Schwandt, Lincoln & Guba, 2007:15). The member checks strategy involves establishing structural corroboration or coherence that is, testing all the data to ensure that there is no internal conflict or inconsistencies, and establishing referential adequacy, i.e. testing the analysis and interpretation against the documents that were used during data collection before producing the final document (Guba, 1981:90). Checks relating to the accuracy of the data may take place “on the spot” in the course, and at the end, of the data collection dialogues. Informants may also be asked to read any transcripts of dialogues in which they have participated. Here the emphasis should be on whether the informants consider that their words match what they actually intended, since, a tape recorder has been used, the articulations themselves should at least have been accurately captured. The transcripts were given to the participants for

their approval (Shenton, 2004:68). To make sure that the study is trustworthy, immediately after the interview, I asked the participants to listen to the tape recorder, to confirm the information if changes were needed, they were implemented. In this case they were given that latitude, but they were satisfied so no changes were made.

3.8.6 Pilot Study

Polit, Beck and Hungler (2001:467) define a pilot study as a mini-version of a full-scale study or a trial run done in preparation of the complete study. It is also called a 'feasibility' study. It can also be a specific pre-testing of research instruments, including questionnaires or interview schedules. It is "reassessment without tears" (Blaxter, Hughes & Tight, 1996:121), trying out all research techniques and methods, which the researcher has in mind to see how well they will work in practice. If necessary, it can then still be adapted and modified accordingly. Simon (2011) says the advantage of doing a pilot study is that it can give an advance warning regarding weaknesses in a proposed study. For this study I have done a pilot study the reason being to test my instruments as to whether they were understandable and that they were able to answer my research questions. This process helped me so that if my instruments were not clear, I would rework on them. The following instruments were prepared, namely; semi-structured interview instruments for teachers, for principals, IQMS circuit coordinator and for IQMS district coordinator.

I selected teachers, principals and circuit coordinators from different schools not from where the exact study was made. I firstly, asked permission to conduct the pilot study and stated the reason that I wanted to check as to whether my instruments answered my objectives and I also asked for permission to use a tape recorder, the reason was to be able to capture the exact information said. I also asked for permission to see their school documents related to teacher appraisal as evidence that indeed they were doing teacher appraisal. I interviewed five teachers, two principals and one circuit IQMS coordinator. I allowed them to speak in any language they felt comfortable in and they were able to

answer the questions asked in Sepedi and English. I was able to take photos of documents, in the file, minutes and roll-calls.

During the interview, I realised that my questions needed to be rephrased so that I could get an in-depth information. Indeed, I changed my instruments. The pilot study indeed helped me because it prepared me for the real interview.

3.9 ETHICAL ISSUES

Mouton (2001:238) defines ethics as what is wrong and what is right in the conduct of research. Ethical considerations are important because the researcher must respect the autonomy of all the people participating in the research.

3.9.1 Permission to Conduct Study

For this study, I firstly sought permission in writing from the Provincial Department of Education (See Appendix 19, p.263) before collecting data in the secondary schools under his jurisdiction. The District Department of Education also granted me permission to collect data (See Appendix 18, p.262). The circuit manager of Shiluvana Circuit also granted me permission to collect data in the circuit (See Appendix 17, p261).

3.9.2 Informed consent

Bertram (2004:73) says consent of the participants is vital. Participants must all receive a clear explanation of what the research expects of them, so that they can make an informed choice to participate voluntarily in the research. In this research I got the consent from the participants being, principals, teachers, circuit IQMS coordinator and district IQMS coordinator. I explained to the participants about the study for the purpose of letting them know exactly what was required from them, even to allow them to decide on whether to take part or not (See Appendices 1-4, p242-245).

3.9.3 Voluntary Participation

Babbie and Mouton (2001:521) says the norm of voluntary participation is important, no one should be forced to participate. The participants may deny or withdraw their participation in the study when they feel uncomfortable. In this study, I made it clear to the participants that their participation is on voluntary basis and that they may feel free to withdraw if they feel uncomfortable. The participants were assured that their participation would be without threat or intimidation.

3.9.4 Confidentiality

Confidentiality refers to the principle where information gathered from subjects is kept secret (Mouton, 2001:244). Mouton (2001:244) further says that the obligation to respect confidentiality also applies to members of research organisations who have access to the information. In this study the participants were assured that any information they gave would be kept strictly confidential and that it would be used for the purpose of this study. Research assistants I had were also informed about the importance of keeping confidentiality of information gathered.

3.9.5 The Right to Remain Anonymous

According to Mouton (2001:244) defines anonymity as the principle that the identity of an individual is kept secret. Informants have a right to remain anonymous. This right should be respected both where it has been promised explicitly and where no clear understanding to the contrary has been reached. Mouton (2001:243) further says that the conditions of anonymity apply to the collection of data by means of cameras, tape recorder and other data gathering devices, as well as to data collected in face to face interviews or in participant observation. The participants were assured of their anonymity to their responses and to every information taken by audio recorder. The information they provided for the research would not be divulged to anyone. The reason for using the

audio recorder was explained to the participants as it was only for data collection and data analysis purpose but not to expose them.

3.9.6 Protection of Participants from Harm

The process of conducting research must not expose the subjects to substantial risk of personal harm (Mouton, 2001:245). Informed consent must be obtained when the risks of research are greater than the risks of everyday life. In this study no risk was anticipated. The participants were assured of their security and that no harm would affect them because of their taking part in the study.

3.9.7 Respect for Participants

This study did not at any stage intimidate the participants and was characterised by mutual respect throughout the process. I ensured that there was no deception of the participants and that there was no misinterpretation or deliberate misrepresentation of facts provided.

3.10 CHAPTER SUMMARY

In this chapter research design and methodology were presented. Research paradigm by Kuhn (1970:10) which he defines as how periods of science are distinct traditions rather than historical extensions of previous scientific traditions and further says a paradigm is an orientating description for a number of theories that share similar views and pursue similar ends was employed in the study. The study identified three paradigms which are, positivism, constructivist or Interpretivist and critical theory or transformative (Guba & Lincoln, 1994:108). The three-research processes being ontology, epistemology and methodology were identified, which according to Guba and Lincoln (1994:108) research paradigm is intrinsically associated with. Interpretive paradigm was adopted in this study because it is qualitative and naturalistic. I relied on the principals, educators, circuit Integrated Quality Management System (IQMS) coordinator and district IQMS

coordinator for the success of this study. They were directly involved through interviews as a way of getting the depth of the challenges they encountered in performance appraisal in their schools within Shiluvana Circuit.

Case study research design was adopted for this study because is a form of qualitative research. Secondary schools in Shiluvana Circuit were studied as case in this study, face to face interviews were used for principals, deputy principals, IQMS circuit coordinator and IQMS district coordinator, focus group interviews were used three groups of teachers and document analysis for data collection and this assisted in acquiring relevant and in-depth data.

Qualitative research method was adopted for this study. Qualitative data are collected through direct encounters with individuals, through face to face interviews or group interviews or by observation. In this study, face to face interviews, focus group interviews and documentary study were adopted and this was a direct encounter that helped to gather information needed.

The sample for this study consisted of five principals; 3 males and 2 females, five deputy principals; 2 males and 3 females, 18 teachers; 8 males and 10 females, 1 male IQMS circuit coordinator and 1 male IQMS district coordinator which equals to 30 sample.

Research instruments used in collecting data were semi-structured interviews, focus group interviews, face-to face interviews, documents and tape recorder. In semi - structure interviews, I used interview guide with designed flexible questions for the principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator (Ref. Appendices 1-8). I employed three focus group interviews consisting of six teachers each. Face-to-face interviews were used for the principals, deputy principals, IQMS circuit coordinator and IQMS district coordinator. Documents that were available for teacher appraisal process were checked (See Appendices 13 - 16). During the interviews, tape-recorder was used in the collection of data, which is reliable and easy to access information.

Data was analysed using thematic analysis, which shows the qualitative steps to follow when analysing data. In this study, I used different colours to identify similarities, which I grouped the same colour responses were used as my themes. The coding was done on the computer and this enabled me to easily access any piece of data at any time for the analysis. The coloured data, which are themes appeared as quotations in the data presentation and names of participants were not used so as to maintain confidentiality. The final step to data analysis involved making an interpretation or meaning of the data such as noting the lessons that were learnt. In this study, I converted notes obtained from document analysis and interviews into write ups that could be read, edited for accuracy, commented on and analysed. When I analysed the documents, I used my checklist to check the signatures, the dates, school stamp, how the forms were filled as evidence that the process of performance appraisal was done. As I checked the documents, I realised some documents from certain schools were without principal's and secretary's signatures and some forms were not filled in, they had empty spaces.

In this study I made sure that quality control measures were followed. I used credibility, transferability, dependability and conformability as strategies of trustworthiness. I made sure that the participants were assured of their anonymity and that they were free to say whatever they knew. Throughout the data collection, I made sure that my approach to my participants was acceptable and an element of trust was developed. Dependability employs ways to show that, if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained. In this study, I made sure that every information gathered through the interview from the participants is used as my findings. I avoided my personal influences and biasness in the study. All the data collected was placed in a safe place for future use. I provided a rich, thick description of the study to enable readers to appraise the significance of the meanings attached to the findings and make their own judgment regarding the transferability of the research outcomes. To make sure that the study is trustworthy, immediately after the interview, I asked the participants to listen to the tape recorder, to confirm the information if changes were needed, they were implemented. In this case they were given that latitude, but they were satisfied so no changes were made.

Pilot study was done where I interviewed five teachers, two principals and one circuit IQMS coordinator from different schools that were not part of the real study. I allowed them to speak in any language they felt comfortable in and they were able to answer the questions asked in Sepedi and English. I realised my questions needed rephrasing as they were not clear, so I changed my instruments.

Permissions from the Provincial Department of Education, District Department of Education and circuit manager were granted (See Appendixes 17-19). Informed consent showing voluntary participation, confidentiality, anonymity, no harm to participation and respect for participation were done (See Appendix 20).

In the next chapter data presentation and data analysis were done.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The main aim of the study was to examine challenges faced by educators in the implementation of teacher appraisal in the Shiluvana Circuit, within the Mopani District. In the previous chapter, a number of research paradigms were discussed from which the interpretive paradigm was selected for use in the study. The methods that were to be employed for data collection included individual interviews and focus group discussions. Thematic data analysis strategy was also presented and discussed. This chapter presents the actual analysis of the data that emerged from the study. A qualitative approach in which data was collected through face-to-face interviews with the principals, circuit IQMS coordinator, district IQMS coordinator, focus group discussion with teachers and document study were employed. A summary of participants of the study that were interviewed individually and in focus groups is presented in Table 3.1. The data presented in this chapter aim to respond to the following research questions:

- How is performance appraisal conducted on educators in Shiluvana Circuit of Mopani District?
- What are the views and nature of involvement of educators on performance appraisal system used in the Shiluvana Circuit?
- What challenges are faced by schools in the implementation of performance appraisal in Shiluvana Circuit of Mopani District?
- How relevant are the documents used to appraise school teachers in Shiluvana Circuit secondary of Mopani District?
- How can the challenges encountered by educators in performance appraisal be redressed?

Thematic analysis was employed in the analysis of data collected through face-to-face interviews, focus group interviews and document study. I listened to recorded data from the interviews and then organised it according to questions asked. After gaining a clearer understanding of the responses, I organised the material into chunks. These refer to large blocks of material that relate to similar general concepts. In order to derive meaning from those chunks, I formulated codes, which helped me to arrange them into related ideas (Creswell, 2003:2; Cohen, Manion & Morrison, 2011:428). Codes imply some kind of tags that help to identify information which belong to discernable categories. Meaningful data was then classified under established relevant codes. The codes were ultimately formed into themes which were further divided into categories and sub-categories to facilitate ease of interpretation.

4.2 EMERGING THEMES AND CATEGORIES

By employing qualitative data analysis as outlined in chapter three of this study, the collected data were presented, analysed and interpreted. The following major themes emerged as informed by the research questions, research objectives and literature review on the implementation of performance appraisal for teachers:

- Educators' conceptualisation of teacher appraisal
- Educators' views on the roles of all participants in teacher appraisal
- Educators' views on the challenges of teacher appraisal
- Analysis of documents used in teacher appraisal
- Educators' views on how teacher appraisal should be improved

The five above-mentioned themes were further categorised and divided into sub-categories in order to present and analyse the views of the participants. The following abbreviations were used in presenting data: P for principal, DP for deputy principal, CC for circuit coordinator, DC for district coordinator, and EG for educator.

Table 4.1 summarises the five themes, categories and the sub-categories in which data was presented.

Table 4.1: Emerging Themes, Categories and Sub-categories

Themes	Characterisation	Sub-categories
4.2 Theme 1: Educators' Conceptualisation of Teacher Appraisal	4.2.1 Description of teacher appraisal 4.2.2 Purpose of teacher appraisal 4.2.3 Effectiveness of teacher appraisal	4.2.1.1 Developmental issues in teacher appraisal 4.2.1.2 Structures for teacher appraisal 4.2.1.3 Teacher appraisal for Payment of teachers 4.2.2.1 Teacher appraisal for professional developmental purposes 4.2.2.2 Teacher appraisal for one percent of teachers 4.2.3.1 Preparation by teachers during teacher appraisal 4.2.3.2 Teacher appraisal improves schools' performance 4.2.3.3 Support given to teachers for teacher appraisal 4.2.3.4 Inability to obtain objectives of teacher appraisal
Theme 2: Educators' views on the roles of all participants in teacher appraisal	4.3.1 Roles of principals in teacher appraisal 4.3.2 Roles of circuit in teacher appraisal 4.3.3 Roles of district in teacher appraisal 4.3.4 Shortcomings on roles of educators on teacher appraisal	4.3.1.1 Inadequate information by principals 4.3.1.2 Principal as a facilitator of teacher appraisal meetings 4.3.2.1 Circuit coordinator as facilitator of clusters. 4.3.2.2 Circuit as facilitator of circuit activities. 4.3.2.3. Inadequate support from circuit management of teacher appraisal 4.3.3.1 District coordinator as facilitator of teacher appraisal meetings 4.3.3.2 Inadequate support from district management of teacher appraisal. 4.3.4.1 Inadequate support from teacher appraisal stakeholders.

		4.3.4.2 Parallel departmental activities.
Theme 3: Educators' views concerning challenges of teacher appraisal	4.4.1 Challenges for teachers in the implementation of teacher appraisal 4.4.2 Challenges faced by principals 4.4.3 Challenges faced by the deputy principals 4.4.4 Challenges faced by the circuit coordinator 4.4.5 Challenges faced by the district coordinator	4.4.1.1 Lot of paper work on teacher appraisal 4.4.1.2 Inadequate understanding of the teacher appraisal programme 4.4.2.1 Inadequate commitment by teachers 4.4.2.2 Teacher appraisal as a programme that leads to witch-hunting 4.4.3.1 Inadequate monitoring of the quality of teacher appraisal 4.4.3.2 Teacher appraisal not core-business for educators 4.4.3.3 Poor scheduling of performance appraisal activities 4.4.4.1 Lack of interest in teacher appraisal by principals 4.4.4.2 Backlog in payment to educators 4.4.4.3 School size as a challenge in teacher appraisal 4.4.5.1 Parallel programmes at circuit 4.4.5.2 No circuit official 4.4.5.3 No succession plan provision
Theme 4: Analysis of documents used in teacher appraisal	4.5.1 Evidence of teacher appraisal documents at school 4.5.2 Purpose of documentary records for teacher appraisal 4.5.3 Usefulness of documentary records for teacher appraisal 4.5.4 Comments by participants on documents for teacher appraisal	4.5.1.1 List of documents for teacher appraisal 4.5.2.1 Documents as means of verification of quality of teacher appraisal. 4.5.1.2 Teacher appraisal documents for awarding of teachers' performance 4.5.3.3 Teacher appraisal for teacher development 4.5.4.1 Committees not functional

	4.5.5 Challenges in the completion of teacher appraisal documents	4.5.4.2 Documents for teacher appraisal not regarded as important or beneficial 4.5.5.1 Teachers dishonestly complete teacher appraisal documents. 4.5.5.2 Identified challenges of teacher appraisal not addressed. 4.5.5.3 Dishonesty in filling in of forms
Theme 5: Educators' recommendations of how teacher appraisal should be improved	4.6.1 Approaches to redress challenges to teacher appraisal	4.6.6.1 Sufficient personnel to be employed 4.6.6.2 Conducting of workshops 4.6.6.3 The need for team work by stakeholders 4.6.6.4 Rescheduling of time for teacher appraisal 4.6.6.5 Motivation for teachers

4.3 EDUCATORS' CONCEPTUALISATION OF TEACHER APPRAISAL

This theme sought to investigate how participants, namely teachers, deputy principals, principals, IQMS circuit coordinator and IQMS district coordinator, perceive teacher appraisal. The presentation reveals how participants defined and characterised teacher appraisal. Data from the participants of the study provided an insight into how teacher performance appraisal is conducted in the area under study.

4.3.1 Characterisation of Teacher Appraisal

It was revealed in the interviews with the principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator, that there is a difference in their understanding of teacher appraisal. The participants were able to mention that performance appraisal is a process of evaluating the performance of teachers in order to facilitate professional growth and development. This endeavour has the potential to integrate the goals of employees with those of the organisation's management. Sub-

categories reflected below were developed in regard to the responses of participants in face-to-face interviews and focus group discussions.

4.3.1.1 Teacher appraisal as professional developmental issue

During the study, I had face-to-face interviews with five deputy principals, who were members of School Management Team (SMT), and whose responsibility was to ensure teacher appraisal programme was implemented in their schools. According to the IQMS manual (ELRC, 2003:7), the SMT is supposed to conduct advocacy and train all teachers in their schools. In the process the whole concept with the definition of IQMS was to be explained thoroughly. The response I got in the interview with deputy principal 1 from school 1 revealed that. to him, the purpose of teacher appraisal was for teacher development as he explained that: *“In other words we try to find out as to whether there is anything required in development (DP1S1)”*. Similarly, deputy principal 3 from school 3 concurred that: *“We talk about development of teachers, and it is continuous development of teachers (DP3S3)”*.

For the purpose of this study, it is very important to have the deputy principals and principals as part of teacher appraisal, as their responsibility is to ensure that the programme is implemented in their schools. They train their staff members for a clearer understanding of what IQMS is. From the five principals that I had face- to-face interviews with, one principal alluded to the fact that teacher appraisal is:

The process whereby teachers are actually developed, and they are developed in many ways. They are actually developed in class, they are also developed in their professional ethics so that they are able to execute their duties properly, professionally in a school situation (P5S5).

This is supported by ELRC (2003:4) which mentions the purpose of Integrated Quality Management System (IQMS) as to assess strengths and areas for teacher development. This implies that the envisaged strengths of teachers have to be bolstered through exposing them to relevant programmes while areas of deficiencies attract remediation.

4.3.1.2 Functional structures for teacher appraisal

Face-to-face interviews were also conducted with Shiluvana IQMS circuit coordinator, whose role is to organise meetings and workshops with schools he coordinated, for the successful implementation of teacher appraisal programme. When asked to define teacher appraisal he responded that teacher appraisal is about Staff Development Team, Development Support Group and School Management Team, which are structures that are involved in teacher appraisal in schools. To the circuit coordinator it implies that if the school is without these structures, then teacher appraisal cannot take place. He highlighted the fact that teacher appraisal is conducted within some given structures, which to him meant that:

... when the principal, together with the SDT, the Staff Development Team, in an institution help each other to be acquainted with all the teaching and learning practices in the school environment. The DSG, the peer, a senior, or SMT member, that is, this team of people help each other (C.C).

Principal 1 from school 1 shared the same sentiments as the circuit coordinator when he agreed that teacher appraisal starts from the time when the IQMS committee, which comprises of the secretary, the chairperson and the principal as an ex-officio member of the institution, is elected. He further added that the school also has the SDT and the DSG as part and parcel of the IQMS committee. In his actual words the principal outlined the structure of IQMS committee when he alluded that:

An IQMS committee consisting of the chairperson, the secretary, and the principal as an ex-officio member of the institution, is elected. The committee actually coordinates teacher appraisal. There is also the SDT and the DSG, which are part and parcel of the IQMS committee, which is actually spearheaded by the SMT (P1 S1).

A similar response came from Principal 3 from school 3, who also stated that teacher appraisal occurs through the availability of the school development team, and the development of support group in schools. In the same view, he declared that:

The Staff Development Team (SDT), comprises of the principal, and democratically elected educators who act as chairperson and secretary of the committee. There is also the DSG, comprising of the immediate senior of the teacher who is to be appraised, and the teacher's peer (P3 S3).

The policy on teacher appraisal states the structures that are needed in the schools for IQMS as Senior Management Team (SMT), which consists of the principal, deputy principal and education specialists (HOD). Their role is to ensure that the school is operating efficiently and effectively. Staff Development Team (SDT), which plans, oversees coordinates and monitors all Quality Management processes. Development Support Group (DSG), which consists of the teacher's immediate senior and one teacher, their function is mentoring and support (ELRC, 2003: 5).

4.3.1.3 Teacher appraisal for monetary rewarding of educators

The IQMS district coordinator is an official from the district, who is supposed to ensure that the IQMS is implemented in all the schools within the district, and for the Staff Development Team (SDT) to train and workshop all the schools on IQMS. When asked what teacher appraisal meant to him, he replied that it is about removing an educator from one salary notch to the next. Moving an educator from notch to another level occurs when the educator's salary is increased due to improved performance. Performance appraisal is one way of objectively assessing teacher performance for salary rewards.

Educators play an important role in teacher appraisal, as they are part of the Staff Development Team, which comprises the principal, members of the School Management Team (SMT) and a post level one teacher, whose role is to ensure that all educators are trained on the procedures and processes of IQMS. The Developmental Support Group (DSG) comprises of the immediate senior of the educator who is to be appraised, the educator, and the educator's peer who is selected by the educators themselves, on the basis of the appropriate phase/learning area/subject expertise. The role of the DSG is to provide mentoring and support, assist the educator to develop Personal Growth Plan (PGP), and for the baseline evaluation of the educator (ELRC, 2003:12 -13). From the

focus group interviews with the teachers when asked what teacher appraisal entails, teacher 2 from focus group 1 responded that, “*for me IQMS talks to the 1% notch increment, nothing else.*” Teacher 2 from group 2 shared the same sentiment as teacher 2 from group 1, and emphasised the fact that: “*teacher appraisal focuses too much on money (G2T2)*”.

It is evident from the teachers’ responses that the principals, deputy principals, educators, the IQMS circuit coordinator, and the IQMS district coordinator had different views about what teacher appraisal entails. Their explanations differed from Gomez-Mejia, Balkin and Cardy (2007:29) who maintain that teacher appraisal is the identification, measurement and management of human performance in organisations, and that it does not only provide individuals with useful feedback, but it also coaches them to higher levels of performance. Phin (2015:97) adds that performance appraisal is a method of evaluating the behaviour of employees in the workplace, which includes both the qualitative and quantitative aspects of the employees’ job performance. It also involves determining and communicating to the employees how they are supposed to perform their job responsibilities, and ideally, establishing a plan for improvement. Monyatsi, Steyn and Kamper (2006:217) also view teacher appraisal as involving an intervention which aims to benefit both the individual and the school in pursuit of quality education.

4.4 PURPOSE OF TEACHER APPRAISAL

One of the objectives of the study was to investigate the views from the principals, deputy principals, educators, circuit coordinator, and district coordinator about the purpose of teacher appraisal. A variety of views regarding the purpose of teacher appraisal were advanced by the participants. The responses of principals, deputy principals, teachers, district coordinators indicated that the purpose of teacher appraisal is for professional development and to improve the salaries of teachers.

4.4.1 Teacher Appraisal for Professional Development

A question was asked to the principals, deputy principals, teachers, circuit coordinator and district coordinator to give the purpose of teacher appraisal. The deputy principals responded by saying it is for developing the educators' performance. "*The programme is aimed at developing the educator's performance (DP2S2).*" Deputy principal 3 from school 3 said that the purpose of teacher appraisal is to ensure that there is effective teaching and learning. By implication, the process of teacher appraisal capacitates the effectiveness of teaching and learning in schools.

According to deputy principal 4 from school 4, the purpose of teacher appraisal is for educators to be exposed to the implementation of teacher appraisal procedure. To him the process of teacher appraisal gives the educators an opportunity to know how teacher appraisal is conducted, as they are involved in the process: "Teachers must know how to implement teacher appraisal (DP4S4)."

4.4.2 Improvement of Educators' Payment

Principal one from school 1 said the only purpose of teacher appraisal, in his opinion, is for the teacher to be rewarded with their one percent salary increase. He asserted that: "*the only achievement is actually the one percent that the teachers receive (P1S1).*" Teacher 2 from group 2 indicated that teacher appraisal focuses too much on money. He echoed that: "*teacher appraisal's focus is too much on money (G2T2).*"

Data from the principal and from the teacher in a focus group related to the purpose of teacher appraisal is for professional development and to improve the teachers' payment. According to ELRC (2003:3), Integrated Quality Management System (IQMS) has three programmes of which one of them is Performance Measurement, whose purpose is to grant individual teachers a salary progression, grade progression, affirmation of appointments, granting of rewards and incentives.

When giving the purpose of teacher appraisal, the principal one from school 1 put more emphasis of Performance Measurement, which has implications for monetary compensation. The principal also alluded to the issue of teacher development, as well as the 1% increase, while Mpungose and Ngwenya (2014:75) maintain that the rationale for introducing the Integrated Quality Management in South Africa was to incorporate quality management, as well as continuous professional development into South African public schools. The policy outlines recognisable developmental orientation, while simultaneously proposing a system of measuring and rewarding excellent performance. Furthermore, the IQMS is used to help managers in making timely predictions and taking prompt action in order to improve educators' working conditions and schools' programmes. According to the Centre for Development and Enterprise (2015:6), the main objective of Integrated Quality Management System (IQMS) is to ensure that there is quality public education for all, and to constantly improve the quality of learning and teaching.

4.5 EFFECTIVENESS OF TEACHER APPRAISAL

In an effort to establish how performance appraisal was conducted on educators, the question on whether teacher appraisal was effective at the school was raised. This section is divided into three sub-categories, which are: preparation by teachers for their appraisal, support given to teachers and inability to achieve its objectives, and to demonstrate whether teacher appraisal is effective.

4.5.1 Preparation by Teachers for Teacher Appraisal

The principal and the circuit coordinator revealed that teacher appraisal is effective as teachers are encouraged to prepare for their lessons. This suggests that some teachers were not adequately preparing for their lessons before teacher appraisal. Principal 3 from school 3 stated that teacher appraisal is effective because during performance appraisal, teachers give themselves time to prepare for their lessons, and they even make sure that they use teaching aids. The teachers do their preparation because of the

stipulations in performance standard 3 in the ELRC (2003:14) which emphasises the fact that, the educator is expected to engage in lesson preparation, in order to ensure that their lesson presentation is outstanding, and demonstrate competence in planning preparation, presentation and management of learning the programme. The comment below captures the preparation that goes towards teacher appraisal:

You will see the teacher going around, preparing lessons using a lot of teaching aids, and ensuring that he imparts the subject matter in the manner that demonstrates the teachers' command of the teaching and learning environment (P3S3).

There has to be a great deal of preparation before the teacher appraisal process starts. This observation was made by the circuit coordinator, who wondered whether teachers would have gone into such great lengths, if they were not participating in teacher appraisal. One participant stated that: “*teachers are able to do their lesson preparations within the circuit (CC)*”.

4.5.2 Teacher Appraisal for Improvement of Schools' Performance

The circuit coordinator asserted that teacher appraisal has resulted in improvement in schools' performance. According to ELRC (2003:19), the induction of IQMS has a great impact on educators, schools, regional/district and area offices, and there are indeed improvements in the schools, which were also observed by the principals, deputy principal and circuit coordinator. Deputy principal 1 from school 1 alluded that there is improvement as teachers are open enough to ask for assistance in part of subject matter where they experience challenges. One deputy principal indicated this by saying that:

Some teachers are honest as they would say their challenges. One English teacher came to me seeking advice on how to teach poetry, as we are in the same field and part of Development Support Group (DSG), I assisted him. I would teach poetry on his behalf not only teach I also shared it with him before going to class. Really this assisted him a lot as he can express himself well in poetry now. I think something positive is happening (DP1S1).

The circuit coordinator also added on what was said by the deputy principal that teacher appraisal is effective as he had observed that there is an improvement in learner performance from Grade R to Grade 12. He remarked that, *“in all the grades, from Grade R to 12 there has been improvement in learner performance (C.C)”*. The circuit coordinator further added that teacher appraisal is effective because extra-curricular activities like athletics, netball, indigenous games and other sporting codes in schools have also been incorporated into the teaching and learning environment. Performance standard 7 in the Collective Agreement Number 8 of 2003:22 demands teachers to ensure that learners participate in extra-curricular activities, in such a way that it supplements the learning process, and results in the holistic development of the learner. This is what he indicated:

Extracurricular activities are emphasised where learners are exposed to athletics, soccer, netball, indigenous games and other sporting codes (C.C).

The circuit coordinator further alluded that the effectiveness of teacher appraisal was evident in that the seniors in the schools in his circuit were able to apply their managerial and leadership skills. Performance standard 11 in the ELRC (2003:32) emphasises the fact that the educator should demonstrate well- developed leadership qualities. The circuit coordinator remarked that:

the senior personnel within the institutions are able to apply their managerial and leadership skills which are part and parcel of performance standard (C.C).

Khosa (2010:10) concurs with what is mentioned by the circuit coordinator and deputy principal by giving example of the study that was conducted in the Northwest Province, in South Africa, in the form of Rapid Based Assessment Testing (RBAT) in Mathematics, science and language, which revealed some pockets of excellence in terms of teacher content knowledge. He further alluded that what was interesting about the design of the Rapid Based Assessment Testing (RBAT) is that it is able to identify both the individual teachers and the officials responsible for teacher development in areas where teachers had limited content knowledge, in which they excelled, as well as those that did not have appropriate levels of content to qualify to teach particular subjects. That form of

evaluation thus presented useful information to inform professional development, benchmarking opportunities, subject and teacher allocation, teacher professional development needs for the school, the education system, and an opportunity for individual teachers to set standards for themselves (Khosa, 2010:10).

4.5.3 Support Given to Teachers in Teacher Appraisal

To further establish how performance appraisal is conducted on teachers, circuit coordinator, district coordinator and teachers on focus group gave different ways they gave support, according to their responsibilities. ELRC (2003:7) declares that it is imperative that Regional/District Area/Provincial Departmental offices plan well in advance in order to ensure that the necessary support is provided and to enable this system to be implemented. The policy emphasises support, for this programme to be successful. The circuit coordinator to align with the policy, said that he supports the cluster coordinators, he explained that:

I hold quarterly meetings with cluster coordinators, and where there's a need, we also hold these meetings in the absence of the cluster coordinators. We invite principals, chairpersons of the SDT, school coordinators and scribes, and take them step by step as to how we should conduct IQMS (CC).

The district coordinator added that he supports the educators by visiting circuit coordinators and cluster coordinators. He elaborated that: *"I physically support schools, I visit schools, I visit the circuit, I visit cluster coordinators, I visit the cluster coordinator general (D.C)."* Teachers asserted that the School Development Team is able to assist the teachers if they are found to be experiencing challenges. This is what one participant stated:

Let's say the SDT goes to visit a teacher in class, and there are also peers of the teacher and seniors at a particular stage, who identify a challenge or shortcoming, and are able to assist the teacher who is being appraised (G2T3).

Since the district coordinator represents the region, by supporting schools, circuits and the cluster coordinator he is carrying out his professional mandate as stated in the policy that regional/district/area officials should ensure that the necessary support is provided to schools (ELRC, 2003:7). What teacher 3 in group 2 alluded to about the School Development Team's role that they assist teachers where they experience challenges is what ELRC (2003:12) stated that SDT should coordinates activities pertaining to staff development and monitors effectiveness of the programme.

4.5.4 Inadequate Achievement of Objectives of Teacher Appraisal

The objective of IQMS stated by ELRC (2003:4) is to determine the level of competence, to assess strength and areas for development, to provide support and opportunities for development to ensure continued growth, to promote accountability and to monitor an educational institution's overall effectiveness.

When the deputy principals and teachers were asked whether as a school they were able to achieve the objectives of teacher appraisal. Deputy Principal 1 from school 1 remarked that they were unable to achieve the objectives of teacher appraisal as this process does not appear to add value in their institution. He commented that, "*generally speaking I don't see teacher appraisal adding any value in our institution (DP1S1)*".

Deputy principal 2 from school 2 (laughingly) said that at their school, teacher appraisal objectives are not met, as they do not even implement teacher appraisal in the manner they are supposed to. The deputy principal confessed that:

I don't think the objectives are achievable, ja! The reason being, as I have indicated before, as long as it is not practiced, or is not implemented in the manner in which it is supposed to be, there is no way you could be able to achieve the objectives (DP2S2).

Finding out the reason for the deputy principal's laughter, he said he laughed because he knew very well that their school did not practice IQMS correctly, so his laughing is an expression of honesty in responding to the question asked.

Group 1 teacher 2, asserted that in their school they do not achieve the objectives of teacher appraisal. She emphasised that: “*Frankly no, the objectives are not achieved, as we don’t do it the way it is supposed to be done (G1T2)*”.

The deputy principals and teachers maintained that teacher appraisal does not achieve its objectives, and that it is a waste of time, as explained by one principal in the interview conducted by Mpungose and Ngwenya (2014:80). It was opined that the appraisal system is in actual fact much the same as other processes that are unnecessary activity in the pursuit for quality education in schools.

4.6 EDUCATORS’ VIEWS ON THE ROLES OF STAKEHOLDERS ON TEACHER APPRAISAL

The other objective for this study was to examine the views of teachers regarding teacher appraisal in their schools. This section and subsections consist of the educators’ views on the nature of their participation and related motivation in the teacher appraisal process. These are analysed in different categories and sub-categories below:

4.6.1 The Role of Principals in Teacher Appraisal at Schools

The deputy principals in this study showed that principals have inadequate information regarding teacher appraisal, even though they are supposed to facilitate teacher appraisal meetings. Deputy Principal 2 from school 2 alluded that: “*the principal is supposed to give support in the sense that he provides opportunities for teacher appraisal and facilitates meetings in preparation for teacher appraisal (DP2S2)*.” Thus, they were incapable of contributing fruitfully in the appraisal of teachers in their schools. According to Mahlaela (2012:76), if the Department of Education in South Africa requires a quality product, it must also provide a quality service for the teachers. In terms of the above, the participants basically referred to the Department of Education’s incompetent facilitators and microwave training as some of the concerns raised. It emerged that many teachers viewed the current teacher appraisal system as demoralising, even threatening.

4.6.1.1 Inadequate support by principals

The deputy principal 3 from school 3 explained that his principal did not give any support to teachers in as far as teacher appraisal was concerned. This is what he asserted, “*to be honest, we don’t have support from the principal, truly speaking, we even complete his documents for him, that is, in his documents we write everything for him (DP3S3)*”.

The deputy principal 1 from school1 revealed that principals got clarity on the activities of teacher appraisal processes from them. This is what he stated: “*I want to be honest here, in most cases, it is the principal who gets clarity from us when it comes to his records on teacher appraisal (DP1S1)*.”

The deputy principal 4 from school 4, declared that the principal in his school gives them support, encourages them to do teacher appraisal as well as make follow ups to check whether they would have prepared their observation time table. He stated that:

We are getting support from the principal by just give us courage that we must do this, we must draw the DSG time-table in advance so that all, when it is summative evaluation we must follow all the dates during the evaluation period, summative evaluation (DP4S4).

Teacher 2 from school 2 also asserted that their principal visits them and enquires about their weakness so that he can assist. He maintained that: “*the principal, visits the teachers and tries to see where their weaknesses lie and tries to help them to improve, but still there is a lot of work (G2T2)*.”

ELRC (2003:5) states the structures needed in the school for IQMS, it says one of the structures is Senior Management Team (SMT), which consists of the principal, deputy principal and education specialists (head of department). Their function is to ensure that the school is operating efficiently and effectively. For the deputy principal to expect support from the principal is not proper as he is part of the management team, he is supposed to be assisting in this regard not pointing fingers at the principal.

4.6.1.2 Principals as facilitators of teacher appraisal meetings

The deputy principal expects the principal to facilitate teacher appraisal meetings, for whatever the deputy principal is expecting from the principal it is also expected from him as they are both members of the Senior Management Team and as deputy, he deputises when the principal is not there. The deputy principal 2 from school 2 alluded to the fact that principals are supposed to facilitate teacher appraisal meetings. The Centre for Development and Enterprise (2015:6), attests to the fact that the Integrated Quality Management System (IQMS) holds the school principal responsible for initiating the teacher appraisal system in place, for convening and facilitating meetings. The deputy principal 2 from school 2 stated that:

The principal is supposed to give support in the sense that he provides opportunities for teacher appraisal and facilitates meetings in preparation for teacher appraisal (DP2S2).

The deputy principal 2 from school 2 further added that the principal is also supposed to be able to share relevant information during meetings in preparation for teacher appraisal meetings. He commented that:

The principals are not only supposed to facilitate these meetings, but they are also supposed to share relevant information on what is supposed to be achieved pertaining to the teacher appraisal programme (DP2S2).

Mpungose and Ngwenya (2014:81) alluded that the challenges of teacher evaluation emanated from the challenges related to power relations or having contradictory points of view between the appraisers and appraisees, lack of trust and lack of commitment, unprofessionalism, results in the principals not giving teacher appraisal the seriousness it deserves. Therefore, teacher appraisal ends up being only done as mere formality, employed to appease the powers that be.

4.7 THE ROLE OF THE CIRCUIT IN TEACHER APPRAISAL

Circuit coordinators in this case are principals that are organised by the district coordinator to liaise with him/her so that his/her mandate at the circuit becomes manageable. The circuit coordinator arranges meetings for the district coordinator to meet with the principals and the school IQMS structures. The circuit coordinator, coordinates schools that are clustered together under his supervision. The deputy principals and the district coordinator purport the roles of the circuit coordinator are to ensure that teacher appraisal activities are conducted as desired.

4.7.1 Circuit Coordinator as Facilitator of Clusters

The deputy principal and district coordinator identified activities that the circuit coordinator engaged in at the schools. Deputy principal 1 from school 1 explained that the circuit coordinator facilitated the formation of schools' clusters. When schools are done with their appraisal process, they submit their files to the cluster to be checked, thereafter they are sent to circuit. The deputy principal 1 from school 1 elaborated that:

The circuit facilitates the formation of schools' clusters. Individual schools will submit their files at a common centre which forms a cluster, where they are checked to see if they comply with teacher appraisal policy, before being submitted to the circuit office (DP1S1).

The deputy principal 3 from school 3 alluded that the committees from schools responsible for IQMS should submit the school master files to the cluster coordinator who checks whether the file is in order, if it is not, the committee will be called to explain. The deputy principal explained that:

What we know is that the cluster coordinator is usually the one to whom the committee submits the master file. When the committee submits the master file to him, he goes through it page by page, to ensure that they have complied with policy. If there are issues that are not clear, he calls the cluster committee, or the IQMS committee to explain (DP 3 S3).

Furthermore, the district coordinator added that the cluster coordinator is tasked with the responsibility of looking into both the management and performance standard one to

performance twelve (12). Performance standards are questions that are asked in answering the observation instrument. The instrument is in two parts; one part is made up of four (4) performance standards which are used for observation of teachers in practice, and the other eight (8) performance standards are related to aspects for evaluation that fall outside the classroom (See Appendix 11, 255). The district coordinator expressed that:

The cluster will look into both management and performance standards from performance number one (1) to performance number twelve (12), in order to ensure that these are addressed in a particular cluster (DC).

The role of the circuit coordinator is not clearly stated in the Collective Agreement Number 8 of 2003 document, as this is a district coordinator manual tailor-made for him to manage the circuit accurately, what the deputy principal said about the role of the circuit coordinator is what he used to see happening not what an individual can find written in black and white. ELRC (2003:26) asserted that the School Development Team (SDT) and the principal should complete the necessary documentation for submission to the Provincial Department of Education.

4.7.2 Circuit Coordinator as Facilitator of Circuit Activities

The circuit coordinator in this case, represents and assists the teachers, deputy principals and principals about teacher appraisal. He coordinates all circuit's teacher appraisal activities and liaises with the district coordinator about the activities in the circuit.

According to deputy principal 2 from school 2, the circuit coordinator should ensure that the teacher appraisal programme is implemented in schools. He emphasised that, *"I guess, the circuit coordinator's responsibility is to monitor schools as to whether the teacher appraisal programme is being implemented (DP2S2)."*

Principal 3 from school 3 asserted that the circuit supports the schools by scheduling regular meeting. He added that: *"The circuit gives us support in the sense that the circuit coordinator calls regular meetings (P3S3)."* The deputy principal 1 from school 1

confirmed that the circuit coordinator reminds them to attend scheduled meetings. He declared that “...and they simply return the file to say do and redo the following (P1S1).” The deputy principal 4 from school 4 concurred that the circuit coordinator notifies them about dates of scheduled meetings and submission dates. The participant stated that: *The circuit coordinator sends notices of scheduled dates of meetings, the dates for submission of teacher appraisal files, and whether there are re-submissions to be made (PD4S4).*

According to principal and deputy principal, the circuit coordinator interacts with them, but their interaction is not satisfactory. They further added that the quality of work that the circuit coordinator does is not commendable, even though the circuit coordinator invites them to meetings, and reminds them of the dates during which the submission of files are to be made, as well as what to submit. Bisschoff and Mathye (2009:398) maintain that there is no clarity on the roles of the different IQMS structures in the process. This presents a challenge. What the principals and deputy principal are complaining about is true as in the circuit there is no circuit-based coordinator for IQMS. The district coordinator has organised principals from schools within the circuit as coordinators, so it is not easy to run their schools’ daily programme along with adequate support that schools need. This indeed impacts negatively on teacher appraisal programme.

4.7.3 Inadequate Support from Circuit Management on Teacher Appraisal

ELRC (2003:26) specifies the roles of circuit officials to schools. It says by the end of the third term, Regional/District/area offices should have managed at least two developmental cycles in which various needs of different schools have been addressed. In this regard area officials refer to circuit. It further says that the schools must submit their reports, reflecting the progress made to the Regional/District/Area office by the time schools close and these reports should include recommendations in respect of the strategies the Regional/District/Area office can use to improve on the delivery of the developmental in-service training (INSET) and other programmes.

Principal 1 from school 1 murmured that the circuit coordinator has not visited their school in relation to teacher appraisal, and the only time they had seen him was when he wanted them to attend to the files which had records which were not correctly captured. He complained that:

The circuit coordinator has never visited our school, especially in relation to IQMS, no, and the moment you actually see them coming it is when the files have some challenges, and they simply return the files, and they indicate the areas that are supposed to be corrected or re-done (P1S1).

In the same vein, principal 2 from school 2, revealed that there is no support from both the district and circuit. He also complained that since there is no support from circuit, with even support from the district being limited. He explained this by indicating that:

Both district and circuit are not doing well, they are completely not doing well because if you can say we get support from the circuit, it means the circuit office must get support from the district and if there's no correlation of the two the breakdown of one, makes the whole thing dysfunctional, so we don't have the complete support from the district and as the result, it affect the circuit (P2S2).

From what the principals explained above, neither does he know, nor has seen the circuit coordinator, and he said that the only time he heard about him was when the files had not been properly done, and they being instructed to correct their mistakes. One could therefore concur with Bisschoff and Mathye (2009:398), who argue that there is no clarity on the roles of different structures in the process. Furthermore, another challenge is that there was no support from the circuit. The principals showed that there is a breakdown from the district to circuit on substantive development issues which ultimately affect the circuit. The principal 2 from school 2 emphasised the absence of teacher appraisal official at the circuit to spearhead the teacher appraisal process.

4.8 THE ROLE OF DISTRICT COORDINATOR IN TEACHER APPRAISAL

The district coordinator has a role to play in teacher appraisal at schools. According to ELRC (2003:24), the district offices receive from schools a School Improvement Plan, in which each school highlights its specific developmental needs by the end of March of

each year. The district must then incorporate the plans in its own improvement plan. The policy further says that after the district office has coordinated improvement plans, the official, in this case district coordinator, makes arrangements and informs schools of the venues, dates and times at which in-service training (INSET) and other programmes would be offered relating to the growth and development of teachers.

The deputy principal 3 from school 3 said that the district coordinator did not visit his school, but only invited the school's IQMS committee to meetings. He reported that:

They hardly ever come to visit the schools, but from September they invited us to meetings, and only the committee is expected to attend (DP3S3).

However, the deputy principal 4 from school 4 concurred that the district official always gives them guidelines on teacher appraisal, and explains issues that they do not understand, as explained below:

The district official does come to give us some guidelines if we don't understand teacher appraisal procedures. They are actually doing a good job regarding teacher appraisal (DP4S4).

The deputy principals above showed satisfaction with the amount of involvement by the district coordinator in their circuit. ELRC (2003:24) stipulates that after undergoing training, and having an overview of the needed resources, skills and competencies, the regional/district/area officials are required to begin their broad planning of the strategies to impart the desired aptitudes on teachers and to obtain requisite resources.

4.8.1 Inadequate Support from District Management on Teacher Appraisal

The district lacks in its support for the schools. Teachers indicated that the district support for schools is sporadic. The deputy principal 1 from school 1 asserted that teachers only hear from the district when they are required to submit their files, hence he commented that, "*We only hear about the district whenever our files are required (DP1S1).*" Principal 1 from school 1 maintained that he had never seen the district coordinator at the school,

hence he retorted that: “*We have never seen anyone come to our school, specifically for IQMS (P1S1).*”

According to the principal and deputy principal above, the district coordinator is not available to assist them, and this contradicts what is stipulated in the ELRC (2003:25), that educators should attend in service training (INSET) and other programmes and, at the same time receive the necessary support from the members of the Development Support Group (DSG). The policy further says that mentoring needs to take place to assist educators to improve. Peer mentoring and support should be ongoing but is likely to be less formal and less structured interactions. It is clear by the complaints forwarded by principal 1 and deputy principal 1 that they are not well conversant with teacher appraisal policy, that the support they expect from the district coordinator is supposed to be offered by DSG, which consists of the appraisee’s immediate senior and one teacher who can be a peer in the subject, this is a teacher appraisal structure at school level.

4.9 SHORTCOMINGS IN THE CONDUCT OF TEACHER APPRAISAL

Emanating from the discussions above, it is evident from literature and views of study participants that there are challenges pertaining to the perceptions of stakeholders regarding the concept ‘teacher appraisal’, its administration by officials in the department of education as well as in the manner in which teacher appraisal is conducted and managed in the schools. The challenges and shortcomings encountered are discussed below.

4.9.1 Inadequate Support for IQMS from Principals

According to principal 1 from school 1, the school was not visited by IQMS officials from the department of education. These officials are supposed to visit schools regularly to offer academic, professional and administrative support for teacher growth and development. He revealed that: “*We have never seen any official coming to our school specifically for IQMS (P1S1).*”

In the case of deputy principal 3 from school 3, he was dissatisfied that the principal did not play a supportive role at all pertaining to the school's teacher appraisal activities. He stated that:

We don't have support from the principal, truly speaking, we don't have support, and to tell you the truth, we even had to complete documents that were supposed to be completed by him (DP3S3).

Another one who concurred with the two research principals above was deputy principal 1 from school 1, who also attested to the fact that his principal had not supported them. He added that this was due to the fact that the principal was not knowledgeable about issues pertaining to the workings of IQMS. The principal remarked that: *"I want to be honest here, in our situation, it is the principal who expects us to clarify issues pertaining to IQMS, instead of the other way round (DP1S1).*

In the same respect, deputy principal 1 from school 1 added that,

I can safely say that the only support we get is that she allows us to have access to the machines in order to make copies meant for the appraisal. But academic support, or administrative support, I'm afraid we do not receive that. From other colleagues yes, but from the principal I'm afraid I don't want to lie (DP1S1).

4.9.2 Lack of Harmony in the Running of Departmental Activities

The district coordinator for IQMS complained about the fact that there is no harmony in the organisation of activities between the Department of Education and structures that it is supposed to have an oversight on, such as the district and circuit offices, schools and all other related offices. This was evident from the fact that there is no reasonable, logical and practical scheduling of programmes and activities. As a consequent, educational activities in the Department end up happening concurrently, even activities whose purpose is to buttress each other. The district coordinator revealed that there were instances in which he visited circuits or schools where workshops were supposed to be conducted, only to discover that people who were supposed to participate at these workshops were not available. This occurred as they would have been delegated to

attend other engagements in different programmes organised by other districts and circuits.

Principal 1 from school 1 concurred and added that there were situations that he had to forego scheduled IQMS meetings and workshops because there were urgent Departmental submissions which were also supposed to be made on the same dates. In order to ensure that his school was represented, he had to delegate a member of his staff, who was not knowledgeable about what transpired in previous principals meetings. He explained this by indicating that:

I missed IQMS meetings scheduled by the district coordinator, as on the same scheduled dates for meetings and workshops, there also urgent calls that I was required to make departmental submissions which would have jeopardised the school's position, had I not submitted them(P1S1).C

P1S1 further indicated that IQMS officials hardly ever visited the schools to engage them on IQMS issues. Principals were also shown not to be conversant with the teacher appraisal policy, and stipulations in the ELRC (2003:7), which requires that all officials and educators have a thorough understanding of the principles, processes and procedure pertaining to IQMS. Government IQMS officials are ignorant of the fact that these stipulations also require that training enables officials and educators to plan and administer IQMS in a uniform and consistent manner. So that in the event that there are programmes running concurrently, the stakeholders would have been in a position to handle the situation, and ensure the successful running of the programme, and making supplementary training arrangements for those who would have foregone their opportunity for training.

4.10 TEACHERS' VIEWS ON THE CONDUCT OF TEACHER APPRAISAL

One of the objectives of this study was to investigate the views of teachers towards performance appraisal. The study employed focus group interviews with the teachers who are directly involved in teacher appraisal as they are the appraisees at schools. The appraisees were evaluated by the Developmental Support Group (DSG), which consists

of the teacher's senior and peer (ELRC, 2003:22). After evaluation the DSG develops a Personal Growth Plan (PGP), together with the appraised teacher.

The focus group interviews with the teachers revealed that teachers had their different views towards teacher appraisal. Too much paper work, and inadequate understanding of the teacher appraisal programme, are the sub-categories which are discussed below:

4.10.1 Too much Paper Work on Teacher Appraisal

Every year by June, teachers are required to complete a self-evaluation questionnaire by ticking in the appropriate spaces provided, where they evaluate themselves. When a teacher is evaluated, the Development Support Group (DSG) completes their observation forms (See Appendix 12 p.240). In a post-evaluation meeting there is more paperwork done, together with the appraisee, they calculate and concur on scores to be allocated to the appraisee, taking into consideration contextual factors. In actual fact, this form is completed by the DSG, the appraisee only appends his signature. According to the participants, teacher appraisal involves a great deal of paper work, this is corroborated by group 1 teacher number 1 who stated that, "*Integrated Quality Management System (IQMS) is about lot of paper work (G1T1)*".

Similarly, teacher 2 from focus group 1 also indicated that, "*IQMS involves lots of writing ...you know, and this sometimes take us away from business of the day (G1T2)*". Group 2 teacher 1 who concurs that teacher appraisal involves a great deal of paper work, also adds that, "*it (IQMS) has a lot of paper work (G2T1)*".

Teachers complained about the amount of writing they were involved in, concerning teacher appraisal, which they maintain it takes away focus from their actual core-business, which is the teaching and learning programme. In corroboration of the above, Khosa, (2010:3) asserts that there are criticisms leveled against inspection, or external evaluation, which includes the stress they cause for school staff, both at institutional and individual levels, and the amount of time they take away from teaching and learning (an

estimated two weeks out of 40 weeks), as schools prepare for, and participate in the evaluation process.

4.10.2 Inadequate Understanding of the Teacher Appraisal Requirements

Another issue that emerged as a challenge from the study on teacher appraisal was that those in management were not conversant with the policies and procedures of teacher appraisal. This view was confirmed by teacher 1 from group 1, who attested that ‘nobody understands what is happening’. He said:

I think the biggest challenge is that people who are supposed to be knowledgeable on what is to happen regarding issues pertaining to teacher appraisal, are not knowledgeable (GIT1)

This view was elaborated by deputy principal 2 from school 2, who claimed that the teachers do not even understand the reasons for the introduction of teacher appraisal. He questioned: “*Do they understand the reason behind the introduction of the teacher appraisal programme? (DP2S2)*”.

Other challenges cited by the Class Act (2007:53-54) are that the advocacy programme of the National Department on Integrated Quality Management System has not been thoroughly driven, and there has been insufficient training of teachers, and the outsourced consultants lacked adequate knowledge and experience to undertake such training. From the participants’ point of view, the inadequate understanding by principals and teachers is due to the fact that from the onset proper training, sufficient and productive workshops, were not done. According to Mahlaela (2012:76), the participants in her study denoted that if the Department of Education in South Africa had required a quality product, it would have also provided a quality service for the teachers. In terms of the above, the deputy principal in this study basically referred to the Department of Education’s incompetent facilitators and ‘microwave’ training as some of the concerns raised.

4.11 CHALLENGES FACED BY TEACHERS IN THE IMPLEMENTATION OF TEACHER APPRAISAL

One of the objectives of this study was to find out challenges in the implementation of teacher appraisal within the secondary schools of Shiluvana circuit in the Mopani District. Teachers, deputy principals, principals, IQMS circuit coordinator and IQMS district coordinator were requested to stipulate challenges they experienced in relation to teacher appraisal. These include lack of commitment by educators, use of teacher appraisal as a “witch hunt”, inadequate monitoring systems, poor scheduling of performance appraisal activities, lack of interest by teachers and absence of a permanent circuit official responsible for teacher appraisal.

4.11.1 Challenges Faced by Principals on Teacher Appraisal

The principals who were interviewed identified challenges which they faced with teacher appraisal, and these were, inadequate commitment by teachers, and teacher appraisal itself, which teachers regarded as a ‘witch-hunt’ exercise, were mentioned as challenges, and below the sub-categories are discussed.

4.11.1.1 Inadequate commitment by educators to teacher appraisal

The principals in the study pronounced that there are ways that teachers demonstrate their inadequate commitment to teacher appraisal. Principal 1 from school 1 maintained that one way that demonstrates that teachers were not adequately committed, was by merely participating in teacher appraisal, as a mere formality, which has no meaning for them. The principal asserted, “*They actually do it to appease the powers that be (P1S1).*” Principal 1 from school 1 who further added that teachers are not interested in teacher appraisal, and that they merely participate because it is scheduled in their departmental and school’s programme. He stated that: “*Teachers are not interested in teacher appraisal, they merely do it for the sake of fulfilling departmental requirements (P1S1).*”

The challenge of inadequate commitment by teachers towards teacher appraisal was corroborated by principal 2 from school 2, who asserted that to demonstrate that some teachers have inadequate commitment to teacher appraisal, is that they do not welcome it, and, therefore felt that:

teachers don't welcome teacher appraisal, such that when they are reminded about the teacher appraisal, or IQMS programme, they believe that it is done for the sake of financial rewards. Thus, if they are not going to receive any financial rewards, they are not willing to participate, or even present themselves for appraisal (P2S2).

Due to the fact that the training of stakeholders was not done under conducive circumstances, the effectiveness of the programme would therefore have been compromised. Furthermore, the educators were not receptive of the programme because they were not well-versed in the dynamic nature of teacher appraisal. Davis, Ellet and Annunziata (2002:289) contend that an outstanding teacher evaluation system is of little meaning if the school leader is not supportive. That is more readily achieved when teachers have been fully consulted about the development plan and had had a major say both in determining the evaluation criteria and in agreeing on how the information collected is to be used. In that way, schools could ensure that they had the data they needed to aid development and staff was less likely to feel under threat from the evaluation. According to Monyatsi, Steyn and Kamper (2006:438) an effective teacher appraisal system should enable teachers to gain more knowledge and skills so that they might be empowered and thus confident in their delivery. This relates to this study which examined challenges that impact on the implementation of performance appraisal in order to realise teacher growth and development.

4.11.1.2 Teacher appraisal as a 'witch-hunt' exercise

Data collected from the principals about the challenge they face concerning teachers' appraisal, showed that their challenge is teachers who regard the appraisal process as a witch-hunt exercise. This suggests that teacher appraisal is not welcomed by teachers. Principal 2 from school 2 said, "*Teachers think it is a witch-hunt (P2S2).*"

The teachers from school 2 shared the same sentiments about teacher appraisal with teachers from school 3 as evidenced by their principal who said the teachers from her school label teacher appraisal as a ‘witch-hunt’ exercise and that it does not serve the purpose of developing teachers professionally or academically. Nelson (2012:37) says that poor attitudes and perceptions may cause feelings of displeasure, fear and a sense of unfair practices. When individuals are not feeling safe and secure they tend to hold ill feelings towards the individuals administering teacher evaluation.

4.11.2 Challenges Faced by Deputy Principals on Teacher Appraisal

The deputy principals mentioned that the challenges that they faced with regard to teacher appraisal, were inadequate monitoring of the quality of teacher appraisal, and that teacher appraisal is not regarded as the school’s core-business. These are discussed below:

4.11.2.1 Inadequate monitoring of the quality of teacher appraisal

According to deputy principal 1 from school 1, there is inadequate monitoring of the quality of teacher appraisal. She commented that, *“I’m concerned that there is no monitoring taking place, as the only time we hear of district officials is when they want us to submit the files, especially the master file (DS1S1).”*

The deputy principal 3 from school 3 also added that since IQMS is done by September, the schools have a problem with evaluation as it is done at the time that other educators are invigilating examinations or are involved in other pressing administrative responsibilities. ELRC (2003:26) clarifies that observations/evaluations must take place between the end of September and end of November. Furthermore, the Class Act (2007:53) reports that there is lack of monitoring by the Department of Education during time of evaluation as the department is very busy with examination preparations.

4.11.2.2 Teacher appraisal not a core-business of the schools

According to the deputy principals interviewed in the study, teachers do not regard teacher appraisal as the core-business of the school. The deputy principal 4 from school 4 said that teachers elude teacher appraisal, as they believe that its purpose is to condemn, or censure them. He added that,

Some of them (educators) dodge appraisal, as they believe that the appraisers coming to appraise them are only interested in humiliating them, as they believe they would have performed unsatisfactorily (DP4S4).

The deputy principal 3 from school 3 further added that other teachers in his school do not want to participate in appraisal as they are not very knowledgeable in policy and IQMS procedures. The principal said that, “*they don’t want to participate in appraisal because they believe that they don’t know anything about IQMS (DP3S3).*”

4.11.2.3 Poor scheduling of performance appraisal activities

The research participants, in this case, the deputy principals were dissatisfied with the poor scheduling of teacher appraisal activities. The deputy principal said,

The timing in the scheduling of appraisal for September is inappropriate as most of them are Grade 12 teachers, and September is closer to Grade 12 examination. It is very difficult for teachers to prepare and concentrate on appraisal, when their students are faced with trial examination, as well as an impending final examination.

The deputy principal 2 from school 2 alluded that the training and teacher appraisal workshops require a great deal of time. Thus, if they are conducted once every three years, instead of annually, they exclude and disadvantage newly appointed teachers.

If appraisal training or workshops were conducted two or three years ago, and from that time to date you find that new educators have been employed, and they have not attended any workshop, it therefore becomes a challenge to them if they are to be accommodated into the programme (DP2S2).

According to the ELRC (2003:26), for pay or grade progression purposes, it is necessary to carry out a summative evaluation at the end of every year. This evaluation is supposed to take place between the end of September and end of November. This implies that the issue of when observation should be made is stipulated in the policy, as it is not determined by the coordinator. These stipulations contradict deputy principal 3 from school 3's view that the period of observation/evaluation is determined by the coordinator. It is therefore evident that teachers, deputy principals, circuit and district officials, are not familiar with teacher appraisal policy.

Moreover, the ELRC (2003:20) stipulates that educators, principals and the school management team are supposed to undergo training, immediately after advocacy. Furthermore, by the end of June, which is the end of the second term after the development cycle, which schools shall have participated in, and educators shall have undergone appropriate training, aligned to their developmental needs, which also determines all training. Yet all the stipulations are not heeded, as the teacher appraisal programme was haphazardly done.

4.11.3 Challenges Faced by Circuit Coordinator on Teacher Appraisal

The circuit coordinator cited numerous challenges he experienced, which are lack of interest by the principals, backlog of educators' remuneration after teacher appraisal and school size as a challenge in teacher appraisal.

4.11.3.1 Lack of interest by the principals

The circuit coordinator observed that the principals in his circuit lacked interest towards teacher appraisal, to the extent that they shirk their responsibilities, worst of all, those that are supposed to be performed by the principals themselves.

There is lack of interest by a few not all, and the principals of various schools or institutions are not hands on, as they just abandon the entire process to the teachers (CC).

De Clercq (2008:10) concurs with the circuit coordinator and adds that the implementation of the education policies by school principals is unsatisfactory and sluggish, which eventually leads to poor performance by both teachers and principals. Wahlstrom and Louis (2008:459), and the Centre for Development and Enterprise (2015:6) further agree with De Clercq (2008:10), who asserts that the irresponsible principals are not aware that the teacher evaluation process in particular, is the school leader's responsibility. This view is also echoed by the Centre for Development and Enterprise (2015:6) and Wahlstrom and Louis (2008:459) who maintain that IQMS holds the school principal responsible for initiating the system in a school, and for convening a meeting to elect members of a School Development Team (SDT).

4.11.3.2 Backlog of educators' remuneration after teacher appraisal

The circuit coordinator complained about the backlog in educators' remuneration that was supposed to have been made after the teachers had been appraised. He stated that:

Non-payment of certain individuals could result from the fact that at circuit or district levels, teachers' scores and personal information may have been incorrectly captured in the departmental computers. This may cause a delay in payment, or no payment at all. Each and every year, we have a backlog in payment of some teachers within the circuit (CC).

These remuneration backlogs occurred despite the stipulations in the ELRC (2003:26) which states that by the end of the third term, Regional/District/Area Offices should have managed at least two developmental cycles, in which various needs of different schools have been addressed. This implies that through their schools, educators would have participated in these exercises, and this will make educators to qualify for pay-progression. If policy and proper procedures were followed, for remuneration or grade progression purposes, it would have been necessary to carry out a summative evaluation at the end of the year, using exactly the same instrument that was used for the self-evaluation, the baseline evaluation, and all subsequent self-evaluation during the year.

4.11.3.3 School size as a challenge in teacher appraisal

Khosa (2010:10) reported on study done by NEEDU on South African school teachers where he presents the statistical profile of the schools, which indicates that the primary challenge is education resource planning. All the teachers tested in this case are from small schools that do not have a sufficient number of teachers to teach all the grades, let alone the different streams. In fact, the teacher who scored 18% in mathematics is a generalist teaching a number of subjects (Khosa, 2010:10). This evidence concludes that in such small schools, there is no space for specialisation. Take the case of School 1, with five teachers having to teach all five high school grades and no less than seven streams. Some schools have fewer members of staff, and these are regarded as small schools. With few members of staff, it would thus be difficult to advance teacher appraisal policy requirements, procedures, including forming committees, such as the Staff Development Team (SDT), the Development Support Group (DSG), and others, as well as delegating teacher appraisal responsibilities in the school. Hence, the circuit coordinator raised the issue of small schools as having challenges with regards to the unfolding of the teacher appraisal programme. He argued that poor staffing in small schools made the running of the programme difficult, as in situations where peer teachers are supposed to observe the teaching by their colleagues, classes end up being left unattended. This sentiment is echoed by the circuit coordinator, who attested that:

In these small schools the implementation of the IQMS process is affected because of the numerous documents that need to be packaged, and others unpacked, in order to unravel the IQMS requirements. Moreover, the ability to balance teacher appraisal activities, with everyday teaching and learning responsibilities is affected, because people who are supposed to be engaging in IQMS are also needed in the classroom (CC).

Teachers may be differentially effective in response to the various and organisational and cultural contexts, in which they work (Campbell, Kyriakides, Muijs & Robinson, 2003:347). De Clercq (2008:10) shows that the implementation of education policies by school principals is poor and slow, which eventually leads to poor performance by both teachers and principals. One of the reasons for such poor and slow implementation is the non-consideration, during policy formulation, of the local or contextual conditions which such

policies are meant to influence. School size has an impact on how teacher appraisal is implemented, as in a small school, with few educators, teaching and learning during teacher appraisal, particularly when educators are expected to observe their peers, is affected.

4.11.4 Challenges Faced by the District Coordinator on Teacher Appraisal

The district coordinator identified challenges he has encountered pertaining to teacher appraisal such as parallel programme, absence of circuit officials responsible for teacher appraisal and no provision for succession plan.

4.11.4.1 Parallel programmes at circuit

The district coordinator asserted that the schools that he interacted with, experienced challenges as there were other programmes that ran concurrently with the teacher appraisal programme. This implied that the same teachers who were supposed to be involved in teacher appraisal, were also expected to participate in another engagement elsewhere.

“if I go to workshop principal, you find that some schools which are having these challenges are not visited, you find that, in other words there are parallel programmes that should run concurrently(DC).”

4.11.3.2 Absence of circuit official responsible for teacher appraisal

The district coordinator said that his district experienced challenges with circuits, where there were no circuit officials responsible for teacher appraisal. The district coordinator explained that he had to make arrangements by calling for the services of a cluster coordinator general, who assisted in this regard. The district coordinator further elaborated that:

We were supposed to have an official at circuit level who was responsible for appraisal. We discovered that there was none. We just had to find a person whom we referred to as a cluster coordinator general, who would perform the responsibilities of the circuit official (DC).

The researcher also noticed that Shiluvana Circuit does not have an office-based official responsible for IQMS. In situations like these, educators and principals are assigned the responsibility of serving as IQMS circuit coordinator-generals. Similar arrangements were also made where two or three schools are in the same cluster. These were internal arrangements made by the district coordinator, which the department was not aware of. Whatever work these people were doing was voluntary, and they cannot be held responsible for any irregularities, as they are not circuit IQMS employees.

4.11.4.3 No provision for succession plan

The district coordinator said that another challenge he experienced was that there was no provision made on the succession plan in the district. He said that he was worried that the department had not appointed an official that he would have trained, who would succeed him, and carry on with the implementation of the teacher appraisal programme, after he would have retired. The district coordinator murmured that, “there’s no succession provision like that if I go away, there’s no one who will take over and implement that.”

From what the research participants alleged, teacher appraisal has numerous challenges, and Mpungose and Ngwenya (2014:80) agree that many South African schools do not have experienced internal appraisers, whose experience could ensure quality professional development, as well as quality teaching and learning. There are principals who only attended one day performance appraisal crash courses. This created challenges as it is not only insufficient to enable the teacher appraisal programme to be treated with the seriousness and professionalism it deserves, but it is also against policy. Bisschoff and Mathye (2009:398) maintain that there were other challenges that afflicted the teacher appraisal programme, which included lack of sufficient funds to run the IQMS advocacy process, lack of effective training for school-based teachers, as well as lack of clarity on the roles of different structures in the process.

4.12 ANALYSIS OF DOCUMENTS USED IN TEACHER APPRAISAL

This section discusses documents used by participants during teacher appraisal at their various schools. Below are categories from this theme, which include evidence of teacher appraisal documents used at school, purpose of documentary records on teacher appraisal, usefulness of documentary records on teacher appraisal, comments by participants on teacher appraisal documents, as well as shortcomings of documents on teacher appraisal, and these are further divided into sub- categories, were analysed.

4.12.1 Evidence of Teacher Appraisal Documents at School

There were documents made available at schools as evidence which reflected that teacher appraisal was done. I went through the educators' files, and the school master file from the five schools whose teachers I had interviewed, the documents were found to be signed and stamped. I also went through the IQMS circuit coordinators' and the district coordinator's files, as well as other documents pertaining to teacher appraisal. I kept a record of documents which were available (See Appendixes 10 - 16.p 255-261).

4.12.1.1 List of documents for teacher appraisal

In school 2 the teacher appraisal files, which were the teachers' files and school master file were kept up to date and were made available to me. According to deputy principal 2 from school 2, whom I interviewed, the files were kept by the school team responsible for IQMS. After the interview I went through files and found that indeed they were up to date. Deputy Principal 2 from school 2 confirmed that: "*The files are kept up to date, and the forms are completed and handed over to the team (DP2S2).*"

The circuit coordinator enumerated the list of documents in his file which showed that he had mastered them, and I could see every document he mentioned. He explained that:

There is a checklist for circuit documents, but it is unfortunate that some district coordinators have taken some of the documents and have not brought them back to the office. But I have a table of contents as a

checklist, which consists of a circuit file, summative forms, form B, school schedules, a snapshot of the circuit, school moderation reports, circuit statistics, and educators' development programme per school. The CIP is not available, except for the management plan, which comes in the form of the findings and recommendations. In each and every meeting we review the challenges, and this forms part of the Circuit improvement plan (CC).

Principal 3 from school 3 also mentioned that the files are available in the school, and enumerated the documents which were in the file. He added that:

There are forms that are completed during the appraisal process, namely the PGP, that is, the personal development plan. There is also the pre-evaluation form, post-evaluation form, the observation instrument, as well as the composite score sheet (P3).

After the interview with the principals, deputy principals, circuit coordinator district coordinator, as well as educators in focus group interviews, I went through their files, thereafter I asked for the documents which are attached in appendixes. The Table 4.6 presents the documents I went through:

Table 4.2: Categorisation of Documents According to Participants

Educators' File	School's Master File	Circuit's File	District's File
Personal file	School master file	Circuit file	District file
Collective Agreement Number 8 of (2003)	checklist	checklist	checklist
Self-evaluation form	School profile	Schedule of educators' performance	District statistics
Pre-evaluation form	Developmental Support Group observation sheet	Summative scores form B	Snapshot
Observation sheet	Summative evaluation	Snapshot	
Post-evaluation form	Composite score sheet	School Moderation report	
Personal Growth Plan (PGP)	Snapshot	Circuit's statistics	
	Minutes, agenda and roll-call	Educator's Development programme	
	School Improvement Plan (SIP)		

Table 4.2 summarises how the documents were arranged according to different levels. In each school, each educator had a file, which has IQMS completed forms about the teacher; Collective Agreement Number 8 of 2003 document, self-evaluation form, observation sheet, post-evaluation form and personal Growth Plan. All these documents are in each teacher's file. Every school had a school master file, this file contains all the completed forms of every teacher and record of everything that happened relating to IQMS at school. Those documents are check list, which is like a table of contents that

shows what documents are in the file, this document is important because when the district coordinator has checked the master file, he appends his signature on this form to show that the school file has passed, if he did not sign it, it means certain things must be rectified. The DSG observation sheet, is a record of every teacher from the senior and peer after class-visit while summative evaluation is a form that shows that that teacher has been evaluated or not. Composite score sheet, is a form that has record of scores allocated to each teacher. Snapshot is a form that summarises the total scores of every teacher in a school. Minutes, agenda and roll-call are means of quality assurance that indeed meetings were held and School Improvement Plan (SIP), is a document drawn by the School Management Team (SMT), showing areas of teachers that need improvement.

Circuit file has the checklist, which has names of all schools and their teachers in the circuit. Schedule of educators' performance is a form that has allocation of scores of every teacher in every school. Summative score sheet form B, is a form that every school provides to show their teachers that have been appraised and not appraised. School moderation report is a questionnaire that every school completes showing that the schools had undergone teacher appraisal. Circuit's statistics form shows the number of all teachers in the whole circuit, this is done in percentage. Educator's Development programme is a document that shows how teachers in the circuit are to be developed. All the schools in the district provide the district coordinator with information that will assist him in compiling his file. Those documents that were found in the district coordinator's file are, checklist for the whole district, district statistics and snapshot of every school in the district.

4.12.2 Purpose of Documentary Records on Teacher Appraisal

Looking at the documents and what the teachers and principals said, I realised that the documents are important as they serve a purpose in teacher appraisal. ELRC (2003:26) clearly states the purpose of documentary records for teacher appraisal that the SDT must keep all records and compile a report on progress that has been made at the school

during the year. The SDT and the principal should complete the necessary documentation for submission to the Provincial Department for pay progression.

4.12.2.1 Documents as means of verification of quality of teacher appraisal

Group 1 teacher 1 said that documents are important because they are a means of verification that work has been accomplished, as if they do not complete the forms, there will be no proof that they had accomplished their work. Group 1 teacher 1 explained this about the documents:

They are necessary as a means of verification, as without filling those document it means nothing has been achieved. The documents that we complete in IQMS are necessary as a means of verification (G1T1).

Principal 1 from school 1 said that they do IQMS biannually, after that they make submissions to cluster committee, which will submit to the department of education for verification. Principal 1 from school 1 asserted that:

The IQMS, which is actually submitted biannually to cluster committee, from there the cluster committee is taking it to the department for verification (P1S1).

ELRC (2003:26) states that summative evaluation or Performance Measurement is done by the educator's DSG's, is the verification of earlier evaluations, that is, self-evaluation and baseline evaluation. These evaluations must take place between the end of September and end of November.

4.12.2.2 Teacher appraisal documents for awarding performance of educators

The district coordinator stated that teacher appraisal documents help in rewarding good work after the district had captured the scores for persal. He elucidated that:

People are developed, and people's weaknesses are addressed at the same time as their summative scores are accumulated, and sent from every school, to circuit and then to district to be captured on their persal. The purpose is to reward good work for the performance or implementation of the IQMS (DC).

According to teacher 2 from group 1, completing teachers' forms entitles the appraised teachers to the 1% incentive.

Completing the forms serves an important purpose because without it, I guess we wouldn't be getting the 1% salary increment (G1T2).

From the same group, teacher 4 concurred with teacher 2 by saying that they signed the documents because they would like to be awarded the 1% incentive, and she further added that if they had not signed the documents, they would not have been entitled to the 1% incentive. Teacher 4 from group 1 asserted that:

We sign, because we want to receive the one percent incentive, as without having signed we do not receive the 1%. It is therefore important for us to sign (G1T4).

ELRC (2003:26) says that for pay or grade progression purposes, it will be necessary to carry out a summative evaluation at the end of the year, using the instrument that has been used for self-evaluation, the baseline evaluation and all subsequent self-evaluations during the year. ELRC (2003:26) further says that Staff Development Team (SDT) must keep all the records and, from them, compile a report on progress that has been made in the school during the year. The SDT and principal should complete the necessary documentation for submission to the Provincial Department for pay progression. Mpungose and Ngwenya (2014:81) claim that all educators want to earn high scores, which is the reason that they want to receive the 1% increment that the department has established as an incentive.

4.12.3 Usefulness of Documentary Records on Teacher Appraisal

The participants in the study maintain that the documentary records on teacher appraisal are useful. In ensuing sections are sub-categories presenting the participants' views on the usefulness of teacher appraisal documents.

4.12.3.1 Teacher appraisal documents for educator development

Teacher 3 from group 3 explained that teacher appraisal is useful because it enables teachers to be able to gauge whether they are doing satisfactory work, or whether they have been found wanting, in order to improve their performance. Teacher 3 from group 3 explained that:

It helps you to know where you stand as a teacher, what skills you lack, and what you are good at. And that you are lacking in some areas, and in which areas do you wish to make further improvements (G3T3).

ELRC (2003:22) states that the purpose of evaluation by members of the DSG is to confirm the educator's perception of his/her own performance as arrived at through the process of self-evaluation, to enable discussion around strengths and areas in need of development. Upon my observation, I realised that schools do not follow what is stipulated in policy, there are no meetings to agree about teacher developments to start with, there are no class-visits. This is confirmed by deputy principal 1 from school 1 who said, "We sit down as a staff and then start to fill in the forms as if there was a class visit but in actual fact there will be no class visit taking place (DP1S1)."

4.12.4 Participants' Comments on Teacher Appraisal Documents

Participants had different views regarding the completion of teacher appraisal documents. Below are different comments made by various participants of the study.

4.12.4.1 Documents are not regarded as important and beneficial

Teacher 4 from group 1 said that teacher appraisal documents are not important as the government says because the purpose of developing the teachers is not happening and teachers do not benefit from paper work of teacher appraisal. He argues that:

The documents are not regarded as important, the government says the purpose of teacher appraisal is to develop the quality of teaching, but that

does not happen in reality. Teachers do not benefit from the amount of paper work that results from teacher appraisal (G1T4).

From group 1, teacher 5 concurred with teacher 4, and further added that IQMS is not important as it is not done at the expected time, but only when the schools are supposed to submit files at the circuit offices. Teacher appraisal policy requirements are not even complied with. This implies that the submission of files is merely a formality to satisfy a departmental requirements, without giving teacher appraisal the seriousness it deserves. Teacher 5, from group 1 maintains that:

IQMS is not done on time, we only do it when the files are due for submission. We do this, in order to satisfy a departmental requirement. If it was important, the schools would give this exercise ample time, and not just do it haphazardly (G1T5).

What teacher 5 from group 1 commented on, that they just fill in the forms anyhow, this disadvantages the school, as according to ELRC (2003:26), reports from schools should include recommendation in respect of how the Regional /District/area office can improve on the delivery of developmental in-service training (INSET) and other programmes. If the schools submit the report that was inappropriately and dishonestly filled, then this means the department offers developmental programmes that are not necessary.

4.12.4.2 Documents are regarded as extra work

When asked to comment about the teacher appraisal documents, the principals, deputy principals and teachers complained about a lot of paper work and a lot of writing. The deputy principal said that teachers see teacher appraisal documents as lot of work as the teachers take lot of time filling the forms. He elaborated that, *“it has lot of papers where the teachers are going to take lot of time filling all those type of papers (DP4S4).* The same sentiments are shared by principal 4 from school 4 who said that: *“there is lot of paper work”*. Teachers in one of the focus groups revealed that: *“A lot of writing, you know they sometimes take us away from business of the day (G1T2).”* Principal 1 from school 1 complained that teacher appraisal documents are overload, this is how he complained,

“overload and so forth is only done maybe in a year to say now we have to sit down as a committee to put dates as when people should be evaluated (P1 S1)”.

Nelson (2012:37) in his study on teacher appraisal about how teachers perceive and feel about teacher evaluation, said teachers have a negative attitude caused by extra work. The IQMS content includes the completion of several forms, which request personal details, self-evaluation forms, the PGP and the School Improvement Plan (SIP). Reference to the Performance Standards when a teacher is observed in his/her practice is also required. All this leads to a paper driven system that does not appear practical (schools with few resources) or cost-effective, considering that all this will lead to a 1% progression in the salary of the successful candidates.

4.12.5 Challenges in the Completion of Teacher Appraisal Documents

According to the participants, there are challenges in the manner in which teacher appraisal documents are completed. The teachers' views are expressed in the sections below.

4.12.5.1 Teachers dishonestly complete the documents

According to principal 1 from school 1, teachers simply enter faked dates in the forms, in which they claim to have accomplished the teacher appraisal responsibilities, when in actual fact, they have not done so. Principal 1 from school 1 further stated that: *“teachers simply complete dates for day which they were appraised yet nothing will have been done”*. The deputy principal 3 from school 3 maintained that the educators simply complete the documents without having acclimatised themselves with the contents of the forms, as their only interest is in the one percent incentive that they are awarded, after their files have been submitted to circuit, which is proof that they have undergone the teacher appraisal exercise. Deputy Principal 3 from school 3, posited that:

Teachers' focus is on the one percent increment for having completed the IQMS process, that's why they do not even bother to read and understand requirements in the documents (DP3S3).

According to the principal and deputy principal, the information reflected on the forms is not appropriate, and not even relevant, as the educators only focus on the fact that they will receive the 1% incentive, without having read and understood the documents. Stodolsky (1984:12) who studied the stability of classroom observation, found that teacher evaluation based on observation by classroom visits, depends very heavily upon what the teacher is observed to be doing at the time of the visit. Due to the fact that most administrators have limited time to evaluate each teacher, the limited number of observations results in unreliable evaluation data. My observation on the documents supplied by one of the schools was that, there were numerous flaws, all the school forms were written in the same handwriting, and the instrument used for classroom observation by the Development Support Group was filled by the same hand writing. I also found that in some schools, the information is similar, and the recommendations for development and strength, were similar, and the dates on the forms and the date stamp reflected different dates. ELRC (2003:26) states that the School Development Team (SDT) and the principal should complete the necessary documentation for submission to the Provincial Department.

4.12.5.2 Identified challenges on teacher appraisal not addressed

According to principal 1 from school 1, the schools are able to address the educators' challenges, but those that are supposed to be addressed by the department are not attended to. Principal 1 from school 1 alleges that:

I'm just citing a few examples of past challenges, which we as a school were able to address. The ones which were supposed to have been addressed by the department, have definitely not been addressed (P1S1).

Deputy Principal 1 from school 1 claimed that teachers identify their challenges for consecutive years, this means that indeed challenges are not attended to. He commented by saying, "you find a teacher having written that I have got a problem with this performance standard, for six consecutive years I have got a problem with this performance standard doesn't change."

Deputy Principal 2 from school 2, shared the same sentiments with principal 1 and deputy principal 1 when he alluded that:

according to the appraisal, teachers are supposed to identify their weaknesses and after the weakness has been identified, then support should come as they are being called or referred to as the Support Team, so that part is not actually happening. I don't remember or think of a situation where any or one of the educators say I'm going to be developed (DP2S2)."

Mpungose and Ngwenya (2014:81) assert that there are principals who work very hard in conducting performance evaluation in the schools, and at the end they send the results to the department of education, so that it can affect the recommendations. The principals do not receive any feedback from the department, and thus, the IQMS becomes a fruitless exercise, because the teachers end up not being developed. As a result, schools do not benefit from it. ELRC (2003:26) pointed that the Developmental Support Group (DSG) must discuss their evaluation with the educator and must provide feedback. Differences if there are any need to be resolved. The completed instrument and report must be submitted to the Staff Development Team (SDT).

4.12.5.3 Unreliability in completing of forms

Principal 2 from school 2 stated that teachers are not only unreliable in the manner that they complete the forms for IQMS, but they also allocate themselves inflated scores, which present them as perfect teachers, who no longer require any appraisal or development. He stated that:

Teachers allocate themselves inflated scores in the IQMS scores. You find that an educator allocates themselves nine out of ten, which implies that they no longer require any appraisal or development, or even assistance in their teaching activities (P2S2).

Principal 3 from school 3 said that when teachers are appraised, they expect high marks even when they do not deserve those high marks "*when they are appraised teachers expect you to rate them highly, even if they are not doing well (P3S3).*" The deputy principal 4 from school 4 said the teachers in his school dodge or give themselves marks,

he alluded that: “*Teachers dodge or rather just give themselves marks or they just forging this things (DP4S4)*”.

The policy states clearly who allocates scores during class visit. It says a member of Developmental Support Group (DSG) with appropriate learning area knowledge should accompany the supervisor in lesson observation. They then observe the lesson using the same instrument, each completing a separate form, compare their findings and discuss these with the appraisee. The appraisee may then ask for a copy after this and a report is compiled (ELRC, 2003:10). The policy further states that the Staff Development Team (SDT) is responsible for managing the process and ensuring the consistency and fairness of the process as well as the accuracy of specific as well as the overall ratings of educators (ELRC, 2003:10). Mpungose and Ngwenya (2014:80) assert that teachers choose their friends, who are not in the same departments to be their peers during appraisal, so that they can allocate them high scores.

4.13 EDUCATORS’ RECOMMENDATIONS OF HOW TEACHER APPRAISAL SHOULD BE IMPROVED

During the interviews with the principals, deputy principal, teachers, district coordinator and circuit coordinator, suggested ways in which teacher appraisal could be improved since they had identified challenges in the programme. The solutions regarding the challenges in teacher appraisal were divided into sub-categories which include the use of relevant personnel, teacher appraisal workshops, need for team work on performance approval, increase of sessions on appraisals and the importance of motivation.

4.13.1 More Relevant Personnel on Teacher Appraisal

District coordinator for IQMS and principals felt a need for the department to employ more personnel to be able to manage the huge responsibilities and challenges that bedevil teacher appraisal. According to the IQMS district coordinator, teacher appraisal would be improved if structures to take care of the responsibilities of the circuit office were put in

place. The IQMS district coordinator asserted that, “*Teacher appraisal in the district would be improved if we had circuit office structures, to take care of their IQMS responsibilities (DC)*”.

In agreement with the district officers, Principal 5 from school 5 suggested that if the schools were fully resourced with human resource, and other resources that relate to education, he believed that teacher appraisal would be improved. He asserted that: “*if we could actually have resources that contribute to education then this instrument could actually work properly (P5S5)*”. Principal and district coordinator mentioned the need to have reinforced human resource, and other resources in the circuit offices, for effective results in the programme. De Clercq (2008:8) concurs that there is inadequate district school support, because there is a shortage of human resources.

4.13.2 Teacher Appraisal Workshops and Advocacy

For teacher appraisal to improve, deputy principal 5 from school 5 suggested that there is a need for more productive workshops and training in the IQMS process. The deputy principal 5 from school 5 suggested that: “*I think if people are being workshopped thoroughly (DP5)*”. The IQMS circuit coordinator maintains that advocacy at the beginning of the year is very important. He explained that: “*Advocacy is very important, particularly at the beginning of the year, early in the year, in the first term (CC)*”.

The deputy principal and circuit coordinator suggested that productive workshops and advocacy programmes as mechanism to improve teacher appraisal, should be organised. What the participants also proposed was the implementation of what is stipulated in the ELRC (2003:6), that advocacy and training or workshops are necessary. It further states that advocacy relates to what IQMS is, what the benefits will be for educators, why IQMS was adopted, and that it takes place at the beginning of the year. It is important that advocacy programme is coupled with the training/workshops at the beginning of the year. In order to concur with the ELRC (2003:6), training should specifically address issues relating to how the IQMS should be implemented in all schools, and the educators, principals and management of schools should receive training immediately after

advocacy. Moreover, training should ensure that everyone (appraisees and appraisers), is familiar with, and understands the instrument that will be used. Class Act (2007:53) cited challenges that the advocacy programme of the National Department on Integrated Quality Management System encountered, which are, it has not been thoroughly driven, there has been insufficient training of teachers, and that the outsourced consultants lacked adequate knowledge and experience to conduct such training. Due to the unsuccessful advocacy of the IQMS instrument, teachers are not empowered to manage the IQMS process, as set out in the conceptual framework, they are unable to complete the Personal Growth Plan (PGP), and School Improvement Plan (SIP). Moreover, the teachers who attended the IQMS advocacy sessions do not understand its content (Bisschoff & Mathye, 2009:401). Another serious challenge is lack of continuity in training, as well as lack of policy implementation. There is a serious concern that even though there is policy in existence, it is still not implemented, and this is the reason why the teacher appraisal programme is not effective.

4.13.3 The Need for Team Work by Stakeholders

For teacher appraisal to improve, stakeholders should work as a team to assist the teachers with challenges they encounter in the teaching and learning environment. Principal 1 from school 1 proposed that *“All stakeholders should come together and try to assist in getting solutions to the challenges that schools are facing (P1S1)”*.

The District coordinator responsible for IQMS indicated that when he conducted workshops, there were situations where principals would be engaged in other activities elsewhere, which they claimed had also been scheduled, instead of attending the scheduled teacher appraisal training that he was supposed to conduct. Therefore, he suggested that there should be a harmonisation of activities in the circuits and districts, in order to avoid any challenges that emanate from having concurrent activities.

4.13.4 Increase Sessions for Teacher Appraisal

According to the principals, the time (duration) and sessions for teacher appraisal should be increased, and the period reconsidered. More time should be afforded to facilitate the

teacher appraisal process which also needs to be done regularly. Principal 2 from school 2 proposed that teacher appraisal should be done quarterly, and not annually, as it is currently practiced. He explained that:

The government should make sure that teacher appraisal is not done annually, but quarterly. Due to the fact that recommendations made in the teachers' file are very important, the appraisees would be able to see the improvement, or development in the teaching and learning environment, if teacher appraisal is conducted every quarter (P2S2).

Principal 2 from school 2 further suggested that: *“The number of class visits should be increased, to either monthly or fortnightly by individual and the quality of teaching should be improved. Class visits should not only be done for the purpose of completing forms for submission to circuit (P2S2)”*. Principal 3 from school 3 also concurred with the participants above, and proposed that in order to improve teacher appraisal, summative evaluation should be done twice in a year. He suggested that: *“Summative evaluation should be done twice a year, instead of only once, as stipulated by policy” (P3S3)*.

Principals have divergent views from the Centre for Development and Enterprise (2015:6), that asserted that the implementation process of teacher appraisal follows an annual cycle, followed by the implementation plan stating clearly the time line showing months in which activities should unfold (ELRC, 2003:16-17). The principals therefore suggested that teacher appraisal should be implemented monthly, quarterly and twice a year. These findings are in line with those from a study by Monyatsi et.al. (2006:438) which revealed that many teachers viewed the teacher appraisal system as ineffective, since it is neither undertaken regularly, nor carried out by competent appraisers.

4.13.5 Motivation of Educators on Teacher Appraisal is Required

The proposal made by principal 4 from school 4 is that, for teacher appraisal to improve, educators should be motivated. The principal proposed that: *“teachers need to be motivated and if the teachers are motivated, I think this can improve even their attitude towards this IQMS (P4S4)”*. The IQMS circuit coordinator concurred that in order to

improve teacher appraisal, the first people whose training should include motivation are principals, who in turn should be the ones to motivate the teachers during training. He elaborated that: *in order to improve the question of motivating the principal, then the principal must continuously motivate his or her staff on whatever basis that he or she might*” (CC).

The circuit coordinator added that teacher appraisal has monetary benefits, so he explained that: *“one benefits because the day to day practices are improved and at the same time, monetary benefits come into effect”* (CC).

Principal 1 from school 1 suggested that teacher appraisal could improve if the department could award appraisees with incentives, such as certificates, which would motivate them to improve their quality of teaching. Principal 1 from school 1 asserted that, *certificates for performance have been used as an incentive for motivating people to improve their ways of doing things, from time immemorial. This sentiment could be employed in order to encourage the educators to feel acknowledged by the department of education* (P1S1).

According to the principals and the circuit coordinator, the department should motivate educators so that they develop a positive attitude and change the way they view teacher appraisal to make it a viable exercise. They suggested that the department should award incentives in the form of certificate and financial remuneration to motivate educators, then teacher appraisal in schools will be properly implemented. Their sentiments are in line with Mathur (2015:23), who believes that wages and pay adjustment are the advantages of performance appraisal, used by certain organisations to grant merit increases in salaries to employees in certain categories.

4.14 CHAPTER SUMMARY

This chapter presented data collected from thirty (30) sampled participants in the study. The study comprised five (5) principals from secondary schools, five (5) deputy principals

from secondary schools, three focus groups consisting of six members each, which equals to 18 teachers, one (1) Integrated Quality Management System (IQMS) circuit coordinator, and one (1) District IQMS coordinator, from the Shiluvana Circuit, in the Mopani District. Data were also collected from available IQMS documents from the five secondary schools I interacted with.

Data were interpreted and analysed following five interrelated themes, namely, educators' conceptualisation of teacher appraisal, educators' views on approaches on the manner in which teacher appraisal is conducted, views on the challenges of teacher appraisal, documents used in teacher appraisal, and educators' views on how teacher appraisal should be improved. These are summarised below.

4.14.1 Conceptualisation of Teacher Appraisal

Regarding the conceptualisation of teacher appraisal, data revealed that the principals, deputy principals, educators, IQMS circuit coordinator and IQMS district coordinator have divergent views regarding the description of teacher appraisal. They described it in relation to their experiences in teacher appraisal, that is, development of teachers, structures in teacher appraisal and incentives. Their explanation of teacher appraisal differ to the one cited in literature by Gomez-Meija, Balkin and Cardy (2007:29) who say that teacher appraisal is the identification, measurement and management of human performance in organisations, and that it does not only provide individuals with useful feedback, but it also coaches them to higher levels of performance. Phin (2015:97) performance appraisal is a method of evaluating the behaviour of employees in the workplace, which includes both the qualitative and quantitative aspects of the employees' job performance. It also involves determining and communicating to the employees how he or she is supposed to perform their job responsibilities, and ideally, establishing a plan for improvement.

Monyatsi, Steyn and Kamper (2006:217) adds that performance appraisal is an intervention which aims to benefit both the individual and the school in pursuit of quality education.

Regarding the purpose of teacher appraisal, the principals, deputy principals, teachers, circuit coordinator and district coordinator had different views as they say is to develop the educators professionally in the teaching and learning environment and to improve the educator's remuneration.

To principals, IQMS circuit coordinator, IQMS district coordinator and educators, teacher appraisal is effective in their schools. They were able to see changes. Educators improved the manner in which they prepared their lessons, schools' performance started to improve and support of workshops and training to schools was given. Some deputy principals and educators in the focus group were dissatisfied with the fact that teacher appraisal was not effective, as it was unable to reach its objectives.

4.14.2 Educators' Views on the Involvement of Participants in Teacher Appraisal

Regarding the educators' views on the involvement of participants in teacher appraisal, deputy principals regard the support that the principals offered as inadequate and that they expect principals to facilitate teacher appraisal meetings. What was observed in the study is that, the same deputy principals were not aware that when they point fingers at the principals, they refer to themselves as they are in the Senior Management Team of the school.

Regarding the role of the circuit in teacher appraisal, the principals, deputy principals, district coordinator, expect the circuit to facilitate clusters, to facilitate circuit activities. It was realised in the study that the role of circuit coordinator is not clearly stated as the circuit coordinator is the making of district coordinator to manage the circuit in an effective way.

Regarding the involvement of the district in teacher appraisal, the principals and deputy principals reported that they hardly saw the district but could see him during the time the files were needed for submission. They also said that the district coordinator gives them inadequate support. It is clear that the principal and deputy principal are not well conversant with teacher appraisal, that the support they expect from the district coordinator is supposed to be offered by DSG, which consists of the appraisee's immediate senior and one teacher who can be a peer in the subject, this is a teacher appraisal structure at school level.

4.14.3 Educators' Views on the Challenges of Teacher Appraisal

From the presented data, the general picture that emerged was that the implementation of teacher appraisal, in this case IQMS has challenges. Principals as well as deputy principals, identified challenges related to teacher appraisal. Too much paper work, and inadequate understanding of the teacher appraisal programme are identified as challenges. My observation about this challenge is that teachers do not even understand the reasons for the introduction of teacher appraisal. From the participants' point of view, the inadequate understanding by principals and teachers is due to the fact that from the onset, proper training, sufficient and productive workshops, were not done.

Regarding challenges faced by principals with teacher appraisal, the principals mentioned inadequate commitment by educators to teacher appraisal, teacher appraisal as a 'witch-hunt' exercise as their challenges.

Deputy principals mentioned their challenges that they faced with regard to teacher appraisal, which are inadequate monitoring of the quality of teacher appraisal, that teacher appraisal is not regarded as the school's core-business and poor scheduling of performance appraisal activities. The issue of when observation should be made is stipulated in the policy, it is not determined by the district coordinator. Deputy principals' view is that the period of evaluation is determined by the district coordinator. It is therefore evident that

teachers, deputy principals, circuit and district officials, are not familiar with teacher appraisal policy.

The circuit coordinator cited numerous challenges he experienced, which are lack of interest by the principals, backlog of educators' remuneration after teacher appraisal and school size as challenges in teacher appraisal. It is observed that the principals' lack of interest to the programme is not good as the teacher evaluation process in particular, is the school leader's responsibility. This view is also echoed by the Centre for Development and Enterprise (2015:6) and Wahlstrom and Louis (2008:459) who maintain that IQMS holds the school principal responsible for initiating the system in a school, and for convening a meeting to elect members of a School Development Team (SDT). Regarding non-payment of certain individuals could result from the fact that at circuit or district levels, teachers' scores and personal information may have been incorrectly captured in the departmental computers.

The circuit coordinator raised the issue of small schools as having challenges with regard to the unfolding of the teacher appraisal programme. He argued that poor staffing in small schools made the running of the programme difficult, as in situations where peer teachers are supposed to observe the teaching by their colleague, classes end up being left unattended.

The district coordinator has identified challenges he has encountered pertaining to teacher appraisal. Parallel programme, absence of circuit officials responsible for teacher appraisal and no provision for succession plan are the challenges faced by the district. The district coordinator experienced challenges as there were other programmes that ran concurrently with the teacher appraisal programme. This implied that the same teachers who were supposed to be involved in teacher appraisal, were also expected to participate in another engagement elsewhere.

The district coordinator experienced challenges where there were no circuit officials responsible for teacher appraisal. The district coordinator explained that he had to make

arrangements by calling for the services of a cluster coordinator general, who assisted in this regard. There was also no provision made on the succession plan in the district. He was worried that the department had not appointed an official that he would have trained to succeed him and carry on with the implementation of the teacher appraisal programme after his retirement.

4.14.4 Analysis of Documents used in Teacher Appraisal

The section discussed documents used by participants during teacher appraisal at their various schools. Evidence of teacher appraisal documents used at school, purpose of documentary records on teacher appraisal, usefulness of documentary records on teacher appraisal, comments by participants on teacher appraisal documents, as well as shortcomings of documents on teacher appraisal were discussed.

Regarding evidence of teacher appraisal documents used at school, documents were made available at schools as evidence which reflected that teacher appraisal was done. I went through the educators' files, and the school master file from the five schools whose teachers I had interviewed, the documents were found to be signed and stamped. I also went through the IQMS circuit coordinators' and the district coordinator's files, as well as other documents pertaining to teacher appraisal. I kept a record of documents which were available.

Documentary records on teacher appraisal are important because they are a means of verification that work has been accomplished. If forms are not completed, there will be no proof that they had accomplished their work. Teacher appraisal documents help in rewarding good work after the district has captured the scores for perusal.

Regarding the usefulness of documentary records on teacher appraisal, it enables teachers to be able to gauge whether they are doing satisfactory work, or whether they have been found wanting, in order to improve their performance. Teachers regarded teacher appraisal documents as not important because they do not benefit from the paper work which is

involved in process. Too much paper work and writing characterised the teacher appraisal process.

Regarding challenges in the completion of teacher appraisal documents, teachers unjustly complete the documents. My observation to the documents supplied by one of the schools was that, there were numerous flaws, all the school forms were written in the same handwriting, the instrument used for classroom observation by the Development Support Group was filled by the same hand writing. I also found out that in some schools, the information is similar, and the recommendations for development and strength, are similar, and only the dates on the forms and the date stamp reflected different dates. The principals complain that the schools are able to address the educators' challenges identified on records, but those that are supposed to be addressed by the department are not attended to. The principals said teachers are not only unreliable in the manner that they complete the forms for IQMS, but they also allocate themselves inflated scores, which present them as perfect teachers, who no longer require any appraisal or development.

4.14.5 Educators' Views on how Teacher Appraisal should be Improved

The principals, deputy principals, teachers, district coordinator and circuit coordinator, suggested ways in which teacher appraisal should be improved. The principals and district coordinator mentioned the need to have reinforced human resource, and other resources in the circuit offices, for effective results in the programme. The deputy principals and circuit coordinator suggested that productive workshops and advocacy programmes as mechanism to improve teacher appraisal, should be organised.

The district coordinator responsible for IQMS had indicated that when he conducted workshops, there were situations where principals would be engaged in other activities elsewhere, which they claimed had also been scheduled, instead of attending the scheduled teacher appraisal training that he was supposed to conduct. Therefore, he suggested that there should be a harmonisation of activities in the circuits and districts,

in order to avoid any challenges that emanate from having concurrent activities. The district coordinator also proposed that scheduled teacher appraisal activities should be honoured, at all cost.

Regarding the time or duration and sessions for teacher appraisal the principals proposed that it should be increased, and the period reconsidered. Principals proposed that teacher appraisal should be done quarterly, and not annually, as is the current practice.

The proposal made by principals is that, for teacher appraisal to improve, educators should be motivated. The principals and circuit coordinator suggested that the department should motivate educators so that they develop a positive attitude and change the way they view teacher appraisal. They suggested that if the department awards incentives in the form of certificates, and financial remuneration to motivate educators, then teacher appraisal in schools will be properly implemented.

From the data collected, I concluded that the implementation of teacher appraisal in secondary schools within the Shiluvana circuit has challenges. The next chapter deals with discussion of the findings that emerged from data presented in Chapter Four.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

In the previous chapter, data gathered from face-to-face interviews, focus group interviews, and documents were presented. This chapter presents a summary of the major findings of the study in relation to the main themes from the related literature and research questions. The discussion is basically guided by the main themes that emerged from the study, namely, educators' conceptualisation of teacher appraisal, educators' views on approaches used in teacher appraisal, educators' views on challenges that affect teacher appraisal, the analysis of documents used in teacher appraisal, as well as the educators' recommendations of how teacher appraisal should be improved. Literature review related to this study enabled the researcher to learn and to discern more insight into teacher appraisal, through comparing the existing knowledge, the current practices and the findings of the study.

5.2 DISCUSSION OF FINDINGS ACCORDING TO THEMES

The study examined the challenges that face educators in the implementations of performance appraisal in secondary schools in the Shiluvana Circuit, within the Mopani District. In this section, the research findings are discussed as informed by the themes which were drawn from research questions that guided the study. The discussion focused on the findings generated from the qualitative data obtained from face-to-face interviews, focus group interviews and documents analysis. The discussion of the findings was done in order to establish the link of the study with current studies and new practical dimensions pertaining to the subject of performance appraisal on educators. In the ensuing sections, the findings of the study are discussed in accordance with the themes discussed in the previous chapter.

5.2.1 Educators' Conceptualisation of Teacher Appraisal

According to the findings of this study, the principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator have divergent views regarding the concept of teacher appraisal. It emerged that teacher appraisal is an undertaking which is intended to help teachers to grow professionally in order to improve teaching and learning in schools. Teachers need to be developed holistically and that can better be achieved through putting in place appropriate structures to support the process. These include the establishment of School Development Teams (SDT), Development Support Groups (DSG) and School Management Teams (SMTs)

5.2.2 Concept of Teacher Appraisal

The study revealed that teacher appraisal is perceived in relation to the experiences of principals, deputy principals, educators, the IQMS circuit coordinator and the IQMS district coordinator. This is in relation to their knowledge in the development of teachers, structures in teacher appraisal programme and associated incentives. The participants of the study presented teacher appraisal as a strategy to identify and communicate the performance of employees, with the intention to raise their professional practice (Murdock, 2000:55). This description relates to Phin (2015:97), who maintains that performance appraisal is a method of evaluating the behaviour of employees in the workplace, which includes both the qualitative and quantitative aspects of the employees' job performance. Qualitative aspects pertain to the general overview of an individual's disposition and outlook. This focuses on, for example, the ability to think, critique issues and personal judgements. Quantitative aspects relate to the extent to which the person adheres to set standards and time frames. It also involves determining and communicating to the employees how they are supposed to perform their job responsibilities, and ideally establish a plan for improvement.

5.2.3 Purpose of Teacher Appraisal

The findings of the study revealed that the purpose of teacher appraisal was to develop educators professionally in the teaching and learning environment, as well as to improve their remuneration. Deputy Principal 2 from school 2 stated that: “*The programme is aimed at developing the educator’s performance*” (DP2S2). On monetary benefit, one participant indicated that: “*The only achievement is actually the one percent that the teachers receive*” (P1S1). This is supported by the Centre for Development and Enterprise (2015:6), which explains the main objective of the Integrated Quality Management System (IQMS) as to ensure that there is quality public education for all, and to constantly improve the quality of learning and teaching. Mpungose and Ngwenya (2014:75) concur that the rationale for introducing the Integrated Quality Management in South Africa was to incorporate quality management, as well as continuous professional development into South African public schools.

5.2.4 Effectiveness of Teacher Appraisal

The study revealed that teacher appraisal is effective in the schools as it brings about positive changes and developments in individuals. Not only do educators improve in the manner in which they prepare their lessons, but schools’ performance also improved. This was confirmed by principal 3 from school 3 who stated that: “*You will see the teacher... preparing lessons using a lot of teaching aids and ensuring that he imparts the subject matter in the manner that demonstrates command of the teaching and learning environment*” (P3S3). This position correlates with the views of Khosa (2010:10) in relation to a study that was conducted in the Northwest Province of South Africa, in the form of Rapid Based Assessment Testing (RBAT) in mathematics, science and languages. The study revealed the existence of some pockets of excellence in terms of teacher content knowledge. What was interesting about the design of the Rapid Based Assessment Testing (RBAT) was that it was able to identify both the individual teachers and the officials responsible for teacher development. The assessment had the capacity to expose areas where teachers had limited content knowledge, excelled as well as those

that lacked appropriate levels of content to qualify to teach particular subjects. That form of evaluation presented useful information to inform professional development, benchmarking opportunities, subject and teacher allocation, teacher professional development needs for the school, the education system, as well as opportunities for individual teachers to set standards for themselves.

Some principals, deputy principals and teachers in the focus group interviews were dissatisfied with the fact that teacher appraisal was not effective, as it was unable to reach its objectives, and that it was a waste of time. They stated that the appraisal system is in actual fact much the same as other processes that are an unnecessary waste of time. This is confirmed by the Deputy Principal 4 from school 4, who stated that: “*It (performance appraisal) is time wasting*”.

5.3 EDUCATORS’ VIEWS ON THE ROLES OF ALL PARTICIPANTS IN TEACHER APPRAISAL

The study sought to ascertain the roles of principals, the circuit IQMS and the district IQMS in teacher appraisal process, to establish their sources of motivation as well as the nature of their involvement. This section presents findings of the study on the roles of principals, circuit IQMS and district IQMS in teacher appraisal.

5.3.1 The Role of Principals in Teacher Appraisal

This study revealed that instead of the principals providing teachers with relevant appraisal information and clarity on related issues, the deputy principals are mostly the ones who provide principals with such information. They also complete relevant forms which are supposed to be completed by the principals. The deputy principal 3 from school 3 stated that: “*To be honest, we don’t have support from the principal, truly speaking, we even complete his documents for him. That is, in his documents we write everything for him (DPS3)*”. The principals also spelt out the fact that the challenges of teacher evaluation emanate from the issues related to power relations, existence of contradictory points of

view between the appraisers and appraisees, and lack of trust and commitment in the process. Barden (2014:2) concurs that the teacher evaluation process is often top down, with the sole responsibility for it resting with administrators. The process is sometimes tainted with unprofessionalism which results in the principals not giving teacher appraisal the seriousness it deserves. Therefore, teacher appraisal ends up being done as mere formality, employed to appease the powers that be.

Another finding was that there were principals who were unable to support and facilitate meetings in preparation for teacher appraisal with their staff members. The view of the report by the Centre for Development and Enterprise (2015:6), attests to the fact that the IQMS holds the school principal responsible for initiating the teacher appraisal system, convening as well as facilitating meetings. This implies that the initiative to conduct teacher appraisal process solely rests with principals of schools who are mandated to do so by the education department.

5.3.2 The Role of the Circuit Coordinator in Teacher Appraisal

Data collected from the principals and deputy principals revealed that the circuit coordinator is not very active in delivering the mandate of his duties. The majority of them expressed a lack of knowledge of the official, who had not even visited their schools to conduct teacher appraisals. Some participants indicated that the only time they heard from the circuit coordinator was when their files had not been properly done, and they were being instructed to correct their mistakes. In the same vein, Bisschoff and Mathye (2009:398) assert that there is no clarity on the roles of different structures in the teacher appraisal process.

5.3.3 The Role of the District Coordinator in Teacher Appraisal

The study revealed that the district coordinator is not always available to assist teachers in the appraisal work. The deputy principal 3 from school 3 echoed that the district coordinator hardly come to their, they call only the IQMS committee. The reality is that

the district coordinator did not visit schools for performance appraisal engagements but had devised a strategy to only interact with the IQMS committees instead. This is in contradiction with what is stipulated in the ELRC (2003:24), which spells out that after the regional/ district/area officials have received training and have had an overview of what is supposed to be done, they are expected to begin their broad planning on how they should manage the process. The available data showed that it was not clear to principals and deputy principals as to how the district coordinator manages the process.

Another finding was that deputy principals are aware that the district coordinator is supposed to organise meetings and give guidelines on the IQMS process. It was established that some deputy principals are satisfied with the amount of involvement by the district coordinator in their circuit. This is confirmed by the deputy principal 3 from school 3, who outlined that: *“The district official does come to give us some guidelines if we don’t understand teacher appraisal procedures. They are actually doing a good job...”*

5.3.4 Other Shortcomings Pertaining to Officials’ Roles in Teacher Appraisal

It emerged from the study that officials hardly ever visit the schools to engage them in IQMS issues, and that their principals are not conversant with the teacher appraisal policy. The officials are also not aware of the stipulations in the ELRC (2003:7), which requires that all officials and educators have a thorough understanding of the principles, processes and procedures pertaining to IQMS. Furthermore, government officials are ignorant of the fact that these stipulations also require that training should be conducted in ways that enable officials and teachers to plan and administer IQMS in a uniform and consistent manner.

Another finding is that there is no reasonable, logical and practical scheduling of programmes and activities, and as a consequent, educational activities in the department end up happening concurrently, even activities whose purpose is to buttress each other. Principal 1 of school 1 reported that he missed IQMS meetings scheduled by the district coordinator as on the same day of meetings and workshops, there are urgent calls that

require him to make departmental submissions which would have jeopardise the school's position

5.4 TEACHERS' VIEWS ON TEACHER APPRAISAL

The findings emanating from focus group interviews revealed the different views that teachers have pertaining to teacher appraisal. It was reported that there is lack of effective training for school-based teachers. Consequently, the teacher appraisal process was hampered by the fact that teachers were not suitably prepared for the process. From the teachers' point of view, the inadequate comprehension of the process and procedures by principals and teachers, is due to the fact that, proper training, sufficient and productive workshops were not conducted from the onset. There is a great deal of paper work and inadequate understanding of the teacher appraisal programme by all parties which are involved in the process. Teacher 2 from focus group 1 indicated that, "*IQMS involves lots of writing ...you know, and this sometimes take us away from the business of the day (G1T2)*". Group 2 teacher 1 also concurred that teacher appraisal involves a great deal of paper work by adding that, "*it (IQMS) has a lot of paper work (G2T1)*" Khosa, (2010:3) asserts that the criticisms leveled against inspection include the stress it causes to school staff and the amount of time they take away from teaching and learning while engaging in the process.

5.5 CHALLENGES FACED BY EDUCATORS IN THE IMPLEMENTATION OF TEACHER APPRAISAL

The stakeholders involved in teacher appraisal, namely principals, deputy principals, teachers, the IQMS circuit coordinator and the IQMS district coordinator, faced a number of challenges with regard to teacher appraisal. This section discussed and analysed the challenges encountered by teachers in teacher appraisal.

5.5.1 Challenges Faced by Principals

The study revealed the challenges which principals faced in as far as teacher appraisal is concerned. These comprised inadequate commitment by teachers, and the fact that teachers regard teacher appraisal as a 'witch-hunt' exercise. Principal 1 from school 1 stated that: *"Teachers are not interested in teacher appraisal, they merely do it for the sake of fulfilling departmental requirements"*.

The principals being the ones to drive the teacher appraisal process in their schools, experience challenges in dealing with demotivated educators, an unsupportive district coordinator. Poor resources, coupled with lack of funding to drive the programme further work to exacerbate the problem.

There are principals who only attended a one-day performance appraisal crash course. This created challenges, as it is not only inadequate to enable the teacher appraisal programme to be treated with the seriousness, and professionalism it deserves, but it is also against policy. Monyasi, Steyn and Kamper (2006:438) argue that an effective teacher appraisal system needs to empower teachers to gain more knowledge and skills so that they demonstrate confidence in their delivery.

5.6 INADEQUATE MONITORING BY DEPUTY PRINCIPALS

Other findings revealed that the challenges the deputy principals faced with regard to teacher appraisal, included inadequate monitoring of the quality of teacher appraisal, and the fact that teacher appraisal is not regarded as the core-business of the school. *The deputy principal 1 from school 1 commented that: "I'm concerned that there is no monitoring taking lace, as the only time we hear of the district officials is when they want us to submit the files, especially the master file (DS1S1).*

There are principals who shirk their responsibilities, relinquish everything to the deputy principals. In situations that principals forego scheduled IQMS meetings and workshops

because there were other urgent departmental submissions, which were also supposed to be made on the same dates, they delegate deputy principals to attend to their responsibilities. This may result in lack of continuity, in the event that there is no proper, and formal hand over strategies, or a report back practice in the school. However, ELRC (2003:20) policy allows for this arrangement as it states that educators and school management teams are supposed to undergo training in order to manage the appraisal process.

5.7 CHALLENGES EXPERIENCED BY THE CIRCUIT COORDINATOR

In this study, it was revealed that the circuit coordinator also experienced challenges with regard to teacher appraisal. The principals in the circuit were reported to lack interest towards teacher appraisal to the extent that they shirk their responsibilities, even those that are supposed to be performed by the principals themselves. Consequently, this makes it difficult for the circuit coordinator to fulfill his roles in the teacher appraisal programme in such schools. The circuit coordinator indicated that: *There is lack of interest by a few (principals) and various schools are not hands on, as they abandon the entire process to the teachers (CC)*. De Clercq (2008:10) observes that the implementation of the education policies by principals is unsatisfactory and sluggish as to eventually lead to poor performance by both principals and teachers.

Another challenge that the circuit coordinator faced was that there was a backlog in educators' remuneration that was supposed to have been addressed after the teachers had been appraised. The backlog resulted from the fact that the teachers' personal information would have been incorrectly captured by the SDT, or due to the sluggishness in service delivery that prevails in government offices. Therefore, the backlog in the appraisees' remuneration created despondency among teachers, and this affected the teacher appraisal programme. The circuit coordinator stated that: *"In small schools, the implementation of the IQMS process is affected because of the numerous documents that need to be packaged...."* In the same vein, Campbell, Kyriakides, Muijs and

Robinson (2003:347) posit that the effectiveness of teachers is differentiated by the organisational conditional conditions in which they work.

5.8 CHALLENGES EXPERIENCED BY THE DISTRICT COORDINATOR

The study revealed that there were other programmes such as the September examinations which were organised to run concurrently with the scheduled teacher appraisal programme. This created a great deal of confusion in the schools, as even the commencement of the appraisal process would be delayed, while the people responsible for conducting the appraisal try to resolve situation. The district coordinator stated that: *“If I go to workshop principals, you find that some schools having challenges are not visited because there are parallel programmes that should run concurrently”* (DC).

The district coordinator disclosed that there were situations where there was no circuit official assigned the responsibility of driving the teacher appraisal programme in the schools. In such cases, principals would be assigned the responsibilities of the circuit official. Bisschoff and Mathye (2009:398) contend that the challenges which afflict the teacher appraisal programme include lack of effective training for school-based teachers as well as lack of clarity on the roles of different structures in the process.

Not only was there no provision made on the succession plan in the district, but there is also no contingency plan that takes care of the staffing needs among circuit officials who are responsible for facilitating the teacher appraisal programme, in order to ensure that schools are not affected, or interrupted when a circuit official is on leave, or if they resign. The district coordinator stated that: *“There is no succession provision, like that if I go away, there is no one who will take over and implement that”*

5.8.1 Inadequate Funds to Manage Teacher Appraisal

It was reported that the teacher appraisal programme is sometimes hampered by lack of sufficient funding to run the IQMS advocacy and training programme. This results from

the fact that the district office might not have funds to afford the appraisal activities, including supplying training material and catering requirements during workshops.

The departmental budgetary requirements are not equitably apportioned, and they may be reallocated to other programmes, which are regarded as 'high priority', compared to teacher appraisal. According to Monde (2006:4), budgetary implications and constraints on performance appraisal have been an issue owing to the high numbers of teachers that are appraised through unrealistic means. On the issue of remunerating individuals as a response to the outcomes of teacher evaluation, the circuit coordinator indicated that: *"Each and every year, we have a backlog in payment of some teachers within the circuit"* (CC).

5.9 ANALYSIS OF DOCUMENTS USED IN TEACHER APPRAISAL

It is a requirement by ELRC (2003) that schools should possess all the required teacher appraisal documentation. In this section, the findings of the study revealed the existence of documents used to support teacher appraisal process. The documents that were reviewed included the teachers' personal file, the Collective Agreement Number 8 policy document (See Appendix 9, p254), teacher self-evaluation and pre-evaluation forms. The self-evaluation form is for use by individual teachers to assess their own teaching and learning processes while the pre-evaluation form is used to assess the preparedness of the teacher prior to appraisal. The observation sheet (See Appendix 12 p.257) contains the descriptors on how to score the teacher. The post-evaluation form contains information which is then used to inform the personal growth plan for the teacher.

5.9.1 Evidence of Teacher Appraisal Documents at School

The findings revealed that in each school, each teacher had a file, in which there were documents pertaining to teacher appraisal. Every school had a school master file with documents, to that effect. The circuit coordinator and the district coordinator also had files with relevant documents. These included the composite score sheet (see Appendix

14 p.231) and the snap shot (See Appendix15 p.260). All the documents were arranged accordingly, in their respective files. Reference was made to the effect that there should be authenticity, credibility, representativeness and meaning, which should be regarded as crucial in exploring and in analysing documents.

5.9.2 The Purpose of Documentary Records for Teacher Appraisal

The study revealed that the purpose of teacher appraisal documents is to ensure that there is verification of the process, which assists in giving guidelines in the awarding of performance scores of educators. In line with the findings of the study, educators want to earn high scores, in order to ensure that they receive the 1% increment that the department has established as an incentive. The documents help to locate areas for teacher development and to provide evidence for rewarding performance. The deputy principal 3 from school 3 echoed these words regarding the interests of teachers on performance appraisal: *“Their only focus is on the 1% increment for having completed the IQMS process. That is why they do not even bother to read and understand requirements in the documents”* (DP3S3).

5.9.3 Documentary Records for Teacher Appraisal

The findings of the study revealed that teacher appraisal documents are useful in that they enable teachers to gauge whether they are doing satisfactory work, or whether they have been found wanting in the processes, procedures and policy. This is done primarily to improve their performance. There were also other teachers who reported that teacher appraisal documents were not regarded as important, or beneficial. Teacher 4 from group 1 stated that: *“The documents are not regarded as important. Teachers do not benefit from the amount of paper work that results from teacher appraisal”*

5.9.4 Completion of Teacher Appraisal Documents

The findings reveal that the teachers merely completed the documents without having acclimatised themselves with their contents, as they were only interested in the one percent incentive awarded to them, after their files had been submitted to circuit as proof that they had executed the teacher appraisal exercise and the IQMS process.

There are also teachers who simply enter faked dates in the forms and claim to have executed the teacher appraisal responsibilities when they had actually not done so. Consequently, the submission of files becomes a mere formality to satisfy a departmental requirement and does not give teacher appraisal the seriousness it deserves. Principal 1 from school 1 stated the following about teachers: *“They actually do it to appease the powers that be. They are not interested in teacher appraisal, they do it for the sake of fulfilling departmental requirements” (P1S1).*

A great number of flaws were detected in the teacher appraisal forms completed by teachers. The same handwriting had been used to complete all the forms in one school. In another school, a similar instrument for classroom observation was employed by the DSG, and in some schools, the information was similar, the recommendations for development and strengths, were also similar. The only thing that differentiated these documents, and assigned them to different teachers, was the fact that the dates on the forms and the date stamp reflected different dates. Stodolsky (1984:12) concur that faked documents in the form of dates, content and handwriting hamper the validity of the appraisal process.

It was also reported that educators were not only unreliable in the manner that they complete the forms for IQMS, but they also allocated themselves inflated scores, which presented them as perfect educators, who did not require any appraisal, or development.

5.10 FUNCTIONALITY OF TEACHER APPRAISAL COMMITTEES

In the study, a deputy principal in one school revealed that the teacher appraisal committee in their schools was not functional. The deputy principal also reported that according to the ELRC (2003:20), the principal was expected to establish the Staff Development Team (SDT), and that it was the school's prerogative to determine the size of the SDT. The deputy principal did not realise that as part of management, he is also a member of the SDT. Therefore, it is his prerogative to assist the principal in ensuring that the committee becomes functional. On the implementation of teacher appraisal in schools, it is the principal's responsibility to ensure that committees are functional. The deputy principal 2 from school 2 indicated that the principal is supposed to give support in the sense that he provides opportunities for teacher appraisal and facilitates meetings in preparation for teacher appraisal.

5.10.1 Preference of Friends as Peers for Performance Appraisal

Other findings made were that teachers preferred their friends to participate as their peers in the teacher appraisal process even if they were not in the same departments in order to influence them to inflate the allocation of scores. This contradicts literature which argues that appraisal outcomes based on supervisor-supervisee relationship lead to unfair rewards distribution because favoured employees are rewarded generously while performers that really deserve recognition are inadequately rewarded (Hamumokola, 2013:176). According to ELRC (2003:12), DSG should comprise of the immediate senior of the concerned teacher, the teacher, and the teacher's peer who is selected by the teacher, on the basis of subject expertise. This clearly rejects the use of friendships in the evaluation process.

5.11 NO ADEQUATE FEEDBACK FROM THE DEPARTMENT ON PERFORMANCE APPRAISAL

The study revealed that there are some principals who conduct commendable performance evaluation in their schools and submit the results to the Department of Education for the implementation of realised outcomes. However, there are instances where the principals do not receive any feedback from the department, and thus, the IQMS becomes a fruitless exercise. This affects the professional development of teachers and the continuation of challenges that impede teaching and learning processes. This further denies schools of benefits that they accrue from teacher appraisals. The principal 2 from schools 1 indicated that: “if there are weaknesses, that’s where the department comes in but the department does not come in, as a result the attitude of educators happens to be minimal not maximal, it’s not good” (P2S1).

5.12 EDUCATORS’ RECOMMENDATIONS TO IMPROVE TEACHER APPRAISAL

The principals, deputy principals, teachers, the IQMS circuit coordinator, and the IQMS district coordinator in the interviews suggested ways in which teacher appraisal should be improved. This emerged after they identified challenges in the programme. This section sought to establish recommendations to the identified challenges experienced in teacher appraisal. The call to disseminate performance appraisal reports by the Department of Education, increases personnel to manage teacher appraisal, productive teacher appraisal workshops and advocacy, and need for team work by stakeholders, need for increased teacher appraisal sessions, need for motivation of teachers on performance appraisal.

5.12.1 Call for Dissemination of Performance Appraisal Reports by the Department of Education

The study participants recommended that schools submit documents to the circuit and district offices of the Department of Education soon after the completion of performance

appraisal reports. The documents should not be allowed to pile up, without being scrutinised, but have to be actioned soon after receipt from schools and district offices of the Ministry. The principal 1 from school1 stated that: *“As a principal there is nothing I can do. You simply write letters and letters to the department and they will say we are trying and trying but at the end of the day nothing will be done”* (P1S1).

5.12.2 Increased Personnel to Manage Teacher Appraisal

The principals, deputy principals and teachers revealed that the support that the schools receive from the district coordinator was sporadic. They also reported that the only time they heard from the district coordinator, was when they were required to submit their files. There were also those that reported that they had neither known nor meet the district coordinator, person. Due to the fact that there was a shortage of human resources, which resulted in inadequate school support by the district coordinator. The circuit coordinators employed by the department have to be adequate and provided with clear operational directives, with follow-up, or corrective strategies put in place in the coordination of the IQMS. The circuit needs to have a circuit official to serve as coordinator for the teacher appraisal programme. Participants recommended that the department of education should employ more personnel, to be able to manage the huge responsibilities and challenges that bedevil teacher appraisal. The district coordinator stated that: *“We were supposed to be having a person at the circuit level who is responsible for appraisal at circuit level”* (DC)

5.12.3 Need for Productive Teacher Appraisal Workshops and Advocacy

This study revealed that there is a need for more productive workshops and training in the IQMS process. ELRC (2003:6), stipulates that advocacy and training or workshops are necessary. It further states that advocacy relates to what IQMS is, what the benefits will be for educators, why IQMS was adopted, and that it should take place at the beginning of the year (January). In order to concur with the (2003:6), training should specifically address issues relating to how the IQMS should be implemented in all

schools, and the teachers, principals and management of schools should receive training immediately after advocacy. Teacher 4 from group 1 stated that: *“There is a need for a workshop on lessons about IQMS because they are important”* (G1T4)

5.13.4 The Need for Team Work by Stakeholders

Interviews with the district coordinator responsible for IQMS, reported that for teacher appraisal to improve, there is need for team work by stakeholders in order to ensure that there is harmony in managing the teacher appraisal processes, the programme, adherence to policy, in order to avoid any challenges that emanate from having concurrent activities. It is recommended that no parallel programmes should be permitted to run concurrently as this disturbs the complete accomplishment of each specific intervention. The IQMS district coordinator commented that: *“I have other duties to render in the implementation of IQMS. For instance, if I want to give support to schools, you may find out that the principal work shop is affected and there are parallel programmes that run concurrently”* (DC).

5.13.5 Need for Increased Teacher Appraisal Sessions

The findings of the study revealed that for teacher appraisal to improve, sessions for teacher appraisal should be increased and the period reconsidered. Monyatsi et al. (2006:438) concurred with the participants, as his findings revealed that many teachers viewed the teacher appraisal system as ineffective, since it is not undertaken regularly. The appraisal can be done quarterly or increase the duration of carrying out the exercise, instead of the current situation where it is done once a year from September the closing of schools. To improve the system, the principal 2 from school 2 indicated that: *“You can also improve by making sure it is not done annually. You can do it quarterly”*.

5.13.6 Need for Motivation of Teachers on Performance Appraisal

The findings of the study disclosed that the only incentive that the appraisees receive after appraisal is a 1% increment into their salaries, which the teachers are not satisfied with. They believe that with the amount of work, and the challenges that they encounter in the teaching and learning environment, they deserve better rewards. They suggested that the Department of Education should review the issue, particularly the amount regarding incentives for teachers, in order to motivate them to give teacher appraisal the seriousness it deserves. Participants recommended that the department should reward teachers with an increased monetary incentive, coupled with a certificate for good teacher performance. Principal 4 from school 4 stated that: *“teachers need to be motivated, and if teachers are motivated, I think it can be improved”* (P4S4)

5.14 CHAPTER SUMMARY

The chapter discussed various key issues relating to the challenges that face teachers in the implementation of performance appraisal. The conceptualisation of the appraisal system was explored. This was envisaged as an undertaking that is intended to improve the competencies and skills of teachers in order to enhance teaching and learning. It emerged that the exercise is employed to locate areas of strengths and weaknesses of teachers with a view to reward them accordingly. The study established that the appraisal process can also be used to allocate teachers to classes, salary increment, staff retention and to make decisions for retraining or termination of services. The roles of a number of stakeholders were also discussed in this chapter. This included the roles of officials in the department of education, inclusive of principals, IQMS circuit coordinator and IQMS district coordinator.

The challenges that impede the successful implementation of performance appraisal were also incorporated in the presentation of research findings. Some principals were perceived as inadequately trained to preside and facilitate performance appraisal efforts. These allowed the deputy principals to play an active role in the appraisal sessions. This

created situations where continuity in the evaluation process was compromised. The study provided insights on some of the challenges that were experienced by the district and cluster coordinators. These encompassed irregular and at times, non-visits to schools with the view of assisting teachers and principals as well as school structures that are central in the appraisal of teachers.

The document analysis reflected important information with regard to teacher evaluation. This included challenges in the completion of teacher appraisal documents and the documents that are used in the process. This area covered the observation documents, composite score sheet, snap shot and the personal growth plan. Participants recommended that reports from the department of education should be disseminated to educators soon after adjudication of teacher performances are finalised. There is need to increase personnel to manage teacher appraisal process. Team work and increased motivation of teachers should be amplified strategies to enhance teacher performance and appraisal processes. In the next chapter the conclusions and the recommendations of the study will be presented. These will be informed by the findings revealed in this chapter, as well as other issues deliberated about in the study.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In Chapter Five I discussed the findings of the study. The purpose of this chapter is to conclude this study on challenges in the implementation of performance appraisal of teachers. The Chapter Six summarises the major findings of the study, provides conclusions of the study and gives recommendations in relation to the findings of this study.

6.2 SUMMARY OF THE RESEARCH PROCESS

The main purpose of this study was to examine the challenges in the implementation of performance appraisal for teachers. The study employed a qualitative research methodology, which entailed a case study of secondary schools in Shiluvana Circuit. Purposive sampling was used to select study participants, namely, five principals, five deputy principals, eighteen teachers, one IQMS circuit coordinator as well as one IQMS district coordinator.

This study was underpinned by the two models of appraisal, namely, the accountability model and the professional development model. Literature revealed that performance appraisal on teachers has challenges. The study employed face to face interviews, focus group interviews and document analysis to gather data. Data were presented, discussed and analysed according to the themes that emerged. The data gathered was then compared with the literature related to the study.

The objectives of the study were to investigate how performance appraisal of educators in Mopani District is conducted, to examine the views of educators towards the performance appraisal system used in Shiluvana Circuit, and to examine the challenges

schools face in the implementation of educators' performance appraisal in Shiluvana Circuit. The data gathered, presented and analysed in this study ensured that all objectives were attained. The stakeholders' views on teacher appraisal were highlighted. The challenges that principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator encounters during appraisal were highlighted. The study managed to accomplish the set objectives.

6.3 SUMMARY OF FINDINGS AS PER OBJECTIVES OF THE STUDY

The study identified a number of findings. In this section, a summary of findings is presented according to the objectives of the study set in Chapter One.

6.3.1 Major Findings Pertaining to Objective One

To investigate how performance appraisal of educators in the Shiluvana Circuit in Mopani District is conducted.

6.3.1.1 Educators' views on the role of all participants in teacher appraisal

In this theme the study aimed to ascertain how principals, the circuit and the district participated, as motivated by their experience, or lack thereof, as well as the nature of their involvement. This section presents findings of the study on how principals, circuit and district were involved in teacher appraisal.

6.3.1.2 Role of principals in teacher appraisal

This study's findings are that instead of the principals providing the teachers with relevant appraisal information and clarity on related issues, the teachers have been the ones who supply the principals with that information, and they also completed forms which were supposed to be completed by the principals themselves. The principals also spelt out the fact that the challenges of teacher evaluation emanated from the challenges related to

power relations or having contradictory point of views between the appraisers and appraisees, lack of trust and lack of commitment, unprofessionalism, results in the principals not giving teacher appraisal the seriousness it deserves. Therefore, teacher appraisal ends up being done as a mere formality, employed to appease the powers that be.

Another finding was that there were principals who were unable to support and facilitate meetings in preparation for teacher appraisal with their staff members, and this finding concurs with the report by the Centre for Development and Enterprise (2015:6), which attests to the fact that the IQMS holds the school principal responsible for initiating the teacher appraisal system, convening, as well as facilitating meetings.

6.3.1.3 Role of the circuit coordinator in teacher appraisal

Data collected from the principals and deputy principals revealed that, neither do they know, nor has the circuit coordinator visited their schools, and they added that the only time they have heard from him was when their files had not been properly done, and they were being instructed to correct their mistakes. This revelation concurs with Bisschoff and Mathye's (2009:398) assertions that there is no clarity on the roles of different structures in the teacher appraisal process.

6.3.1.4 Role of the district coordinator in teacher appraisal

Data revealed that the district coordinator was not available to assist them, and this is in contradiction with what is stipulated in the ELRC (2003:24), that after the regional/district/area officials have received training and have had an overview of what is supposed to be done, they are expected to begin their broad planning of how they will manage the process. It was not clear to principals and deputy principals, how the district coordinator manages the process.

Another finding was that deputy principals concurred that the district coordinator is supposed to organise meetings and to give guidelines of the IQMS process. Deputy Principals are satisfied with the amount of involvement by the district coordinator in their circuit. In line with this finding, ELRC (2003:24) stipulates that after undergoing training and having an overview of what needs to be achieved, the regional/district/area officials are required to begin their broad planning, in order to decide how the process will be managed. The fact of the matter is that, the district coordinator is supposed to plan and manage the teacher appraisal process.

6.3.1.5 Other shortcomings pertaining to officials involved in teacher appraisal

It emerged from the study that officials hardly ever visit the schools to engage them in IQMS issues, and that their principals are not conversant with the teacher appraisal policy, and stipulations in the ELRC (2003:7), which requires that all officials and educators have a thorough understanding of the principles, processes and procedure pertaining to IQMS. Furthermore, government officials are ignorant of the fact that these stipulations also require that training enables officials and educators to plan and administer IQMS in a uniform and consistent manner.

One of the findings is that there is no reasonable, logical and practical scheduling of programmes and activities, and as a consequent, educational activities in the department end up happening concurrently, even activities whose purpose is to buttress each other.

6.3.2 Major Findings Pertaining to Objective Two

To examine the views of teachers towards the performance appraisal system used in Shiluvana Circuit.

6.3.2.1 Educators' views on teacher appraisal

The findings emanating from focus group interviews with teachers revealed the different views teachers had pertaining to teacher appraisal. It was reported that there was lack of effective training for school-based teachers. Consequently, the teacher appraisal process was hampered by the fact that teachers were not suitably prepared for the process. From the educators' point of view, the inadequate comprehension of the process and procedures by principals and teachers, is due to the fact that from the onset proper training, sufficient and productive workshops, were not conducted.

There is a great deal of paper work, and inadequate understanding of the teacher appraisal programme.

6.3.3 Major Findings Pertaining to Objective Three

To find out challenges schools encounter in the implementation of educator performance appraisal.

6.3.3.1 Challenges faced by principals

The study revealed that the principals identified challenges which they faced, in as far as teacher appraisal was concerned, and these were, inadequate commitment by educators, and the fact that teachers regard teacher appraisal as a 'witch-hunt' exercise. The principals being the ones to drive the teacher appraisal process in their schools, experience challenges in dealing with demotivated educators, an unsupportive district coordinator, poor resources, which includes, lack of funding to drive the programme.

6.3.3.2 Inadequately trained principals

There are principals who only attended a one-day performance appraisal crash courses. This created challenges, as it is not only inadequate to enable the teacher appraisal

programme to be treated with the seriousness, and professionalism it deserves, but it is also against policy. Consequently, this created challenges in the schools, as the principals are the ones who are supposed to drive the teacher appraisal process.

6.3.3.3 Challenges faced by deputy principals

Other findings revealed that the challenges the deputy principals faced with regard to teacher appraisal, included inadequate monitoring of the quality of teacher appraisal, and the fact that teacher appraisal is not regarded as the core-business of the school. There are principals who shirk their responsibilities, relinquish everything to the deputy principals. In situations that principals forego scheduled IQMS meetings and workshops because there were other urgent departmental submissions, which were also supposed to be made on the same dates, they delegate deputy principals to attend to their responsibilities. This may result in lack of continuity, in the event there is no proper, and formal hand over strategies, or a report back practice in the school.

6.2.3.4 Challenges experienced by the circuit coordinator

In this study, it was revealed that the circuit coordinator also experienced challenges with regard to teacher appraisal, which are:

The principals in the circuit lacked interest towards teacher appraisal, to the extent that they shirk their responsibilities, worst of all, even those that are supposed to be performed by the principals themselves. Consequently, this made it difficult for the circuit coordinator to fulfill their role in the teacher appraisal programme, in such schools.

Another challenge that the circuit coordinator faced was that there was a backlog in educators' remuneration that was supposed to have been made after the teachers had been appraised. The backlog resulted from the fact that the educators' personal information would have been incorrectly captured by the SDT, or due to the sluggishness in service delivery, that prevails in government offices. Therefore, the backlog in the

appraisees' remuneration created despondency among teachers, and this affected the teacher appraisal programme.

6.3.3.5 Challenges experienced by the district coordinator

The study revealed that the district coordinator experienced the following challenges:

There were other programmes which were organised to run concurrently with the scheduled teacher appraisal programme. This created a great deal of confusion in the schools, as even the commencement of the appraisal process would be delayed, while the people responsible for conducting the appraisal try to resolve the situation.

The district coordinator disclosed that there were situations where there was no circuit official assigned the responsibility of driving the teacher appraisal programme in the schools. In such cases, principals would be assigned the responsibilities of the circuit official.

Not only was there no provision made on the succession plan in the district, but there is also no contingency plan that takes care of the staffing needs among circuit officials who are responsible for facilitating the teacher appraisal programme, in order to ensure that schools are not affected, or interrupted when a circuit official is on leave, or if they resign.

6.3.3.5.1 Lack of funds to manage teacher appraisal

It was reported that the teacher appraisal programme is sometimes hampered by lack of sufficient funding to run the IQMS advocacy and training programme. This results from the fact that the district office might not have funds to afford the appraisal activities, including supplying training material, catering requirements during workshops. The departmental budgetary requirements are not equitably apportioned, and they may be reallocated to other programmes, which are regarded as 'high priority', compared to teacher appraisal.

6.4 CONCLUSIONS DRAWN FROM THE STUDY

This section presents conclusions drawn from the data gathered in the study. These conclusions are guided by the research questions.

6.4.1 Inadequacy on Conduct of Performance Appraisal

The study concludes that instead of the principals providing the teachers with relevant appraisal information and clarity on related issues, the teachers are the ones who supply the principals with that information, and they also completed forms which were supposed to be completed by the principals themselves. Another conclusion is that there were principals who were unable to support and facilitate meetings in preparation for teacher appraisal with their staff members. The study concludes that officials hardly ever visit the schools to engage them in IQMS issues, and that their principals are not conversant with the teacher appraisal policy

The study conclude that the circuit coordinator interacts with the principals, but their interaction is not satisfactory. The principals pointed out that the quality of work that the circuit coordinator does is not commendable, even though the circuit coordinator invites them to meetings, and reminds them of the dates during which the submission of files is to be made, as well as what to submit. Another conclusion is that there is no reasonable, logical and practical scheduling of programmes and activities, and as a consequent, educational activities in the department end up happening concurrently, even activities whose purpose is to buttress each other.

6.4.2 Educators Misgivings towards the Performance Appraisal System

The study revealed the different views that the teachers have towards teacher appraisal. The study showed that teacher appraisal involves a great deal of paper work. The study revealed that teacher appraisal involves lot of writing and that it takes away focus from their actual core-business, which is the teaching and learning programme. Teachers

expressed that they do not even understand the reasons for the introduction of teacher appraisal. They said that inadequate understanding by principals and educators is due to the fact that from the onset proper training, sufficient and productive workshops, were not done.

6.4.3 Challenges in the Implementation of Performance Appraisal

This study revealed a number of challenges faced by the teachers, principals, deputy principals, IQMS circuit coordinator and IQMS district coordinator. The principals expressed that teachers demonstrate their inadequate commitment to teacher appraisal, one way that demonstrates that teachers are not adequately committed, is by merely participating in teacher appraisal, as a mere formality, which has no meaning for them. Teachers are not interested in teacher appraisal, and that they merely participate because it is scheduled in their departmental and school's programme.

The study revealed that training of stakeholders was not done under conducive circumstances, the effectiveness of the programme would therefore have been compromised. Furthermore, the educators were not receptive of the programme because they were not well-versed in the dynamic nature of teacher appraisal. Principal indicated that teachers from her school label teacher appraisal as a 'witch-hunt', and that it does not serve the purpose of developing teachers professionally or academically. The study revealed that, there is inadequate monitoring of the quality of teacher appraisal. Since IQMS is done by September, the schools have a problem with evaluation as it is done at the time that other educators are invigilating examinations or are involved in other pressing administrative responsibilities.

The deputy principal expressed that teachers do not regard teacher appraisal as the core-business of the school. They believe that its purpose is to condemn or censure them.

The circuit coordinator expressed that the principals in his circuit lacked interest towards teacher appraisal, to the extent that they shirk their responsibilities, worst of all, those that

are supposed to be performed by the principals themselves. The circuit coordinator raised the issue of small schools as having challenges with regard to the unfolding of the teacher appraisal programme. He argues that poor staffing in small schools makes the running of the programme difficult, as in situations where peer teachers are supposed to observe the teaching by their colleague, classes end up being left unattended. The district coordinator asserts that the schools that he interacted with experienced challenges as there were other programmes that ran concurrently with the teacher appraisal programme.

The IQMS district coordinator mentioned that a challenge he experienced was that there was no provision made on the succession plan in the district. He said that he was worried that the department had not appointed an official that he would have trained, who would succeed him, and carry on with the implementation of the teacher appraisal programme, after he would have retired.

The study revealed that the district coordinator experienced challenges with circuits, where there were no circuit official responsible for teacher appraisal. The district coordinator explained that he had to make arrangements by calling for the services of a cluster coordinator general, who assisted in this regard. In situations like these, educators and principals are assigned the responsibility of serving as IQMS circuit coordinator-generals. Similar arrangements were also made where two or three schools are in the same cluster. These were internal arrangements made by the district coordinator, which the department is not aware of. Whatever work these people are doing is voluntary, and they cannot be held responsible for any irregularities, as they are not circuit IQMS employees. From the data gathered, the study concludes that the Department of Education passes policy in this case, teacher appraisal (IQMS) to the district, from the district information flows to the district directly to schools as there is no circuit official responsible for IQMS in the circuit. When the schools have completed their process, they send back the information to the district through the district coordinator. Figure 6.1 illustrates how the process of IQMS unfold at present.

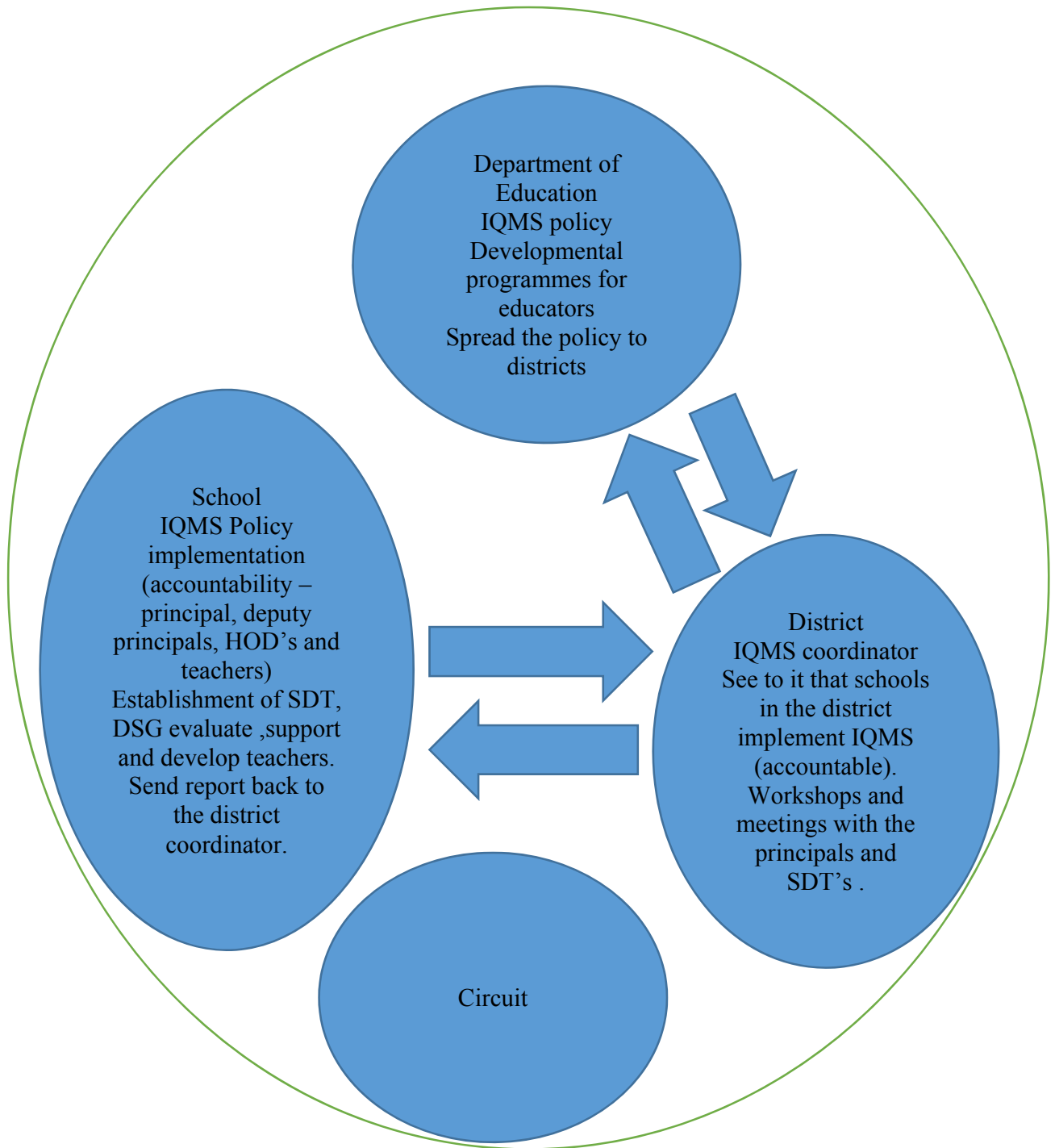


Figure 6.1 Gaps in Current Model of Teacher Appraisal

Figure 6.1 illustrates the gaps the current model of appraisal is having. The Department of Education draws the IQMS policy which spreads to various districts. The districts see to it that their schools are implementing IQMS policy. Mopani district, which has 24 circuits, make sure that district coordinator for IQMS who is alone at present works directly with the schools, the IQMS district coordinator workshops, trains and collects the reports from the schools back to the district to persal for pay progression. At the school level, the principal sees to it that IQMS is implemented, the School Development Team and Development Support Group committees are established. Through the DSG, teachers who are weak or competent are identified. Support and opportunities for growth to ensure continual progress and accountability and mediate effectiveness of the whole institution are enhanced. The principal provides evidence of the whole process to the district for rewarding of teachers and providing development to educators in the areas they need to be developed. Throughout the process the model shows that the circuit management is left aside. According to the policy, this is what supposed be done but no, as the challenges related to power relations or having contradictory point of views between the appraisers and appraisees, lack of trust and lack of commitment, unprofessionalism, results in the principals not giving teacher appraisal the seriousness it deserves. Therefore, teacher appraisal ends up being done as a mere formality, employed to appease the powers that be. There is no reasonable, logical and practical scheduling of programmes and activities, and as a consequent, educational activities in the department end up happening concurrently,

6.5 SCHOLARLY CONTRIBUTION OF THE STUDY

Though the findings from this case study may not be generalised in a standard approach, they may still be applicable to a case which is similar to the case understudy. The study made a valuable contribution in revealing the challenges in the implementation of performance appraisal for teachers. Scholarly contribution of the study is discussed next.

6.5.1 Implications of the Study to Policy

This study revealed that officials hardly ever visit the schools to engage them in IQMS issues, and that their principals are not conversant with the teacher appraisal policy, and stipulations in the ELRC (2003:7), which requires that all officials and educators have a thorough understanding of the principles, processes and procedure pertaining to IQMS. The study, therefore, recommends that the district officials should visit schools and monitor the adherence to the policy. This means that a thorough training must be given to the principals for the effective implementation of teacher appraisal in their schools.

My study revealed that there is no reasonable, logical and practical scheduling of programmes and activities, and as a consequent, educational activities in the department end up happening concurrently, even activities whose purpose is to buttress each other. Therefore, there must be clear programme planning of activities by different department officials that would eliminate disturbance of programme.

6.5.2 Generation of New Knowledge

There are number of studies that have been conducted on performance appraisal (Monyatsi, Steyn & Kamfer, 2006:228; Barnett, 2012:1853). Since the advent of democracy in South Africa, many educational policies have been implemented. However, not much has been done in evaluating the utility of the post-apartheid policies in the country (Jansen, 2001). This study have provided an evaluative critique of the conduct and outcome in the implementation of IQMS in education.

Using the Accountability and Professional development conceptual model for this study (Middlewood, 2002:122 & De Clercq, 2008: 13), it is been revealed that there is no adequate signage in the IQMS objectives and process and outcomes of ground due to stakeholders' diverse conceptualisation of teacher appraisal by study participant. This resulted in challenges in utilising teacher appraisal for accountable and professional development.

The IQMS was instituted in S.A. as a policy for teacher evaluation in 27 August 2003 (ELRC,2003). However, since its inception, no study has been conducted to evaluate its effectiveness. This study found out that implementation of IQMS has the following weaknesses: unclear understanding of objectives of the IQMS by educators, different conceptualisation of IQMS or teacher appraisal by educators, inadequate training on the conduct of teacher appraisal for educators and lack of clearly defined roles and responsibilities of IQMS officers.

The study recommends the Cyclical Stakeholders Teacher Appraisal Model to improve the implementation of IQMS.

6.6 LIMITATIONS OF THE STUDY

When conducting this study, there were a number of limitations that I encountered. The study used qualitative research paradigm, a case study design and research methodologies like face-to-face interviews, focus group interviews and document analysis. In this study, although a number of categories of participants, which were principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator were interviewed, the study focused on only secondary schools in one circuit which was purposely selected because it suited the objectives of the study. Since the results of this study cannot represent all schools in South Africa. However, the results may be used in case that are similar to the studied case.

Documentary study was one of the methods used to collect data. I used the documents handed to me to collect data especially those teachers file even if the documents were not authentic as the teachers and the deputy principals stated that they copied from the previous or filled without understanding. The study, therefore, relied much on data collected from documents, face-to-face interviews, and focus group interviews.

6.7 RECOMMENDATIONS ACCORDING TO THEMES

The recommendations made in this study are in line with the research questions, findings from reviewed literature and findings of the study. The recommendations are meant to improve the quality of performance appraisal on teachers in schools.

6.7.1 Educators' Conceptualisation of Teacher Appraisal

This study revealed that the principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator do not conceptualise teacher appraisal alike: Therefore productive workshops and advocacy programmes are recommended so that common views and objectives on teacher appraisal can be attained.

6.7.2 Purpose of Teacher Appraisal

The study revealed that the principals, deputy principals, teachers, IQMS circuit coordinator and IQMS district coordinator are having different views regarding the purpose of teacher appraisal. Therefore proper training is recommended for common understanding of the purpose of teacher appraisal.

6.7.3 Effectiveness of Teacher Appraisal

It was revealed in the study that principals, deputy principals and teachers have different views about the effectiveness of teacher appraisal, so there should be thorough training in teacher appraisal, so that their understanding will make teacher appraisal to be effectively employed at their schools and good results will be realised.

6.7.4 Educators' Views on the Roles of all Participants in Teacher Appraisal

It is revealed in the study that the principals are not well informed with teacher appraisal, so the study recommends that the principals should be workshopped so that they are able

to provide the teachers with relevant appraisal information and clarity on related issues on the whole process of teacher appraisal and documents on teacher appraisal.

The principals are not supporting and not facilitating the IQMS meetings in their schools. It is recommended that they should support and facilitate meetings in preparation for teacher appraisal with their staff members.

The circuit coordinator is not visiting schools concerning IQMS, therefore the study recommends that the circuit coordinator should visit the schools in their circuit not only when files are incorrectly done but as part of formal procedure and responsibility.

The district coordinator is not available to assist the principal and deputy principal with procedures of IQMS. The study recommends that the district coordinator should be available to assist the principals and deputy principal. And that the district coordinator should organise meetings and give guidelines of the IQMS process.

6.7.5 The Need for Team Work by Stakeholders

It was found out in the study that there is no team work by stakeholders and this end up creating concurrent activities. Therefore, the study recommends that there should be team work by stakeholders in order to ensure that there is harmony in managing the teacher appraisal processes, in order to avoid challenges that emanate from having concurrent activities.

6.7.6 Increased Teacher Appraisal Sessions

The study revealed that teacher appraisal in schools is done during September and that is when the grade 12 are busy with their trial exams. Therefore, the study recommends that for teacher appraisal to improve, sessions for teacher appraisal should be increased, and the period be reconsidered so that the process no longer clashes with learners' trial exams

6.7.7 Knowledge on Policy, Processes and Procedures is Required

The study revealed that the principals, deputy principals and teachers do not know their roles regarding IQMS. The study therefore recommends that the district coordinator should thoroughly train the principals, the deputy principals and the teachers on teacher appraisal policy, processes and procedures. This training will help to clarify their roles and they will no longer complain about lot of paper work.

6.7.8 Monitoring at Schools to be Done

The study revealed that there is proper monitoring of teacher appraisal at school level, therefore monitoring by the IQMS circuit coordinator should be done not only when files are incorrectly completed but as part of their formal procedure and responsibility.

6.7.9 Small Schools to be Allocated Enough Teachers

It is revealed that during teacher appraisal, small schools are experiencing a challenge of ineffective teaching as three teachers being the appraisee, appraiser and the senior or HOD are busy with observations, the learners are left unattended due to shortage of teachers. Therefore this study recommends that the small schools should be allocated enough teachers so that learners do not remain without a teacher when the teacher is held up in the process of teacher appraisal.

6.7.10 Motivation of Educators is Required

The study revealed that teachers are not motivated about the 1% that they receive for teacher appraisal. Therefore it is recommended that the Department of Education should review the issue, particularly the amount regarding incentivising educators in order to motivate them to give teacher appraisal the seriousness it deserves.

It is revealed that there are no rewards given to teachers regarding teacher appraisal. Therefore, the study recommends that the department should reward educators with an acceptably increased monetary incentive, coupled with a certificate for performance that an educator should be awarded with after appraisal.

6.7.11 Recommended Model for Teacher Appraisal

The study revealed that there is no circuit IQMS personnel who can assist schools in regard to teacher appraisal and the IQMS district coordinator realised this gap, he formed clusters which comprise of principals of school as coordinator and coordinator generals. They are responsible for calling meetings, work shopping and training schools on IQMS process, but the whole arrangement is not known by the department and they are not even paid for this extra work that takes them away from their schools. Therefore, the study recommends that the department should appoint an office-based personnel at the circuit office so that information can flow adequately.

To close this gap from district to circuit, I suggest a model to be adopted in the process of teacher appraisal. The recommended model fits well into the present practice of teacher appraisal.

Figure 6.2 shows the model recommended for teacher appraisal.

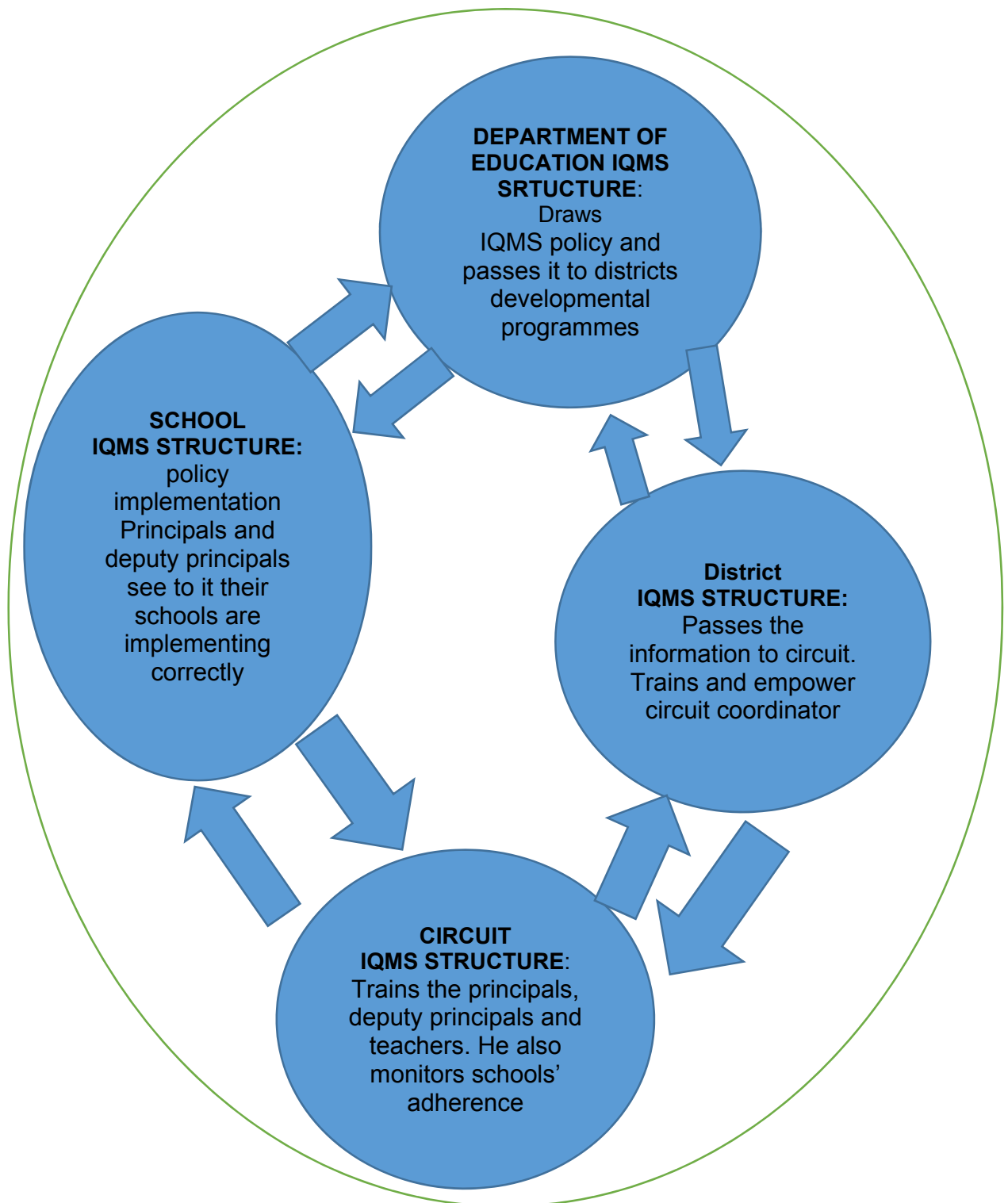


Figure 6.2: Cyclical Stakeholders of Teacher Appraisal Model

Figure 6.2 illustrates a model recommended for teacher appraisal. The figure shows that the school is the environment where teacher appraisal is taking place. Accountability and professional development models by Middlewood (2002:122) and Monyatsi (2003:66) fit well to this model as the accountability model is managerial, control oriented, judgemental and hierarchical. The model shows the hierarchy from the departmental policy makers to the district, from the district to the circuit and from circuit to the schools. Accountability model believe that accountability influences daily operation of the workplace. Throughout the levels, accountability is operational and essential. In the school level, the principal as a manager must see to it that IQMS is implemented and School Development Team is established. Throughout the process, support is given to teachers by the SMT and SDT, which is what accountability model emphasises as it provides support and opportunities for growth to ensure continual progress, and to enhance accountability and to mediate effectiveness of the whole institution. The principals and deputy principals as management of the school, have to be accountable for every process they take, teachers also have to account for everything they do during teacher appraisal. Professional development model encourages work relationship that is based on trust and confidentiality. For teacher appraisal to be effective, the DSG must have a good relationship with the appraisee and trust one another to confide issues that are personal if that can happen. Professional development model supports teaching and managerial development. The department of education must see to it that teachers are developed in the areas identified as weakness.

The old model of IQMS has lot of responsibilities for the district coordinator to schools and that the circuit is not allocated any responsibility by the department. The new model is cyclical stakeholders as it recommends the district's responsibilities to be cascaded to circuit official who should be permanently employed by the department. The responsibility of the circuit official should be to see to it that schools implement IQMS, monitor and support schools, keep records of schools regarding IQMS, train schools for effective implementation of IQMS, supply the district with every information about schools under his/her circuit for payment and to identify arrears teachers need to be developed. The school's principals must see to it that IQMS is implemented, establish IQMS committees,

monitor the IQMS process at school, support, trains and workshop teachers, he/she must keep IQMS records and liaise with the circuit official. The district must see to it that the departmental policy regarding IQMS is known to circuit, trains, workshops the circuit official, receive records from circuit to district for persal and to initiate developmental programmes for educators.

6.7.12 Recommendations for Further Studies

This section gives recommendations for further studies related to the current study. These are as follows:

6.7.12.1 Solicit perceptions of other stakeholders

This study did not include the Staff Development Team (SDT) and Development Support Group (DSG) team. Further studies may therefore include SDT and DSG so that some issues could be attended to. Studies on how Department of Basic Education could design and realign policies on teacher appraisal should be undertaken.

6.7.12.2 Variation of research sites

The study recommends that further studies could be done at primary schools' level, as this study focused on secondary schools' level.

6.8 CONCLUSION

The aim of the study was to examine the challenges in the implementation of teacher appraisal. The study was a qualitative study which was informed by the accountability model and the professional development model. Population comprised the principals, deputy principals, circuit coordinator and IQMS district coordinator. This examination was achieved through data gathered through face-to face-interviews with the principals, deputy principals, IQMS circuit coordinator and IQMS circuit coordinator. Focus group

interviews were conducted with teachers and documents were analysed guided by the document analysis schedule. Data was analysed thematically. This involved the transcription of data which was captured through audio-tapes. The raw data was segmented into large chunks of information which belonged to similar class of information. This data was then coded and categorized. Patterns were then established from the data based on the research questions and the literature review. The roles of principals, IQMS circuit coordinator and IQMS district coordinator were revealed in this study. The study revealed that the participants were not playing their roles adequately as the principals mentioned that the challenges related to power relations or having contradictory point of views between the appraisers and appraisees, lack of trust and lack of commitment, unprofessionalism, results in the principals not giving teacher appraisal the seriousness it deserves.

The study revealed that the circuit coordinator of IQMS is an IQMS district coordinator's own making to make his work easier to manage. The study revealed that principals and deputy principals were not clear on how the district coordinator manages the process of performance appraisal. The study revealed the views that teachers have towards teacher appraisal, that teachers were not suitably prepared for the process due to the fact that from the onset, proper training, sufficient and productive workshops were not conducted. A great deal of paper work is involved in the performance appraisal process while educators demonstrated inadequate understanding of the teacher appraisal programme.

The study also established challenges that schools encountered in the implementation of teacher appraisal. Participants who were interviewed highlighted challenges that they face in regard to teacher appraisal and suggested solutions to the stated challenges. It became evident from the collected data that teacher appraisal was not properly done at schools. There is a need for measures to be put in place to improve the current state of teacher appraisal as the situation hampers effective delivery of teaching and learning.

It emerged from the study that teachers do not understand the reasons for the introduction of teacher appraisal, from the onset proper training, sufficient and productive workshops,

were not done. There is inadequate monitoring of the quality of teacher appraisal, teachers do not regard teacher appraisal as the core-business of the school. There were other programmes which were organised to run concurrently with the scheduled teacher appraisal programme, there were no circuit officials responsible for teacher appraisal, small schools are having challenges with regard to the unfolding of the teacher appraisal programme and poor staffing in small schools makes the running of the programme difficult.

The recommendations given on teacher appraisal are meant to influence the stakeholders involved in performance appraisal to rethink about the process and come up with innovations that would improve teacher appraisal programme. A teacher appraisal model that could facilitate effective performance appraisal for teachers in order to enhance their current practice was designed in this study.

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APPENDICES



APPENDIX 1

INFORMATION SHEET AND INFORMATION CONSENT FORM FOR PRINCIPALS

Introduction

I am **Modjadji Amanda Masetla** a Doctoral Student at the University of Venda. I would like to request you to be part of my research study, which is based on **Examining Challenges in the Implementation of Performance Appraisal on Educators in Shiluvana Circuit.**

I am requesting the permission to select you to participate in this study by expressing your views on the topic.

What is the purpose of the study?

The main objectives of this study are to:

- Investigate how performance appraisal of educators in the Shiluvana Circuit in Mopani District is conducted.
- Examine the views and involvement of educators towards the performance appraisal system used in Shiluvana Circuit.
- Examine the challenges that schools in Shiluvana Circuit encounter with regard to performance appraisal.
- Analyse documents used in teacher appraisal in Shiluvana Circuit secondary schools.
- Determine approaches to redress challenges experienced by educators in regard to their performance appraisal.

What are the rights of voluntary participation in this study?

The decision to take part in the study is totally voluntary, that is, to say you are free to accept or refuse to take part in the study, if you have some doubts or think that participation will leave you emotional and psychological disturbed. Furthermore should you agree to participate but change your mind later, you will be allowed to withdraw at any time and stage in the study, without being asked any question. I will explain in details the purpose of the study, the procedures and the rules to be followed when conducting the interviews, time taken for interview processes, the use of voice recorder and other related things during our first meeting so that you can decide voluntarily to participate in this study. You have a right to voluntary participation and non-participation, withdrawal and re-joining the project at any stage if you wish so. You are freely to choose to take part or not in the research and you must know that exposure to risk is undertaken knowingly and voluntarily.

What is Informed consent in this study?

I present to you this letter of consent before I start with interviews so that you can also consent. I will explain in details the research process and roles of participants using your vernacular during our first meeting if you agree to participate. I will allow you to ask questions so you can gain clarity before I give you the consent form. I will give you enough time (three days) to study the consent letter, to think about your participation and then you will sign the consent form before participating in the interviews. I remind you that you can withdraw at any time during the process if you wish to do so.

How will Safety in participation be ensured?

Since you will only answer the questions on the topic being studied, there are no foreseeable physical injuries that could result from the study. Although I anticipate emotional harm during the interviewing process. If you think you have anything important

on this study, that you cannot say it out, you can write it and put it in school suggestion box, without indicating your name.

Also be informed that the study is not about your private life, but views on the challenges in the implementation of performance appraisal on educators. However, if there are some questions that you do not want to answer during the interview, you have the right not to answer them.

How will Privacy and Trust be ensured?

As expressed above, you will not be interviewed about your private life but will only express your views the challenges in the implementation of performance appraisal on educators. All information gathered in the study will be handled in a strictly confidential manner.

Firstly, you will not mention your name and your school during interview and no information gathered will be related to any name in the study. You will be given numbers and also letters will be used for your school. For example; you will be identified as Principal 1 School 1 (P1S1). I will use descriptions which did not lead readers of this thesis to know exactly who you are.

Secondly, information gathered will only be used to the study or not be disclosed to any unauthorised people. Lastly, you will be allowed to cross check information before and after it is put into the report. This will be done into another meeting, which will be between the researcher and participants.

I will strive to be honest and respectful to you. All your names and that of your school will remain anonymous. I will only reveal the name of the district and the name of your circuit. And if you require debriefing after an interview, I will provide that to satisfy you. I will conduct the interviews in the office and I will be alone with the participant. I

will schedule enough time for the interviewing process so that you can express yourself freely.

How will the interview process conducted?

If you accept to take part in the research study, I request your permission to audio record the interview. This will help me to listen to the interview again at a later stage, and if I need the assistance of the second person in a form of a transcriber, then that person can also listen to the recorded interview, however, transcribers are also not allowed to share the information he/she listened to, to anyone. The audio recordings and the transcripts will be kept in a safe place. The final report shall be available to the participants before public and be accessed through the University of Venda.

Have the study got permission from authority?

The written permission to conduct the study was granted by the University Higher Degrees Committee (University of Venda) and the relevant documents from education ministry.

If you have any queries about the information sheet, please feel free to contact me or my supervisor.

Modjadji Amanda Masetla

Cell: 083 629 0279

Email : amandamodjadji@yahoo.com

Prof Tawanda Runhare (Supervisor)

Telephone number: 015 962 8318 Cell: 079 216 3502 / 083 387 9903

Email:Tawanda.Runhare@univen.ac.za

Dr SK Muthambi (Co-supervisor)

Cell : 076 205 2355

Email: salome.muthambi@univen.ac.za

Kind regards

Masetla Modjadji Amanda

Informed consent declaration form

In terms of the ethical consideration of the University of Venda, I now ask you to complete this form as an indication for permission for your child to voluntarily participate in the study.

Ihereby confirm that I have been fully informed about the purpose, procedure and activities of the study. The rights and the risk of the study to the participants has been fully explained to me. I was given enough opportunity to ask and understand that participants can withdraw at any stage of the study without giving any reason.

Consent

I, therefore, hereby freely **give** my consent to voluntarily take part in the project as outlined.

I, therefore, hereby freely **do not give** my consent to voluntarily take part in the project as outlined.

Participant's Signature:..... **Date:**.....

Researcher's Name:

Researcher's Signature: **Date:**



APPENDIX 2

INFORMATION SHEET AND INFORMATION CONSENT FORM FOR DEPUTY PRINCIPALS

Introduction

I am **Modjadji Amanda Masetla** a Doctoral Student at the University of Venda. I would like to request you to be part of my research study, which is based on **Examining Challenges in the Implementation of Performance Appraisal on Educators in Shiluvana Circuit.**

I am requesting the permission to select you to participate in this study by expressing your views on the topic.

What is the purpose of the study?

The main objectives of this study are to:

- Investigate how performance appraisal of educators in the Shiluvana Circuit in Mopani District is conducted.
- Examine the views and involvement of educators towards the performance appraisal system used in Shiluvana Circuit.
- Examine the challenges that schools in Shiluvana Circuit encounter with regard to performance appraisal.
- Analyse documents used in teacher appraisal in Shiluvana Circuit secondary schools.
- Determine approaches to redress challenges experienced by educators in regard to their performance appraisal.

What are the rights of voluntary participation in this study?

The decision to take part in the study is totally voluntary, that is, to say you are free to accept or refuse to take part in the study, if you have some doubts or think that participation will leave you emotional and psychological disturbed. Furthermore should you agree to participate but change your mind later, you will be allowed to withdraw at any time and stage in the study, without being asked any question. I will explain in details the purpose of the study, the procedures and the rules to be followed when conducting the interviews, time taken for interview processes, the use of voice recorder and other related things during our first meeting so that you can decide voluntarily to participate in this study. You have a right to voluntary participation and non-participation, withdrawal and re-joining the project at any stage if you wish so. You are freely to choose to take part or not in the research and you must know that exposure to risk is undertaken knowingly and voluntarily.

What is Informed consent in this study?

I present to you this letter of consent before I start with interviews so that you can also consent. I will explain in details the research process and roles of participants using your vernacular during our first meeting if you agree to participate. I will allow you to ask questions so you can gain clarity before I give you the consent form. I will give you enough time (three days) to study the consent letter, to think about your participation and then you will sign the consent form before participating in the interviews. I remind you that you can withdraw at any time during the process if you wish to do so.

How will Safety in participation be ensured?

Since you will only answer the questions on the topic being studied, there are no foreseeable physical injuries that could result from the study. Although I anticipate emotional harm during the interviewing process. If you think you have anything important

on this study, that you cannot say it out, you can write it and put it in school suggestion box, without indicating your name.

Also be informed that the study is not about your private life, but views on the challenges in the implementation of performance appraisal on educators. However, if there are some questions that you do not want to answer during the interview, you have the right not to answer them.

How will Privacy and Trust be ensured?

As expressed above, you will not be interviewed about your private life but will only express your views the challenges in the implementation of performance appraisal on educators. All information gathered in the study will be handled in a strictly confidential manner.

Firstly, you will not mention your name and your school during interview and no information gathered will be related to any name in the study. You will be given numbers and also letters will be used for your school. For example; you will be identified as Deputy Principal 1 School 1 (DP1S1). I will use descriptions which did not lead readers of this thesis to know exactly who you are.

Secondly, information gathered will only be used to the study or not be disclosed to any unauthorised people. Lastly, you will be allowed to cross check information before and after it is put into the report. This will be done into another meeting, which will be between the researcher and participants.

I will strive to be honest and respectful to you. All your names and that of your school will remain anonymous. I will only revealed the name of the district and the name of your circuit. And if you require debriefing after an interview, I will provide that to satisfy you. I will conduct the interviews in the office and I will be alone with the participant. I

will schedule enough time for the interviewing process so that you can express yourself freely.

How will the interview process conducted?

If you accept to take part in the research study, I request your permission to audio record the interview. This will help me to listen to the interview again at a later stage, and if I need the assistance of the second person in a form of a transcriber, then that person can also listen to the recorded interview, however, transcribers are also not allowed to share the information he/she listened to, to anyone. The audio recordings and the transcripts will be kept in a safe place. The final report shall be available to the participants before public and be accessed through the University of Venda.

Have the study got permission from authority?

The written permission to conduct the study was granted by the University Higher Degrees Committee (University of Venda) and the relevant documents from education ministry.

If you have any queries about the information sheet, please feel free to contact me or my supervisor.

Modjadji Amanda Masetla

Cell: 083 629 0279

Email : amandamodjadji@yahoo.com

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Telephone number: 015 962 8318 Cell: 079 216 3502 / 083 387 9903

Email:Tawanda.Runhare@univen.ac.za

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Kind regards

Masetla Modjadji Amanda

Informed consent declaration form

In terms of the ethical consideration of the University of Venda, I now ask you to complete this form as an indication for permission for your child to voluntarily participate in the study.

Ihereby confirm that I have been fully informed about the purpose, procedure and activities of the study. The rights and the risk of the study to the participants has been fully explained to me. I was given enough opportunity to ask and understand that participants can withdraw at any stage of the study without giving any reason.

Consent

I, therefore, hereby freely **give** my consent to voluntarily take part in the project as outlined.

I, therefore, hereby freely **do not give** my consent to voluntarily take part in the project as outlined.

Participant's Signature:..... **Date:**.....

Researcher's Name:

Researcher's Signature: **Date:**



APPENDIX 3

INFORMATION SHEET AND INFORMATION CONSENT FORM FOR IQMS CIRCUIT COORDINATOR

Introduction

I am **Modjadji Amanda Masetla** a Doctoral Student at the University of Venda. I would like to request you to be part of my research study, which is based on **Examining Challenges in the Implementation of Performance Appraisal on Educators in Shiluvana Circuit, Mopani District, South Africa.**

I am requesting the permission to select you to participate in this study by expressing your views on the topic.

What is the purpose of the study?

The main objectives of this study are to:

- Investigate how performance appraisal of educators in the Shiluvana Circuit in Mopani District is conducted.
- Examine the views and involvement of educators towards the performance appraisal system used in Shiluvana Circuit.
- Examine the challenges that schools in Shiluvana Circuit encounter with regard to performance appraisal.
- Analyse documents used in teacher appraisal in Shiluvana Circuit secondary schools.
- Determine approaches to redress challenges experienced by educators in regard to their performance appraisal.

What are the rights of voluntary participation in this study?

The decision to take part in the study is totally voluntary, that is, to say you are free to accept or refuse to take part in the study, if you have some doubts or think that participation will leave you emotional and psychological disturbed. Furthermore should you agree to participate but change your mind later, you will be allowed to withdraw at any time and stage in the study, without being asked any question. I will explain in details the purpose of the study, the procedures and the rules to be followed when conducting the interviews, time taken for interview processes, the use of voice recorder and other related things during our first meeting so that you can decide voluntarily to participate in this study. You have a right to voluntary participation and non-participation, withdrawal and re-joining the project at any stage if you wish so. You are freely to choose to take part or not in the research and you must know that exposure to risk is undertaken knowingly and voluntarily.

What is Informed consent in this study?

I present to you this letter of consent before I start with interviews so that you can also consent. I will explain in details the research process and roles of participants using your vernacular during our first meeting if you agree to participate. I will allow you to ask questions so you can gain clarity before I give you the consent form. I will give you enough time (three days) to study the consent letter, to think about your participation and then you will sign the consent form before participating in the interviews. I remind you that you can withdraw at any time during the process if you wish to do so.

How will Safety in participation be ensured?

Since you will only answer the questions on the topic being studied, there are no foreseeable physical injuries that could result from the study. Although I anticipate emotional harm during the interviewing process. If you think you have anything important

on this study, that you cannot say it out, you can write it and put it in school suggestion box, without indicating your name.

Also be informed that the study is not about your private life, but views on the challenges in the implementation of performance appraisal on educators. However, if there are some questions that you do not want to answer during the interview, you have the right not to answer them.

How will Privacy and Trust be ensured?

As expressed above, you will not be interviewed about your private life but will only express your views the challenges in the implementation of performance appraisal on educators. All information gathered in the study will be handled in a strictly confidential manner.

Firstly, you will not mention your name and your school during interview and no information gathered will be related to any name in the study. You will be given numbers and also letters will be used for your school. For example; you will be identified as Circuit coordinator (C.C). I will use descriptions which did not lead readers of this thesis to know exactly who you are.

Secondly, information gathered will only be used to the study or not be disclosed to any unauthorised people. Lastly, you will be allowed to cross check information before and after it is put into the report. This will be done into another meeting, which will be between the researcher and participants.

I will strive to be honest and respectful to you. Your name will remain anonymous. I will only reveal the name of the district and the name of your circuit. And if you require debriefing after an interview, I will provide that to satisfy you. I will conduct the interviews

in the office and I will be alone with the participant. I will schedule enough time for the interviewing process so that you can express yourself freely.

How will the interview process conducted?

If you accept to take part in the research study, I request your permission to audio record the interview. This will help me to listen to the interview again at a later stage, and if I need the assistance of the second person in a form of a transcriber, then that person can also listen to the recorded interview, however, transcribers are also not allowed to share the information he/she listened to, to anyone. The audio recordings and the transcripts will be kept in a safe place. The final report shall be available to the participants before public and be accessed through the University of Venda.

Have the study got permission from authority?

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Email : amandamodjadji@yahoo.com

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Kind regards

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Consent

I, therefore, hereby freely **give** my consent to voluntarily take part in the project as outlined.

I, therefore, hereby freely **do not give** my consent to voluntarily take part in the project as outlined.

Participant's Signature:..... **Date:**.....

Researcher's Name:

Researcher's Signature: **Date:**



APPENDIX 4

INFORMATION SHEET AND INFORMATION CONSENT FORM FOR IQMS DISTRICT COORDINATOR

Introduction

I am **Modjadji Amanda Masetla** a Doctoral Student at the University of Venda. I would like to request you to be part of my research study, which is based on **Examining Challenges in the Implementation of Performance Appraisal on Educators in Shiluvana Circuit.**

I am requesting the permission to select you to participate in this study by expressing your views on the topic.

What is the purpose of the study?

The main objectives of this study are to:

- Investigate how performance appraisal of educators in the Shiluvana Circuit in Mopani District is conducted.
- Examine the views and involvement of educators towards the performance appraisal system used in Shiluvana Circuit.
- Examine the challenges that schools in Shiluvana Circuit encounter with regard to performance appraisal.
- Analyse documents used in teacher appraisal in Shiluvana Circuit secondary schools.
- Determine approaches to redress challenges experienced by educators in regard to their performance appraisal.

What are the rights of voluntary participation in this study?

The decision to take part in the study is totally voluntary, that is, to say you are free to accept or refuse to take part in the study, if you have some doubts or think that participation will leave you emotional and psychological disturbed. Furthermore should you agree to participate but change your mind later, you will be allowed to withdraw at any time and stage in the study, without being asked any question. I will explain in details the purpose of the study, the procedures and the rules to be followed when conducting the interviews, time taken for interview processes, the use of voice recorder and other related things during our first meeting so that you can decide voluntarily to participate in this study. You have a right to voluntary participation and non-participation, withdrawal and re-joining the project at any stage if you wish so. You are freely to choose to take part or not in the research and you must know that exposure to risk is undertaken knowingly and voluntarily.

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Also be informed that the study is not about your private life, but views on the challenges in the implementation of performance appraisal on educators. However, if there are some questions that you do not want to answer during the interview, you have the right not to answer them.

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Secondly, information gathered will only be used to the study or not be disclosed to any unauthorised people. Lastly, you will be allowed to cross check information before and after it is put into the report. This will be done into another meeting, which will be between the researcher and participants.

I will strive to be honest and respectful to you. All your names and that of your school will remain anonymous. I will only reveal the name of the district and the name of your circuit. And if you require debriefing after an interview, I will provide that to satisfy you. I will conduct the interviews in the office and I will be alone with the participant. I

will schedule enough time for the interviewing process so that you can express yourself freely.

How will the interview process conducted?

If you accept to take part in the research study, I request your permission to audio record the interview. This will help me to listen to the interview again at a later stage, and if I need the assistance of the second person in a form of a transcriber, then that person can also listen to the recorded interview, however, transcribers are also not allowed to share the information he/she listened to, to anyone. The audio recordings and the transcripts will be kept in a safe place. The final report shall be available to the participants before public and be accessed through the University of Venda.

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Telephone number: 015 962 8318 Cell: 079 216 3502 / 083 387 9903

Email:Tawanda.Runhare@univen.ac.za

Dr SK Muthambi (Co-supervisor)

Cell : 076 205 2355

Email: salome.muthambi@univen.ac.za

Kind regards

Masetla Modjadji Amanda

Informed consent declaration form

In terms of the ethical consideration of the University of Venda, I now ask you to complete this form as an indication for permission for your child to voluntarily participate in the study.

Ihereby confirm that I have been fully informed about the purpose, procedure and activities of the study. The rights and the risk of the study to the participants has been fully explained to me. I was given enough opportunity to ask and understand that participants can withdraw at any stage of the study without giving any reason.

Consent

I, therefore, hereby freely **give** my consent to voluntarily take part in the project as outlined.

I, therefore, hereby freely **do not give** my consent to voluntarily take part in the project as outlined.

Participant's Signature:..... **Date:**.....

Researcher's Name:

Researcher's Signature: **Date:**



APPENDIX 5

INFORMATION SHEET AND INFORMATION CONSENT FORM FOR TEACHERS

Introduction

I am **Modjadji Amanda Masetla** a Doctoral Student at the University of Venda. I would like to request you to be part of my research study, which is based on **Examining Challenges in the Implementation of Performance Appraisal on Educators in Shiluvana Circuit, Mopani District, South Africa.**

I am requesting the permission to select you to participate in this study by expressing your views on the topic.

What is the purpose of the study?

The main objectives of this study are to:

- Investigate how performance appraisal of educators in the Shiluvana Circuit in Mopani District is conducted.
- Examine the views and involvement of educators towards the performance appraisal system used in Shiluvana Circuit.
- Examine the challenges that schools in Shiluvana Circuit encounter with regard to performance appraisal.
- Analyse documents used in teacher appraisal in Shiluvana Circuit secondary schools.
- Determine approaches to redress challenges experienced by educators in regard to their performance appraisal.

What are the rights of voluntary participation in this study?

The decision to take part in the study is totally voluntary, that is, to say you are free to accept or refuse to take part in the study, if you have some doubts or think that participation will leave you emotional and psychological disturbed. Furthermore should you agree to participate but change your mind later, you will be allowed to withdraw at any time and stage in the study, without being asked any question. I will explain in details the purpose of the study, the procedures and the rules to be followed when conducting the interviews, time taken for interview processes, the use of voice recorder and other related things during our first meeting so that you can decide voluntarily to participate in this study. You have a right to voluntary participation and non-participation, withdrawal and re-joining the project at any stage if you wish so. You are freely to choose to take part or not in the research and you must know that exposure to risk is undertaken knowingly and voluntarily.

What is Informed consent in this study?

I present to you this letter of consent before I start with interviews so that you can also consent. I will explain in details the research process and roles of participants using your vernacular during our first meeting if you agree to participate. I will allow you to ask questions so you can gain clarity before I give you the consent form. I will give you enough time (three days) to study the consent letter, to think about your participation and then you will sign the consent form before participating in the interviews. I remind you that you can withdraw at any time during the process if you wish to do so.

How will Safety in participation be ensured?

Since you will only answer the questions on the topic being studied, there are no foreseeable physical injuries that could result from the study. Although I anticipate emotional harm during the interviewing process. If you think you have anything important

on this study, that you cannot say it out, you can write it and put it in school suggestion box, without indicating your name.

Also be informed that the study is not about your private life, but views on the challenges in the implementation of performance appraisal on educators. However, if there are some questions that you do not want to answer during the interview, you have the right not to answer them.

How will Privacy and Trust be ensured?

As expressed above, you will not be interviewed about your private life but will only express your views the challenges in the implementation of performance appraisal on educators. All information gathered in the study will be handled in a strictly confidential manner.

Firstly, you will not mention your name and your school during interview and no information gathered will be related to any name in the study. You will be given numbers and also letters will be used for your school. For example; you will be identified as Group 1Teacher1 (G1T1). I will use descriptions which did not lead readers of this thesis to know exactly who you are.

Secondly, information gathered will only be used to the study or not be disclosed to any unauthorised people. Lastly, you will be allowed to cross check information before and after it is put into the report. This will be done into another meeting, which will be between the researcher and participants.

I will strive to be honest and respectful to you. All your names and that of your school will remain anonymous. I will only reveal the name of the district and the name of your circuit. And if you require debriefing after an interview, I will provide that to satisfy you. Since this is a group interview, I will conduct the interviews in the private place

around the school. I will schedule enough time for the interviewing process so that you can express yourselves freely.

How will the interview process conducted?

If you accept to take part in the research study, I request your permission to audio record the interview. This will help me to listen to the interview again at a later stage, and if I need the assistance of the second person in a form of a transcriber, then that person can also listen to the recorded interview, however, transcribers are also not allowed to share the information he/she listened to, to anyone. The audio recordings and the transcripts will be kept in a safe place. The final report shall be available to the participants before public and be accessed through the University of Venda.

Have the study got permission from authority?

The written permission to conduct the study was granted by the University Higher Degrees Committee (University of Venda) and the relevant documents from education ministry.

If you have any queries about the information sheet, please feel free to contact me or my supervisor.

Modjadji Amanda Masetla

Cell: 083 629 0279

Email : amandamodjadji@yahoo.com

Prof Tawanda Runhare (Supervisor)

Telephone number: 015 962 8318 Cell: 079 216 3502 / 083 387 9903

Email:Tawanda.Runhare@univen.ac.za

Dr SK Muthambi (Co-supervisor)

Cell : 076 205 2355

Email: salome.muthambi@univen.ac.za

Kind regards

Masetla Modjadji Amanda

Informed consent declaration form

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Ihereby confirm that I have been fully informed about the purpose, procedure and activities of the study. The rights and the risk of the study to the participants has been fully explained to me. I was given enough opportunity to ask and understand that participants can withdraw at any stage of the study without giving any reason.

Consent

I, therefore, hereby freely **give** my consent to voluntarily take part in the project as outlined.

I, therefore, hereby freely **do not give** my consent to voluntarily take part in the project as outlined.

Participant's Signature:..... **Date:**.....

Researcher's Name:

Researcher's Signature: **Date:**

APPENDIX 6: FACE TO FACE INTERVIEW SCHEDULE WITH SCHOOL PRINCIPALS

INTRODUCTION

I wish to thank you for accepting to take part in this research project. You are assured that everything you say during the interview will only be used for this project. You should never mention your names, names of colleagues or schools. You are also free to use any language that will help you to express your views without compromise. Thank You.

Modjadji Amanda Masetla

1. What is your understanding of teacher appraisal?
2. How is teacher appraisal done in your school?
3. The way it is done, do you think it is able to achieve the purpose it is meant for? If so, how? And if no, why?
4. What are the challenges that you are faced with in your school in relation to teacher appraisal?
5. What are the teacher's attitude towards teacher appraisal? May you please elaborate.
6. Teacher appraisal has documents and forms to fill in, can I see those documents and forms that you have?
7. Explain how your school gets support from the following:
 - 7.1 District official
 - 7.2 Circuit official
8. As a school, do you think you are benefiting from teacher appraisal? If yes, explain how you benefit, if no, explain why.
9. Can you name the structures of teacher appraisal in your school?
10. How can teacher appraisal be improved in your school?

APPENDIX 7: FACE TO FACE INTERVIEW SCHEDULE FOR APPRAISED DEPUTY PRINCIPAL

INTRODUCTION

I wish to thank you for accepting to take part in this research project. You are assured that everything you say during the interview will only be used for this project. You should never mention your names, names of colleagues or schools. You are also free to use any language that will help you to express your views without compromise. Thank You.

Modjadji Amanda Masetla

1. As a deputy principal, what is your understanding of teacher appraisal?
2. As a deputy principal, how are you involved in teacher appraisal?
3. What are the objectives of teacher appraisal?
4. In what way do you think teacher appraisal is achieving these objectives in your school?
5. As a deputy principal, what are the challenges that you are faced with in relation to teacher appraisal?
6. What are the teachers' attitude towards teacher appraisal? If teachers have a negative attitude why?
7. Teacher appraisal has teacher personal file, do you have yours? Can I see your file?
8. How do you get the support from the following:
 - 8.1 School principal
 - 8.2 District IQMS official
 - 8.3 Circuit IQMS official
9. Do you benefit from teacher appraisal? If yes, how do you benefit, if no, why?
10. What are the structures of teacher appraisal in your school?

APPENDIX 8: FACE TO FACE INTERVIEW SCHEDULE FOR CIRCUIT IQMS COORDINATOR

INTRODUCTION

I wish to thank you for accepting to take part in this research project. You are assured that everything you say during the interview will only be used for this project. You should never mention your names, names of colleagues or schools. You are also free to use any language that will help you to express your views without compromise. Thank You.

Modjadji Amanda Masetla

1. What is your understanding of teacher appraisal?
2. How is teacher appraisal done in the school within your circuit?
3. Do you think the teacher appraisal objectives are achieved in your circuit? Explain how.
4. What challenges your circuit is faced with in relation to teacher appraisal? Why?
5. What are your circuit IQMS documents? Can I see?
6. As a circuit, how do you support your schools in your circuit?
7. As a circuit, how do you benefit from teacher appraisal?
8. What are the teacher appraisal structures the schools within your circuit have?
9. How can teacher appraisal be improved in your circuit?

APPENDIX 9: FACE TO FACE INTERVIEW SCHEDULE FOR THE DISTRICT IQMS COORDINATOR

INTRODUCTION

I wish to thank you for accepting to take part in this research project. You are assured that everything you say during the interview will only be used for this project. You should never mention your names, names of colleagues or schools. You are also free to use any language that will help you to express your views without compromise.

Thank you

Modjadji Amanda Masetla

1. What is your understanding of teacher appraisal?
2. How is teacher appraisal done in the school within your district?
3. Do you think the teacher appraisal objectives are achieved in your district? Explain how.
4. What are the challenges your District is faced with in relation to teacher appraisal? Why?
5. What are your district IQMS documents? Can I see them?
6. As a district, how do you support your schools in your district?
7. How do you benefit from teacher appraisal as a district?
8. How can teacher appraisal be improved in your district?

APPENDIX 10: FOCUS GROUP INTERVIEW SCHEDULE FOR THE TEACHERS – GROUP 1

INTRODUCTION

I wish to thank you for accepting to take part in this research project. You are assured that everything you say during the interview will only be used for this project. You should never mention your names, names of colleagues or schools. You are also free to use any language that will help you to express your views without compromise.

Thank you

Modjadji Amanda Masetla

1. What is your understanding of teacher appraisal?
2. Are teacher appraisal objectives met in your school? If yes or no, give reason.
3. How are you involved in IQMS as teachers?
4. As teachers, what are the challenges that you are faced with in relation to IQMS?
5. What is your attitude towards teacher appraisal or IQMS?
6. How are the papers you use important?
7. Do you have time where you sit as staff and have meetings about IQMS? Explain.
8. The documents that you are filling, I mean IQMS documents. How are they necessary?

APPENDIX 11: FOCUS GROUP INTERVIEW SCHEDULE FOR THE TEACHERS – GROUP 2

INTRODUCTION

I wish to thank you for accepting to take part in this research project. You are assured that everything you say during the interview will only be used for this project. You should never mention your names, names of colleagues or schools. You are also free to use any language that will help you to express your views without compromise.

Thank you

Modjadji Amanda Masetla

1. What is your understanding of teacher appraisal?
2. As teachers how are you involved in teacher appraisal?
3. What are the challenges that you experience in terms of IQMS?
4. Are the documents you use during IQMS necessary? Explain.
5. Do you have time where you sit as staff and have meetings about IQMS? Explain.
6. How do you write your minutes, agenda and roll-call as they are needed?

APPENDIX 12: FOCUS GROUP INTERVIEW SCHEDULE FOR THE TEACHERS – GROUP 3

INTRODUCTION

I wish to thank you for accepting to take part in this research project. You are assured that everything you say during the interview will only be used for this project. You should never mention your names, names of colleagues or schools. You are also free to use any language that will help you to express your views without compromise.

Thank you

Modjadji Amanda Masetla

1. Do you have IQMS documents? What are the importance of IQMS documents?
2. How does the self-evaluation help you?
3. Any weakness on documents? Explain.
4. How do you hold IQMS meetings with the staff?
5. According to the way you do IQMS, do you follow it to the latter? Please elaborate.
6. Are you happy with the way it is done? Explain.

APPENDIX 13: DOCUMENTS CHECKLIST

SECTION A

Study of documents for principals. Place a tick (√) where available

Principal	Documents Available														
	School File	Checklist	School Profile	DSG	Observation	Summative Evaluation	Composite	Snapshot	Minutes & Roll Call	SIP (School Improvement Plan)					
1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

SECTION B

Study of documents for teachers. Place a (√) where available.

Educators	Documents Available									
	Personal File	Collective Agreement	Class Observation	DGS Observation	Self Evaluation	Pre-Evaluation	Observation Sheet	Post Evaluation	PGP	
1	√	√	√	√	√	√	√	√	√	
2	√	√	√	√	√	√	√	√	√	
3	√	√	√	√	√	√	√	√	√	
4	√	√	√	√	√	√	√	√	√	
5	√	√	√	√	√	√	√	√	√	

SECTION C

Study of documents for IQMS Circuit coordinator. Place a (√) where available.

Circuit	Documents Available									
	Circuit File	Checklists	Schedule of Educators'	Summative Scores Form B	Snapshot	Schools Moderation Report	Circuit Statistics	Educators Development Programme	CIP(Circuit Improvement Plan	
1	√	√	√	√	√	√	√	√	√	√

SECTION D

Study of documents for IQMS DISTRICT coordinator. Place a (✓) where available.

1	District	District File	Checklists	Snapshots	District Statistics	DIP (District Improvement Plan)
	✓	✓	✓	✓	✓	✓

APPENDIX 14: COLLECTIVE AGREEMENT

MODUPI

EDUCATION LABOUR RELATIONS COUNCIL
Established in terms of the LPA of 1995 as amended



COLLECTIVE AGREEMENT
NUMBER 8 OF 2003

27 August 2003

INTEGRATED QUALITY
MANAGEMENT SYSTEM

APPENDIX 15: ATTENDANCE REGISTER



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA
DEPARTMENT OF EDUCATION

ATTENDANCE REGISTER

A. MEETING/WORKSHOP DESCRIPTION:

Name of Meeting /Workshop	IONIS
Purpose of Meeting/Workshop	TEACHER DEVELOPMENT
Date of Meeting/Workshop	
Venue of Meeting/Workshop	
Time of Meeting/Workshop	12H00

B. ATTENDANCE RECORD:

#	Surname	Initials	Gender	Workstation	Designation	Contact No.	Signature	Date
1								
2								
3								16-05-17
4								16/05/17
5								
6								
7								
8								
9								
10								
11								
12								
13								

APPENDIX 16: STD MINUTES

SDT MEETING/STAFF MEETING : 2016

Agenda

1. Opening
2. Purpose : Summative evaluation roll out
3. Closure

ITEM	DELIBERATIONS
1. OPENING	The meeting was opened with a short prayer by Rikhotso GT
PURPOSE : 2.1 TIME TABLE	The SDT presented a time table for summative evaluation to commence late August due to trial examination and September .
2.2 NEXT CLASS VISITS	The first evaluation date as reflected on the time table is the 1 September 2016. This will continue until the second week of October 2016.
3. CLOSURE	The meeting was closed by Kgatle SD

Compiled by _____
(Secretary)
Date _____

Endorsed by : _____
(Principal)
Date _____

APPENDIX 17: DSG OBSERVATION SHEET

Performance Standard: 1. CREATION OF A POSITIVE LEARNING ENVIRONMENT		
Expectation: The educator creates a positive learning environment that enables the learners to participate actively and to achieve success in the learning process		
Question: Does the educator create a suitable environment and climate for learning and teaching?		
CRITERIA: (a) Learning Space; (b) Learner involvement; (c) Discipline; (d) Diversity		
Levels of Performance	Strengths	Contextual factors
1. Unacceptable <ul style="list-style-type: none"> (a) • No effort to create a learning space that is conducive to teaching and learning. Organisation of learning space hampers teaching and learning (b) • Educator and learners appear uninterested (c) • No discipline and much time is wasted. Learners do not accept discipline or discipline is experienced by learners as humiliating (d) • Educator is insensitive to racial culture and/or gender diversity; does not respect dignity of individual learners or groups of learners 		
2. Satisfies Minimum Expectations <ul style="list-style-type: none"> (a) • There is evidence of an attempt at creating and organising a suitable learning environment, which enables individual and/or group learning (b) • Learners are engaged in appropriate activities for most of the lesson (c) • Learners are disciplined and learning is not interrupted unnecessarily (d) • Learning environment is free of obvious discrimination 		

10

[Handwritten signature]

APPENDIX 18: PERSONAL GROWTH PLAN

SECTION D: PERSONAL GROWTH PLAN

NAME OF EDUCATOR: _____ PERSAL NO. _____

DSG MEMEBERS:
SUPERVISOR _____ PEER _____

SUBJECTS/LEARNING AREAS Maths

DATE _____

The educator has been evaluated by his/her DSG and the following are recommendations informed by the DSG's report:

1. Performance Standards (PS) and Criteria which require urgent attention for development of the educator (scores 1 and 2).

PERFORMANCE STANDARD	CRITERIA	PERFORMANCE STANDARD	CRITERIA
STRATEGIC planning financial planning AND EMS	a ✓	2015 - 02 - 22	a
	b ✓		b
	c ✓		c
	d		d

2. Development Plan (To be linked to PS and criteria indicated above)

Activities	Resources	Time-Frames	Self/Mentor (Peer/SMT/District Provider)
1. Strategic planning		January - March	Mentor
2. financial planning	SASA, PFMA	January	Mentor
3. Project Management		January - March	District
4.			

3. PROGRESS REPORT ON IMPEMMENTATION (Achievements/ Challenges)

FIRST CYCLE (1 ST QUARTER)	SECOND CYCLE (2 ND QUARTER)	THIRD CYCLE (3 RD QUARTER)

4. MONITORING OF THE PGP (DATES AND SIGNATURES ON DAYS OF MONITORING BE INDICATED)

	FIRST CYCLE	SECOND CYCLE	THIRD CYCLE
APPRAISEE			
PEER			
SUPERVISOR			

APPENDIX 19: COMPOSITE SCORE SHEET

EXAMPLAR C

COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE MEASUREMENT FOR PAY PROGRESSION AND GRADE PROGRESSION FOR Level 3 & 4 Educators (52 CRITERIA)

EDUCATOR: _____ DATE: _____
 PERSAL NUMBER: _____ SCHOOL: _____

PERFORMANCE STANDARDS	MAX	SCORE
Creation of a positive learning environment	16	12
Knowledge of curriculum and learning programmes	16	13
Lesson Planning, preparation and presentation	16	13
Learner Assessment	16	13
Professional development in field of work/career and participation	16	13
Human Relations and Contribution to school development	16	13
Extra-Curricular & Co-Curricular participation	16	8
Administration of resource and records	20	17
Personnel	16	13
Decision making and accountability	20	16
Leadership, communication and servicing the Governing Body	24	20
Strategic planning, financial planning and education management development	16	12
TOTAL SCORE	208	163

THE ABOVE-MENTIONED EDUCATOR'S SCORE ~~163~~ has not been ADJUSTED

COMMENTS/REASONS FOR ADJUSTMENT

To qualify for salary progression the educator needs to obtain: 104 (2)

To qualify for grade progression the educator needs to obtain: 146 (3)

I agree/do-not-agree with the overall performance rating.

EDUCATOR: _____ DSG: _____
 DATE: _____ DATE: _____
 PRINCIPAL: _____ DATE: _____

APPENDIX 20: SNAP SHORT

LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

EMIS:926540065

NAME OF SCHOOL: KHATAZA HIGH SCHOOL

ICMS SNAPSHOT OF EDUCATORS PERFORMANCE IN THE SCHOOL FOR THE YEAR: 2016

SUMMARY OF SUMMATIVE SCORES IN THE SCHOOL

NUMBER OF STATE PAID EDUCATORS: 13

TOTAL SCORE FOR EACH POST LEVEL PERCENTAGE	POST LEVEL 1 112				POST LEVEL 2 168				POST LEVEL 3 208				POST LEVEL 4 208				TOTAL POST LEVEL 4			
	Rating 1 49%	Rating 2 74%	Rating 3 84%	Rating 4 100%	Rating 1 49%	Rating 2 74%	Rating 3 84%	Rating 4 100%	Rating 1 49%	Rating 2 74%	Rating 3 84%	Rating 4 100%	Rating 1 49%	Rating 2 74%	Rating 3 84%	Rating 4 100%	Rating 1 49%	Rating 2 74%	Rating 3 84%	Rating 4 100%
SCORE RANGE FOR EACH RATING	1-55%	56-83%	84-101%	102-112%	1-83%	84-125%	126-152%	153-168%	1-103%	104-155%	156-188%	180-208%	1-103%	104-155%	156-188%	180-208%	1-103%	104-155%	156-188%	180-208%
NUMBER OF EDUCATORS INTO RATINGS	10				1				1								1			

I DECLARE THAT THE INFORMATION FURNISHED IN THIS FORM IS TRUE AND CORRECT IN EVERY RESPECT.

SDT Chairperson: _____

Principal Name: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

2016-09-03

Emis No: 926540065


P/Bag X404 SHILUVANE DISTRICT

CIRCUIT: SHILUVANE DISTRICT

DEPARTMENT OF EDUCATION - LIMPOPO PROVINCE

THE PRINCIPAL

APPENDIX 21: EDUCATOR DEVELOPMENT PLAN

	
DEPARTMENT OF EDUCATION – LIMPOPO PROVINCE – MOPANI DISTRICT	
P.O BOX 55 SHILUVANE 0873	MOPANI DISTRICT SHILUVANE CIRCUIT
	EMIS NO. 0926541228


DEPARTMENT OF EDUCATION – LIMPOPO PROVINCE – MOPANI DISTRICT
EMIS NO: 0926541228
2016-02-04
P.O. BOX 55 SHILUVANE 0873

2016 IQMS EDUCATOR DEVELOPMENT PROGRAM (EDP)

AREA OF DEVELOPMENT	SECTION/AREA	GRADE EDUCATOR	NO OF EDUCATORS	RESPONSIBILITY	NAME OF FACILITATOR	CONTACT	VENUE	DATE
MATHEMATICS	MEASUREMENTS	7	2			0824702004		18 FEBRUARY 2016
FINANCE	FINANCE	ALL SMT MEMBERS	3	CIR. JIT		0795104106	CIRCUIT HALL	25 FEBRUARY 2016

APPENDIX 22: PERMISSION LETTER FROM CIRCUIT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF EDUCATION
SHILUVANA CIRCUIT**

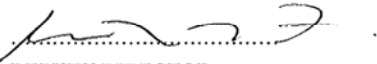
ENQ : Dr T Mbalati
CON : 079 510 41062
E-MAIL: tim.mbalati@gmail.com

Wednesday, 06 March 2016

Masetla MA
P.O. Box 1345
Lenyenye
0857

REQUEST TO CONDUCT RESEARCH

1. The matter alluded to above refers.
2. Permission is hereby granted that you conduct research in Shiluvana Schools per Departmental specification.
3. We hope your study will have a positive impact in improving our schools.



**DEPUTY DIRECTOR
SHILUVANA**
/rjs



MANAGER SHILUVANA

DEPARTMENT OF EDUCATION,
SHILUVANA CIRCUIT
Private Bag X 1411 - LENYENYE, 0857
Tel 015 355 4537 - Fax No. 086 516 4085

The heartland of Southern Africa – development is about people

APPENDIX 23: PERMISSION LETTER FROM DISTRICT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Ref: 2/2/2

Enq: KS Maswanganye

Date: 25 October 2016

M.A Masetla

P O Box 1345

Lenyenye

0857

PERMISSION TO COLLECT RESEARCH DATA AT SHILUVANE SECONDARY SCHOOL

1. The above matter refers.
2. Permission is granted for you to visit Shiluvane Schools to do a research.
3. It should however be noted that class attendance should not be disturbed.
4. Hope you find this to be in order.


DISTRICT DIRECTOR

DATE 26-10-2016

DEPARTMENT OF EDUCATION
MOPANI DISTRICT, Private Bag X 578 GIYANI, 0928
Tel 015 811 7700 Fax No. 015 812 3412 or 015 812 1689

The heartland of Southern Africa – development is about people

APPENDIX 24: PERMISSION LETTER FROM PROVINCE



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Ref: 2/5/6/1 Eng: MC Makoto PhD Tel No: 015 290 5443 E-mail: makoto@edup.gov.za

Masetla MA
P O Box 1345
Lenyenye
0857

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "EXAMINING CHALLENGES IN THE OF PERFORMANCE APPRAISAL ON EDUCATORS IN SHILUVANE CIRCUIT."
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

Request for permission to Conduct Research: Masetla

CONFIDENTIAL

Off. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7000, Fax: 015 297 6920/4220/4494

APPENDIX 25: ETHICAL CLEARANCE FROM UNINVESITY OF VENDA

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mrs MA Masefela

Student No:
11581912

PROJECT TITLE: **Examining challenges in the implementation of performance appraisal on educators in Shiluvani, Mopani District, South Africa.**

PROJECT NO: SEDU/17/CSEM/03/1005

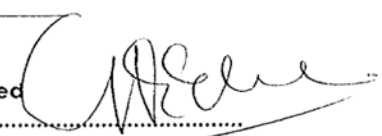
SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof Y Runhare	University of Venda	Promoter
Dr SK Mulhambi	University of Venda	Co- Promoter
Mrs MA Masefela	University of Venda	Investigator -- Student

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: May 2017

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee: 

Name of the Chairperson of the Committee: Prof. G.E. Ekosse



University of Venda

PRIVATE BAG X5050, THOHoyANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060
"A quality driven financially sustainable, rural-based Comprehensive University"

UNIVERSITY OF VENDA
DIRECTOR RESEARCH AND INNOVATION
2017 -05- 17
Private Bag X5050 Thohoyandou 0950

APPENDIX 26: EDITORS' LETTER



University of Venda

FROM : P.E.A. RAMAITE-MAFADZA

TO WHOM IT MAY CONCERN

This is to confirm that the PhD dissertation whose particulars are as stipulated below, has been edited, and the suggested corrections have been effected:

Surname : Masetla
First names : Modjadji Amanda
Student number : 11581912

Title : EXAMINING CHALLENGES IN THE IMPLEMENTATION OF PERFORMANCE APPRAISAL
ON EDUCATORS IN SHILUVANA CIRCUIT, MOPANI DISTRICT, SOUTH AFRICA

Kind regards



Dr P.E.A. Ramaite-Mafadza