

**EFFECTIVENESS OF THE DEVELOPMENTAL SUPERVISION MODEL AS A
TOOL FOR IMPROVING QUALITY OF TEACHING: PERCEPTIONS OF THE
SOUTH AFRICAN PRIMARY SCHOOL-BASED MANAGERS AND EDUCATORS**

by

MUSUNDIRE AUSTIN

submitted in accordance with the requirements
for the degree of

DOCTOR OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF JM DREYER

January 2015

DECLARATION

I declare that EFFECTIVENESS OF THE DEVELOPMENTAL SUPERVISION MODEL AS A TOOL FOR IMPROVING QUALITY OF TEACHING: PERCEPTIONS OF THE SOUTH AFRICAN PRIMARY SCHOOL-BASED MANAGERS and EDUCATORS is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

(Mr. A. Musundire)

DATE

ACKNOWLEDGEMENTS

Firstly, I thank God the Almighty for granting me the power, intensity, wisdom and all the resources to complete my studies. Secondly, my sincere thanks and appreciation go to:

- My wife, Ruramai Musundire and my triplet daughters, Auxilia Musundire, Nyasha Musundire and Natasha Musundire for their firm support during my period of writing this thesis.
- Professor J.M. Dreyer for being my wonderful supervisor throughout this project,
- Doctor C.G.A.Smith for the language editing of the thesis.
- Magda Botha for technically editing the text.

ABSTRACT

Many schools in South Africa face challenges of poor teacher performance as a result of implementing performance evaluation systems that are not developmental. In an attempt to resolve the current implementation challenges of the South African Integrated Quality Management System (IQMS) which is theoretically aligned to the TQM principles, the focus in this study is on the perceptions of school-based managers and educators regarding the effectiveness of the developmental supervision model as a possible tool for improving the quality of teaching.

A mixed methods research design characterised by the explanatory sequential design was used to address the research questions. Out of the 350 randomly selected participants in all 15 districts of the Gauteng Province responded to the quantitative phase in the form of questionnaires. This was followed by analysis of the qualitative data from three focus group interview sessions that were conducted in Sedibeng East, Sedibeng West and Johannesburg North districts of the Gauteng Province in order to get in-depth explanations on perceptions of school-based managers and educators. Each of the three focus group interviews comprised of ten purposefully selected participants embracing two principals, two vice principals, two HODs and four educators per district.

The results indicate that school-based managers and educators strongly believed that the developmental supervision model is an excellent tool for improving quality of teaching by applying implementation strategies comprising of the clinical supervision, self-directed supervision, peer supervision and connoisseurship strategies. These results were based on the opinion of the participants that the characteristics of the developmental supervision implementation strategies align with the Total Quality Management principles which were perceived to have a positive influence on improving the quality of teaching. The same supervision strategies were also found to match different levels of teacher development according to their levels of expertise and commitment. In contrast, the IQMS performance evaluation process, which also involves self-evaluation and peer evaluation, was believed to lack compliance with the developmental supervision strategies and the TQM principles during practical implementation because of characteristics related to the traditional inspection approaches to professional development.

It is therefore recommended that the developmental supervision model should be introduced in South African schools to effectively implement the IQMS in order to ensure improved quality of teaching.

KEY TERMS

Supervision, developmental supervision, clinical supervision, self-directed supervision, peer supervision, connoisseurship supervision, evaluation, evaluation process, quality, Total Quality Management.

TABLE OF CONTENTS

CHAPTER 1 ORIENTATION OF THE STUDY

1.1	INTRODUCTION	1
1.2	BACKGROUND	1
1.3	THEORETICAL FRAMEWORK	4
1.4	PROBLEM STATEMENT	8
1.5	AIMS OF THE RESEARCH	9
1.6	RESEARCH QUESTION	9
1.7	SUB QUESTIONS	9
1.8	OBJECTIVES OF THE STUDY	10
1.9	MOTIVATION OF THE STUDY	10
1.10	THE DELIMITATIONS	12
1.11	THE ASSUMPTIONS	12
1.12	RESEARCH METHODS and DESIGN	12
1.12.1	The rationale for using the mixed method	13
1.12.2	Quantitative research phase	14
1.12.2.1	Population and sampling procedures	15
1.12.2.2	Instrumentation and data collection	16
1.12.2.2.1	The questionnaire	16
1.12.2.3	Quantitative data analysis	17
1.12.3	The qualitative phase	17
1.12.3.1	Sampling	17
1.12.3.2	Analysis of qualitative data	18
1.12.4	Ethical considerations	18
1.13	DEFINITIONS OF CONCEPTS	19
1.13.1	Educator	19
1.13.2	Quality	19
1.13.3	Quality education	19
1.13.4	Quality assurance systems	19
1.13.5	Total Quality management	19
1.13.6	Evaluation	20
1.13.7	Evaluation process	20
1.13.8	Integrated Quality Management Systems (IQMS)	20
1.13.9	Management	20
1.13.10	Developmental Supervision	20
1.13.11	Clinical supervision	21

1.13.12	Self-direct vision	21
1.13.13	Peer supervision	21
1.13.14	Connoisseurship supervision	21
1.14	LIMITATION OF THE STUDY	21
1.15	CHAPTER DIVISION	22

**CHAPTER 2
LITERATURE REVIEW**

2.1	INTRODUCTION	24
2.2	TOTAL QUALITY MANAGEMENT PRINCIPLES FROM A GENERAL PERSPECTIVE	25
2.2.1	The meaning of quality	25
2.2.2	The concepts of Total Quality Management	26
2.2.3	Inspection, supervision and evaluation as tools for quality Improvement	29
2.3	THE EFFECTIVENESS OF TOTAL QUALITY MANAGEMENT PRINCIPLES ON PROMOTING QUALITY OF TEACHING	34
2.3.1	Empowerment and teacher performance	34
2.3.2	Total involvement and teacher performance	36
2.3.3	Top management commitment and support and teacher performance	37
2.3.4	Team-work and teacher performance	38
2.3.5	Training, retraining and teacher performance	39
2.3.6	Continuous improvement and teacher performance	41
2.3.7	Customer satisfaction and teacher performance	42
2.3.8	Culture Change and teacher performance	43
2.3.9	Democratic/participation management style and teacher performance	45
2.4	SUMMARY	46

**CHAPTER 3
DEVELOPMENTAL SUPERVISION**

3.1	INTRODUCTION	50
3.2	DEVELOPMENTAL SUPERVISION IMPLEMENTATION STRATEGIES	50
3.3	CLINICAL SUPERVISION STRATEGY	56
3.3.1	Characteristics of clinical supervision as related to TQM principles	60
3.3.2	Application of the clinical supervision with special reference to the IQMS	61
3.3.2.1	The pre-observation stage	62
3.3.2.2	Lesson observation	63
3.3.2.3	Feedback and discussion	67
3.3.2.4	Clinical supervision, IQMS and TQM	69
3.4	THE SELF-DIRECTED SUPERVISION STRATEGY	69
3.4.1	Advantages of self-directed supervision	71
3.4.2	Disadvantages of self-directed supervision	71
3.4.3	Application of the self-directed supervision strategy as linked to TQM principles	71
3.4.4	Applications of self-directed supervision with special reference to the IQMS theoretical content	72
3.5	THE PEER SUPERVISION STRATEGY	75
3.5.1	Advantages of peer supervision	77
3.5.2	Application of peer supervision as related to TQM principles	77
3.5.3	Disadvantages of peer supervision	78
3.5.4	Application of peer supervision with special analysis of the IQMS theoretical content	78
3.6	CONNOISSEURSHIP SUPERVISION	81
3.6.1	The application of connoisseurship as related to the TQM principles	83
3.6.2	The application of connoisseurship with special reference to the IQMS	83
3.7	SUMMARY	84

**CHAPTER 4
RESEARCH METHODOLOGY**

4.1	INTRODUCTION	85
4.2	RESEARCH DESIGN	85
4.3	THE QUANTITATIVE RESEARCH PHASE	87
4.3.1	Sampling	87
4.3.1.1	Representativeness of the sample: A theoretical perspective	88
4.3.1.2	Sampling of the schools	89
4.3.2	Data gathering	93
4.3.2.1	Questionnaires	93
4.3.2.2	Instrument development	95
4.3.2.3	Reliability and validity	100
4.3.2.4	A pilot study	101
4.3.2.5	Quantitative data analysis	102
4.4	THE QUALITATIVE RESEARCH PHASE	102
4.4.1	Focus group interviews	104
4.4.2	Sampling of focus group members	104
4.4.3	Approaches to focus groups	105
4.4.4	Principles for developing the questions for focus groups	106
4.4.5	Piloting focus groups	107
4.4.6	Interview facilities	107
4.4.7	Conducting the focus group	108
4.4.8	Analysing the data	108
4.5	Summary	108

**CHAPTER 5
PRESENTATION OF FINDINGS**

5.1	INTRODUCTION	110
5.2	QUANTITATIVE FINDINGS	110
5.2.1	Section A: Biographic and general information	121
5.2.2	Section B: Perception of primary school-based managers and educator regarding the effectiveness of the implementation of TQM principles on improving the quality of teaching	129
5.2.3	The developmental supervision implementation strategies comprising of the clinical supervision approach, self-directed supervision approach, peer supervision approach, and connoisseurship supervision on improving quality of teaching as linked to TQM principles with special reference to the IQMS implementation	137
5.2.3.1	Section C: Perceptions regarding the level of compliance of the IQMS stages of performance evaluation with Cogan’s (1973) clinical-supervision performance improvement strategies	137
5.2.3.2	Section D: Perceptions regarding the level of compliance of the clinical supervision lesson observation cycles with the TQM principles	143
5.2.3.3	Section E: Perceptions regarding the level of compliance of the practical implementation of IQMS lesson observation cycles with the TQM principles	151
5.2.3.4	Section F: Perceptions regarding the level of compliance of the implementation of the IQMS self-evaluation process with Glickman’s (2004) self-directed supervision performance improvement strategies	159
5.2.3.5	Section G: Perceptions regarding the level of compliance of the implementation of the self-directed supervision with the TQM principles	165
5.2.3.6	Section H: Perceptions regarding the level of compliance of the implementation of the IQMS self-evaluation process with the TQM principles	173
5.2.3.7	Section I: Perceptions regarding the level of compliance of the implementation of the IQMS peer-evaluation process with Glatthorn’s peer supervision performance improvement strategies	178
5.2.3.8	Section J: Perceptions regarding the level of compliance of the peer-supervision strategy with the TQM principles	182
5.2.3.9	Section K: Perceptions regarding the level of compliance of the practical implementation of the IQMS peer-evaluation with the TQM principles	188
5.2.3.10	Section L: Perceptions regarding the level of compliance of the qualities of the SMT/SDT with connoisseurship supervision performance improvement strategies	194
5.2.3.11	Section M: Perceptions regarding the level of compliance of connoisseurship supervision with the TQM principle	197
5.2.3.12	Section N: Perceptions regarding the application of the developmental supervision implementation strategies according teachers’ levels of expertise and commitment	202

5.2.3.13	Section O: Perceptions regarding the effectiveness of the developmental supervision as a tool for improving quality of teaching	205
5.2.3.14	Summary	208
5.3	PRESENTATION OF THE QUALITATIVE FINDINGS	208
5.3.1	Focus group interviews	208
5.3.1.1	Influence of Total Quality Management principles on improving quality of teaching/teacher performance	208
5.3.1.2	Perceptions regarding the effectiveness of the application of the developmental supervision strategies on improving quality of teaching	215
5.3.1.3	The clinical supervision strategy	215
5.3.1.4	The application of clinical supervision with reference to IQMS	218
5.3.1.5	Perceptions on the extent to which IQMS lesson observation cycles comply with the clinical supervision performance improvement strategies	220
5.3.1.6	Self-directed supervision strategy	224
5.3.1.7	Perceptions regarding the application of self-directed supervision with special reference to the practical implementation of IQMS self-evaluation process	227
5.3.1.8	Peer supervision strategy	231
5.3.1.9	Perceptions regarding the application of the peer-supervision with special reference to the practical implementation of the IQMS peer-evaluation process	234
5.3.1.10	Connoisseurship supervision strategy	237
5.3.1.11	Perceptions regarding the application of the connoisseurship-supervision strategy with special reference to the practical implementation of the IQMS by the SMT/SDT	238
5.3.1.12	Perceptions regarding the application of the developmental supervision according to levels of teachers' expertise and commitment	241

5.4	SUMMARY	251
5.5	SYNTHESISING OF QUANTITATIVE AND QUALITATIVE RESULTS	251
5.5.1	Perception of primary school-based managers and educators regarding the effectiveness of the implementation of TQM principles on improving quality of teaching	251
5.5.2	Perceptions regarding the level of the compliance of the IQMS stages of performance evaluation with Cogan (1973) clinical supervision performance improvement-strategies	253
5.5.3	Perceptions regarding compliance of the clinical supervision lesson Observation cycles with the TQM principles	254
5.5.4	Perceptions regarding compliance of the practical implementation of IQMS lesson observation cycles with the TQM principles	255
5.5.5	Perceptions regarding compliance of the implementation of the IQMS self-evaluation process with Glickman’s (2004) self-directed supervision performance improvement strategies	256
5.5.6	Perceptions regarding compliance of the implementation of the self-directed supervision with TQM principles	257
5.5.7	Perceptions regarding compliance of the implementation of the IQMS self-evaluation process with the TQM principles	259
5.5.8	Perceptions regarding the level of compliance of the implementation of the IQMS peer-evaluation process with Glatthorn’s (1999) peer supervision performance improvement strategies	260
5.5.9	Perceptions on the level of compliance of the peer- supervision strategy with the TQM principles	261
5.5.10	Perceptions regarding the level of compliance of the practical implementation of the IQMS peer-evaluation with the TQM principles	262
5.5.11	Perceptions regarding the level of compliance of the qualities of the SMT/SDT with connoisseurship supervision performance improvement strategies	263
5.5.12	Perceptions regarding the level of compliance of connoisseurship supervision with the TQM principles	265
5.5.13	Perceptions regarding the application of the developmental supervision implementation strategies according teachers’ levels of expertise and commitment	266
5.5.14	Perceptions regarding the effectiveness of the developmental supervision as a possible tool for improving quality of teaching	269
5.5.15	Summary	271

CHAPTER 6

DISCUSSION OF FINDINGS, RECOMMENDATIONS, CONCLUSIONS AND LIMITATIONS OF THE STUDY

6.1	INTRODUCTION	272
6.2	DISCUSSION OF FINDINGS OF THE RESEARCH STUDY	273
6.3	RECOMMENDATIONS	277
6.3.1	Recommendation 1: IQMS evaluation process	278
6.3.2	Recommendation 2: IQMS self-evaluation process	278
6.3.3	Recommendation 3: IQMS peer evaluation process	279
6.3.4	Recommendation 4: SMT/SDG leadership qualities	280
6.3.5	Recommendation 5: Designing supervision policies	280
6.3.6	Recommendation 6: Promotional post	281
6.3.7	Recommendations for further research	281
6.4	CONCLUSIONS	281
6.5	LIMITATIONS OF THE STUDY	282
	LIST OF REFERENCES	284

APPENDICES

Appendix 1: Consent form for questionnaire participants	314
Appendix 2: Consent form for focus group interviews	317
Appendix 3: Memo to head of school requesting permission to conduct the study	320
Appendix 4: Questionnaire	324
Appendix 5: Focus group interview guide	345
Appendix 6: UNISA registration letter	346
Appendix 7 DoE approval letter to conduct a study in Gauteng primary schools	347
Appendix 8 Research ethics clearance certificate	348

FIGURES

Figure 5.1 Analysis of respondents according to position of responsibility	122
Figure 5.2 Analysis by gender	123
Figure 5.3 Analysis by age	124
Figure 5.4 Analysis according to experience on the post occupied	125
Figure 5.5 Analysis according to marital status	126
Figure 5.6 Analysis by level of education	127
Figure 5.7 Analysis by race	128

LIST OF TABLES

Analysis of perception regarding the effectiveness of the implementation of the TQM principles on improving the quality of teaching

Table 5.1: Correlation table	130
Table 5.2: Empowerment	131
Table 5.3: Total involvement	132
Table 5.4: Top management and commitment	132
Table 5.5: Team building	133
Table 5.6: Training and retraining	134
Table 5.7: Continuous improvement	134
Table 5.8: Customer satisfaction	135
Table 5.9: Democratic Leadership style	136
Table 5.10: Culture change	136

The analysis of perceptions regarding the level of compliance of the IQMS stages of performance evaluation with Cogan's (1973) clinical-supervision performance improvement strategies

Table: 5.11: Establishing the teacher-supervisor relationship	138
Table 5.12: Planning lessons, series of lessons or units with the teacher including formulation of objectives, materials to be used, methods as well as feedback strategies	139
Table 5.13: Planning strategies for lesson observation with the teacher	140

Table 5.14: Observing instructions in a collaborative manner	140
Table 5.15: Analysing the teaching and learning process by way of decision sharing and consultation	141
Table 5.16: Planning the supervisor-teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation	142
Table 5.17: Conducting the supervisor-teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation	142
Table 5.18: Renewed planning encompassing mutually agreed changes of the lesson observation feedback	143
The analysis of perceptions regarding the level of compliance of the clinical supervision lesson observation cycles with the TQM principles	
Table 5.19: Correlation matrix	145
Table 5.20: Empowerment through the clinical supervision strategy	145
Table 5.21: Total involvement through the clinical supervision strategy	146
Table 5.22: Top management and commitment through the clinical supervision strategy	147
Table 5.23: Training and re-training through the clinical supervision strategy	148
Table 5.24: Team-work through the clinical supervision strategy	148
Table 5.25: Customer satisfaction through the clinical supervision strategy	149
Table 5.26: Culture change through the clinical supervision strategy	149
Table 5.27: Continuous improvement through the clinical supervision strategy	150

Table 5.28: Democratic leadership styles through the clinical supervision strategy	151
The analysis of perceptions regarding the level of compliance of the practical implementation of IQMS lesson observation cycles with the TQM principles	
Table 5.29: Correlation matrix	152
Table 5.30: Empowerment through IQMS lesson observation cycles	153
Table 5.31: Total involvement through IQMS lesson observation cycles	154
Table 5.32: Top management and support through IQMS lesson observation cycles	154
Table 5.33: Team work through IQMS lesson observation cycles	155
Table 5.34: Democratic leadership styles through IQMS lesson observation cycles	156
Table 5.35: Training and re-training through IQMS lesson observation cycles	156
Table 5.36: Customer satisfaction through IQMS lesson observation cycles	157
Table 5.37: Culture change through IQMS lesson observation cycles	157
Table 5.38: Continuous improvement through IQMS lesson observation cycles	158
The analysis of perceptions regarding the level of compliance of the implementation of the IQMS self-evaluation process with Glickman's (2004) self-directed supervision performance-improvement strategies	
Table 5.39: Teachers assume full responsibility for decision-making regarding planning and implementation of the instructional improvement plan	160
Table 5.40: Making visits to the classroom of several expert teachers for the purpose of comparing expert teaching to one's own teaching, and identifying self-improvement goals based on such a comparison	161

Table 5.41: Videotaping one's own teaching across several lessons, and then analysing teacher performance while reviewing the videotape	161
Table 5.42: Making surveys or questionnaire administered to students or parents	162
Table 5.43: Interviewing supervisor, peers, students, or parents about effective teaching and learning or about one's own instructional performance	163
Table 5.44: Keeping a journal of teaching experience, problems, and successes, accompanied by critical reflection for the purpose of instructional improvement	163
Table 5.45: A comprehensive review of student achievement on traditional tests as well as student projects	164
Table 5.46: Development of a teaching portfolio for the purpose of self-reflection and analysis	165
Analysis of perceptions regarding the level of compliance of the implementation of the self-directed supervision with the TQM principles	
Table 5.47: Cross tabulation	167
Table 5.48: Empowerment through the self-directed supervision strategy	168
Table 5.49: Total involvement through the self-directed supervision strategy	168
Table 5.50: Top management and commitment through the self-directed supervision strategy	169
Table 5.51: Team building through the self-directed supervision strategy	170
Table 5.52: Democratic leadership style through the self-directed supervision strategy	170
Table 5.53: The training and retraining through the self-directed supervision strategy	171
Table 5.54: Customer satisfaction through the self-directed supervision strategy	171

Table 5.55:		
Culture change through the self-directed supervision strategy		172
Table 5.56:		
Continuous improvement through the self-directed supervision strategy		172
Analysis of perceptions regarding the level of compliance of the implementation of the IQMS self-evaluation process with the TQM principle		
Table 5.57:		
Empowerment through the IQMS self-evaluation process		173
Table 5.58:		
Total involvement through the IQMS self-evaluation process		174
Table 5.59:		
Top management support and commitment through the IQMS self-evaluation process		174
Table 5.60:		
Team-work through the IQMS self-evaluation process		175
Table 5.61:		
Democratic leadership style through the IQMS self-evaluation process		176
Table 5.62:		
Training and retraining through the IQMS self-evaluation process		176
Table 5.63:		
Customer satisfaction through the IQMS self-evaluation process		177
Table 5.64 :		
Culture change through the IQMS self-evaluation process		177
Table 5.65		
Continuous improvement through the IQMS self-evaluation process		178
The analysis of perceptions regarding the level of compliance of the implementation of the IQMS peer-evaluation process with Glatthorn's (1999) peer supervision performance improvement strategies		
Table 5.66:		
Professional dialogue among teachers featuring guided discussion and focusing on teaching as a process of thinking during the IQMS peer evaluation process		179
Table 5.67:		
Curriculum development featuring teachers working together on such themes as operationalising the existing curriculum during the IQMS peer evaluation process		180

Table 5.68: Peer supervision featuring observation of each other’s teaching followed by an analysis and discussion during the IQMS peer evaluation process	181
Table 5.69: Peer coaching featuring the study of problems faced and the development of feasible solutions that result in changes in one’s teaching methods and skills during the IQMS peer evaluation process	181
Table 5.70: Action research featuring the study of problems faced and the development of feasible solutions that result in change in one’s teaching practice during the IQMS peer evaluation process	182
The analysis of perceptions regarding the level of compliance of the peer supervision strategy with the TQM principles	
Table 5.71: Empowerment through the peer supervision strategy	183
Table 5.72: Total involvement through the peer supervision strategy	184
Table 5.73: Top management support and commitment through the peer supervision strategy	184
Table 5.74: Team building through the peer supervision strategy	185
Table 5.75: Democratic leadership style through the peer supervision strategy	185
Table 5.76: Training and retraining through the peer supervision strategy	186
Table 5.77: Customer satisfaction through the peer supervision strategy	187
Table 5.78: Culture change through the peer supervision strategy	187
Table 5.79: Continuous improvement through the peer supervision strategy	188
The analysis of perceptions regarding the level of compliance of the practical implementation of the IQMS peer evaluation with the TQM principles	
Table 5.80: Empowerment through the IQMS peer evaluation process	189

Table 5.81: Total involvement through the IQMS peer evaluation process	189
Table 5.82: Top management support and commitment through the IQMS peer evaluation process	190
Table 5.83: Team building through the IQMS peer evaluation process	191
Table 5.84: Democracy through the IQMS peer evaluation process	191
Table 5.85: Training and retraining through the IQMS peer evaluation process	192
Table 5.86: Customer satisfaction through the IQMS peer evaluation process	192
Table 5.87: Culture change through the IQMS peer-evaluation process	193
Table 5.88 : Continuous improvement through the IQMS peer evaluation process	193
The analysis of perceptions regarding the level of compliance of the qualities of the SMT/SDT/SGD with connoisseurship supervision performance-improvement strategies	
Table 5.89: Knowledge and experience of the subject area and the qualities of SMT/SDG	195
Table 5.90: Knowledge and techniques of classroom observation and conferencing skills and The qualities of the SMT/SDG	195
Table 5.91: Vision, motivation and organisational skills and the qualities of the SMT/SDG	196
Table 5.92: Knowledge and techniques in diagnosing levels of educators' expertise and commitment, and matching with the appropriate developmental supervision strategies and the qualities of the SMT/SDG	197
The analysis of perceptions regarding the level of compliance of connoisseurship supervision with the TQM principles	
Table 5.93: Empowerment through connoisseurship supervision	198

Table: 5.94: Total involvement through connoisseurship supervision strategy	198
Table 5.95: Top management support and commitment through connoisseurship supervision strategy	199
Table 5.96: Team-work through connoisseurship supervision strategy	199
Table 5.97: Democratic leadership styles through connoisseurship supervision strategy	200
Table 5.98: Training and retraining through connoisseurship supervision strategy	200
Table 5.99: Customer satisfaction through connoisseurship supervision strategy	201
Table 5.100: Culture change through connoisseurship supervision strategy	201
Table 5.101: Continuous improvement through connoisseurship supervision strategy	202
Analysis of perceptions regarding the application of the developmental supervision implementation strategies according teachers' levels of expertise and commitment	
Table 5.102: Application of self-directed supervision strategy to teachers or groups functioning at generally high developmental levels of expertise and commitment	203
Table 5.103: Application of peer supervision strategy to teachers functioning or groups of teachers functioning at generally high developmental levels of expertise and commitment	203
Table 5.104: Application of the clinical supervision strategy to teachers functioning at low, Moderate and high developmental levels of expertise and commitment	204
Table 5.105: Application of the connoisseurship supervision to teachers functioning at low, moderate and high developmental levels of expertise and commitment	205

Analysis of perceptions regarding the effectiveness of the developmental supervision as a tool for improving quality of teaching

Table 5.106: Incorporating elements and components of the clinical supervising, self-supervision, peer supervision, and connoisseurship supervision strategies	206
Table 5.107: Recognising teacher performance improvement strategies according to different levels of expertise and commitment	206
Table 5.108: Effective implementation of Total Quality Managements principles	207

LIST OF ACRONYMS and ABBREVIATIONS

HOD: Head of Department
TQM: Total Quality Management
IQMS: Integrated Quality Management System
DA: Developmental Appraisal
DoE: Department of Education
PGP: Personal Growth Plan
SASA: South African Schools
SDG: School Development Group
SDT: Staff Development Team
SMT: School Management Team

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The focus in this study is on the perception of primary school-based managers and educators regarding the effectiveness of the developmental supervision model as a possible tool for improving quality of teaching by means of the clinical supervision strategy, peer supervision strategy, self-directed supervision strategy and connoisseurship supervision strategy. Firstly, perceptions of the extent to which Total Quality Management (TQM) principles are applicable when determining the quality of teaching, were investigated. The researcher further investigated perceptions of the extent to which the proposed developmental supervision implementation strategies could improve quality of teaching in line with the TQM principles. This was followed by examining perceptions of the extent to which the South African Integrated quality Management Systems (IQMS) is aligned to developmental supervision strategies and TQM principles.

1.2 BACKGROUND

This study in the South African education context has been stimulated by the observation made by (Chisholm & Carnoy, 2008:16-17) who, from a historical perspective, believe that there is no efficient and effective supervision approach that has been developed in the South African schools since the end of the inspection system which dominated in the 1990s. Research findings indicate that the poor quality of teaching in South African schools has adversely affected learners' performance (DoE, 2006a; Motala, Dieltiens & Sayed, 2009:235; Kriek & Grayson, 2009:1; Venter, 2010:1; Ramnarain, 2010: xvii). Other researchers indicated that quality of teaching is the "most important variable" which determines learners' level of performance (De Clercq, 2008:7; Johnson, 2009:1; Ramasehla, 2009:5; Stewart, 2011). In support of this view, the consulted literature suggests that effective professional developmental approaches have a positive influence on both teachers' performance and learners' achievements (Yaric, 2009; Mestry, Hendricks & Bisschoff, 2009:488; Steyn, 2009a, 2009b, 2010, 2011).

With regards to the South African education system, De Clercq (2008:1) confirms that up to now, there are no proper supervision and evaluation approaches in place which can be considered effective enough to improve the quality of teaching. There is also convincing evidence that even the current South African Integrated Quality Management System (IQMS) which is linked to the TQM philosophy is associated with many implementation challenges (Grobler, 1993:92; Ngwenya, 2003; De Clercq, 2008:1; Bishop & Mathye, 2009; Class Act, 2007; Ngwenya, 2003; Biputh & McKenna, 2010:284).

One of the contentious issues to be addressed is whether supervision and evaluation mean the same or not or whether they should be separated or not (Petrie, 1982:53-54; Nolan & Hoover, 2005, 2011; Zepeda, 2007a:29; Minnear-Peplinski, 2009:19). Sidhu and Fook (2010) found that in Malaysia, a majority of teachers interviewed, did not know the difference between teacher evaluation and teacher supervision. What they found happening in schools was conventional supervision (inspection) while formative (developmental) supervision was hardly practised.

Zepeda (2007a:29) and Minnear- Peplinski (2009:19) believe that developmental supervision entails more than just evaluating a teacher. Their argument is based on the belief that this supervision approach takes into account different conceptual levels of development of the educators, coaching strategies for professional development, collaboration between the teacher and the supervisor, and other contextual factors (Glickman, 1985; Glickman, 1990; Ralph, 1998, 2002; Marshal, 2013:69; DiPaola & Hoy, 2014:159). The current debate about whether supervision and evaluation should be separated relies on one's perceptions. Most supervision studies agree that evaluation systems are characterised by judgemental approaches while supervision pays more attention to promoting teacher development and performance improvement by initiating collegiality, commitment, collaboration, inspiration, participation and motivation (Glickman, 1990; Kutsyuruba, 2003:110, Minnear-Peplinski, 2009: iii; Zepeda, 2007; Weinsberg, Sexton & Keeling, 2009).

As indicated above, there are issues regarding whether educators should be supervised or evaluated using the same instrument, standards, criteria and processes despite their different levels of expertise and commitment as well as social and economic backgrounds (Gallie, 2006; De Clercq, 2008; Bisschoff & Mathye, 2009:402; Khan, Mfusi & Gasa, 2010:1). In

view of this, one must not forget that each educator is relatively unique with his/her own individual professional needs and expectations due to different contextual factors (Glickman, 1981, 1985; 1990; Ralph, 1998, 2002; Hallinger, 2010:135; Kadushin & Hartkness, 2014).

It is apparently difficult to evaluate teachers uniformly and to expect improved quality of teaching taking into consideration that their levels of performance is different with regards to some of the above factors (Khan et al., 2010:1). No matter to what extent we measure, appraise or evaluate performance, for as long as ratings are done according to stipulated standards and value is attached to the outcome, it falls within the category of basic evaluation (Sergiovanni & Starratt, 1993: 215-217, IQMS Manual, 2003; Hariparsad, Bisschoff, Conley, Du Plessis, Grobler, Hlongwane & Looek, Mestry, Symposium presentation, 2008).

In the context of the South African education system, the IQMS teacher evaluation system is characterised by the Developmental Appraisal system (DAS), the Performance measurement system (PMS) and whole School Evaluation (WSE) which are all aimed at improving the quality of teacher performance (IQMS Manual, 2003). Stakeholders involved in the implementation thereof, however, are currently facing many problems as indicated by their research reports (Gallie, 2006; De Clercq, 2008: Class Act, 2007:7; Khan et al., 2010). The self-evaluation and peer evaluation processes, which are facilitated and guided by what is referred to as the expertise and knowledge of the School Management Team (SMT) or the Staff Development Team (SDT) (IQMS Manual, 2003), are central to the cyclical stages of the IQMS evaluation process comprising of the pre-observation, observation and post observation stages.

A preliminary review of supervision literature indicates that there are alternative ways to approach supervision. More specifically the developmental supervision model aims at improving the quality of teaching by means of recognising different leadership styles according to teachers' different levels of professional development, commitment and expertise (Glickman, 1980; 1990; Glickman, Gordon, & Rose-Gordon, 2007:329, Sidhu & Fook, 2010). Researchers also indicate that anything to do with "quality initiatives" must be aligned to the Total Quality Management principles which focus on total involvement, team work, empowerment, democratic leadership styles, top management support and commitment, continuous improvement, customer satisfaction and training and re-training

(Chao & Dugger, 1996, Kaplan & Norton, 1996:119; Psychogios, 2007:44; Stevenson, 2009:427; Decenzo, Robbins & Verhulst, 2010).

Based on the above discussion, this researcher is of the opinion that the current South African teacher evaluation systems characterised by the Integrated Quality Management System (IQMS) are so controversial that school-based managers and teachers should be consulted to determine their perceptions of a possible alternative in the form of a developmental supervision model. There also seems to be very little research conducted on developmental supervision approaches that can effectively implement the TQM theoretical framework. This study, therefore, aimed at bridging the gap in knowledge, by examining the perceptions of primary school-based managers and teachers regarding the possible effectiveness of the developmental supervision model. The aim of this model is to improve quality of teaching in compliance with the TQM principles utilising the clinical supervision strategy, self-directed supervision strategy and connoisseurship supervision strategy with special reference to IQMS implementation.

1.3 THEORETICAL FRAMEWORK

This study is underpinned by both the developmental supervision and Total Quality Management theoretical frameworks. Developmental supervision as a theory involves supervisors matching teachers' conceptual levels with regards to their level of commitment and expertise with the expectation that they will gradually become responsible for the improvement of their own teaching quality (Glickman, 1981, 1985; Ralph, 1998, 2002; Glickman, Gordon & Ross-Gordon 2013; Kadushin & Hartkness, 2014). This theory was proposed by Glickman (1985). In the context of this study, developmental supervision can be linked to Malcolm Knowles's theory of andragogy which states that where learning of adults (including professional development) is dependent on self-directedness as adults are internally motivated and self-directed (Knowles, 1950, 1962, 1975, 1984, 1989). In other words, the main purpose of developmental supervision as linked to this theory is to gradually transform junior educators from a low level of skills and commitment to a high level of expertise and commitment in terms of performance until they are able to work independently, as suggested by the proponents of the self-directed supervision strategy (Glickmann, 1985) and peer supervision strategy (Glatthorn, 1984).

Malcolm Knowles's theory of andragogy further stipulates that adults should not all be treated in the same manner with regard to professional development as adults bring different levels of life experiences and knowledge to learning experiences. There are therefore different levels of understanding because of diverse educational backgrounds, work experience, maturity, expertise and experience (Knowles, 1950, 1962, 1975, 1984, 1989). Similarly, developmental supervision is based on the belief that educators cannot be supervised using only one method or approach considering that the teaching and learning process is affected by different contextual factors (Ralph, 1998, 2002; Kadushin & Harkness, 2014). The focus of developmental supervision (Glickman, Gordon & Ross-Gordon, 2013) is to build a school culture conducive to creating respect where educators are venerated as adults each with different developmental stages of learning. Developmental supervision, characterised by collegiality and democracy is then applied (Glickman, Gordon & Ross-Gordon, 2013).

Glickman (1985) believes that developmental supervision is being misinterpreted by many researchers in terms of its application. As a result, Glickman advises that the developmental supervision theory must not be mistakenly confused with the situational theory or contingency theory. The argument is based on the assumption that developmental supervision is not a theory that should result in categorising teachers into leadership styles that are rigid and prescriptive as characterised by the contingency and situational theories of leadership (Glickman, 1985). It is rather a theory that involves supervisors matching teachers' conceptual levels with regards to their level of commitment and expertise (Glickman, 1985). In other words, the main purpose of developmental supervision as highlighted above is to use proper supervision strategies aimed at developing educators from novices to quality teachers with high levels of expertise and commitment in terms of performance characterised by self-motivation, independence and self-directedness (Glickman, 1985).

In order to ensure improved expertise, commitment and efficiency for quality purposes from an industrial perspective, Dale (1999:9) proposes the implementation of the Total Quality Management (TQM) theoretical framework which he defines as "the mutual co-operation of everyone in an organisation and associated business processes to produce products and services, which meet and hopefully, exceed the needs and expectations of customers." Dale (2003:3) indicates that during the 20th century, the TQM philosophy was applied in the

manufacturing industries with the aim of increasing productivity. Educational researchers studied the benefits of applying the principles of Total Quality Management intensively, and they later adopted these principles in schools having realised their success from an industrial perspective (Evan & Dean, 2003: 6). The TQM model as indicated before is commonly based on nine principles comprising of the following viz.: total involvement, team-work, empowerment, democratic leadership styles, top management support and commitment, continuous improvement, customer satisfaction and training and re-training (Chao & Dugger, 1996; Kaplan & Norton, 1996:119; Psychogios, 2007:44; Stevenson, 2009:427; Decenzo, Robbins & Verhulst, 2010).

With reference to the South African Quality Management theoretical framework; ELRC (Education Labour Relations Council) IQMS document (Section A, 2003: 3) states that:

For the Department of Education - and for all educators - the main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching ... Successful educational outcomes also depend upon empowering, motivating and training educators. Quality management seeks to monitor these and support these processes.

Evaluation of programmes and practices are essential to an on-going effort to improve any profession. Evaluation is not apart from but part of the educational process. However, a sound evaluation process must be based on a set of beliefs and principles that are congruent with outcomes desired.

The above citation indicates that the desire for the improvement of educational quality seems the most significant objectives of the South African education system. The IQMS further stresses the need to improve the quality of teaching and learning constantly (continuous improvement). It is also important to note that the proponents of the collective agreement recognise and prioritise the significance of empowerment, motivation and training not only as a way of achieving quality education for all but also to constantly improve the quality of teaching and learning.

The second paragraph of the IQMS document citation above also clearly stipulates that evaluation plays an important role in continuously improving the professional status of teachers. It further emphasises that evaluation must be in line with the stated principles to boost teacher performance. This also suggests that the South African education system on the one hand views evaluation as the central part of TQM systems, but on the other hand, it recognises the values of engaging the aspects of “empowerment, motivation and training” in all educational processes and outcomes including the performance evaluation process. Close analysis of the above views indicate that the IQMS document recognises the following TQM principles based on the TQM theoretical framework:

- Continuous improvement;
- Customer satisfaction (community);
- Empowering;
- Training.

As highlighted earlier, SAQA (2000a:15-16, 2002) recognises TQM as the main focus of quality management systems aimed at managing changes in the organisation for continuous improvement by means of aligning, adopting and adjusting to the mission, culture and work activities of the organisation. The Department of Education (DoE-Republic of South Africa) Curriculum and Assessment policy (CAPS) document (2011) emphasises full support of the principle of sustaining a democratic society as a way of improving life of its people through curriculum implementation. The following principles of the TQMS seem to emerge from the theoretical contents of SAQA (2000a) and the CAPS document (2011):

- Culture change;
- Continuous improvement;
- Customer satisfaction (improvement of life of all citizens);
- Democracy.

Regarding the analysis of the South African legal theoretical framework of the evaluation system, evidence seems to indicate that the TQM philosophy is realised and integrated (SAQA, 2000a, 2001a, 2002, 2009; ELRC, 2003). This implies that the IQMS principles take their roots in the TQM philosophy. This study notes that evaluation of teacher performance is

the fundamental quality initiative during the IQMS implementation process in the South African educational context. There is however evidence that the implementation of TQM principles is failing in many organisations because of a lack of enough research on effective implementation strategies (Oschman, 2004, Dejerdjour & Patel, 2000:25; Munro, 2003:49). Literature furthermore indicates that there is a link between the characteristics of developmental supervision; TQM principles and improved quality of teaching (Daresh, 2007:315; Sergiovanni & Starratt, 2007:234; Goldhammer et al., 1983:3; Nolan 2005:92; Tanner & Tanner, 1987:141; Glickman s 2004:474). In the context of this theoretical framework, it is important to note that the South African education system refers to school heads, deputy heads and HODs as school based-managers, teachers as educators and students as learners. In this study, the terms will be used interchangeably to mean the same. This brings us to the problem statement as described in the next section.

1.4 PROBLEM STATEMENT

As already highlighted in the previous sections, the challenge of low quality in teaching among educators in South African schools, especially in primary school levels, is a serious cause for concern. Since educational managers are still struggling to understand and familiarise themselves with teacher supervision and evaluation systems ever since their introduction, implementation is failing in practice and the quality of teaching calls for attention.

In the South African education system, no solution seems to be in place so far on the proper implementation strategies of teacher supervision and evaluation systems, including the IQMS, for improving teacher quality of teaching. As a result, it became evident that this area needs investigation. Because of the above expositions, this study poses the main research question as follows:

What are the perceptions of the school-based managers and educators regarding the effectiveness of the developmental supervision approach as a possible tool for improving quality of teaching in Gauteng primary schools?

1.5 AIMS OF THE RESEARCH

In view of the aforementioned problem statement, the main aim of the research is to:

- Investigate the perceptions of the educators and school-based managers regarding the effectiveness of the developmental supervision model as a possible tool for improving quality of teaching in relation to the Integrated Quality Management systems (IQMS) in Gauteng primary schools;
- Make recommendations from the findings of this research on effective implementation strategies for supervision.

In order to do this, this study sought to address the following questions:

1.6 PRIMARY RESEARCH QUESTION

What are the perceptions of the Gauteng primary school-based managers and educators regarding the effectiveness of the developmental supervision model as a possible tool for improving quality of teaching?

1.7 SUB QUESTIONS:

- What are the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the implementation of the Total Quality Management principles on improving the quality of teaching/teaching performance?
- What are the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the developmental supervision approach as a tool for improving quality of teaching by means of the clinical supervising, self-supervision, peer supervision and connoisseurship strategies as related to IQMS implementation in compliance with TQM principles?
- What are the perceptions of the South African primary school-based managers and educators regarding effectiveness of developmental supervision implementation strategies as tools for improving quality of teaching by means of the clinical supervision, self-supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment?

- What are the perceptions of the South African primary school-based managers and educators regarding effectiveness of the developmental supervision model as a tool for improving the quality of teaching by integrating the elements and components of clinical supervising, self-supervision, peer supervision, and connoisseurship strategies, concerning teachers' levels of expertise, commitment and implementation of TQM principles?

1.8 OBJECTIVES OF THE STUDY

In light of the above sub questions, the objectives are stated as follows:

- To examine perceptions of the South African primary school-based managers and educators regarding the effectiveness of the implementation of the Total Quality Management principles on improving the quality of teaching/teaching performance.
- To examine perceptions of the South African primary school-based managers and educators regarding the effectiveness of the developmental supervision approach as a tool for improving quality of teaching by means of the clinical supervising, self-supervision, peer supervision and connoisseurship strategies as related to IQMS implementation in compliance with TQM principles.
- To examine the perceptions of the South African primary school-based managers and educators regarding effectiveness of developmental supervision implementation strategies as tools for improving quality of teaching by means of the clinical supervision, self-supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment.
- To examine the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the developmental supervision model as a tool for improving quality of teaching by integrating the elements and components of clinical supervising, self-supervision, peer supervision, and connoisseurship strategies concerning teachers' levels of expertise, and commitment and implementation of the TQM principles.

1.9 MOTIVATION OF THE STUDY

The primary envisaged contribution of this study is to determine the possible contribution the developmental supervision approach can make to the improvement of the quality of teaching by incorporating it into the application of the Total Quality Management theoretical framework. It is hoped that this form of integration could enrich the application of supervision in order to ensure improved quality of teaching.

The study was motivated by the lack of solutions suggested by previous researchers in this field, as a lot of research was done on the implementation of the IQMS in South African education system (Zamandosi, 2008; Bisschoff & Mathye, 2009; Dhlamini, 2009; Biputh & McKenna, 2010; Ntombela, Mpehle & Penciliah 2010:369; Rabichund, 2011), but these researchers have failed to come up with alternatives to the effective implementation of quality management approaches for professional developmental purposes. This indicates that very few empirical studies have been conducted in the field of quality of teaching in primary school through the application of the developmental supervision model. Therefore, the study attempted to close such a gap in knowledge while the insights gained could be used to improve the quality of teaching in South African schools, more specifically in primary schools which forms the basis of all learning for further education. Additionally, the research could provide relevant information and practical suggestions to both national and international education officials with a deeper understanding regarding the application of TQM principles using proper developmental approaches in order to promote quality teaching in primary schools.

Finally, it was envisaged that the study could enable the researcher to constantly share knowledge and ideas with other scholars. This could be done by publishing the observed research findings in an accredited educational management journal or present them to the South African Department of Basic Education (DoE), and academic conferences. Therefore the study would attempt to contribute significantly to the current body of knowledge in the field of educational management.

1.10 THE DELIMITATIONS

The study will be concerned with responses from primary school-based managers and classroom educators in selected schools of all the 15 districts of Gauteng Province of the Republic of South Africa. School-based managers will comprise of the school principal, vice principal and HODs. The study is restricted to four developmental supervision implementation strategies namely the clinical supervision strategy, self-directed supervision, peer supervision and connoisseurship supervision as applied during the teaching and learning process. To determine effectiveness of improving quality of teaching, these strategies are strictly analysed in relation to nine (9) underlying principles of the TQM theoretical framework with special reference to the implementation of the South African Integrated Quality Management Systems (IQMS). These TQM principles or measures comprise of total employee involvement; continuous improvement; continuous training; teamwork; empowerment; top management commitment and support, democratic management style; customer satisfaction and culture change. This study determines quality of teaching by the level of teachers' performances.

1.11 THE ASSUMPTIONS

The first assumption is that those who will be asked to complete the questionnaires and to participate in the focus group interviews will be willing to do so and also provide genuine answers to given questions. The second assumption is that the construction of the questionnaires and the focus group interview guide adequate extraction of the information sought. The third assumption is that all the participants are directly involved in supervision and evaluation implementation as guided by the IQMS policy document.

1.12 RESEARCH METHODS AND DESIGN

The effectiveness of developmental supervision in improving quality of teaching from a developmental supervision theoretical perspective is affected by many factors. This involves analysis of the TQM theoretical framework in terms of the underlying principles, determining the influence of quality measures on teacher performance, examining the nature and characteristics of the developmental supervision strategies as linked to the identified

TQM principles. This researcher found it difficult to explore the concept of developmental supervision and TQM solely through one method because of its complexity (McMillan & Schumacher, 2010:397). The study was thus conducted within the framework of the mixed methodology, specifically Quantitative-qualitative or Quant-qual methodology (Tashakkori & Creswell, 2007:4).

1.12.1 The rationale for using the mixed method

This study found that a combination of quantitative and qualitative methodology was suitable as it deals with a phenomenon that calls for both quantitative and qualitative investigation. The rationale for choosing the sequential mixed method design stems from the need to examine, objectively, the relationship and association between developmental supervision implementation strategies, TQM principles and the quality of teaching through quantitative measures with regards to perceptions of educators and school-based managers (Ivankova, Creswell, Plano Clark, Gutmann & Hanson, 2007). This is followed by establishing the attitudes, experiences and perceptions of the educators and school-based managers of the effectiveness of developmental supervision qualitatively as a tool for improving quality of teaching by means of clarifying, elaborating and enhancing subjectively the quantitative results (Greene, Caracelli, & Graham, 1989, Greene, 2007; Creswell, 2008:49). This was done by means of the explanatory sequential design whereby quantitative data are collected and analysed first; these steps were followed by collecting and analysing qualitative data before interpreting and synthesising both results (Creswell, Plano Clark, Gutmann & Hanson, 2006: 269-270; Creswell 2012, 2013). This rationale is based on the principle of complementarity and triangulation as proposed by Greene, Caracelli, and Graham (1989) and Greene (2007). The principle of complementarity in this study sought to elaborate, enhance, illustrate and clarify the quantitative results by means of a qualitative study (Creswell & Plano Clark, 2011). The principle of triangulation involved supporting, confirming, substantiating and matching quantitative results with qualitative findings (Flick, 2002:227).

From a theoretical point of view, this research has combined both positivists and post positivists research approaches with a hope of collecting enough information and evidence to conduct this research. “Positivist researchers develop knowledge by collecting numerical data on samples and then subject this data to numerical analysis” (Gall, Borg & Gall, 1996:28).

On the other hand, “Post positivist researchers develop knowledge by collecting primarily verbal data through the intensive study of cases and then subject these data to analytic induction (Gall, Borg & Gall, 1996:28).

Based on this view, questionnaires were used to collect quantitative results and a follow-up was done with focus group interviews during the qualitative phase to explore those results in more depth as advocated by Greene, Caracelli, and Graham (1989) and Greene (2007). The combined quantitative and qualitative methodologies selected, are complementary. This is also in accordance with Creswell and Plano Clark (2007:5) who believe that “the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone”. This study also considered McMillan and Schumacher (1993:251)’s view that the researcher pursuing a quantitative method collects a large amount of standardised information from several participants, which enables easy scoring and analysis of data. The same writers mention that this method ensures the accumulation of more factual and less personal and possibly less debatable information. On the other hand, the qualitative method is able to compliment the quantitative information by way of probing the participants to bring about important information of a personal nature as they express their feelings and opinions on matters which the questionnaire items cannot address (McMillan & Schumacher, 1993:251). The sampling involves the same respondents who completed the questionnaire, thus increasing the likelihood of obtaining reliable data.

1.12.2 Quantitative research phase

The quantitative descriptive survey design was applied by way of collecting numerical data from a sample to address all the research questions. This study quantified opinions and perceptions of school managers and educators. Quantitative data were then transposed into numbers, in a formal, objective, systematic process to obtain information and describe variables and their relationships (McMillan, & Schumacher, 1993). The reason for choosing this quantitative research according to this study was that:

- It provides an accurate account of characteristic of particular individuals, situations, or groups;
- The research design in a quantitative approach is more structured;

- Reliability is high (McMillan & Schumacher, 2010:395).

1.12.2.1 Population and sampling procedures

The 2013 statistical information collected from Education Management Information Systems (EMIS) Directorate of the Gauteng Department of Education indicates that out of 1358 schools under survey for the study, there are 1 161 100 learners in total, 28 399 government employed educators and 3 857 SGB employed educators; in all giving a total of 32 256 educators in all 15 districts of the Gauteng Province. Accessibility to selected schools was possible since the researcher is one of the Mathematics field trainers of a non-governmental organisation assigned to implement the Gauteng Literacy and Mathematics Strategy in all 15 districts of Gauteng Province. Prior to selecting the sample, the researcher familiarised himself with the principles and procedures that guide selection and representativeness.

Simple random sampling was found suitable for this study for it allowed each school including educators from the different professional and socio-economic backgrounds to have an equal chance of being selected into the sample as compared to cluster sampling. The random sampling method also has the advantage of being highly representative unlike systematic and cluster sampling if all subjects participate.

By means of random sampling using a five percent sample size approximate of all cases, estimated percentage level, 84 schools were selected using the Statistical Package for Social Science (SPSS version 19). Five percent was considered for a sample size in this research for practical reasons taking into consideration time, money, and accessibility. In the context of this research, the simple random sampling was easy and effective, because the list of all Gauteng public primary schools was provided in a convenient electronic format (McMillan & Schumacher, 2001:170).

This is aligned with Anderson (1990:2000) who maintains that researchers can build a sample that is representative by means of adopting a statistical technique called the level of significance of 0.05 or 0.01, which signifies that the characteristics of the sample do not vary from the characteristics of the population by more than 5% or 1% in accordance with the theoretical sizes for different sizes of population and 95% level of confidence.

Based on the view that all the selected schools in this study shared the same supervisory structure comprising of the principal, deputy principals, HODs and PLI educators as stipulated by the national policy in the IQMS documentation (Section A, 2003: 3), these were the proposed research participants/respondents per school. It was also considered that at every school, the same members of this supervisory team were directly involved in the implementation of the IQMS following the stipulations of the IQMS document (Section A, 2003: 8) besides their different socio-economics background.

Each of the principals, the deputy principals and one purposefully sampled HOD and two educators from selected schools, were asked to respond to the questionnaire for the quantitative phase of the study. The study made use of the expertise of the principal to purposefully select one HOD and two educators with supervisory knowledge and experience in their respective schools. This gave a total of five respondents per school totalling 420 possible respondents for the quantitative phase of the research. From the same sample, it was decided which participants were to be selected for the focus group as explained later.

1.12.2.2 Instrumentation and data collection

1.12.2.2.1 The questionnaire:

The reason for using questionnaires instead of other research methods in this study is going to be elaborated on in more detail in chapter 4. Briefly, the advantage of enabling accessibility of a large number of selected school managers and educators from all 15 districts of Gauteng Province was the reason for using questionnaires (Neuman, 1997:25). Because of limited financial resources, questionnaires were chosen as it was a cheaper method. Apart from ensuring anonymity, questionnaires are recommended for covering a wider geographical area (Neuman, 1997:25). The other advantage is that researchers can give questionnaires directly to respondents (Neuman, 1997:25).

1.12.2.3 Quantitative data analysis

The data collected were analysed and interpreted with the assistance of tools such as SPSS. This involved descriptive statistics (frequency tables and graphs) and inferential statistics (chi-square and correlation coefficient). The integration of qualitative and quantitative data happened after the quantitative phase of research (Tashakkori & Cresswell, 2007). More details of the quantitative stage will be discussed in chapter 4.

1.12.3 The qualitative phase

Given that the main purpose of the study was to also get richer in-depth information to explore the quantitative results, focus group interviews were employed (McMillan & Schumacher, 1997:453). In choosing the strategy, the researcher amongst others, also considered its subjective analysis and descriptive abilities including a high level of accuracy in exploring feelings, experiences and perceptions, of school-based managers and educators with regards to the possible effectiveness of the developmental supervision approach by means of probing questions (Lauer, 2006: 76; Hatch, 2002; Groenewald, 2004: 6).

The focus group interview approach suited this study since the selected school-based managers and educators are commonly affected by the implementation problems of evaluation systems in South Africa. The other reason for including the focus group interviews qualitatively instead of the one-to-one interview is that there is scope for debates and meaningful arguments among the participants so as to provide in-depth views on the topic under study (McMillan & Schumacher, 1997:453). Chapter 4 will give more details on the rationality of choosing the focus group in this study.

1.12.3.1 Sampling

For convenience, the research purposefully selected respondents from Sedibeng East, Sedibeng West and Johannesburg North districts in the Gauteng Province for easy accessibility since the researcher is directly working in the districts as a field trainer. Purposive sampling from the same survey population which responded to the quantitative questionnaires was applied. Each district comprised of two principals, two vice principals,

two HODs and four educators from different schools making a total of ten participants per interview session. This selection was done based on the participants' knowledge, experience and expertise in the current post through consultation with the relevant department of education district and based on the official information and records available. This study kept the number at ten per group as recommended (Morgan, 1997:42). More details for the sampling procedures are provided in chapter 4.

1.12.3.2 The analysis of the qualitative data

The analysis of the data commenced as soon as the first interview was completed and continued throughout the data gathering process. Transcriptions of the video tapes, at the end of the interviews, facilitated the process of analysis, and the data examined for key issues raised by participants in response to each topic, revealed interesting insights. Many patterns manifested from these key issues, and data were categorised and discussed accordingly. Qualitative data obtained from the interviews, which corresponded with the data collected from the survey, revealed certain relationships. The integrated patterns, which emerged led to novel findings, which gave rise to new interpretations.

1.12.4 Ethical considerations

Participants in the research were informed that their involvement in the empirical investigation was voluntary and therefore they were allowed to withdraw from the study at any stage; should they wish to do so. Furthermore, they were then given informed consent forms (Appendix 1-3) to read and sign. In doing that, the researcher never promised participants any material benefit, except the experience of being part of the research.

In the course of data collection and analyses, their privacy and dignity were respected. In ensuring confidentiality, the researcher made certain that none of the quotations used would make a participant recognisable by making use of pseudonyms.

1.13 DEFINITIONS OF CONCEPTS

For the purpose of the study, the following concepts had the following meaning:

1.13.1 Educator

ELRC (2003 A –3) defines an educator as a person who is responsible for teaching, educating or training other people in institutions as per the provisions of the department of education. In this study, the term “educator” is also referred to as “teacher.”

1.13.2 Quality

Quality refers to the achievement of a specified degree of excellence within the context of an organisational environment (Oakland, 2003:3).

1.13.3 Quality Education

Quality Education in this research is defined in terms of correspondence between the expectations of society and changes that take place in the learners, education and society as a whole (Grisay and Mahlick, 1991).

1.13.4 Quality Assurance Systems

Quality Assurance is a system management procedure adopted to ensure achievement of specified quality or improvement in quality to enable key stakeholders to have confidence about the management of quality and outcomes achieved (Harman, 1998:3).

1.13.5 Total Quality Management

Total Quality Management is an approach to quality achievement through continuous improvement by highlighting total participation and total involvement of everyone in an organisation (Stevenson, 2009).

1.13.6 Evaluation

Leask and Terrel (1997) define evaluation as a generic term encompassing a formative process (monitoring, appraisal) and a summative process (assessment review) and they further describe a more formal process of collecting and analysing data in order to provide information for professional judgement.

1.13.7 The evaluation process

The evaluation process includes planning, based on experience in meeting needs, achieving aims, developing information, and using particular activities to guide future action (Law & Glover, 2000)

1.13.8 Integrated Quality Management Systems (IQMS)

A quality management system that amalgamates the teacher evaluation systems (DAS, PMS and WSE) aimed at bringing up one effective system that will develop the educator's professional growth (IQMS document Section A, 2003, RSA, & 2001b:30).

1.13.9 School-based Managers

School-based managers refer to officially appointed personnel to the systematically plan, organise, coordinate organized process of carrying out activities at school with the purpose of achieving organisational goals (Christie, 2005). School-based managers in South African schools refer to principals, vice principal, HODs (SMT) officially appointed to organise, plan, control and coordinate school activities for proper school functionality (Department of Education, 2000:02; ELRC, 2003).

1.13.10 Developmental supervision

Developmental supervision is a process of facilitating the professional growth of a teacher through the application of supervision strategies that match the teacher's levels of expertise and commitment (Glickman, 1990).

1.13.11 Clinical supervision

Clinical supervision involves cyclical stages of collegial interaction characterised by peer-to-peer and face to face, relationship between supervisor and educators that focuses on the events that take place in the classroom with the aim of improving instruction (Cogan, 1973).

1.13.12 Self-directed supervision

Self-directed supervision involves putting more emphasis on the teacher taking full responsibility in decision making about curriculum planning, implementation and innovation (Glickman, Gordon & Ross-Gordon, 2004).

1.13.13 Peer supervision

Peer-supervision involves two or more teachers mutually agreeing to work together for professional growth by means of observing each other's classroom; giving each other feedback about the observations, and discussing shared professional concerns (Glatthorn, 1999).

1.13.14 Connoisseurship supervision

Connoisseurship supervision involves professional support by an individual who has broad knowledge, expertise and experience of the supervision process and good judgemental skills including specialisation in particular subject/subjects (Eisner, 1998).

1.14 LIMITATION OF THE STUDY

The research had the following limitation:

- One of the expected challenges was that the identified respondents could not be fully accessible due to time constraint, owing to the fact that some of the sampled schools were located in remote places of the Gauteng Province while some respondents were usually attending school meetings (staff or departmental) or attending classes. That

could make it difficult for the researcher to be given sufficient time during data collection sessions;

- The other expected challenge was generalisation of the results since out of nine provinces, the empirical research was only restricted to the Gauteng Province;
- It might not be known how stable the respondents' perceptions, attitudes and understanding would change during the course of the coming year since the results of the empirical investigation only represented a particular point in time; the period in which the study was conducted.

1.15 CHAPTER DIVISION

This investigation comprises of the following six chapters:

- Chapter one comprises of the orientation to the study. This chapter embraces an introduction, motivation for the study, problem statement, aim and objectives, conceptual framework, assumptions of the study, demarcation of the study, research methodology, ethical measures, definition of concepts, limitations of the study, and the chapter division;
- Chapter two deals with the literature review whereby both international and national historical trends of the TQM Theoretical framework of the underlying principles and the effectiveness of the TQM principles on improving quality of teaching are discussed. The emphasis was on what these theories posited as factors that impact on school teaching quality in South Africa;
- Chapter three embraces the literature review discussing the effectiveness of developmental supervision through the application of different supervision strategies that comprise of the clinical supervision strategy, self-supervision strategy, peer supervision strategy, connoisseurship supervision strategy, characteristics of IQMS as quality initiative and the implementation of IQMS as related to developmental supervision strategies. Here both international and domestic studies were consulted;
- Chapter four describes the research methodology used. The method used was a mixed method approach. The discussions in this chapter includes the research design, data collection methods, population and sampling, research instruments, data analysis, the trustworthiness of the study, and ethics in research;

- Chapter five contains the analyses and presentation of data;
- Chapter six embraces a summary, conclusion, recommendations and limitations of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter the researcher briefly examined literature regarding the historical trends of the Total Quality Management theoretical framework from both the international and South African perspectives in terms of the underlying principles. This was followed by examining literature and research involving the influence of the TQM principles on improving the quality of teaching.

The literature review on TQM theorists was related to its application in the context of education specifically the supervision/evaluation context. It is also important to note that certain quality principles which were implemented in manufacturing and industrial production processes have been adapted in the operations of schools.

These principles briefly received attention with a broad look at the TQM philosophy from both international and South African educational perspectives. In the context of this study, all the literature study discussions were centred on the effectiveness of the developmental supervision as a possible tool for improving quality of teaching by incorporating the underlying principles of the TQM principles.

After identifying the common principles aligned to TQM theoretical framework, an analysis of relevant literature on the influence of these principles on teacher performance was seriously considered. During the teaching and learning process, the process of supervision of the educational personnel according to the literature is assumed to have an influence on the implementation of the TQM principles. Because of this assumption, literature analysis of the relation between supervision and evaluation, and TQM systems was highlighted.

This was followed by a brief description, illustration and analysis of some of the implementation strategies of the developmental supervision which, according to this study include clinical supervision, peer supervision, self-directed supervision and connoisseurship supervision. The descriptions and characteristics of these strategies were then linked to the characteristics of the TQM principles with regards to their influence on teacher performance.

Furthermore, these developmental supervision implementation strategies were expected to provide a background against which the South African performance evaluation system (IQMS) which is aligned to the TQM theoretical framework is examined and analysed. Basically, this whole proposed approach to the literature review was expected to determine the effectiveness of the developmental supervision approach as a possible tool for improving quality of teaching in compliance with the TQM principles and teachers' levels of expertise and commitment.

2.2 TOTAL QUALITY MANAGEMENT PRINCIPLES FROM A GENERAL PERSPECTIVE

2.2.1 The meaning of quality

According to Van der Waldt (2004:68) quality can be defined from many viewpoints as some definitions focus on the outcomes of the production process. The expectations, according to these writers are on the ability of the products to meet given needs. Other definitions focus on the customer and agree that quality is meeting or exceeding customer expectations (Oakland, 1993:70). Kruger and Ramphal (2009:114) concur by pointing out that mostly, quality is about satisfying the expectations of clients. From an educational perspective, quality education is determined by the level of correspondence between what the society expects in terms of their educational needs and developmental changes that take place not only within the learners but the whole education system and the society at large (Grisay & Mahlck 1991:13). These writers further point out that quality is the extent to which the outcome of the education institutions in terms of acquired knowledge, skills and values on one hand meet the standards outlined in the educational system, and on the other hand, are relevant to the society including cultural and environmental conditions and expectations. The two definitions seem to combine both aspects of end-result and customer-expectations which according to the literature are the two central and dimensional aspects of quality definitions (Van der Waldt, 2004:68; Oakland, 1993:70).

Liston (1999:4) views quality education as involving the entire structures of the process of service on its performance. This definition introduces the aspect of performance with an implication that the implementation of TQM principles has a positive impact on performance

in an effort to achieve quality. In the context of education, the above definitions according to this study, seem to commonly reveal a focus on standards (expectations of the society), changes that take place in the learner (development of knowledge, skills and values acquired and their relevance to human and environmental conditions and need (Grisay & Mahlck, 1991:13). In the research entitled “Managing the Quality of Education in Zimbabwe” Ncube (2004:16) refers to Greenwood and Gaunt (1994:6) who trace the development of quality improvement. They note that soon after World War II, quality management systems were introduced to avoid producing sub-standard goods in an industrial set up. United States of America and the United Kingdom were the identified countries where at first these quality improvement approaches were prevalent in the 1980’s (Hayward, 2008: 6). These were associated with the gradual development of the Total Quality concepts such as the Total Quality Control (TQC) in Japan, and finally TQM system inspired by the quality experts, Deming; Crosby, Peters & Juran (Greenwood & Gaunt, 1994). Educational researchers have adapted the quality theories into schools after studying and identifying their benefits with regards to performance improvement, based on the quality initiative from the industrial perspective. In view of this, Hayward (2008: 6) points out that by the 1990s, a significant number of schools in Britain and North America were using quality leadership and management systems by incorporating the principles of the Total Quality Management experts. It is not the intention of the researcher in this thesis to go deeply into detail about the theoretical trends on of the TQM philosophy, but just to give a brief background of the underlying principles from a few definitions and descriptions and the influence of these principles on teacher quality/performance in the following section.

2.2.2 The concepts of Total Quality Management

The term TQM is generally understood to mean an approach to quality giving more emphasis on total participation and involvement of everyone in an organisation for continuous improvement, by doing the right thing at the first time (Stevenson, 2009: 427; Murad & Shastri, 2010:9). Similarly, Gilbert (2004: 205) states that TQM is a management philosophy focusing mainly on the expectations of customers by promoting commitment of the workers and encouraging openness, and decision-sharing. The implication is that without full commitment and involvement of both managers and employees in a business, it will be difficult to attain quality. Apart from the descriptions of the above definitions, findings of

literature and research seem to suggest that there is a common perception among educational and industrial theorists in terms of the underlying principles of the TQM philosophy following historical trends (Bowring-Carr & West-Burnham, 1994:3; Pike & Barnes, 1996:74; West-Burnham, 1992-24, Glasser, (1992:270; Bonstingl, 1995; Murgatroyd & Morgan, 1994:65-66; Cotton, 2004:4; Sallis, 1996:15-16; Bonstingl, 1992:77-82; Deming, 1986; Latzko & Saunders, 1999; Paine & Pryke, 1992; Sallis, 1993:48-49; Rinehart 1993; Walton 1989; Murad & Shastri, 2010; Xingxing, Fredendall & Douglas, 2008; Meyer & Bushney 2008; Goetsch & Stanley, 2009; Hoyle, 2007; Dale, 2009; Coyte, Ricceri & Guthrie, 2012:798; Downe & Locke., 2012). These common principles according to the above authors include the following:

- Total employee involvement;
- Continuous improvement;
- Continuous training;
- Team-work;
- Empowerment;
- Top management and commitment support;
- Democratic management style;
- Customer/citizen satisfaction;
- Culture change.

Psychogios (2007:44) also confirms that the investigation of the “soft” side of TQM resulted in the identification of the above nine key principles mostly found in the quality management literature. Reed, Lemark and Mero (2000) did a similar investigation and identified similar quality concepts after analysing the literature of quality gurus. Murgatroyd and Morgan (1994:65-66) also refer to all the above principles as the implicit “soft” qualities of the effective TQM organisation. However, this study is entirely focusing on the above identified (“soft”) management principles of TQM with the major thrust specifically inclined towards the South African Integrated Quality management system (IQMS). In the South African educational context, the same principles are referred to as the principles of quality management systems owing to the SAQA’s (2000a:15-16) view that the main focus of quality management systems is to improve quality continuously by applying appropriate change management strategies taking into consideration the school environment, culture,

organisational mission and planned activities. Dhlamini (2009: 15) also confirms that TQM, and IQMS are central components of Quality Assurance Systems whose aim is that of promoting effective relationships with the clients. Cotton (2004:4) says TQM has three critical “Cs” which include the “customer”, followed by the “culture” and finally the “capacity”. These three principles are believed to play an important role in the TQM philosophy. The notion of Murgatroyd and Morgan (1994:65-66) coincide with those of Liston (1999) who stresses that a quality approach is centred on locating clients’ needs (customer satisfaction) followed by developing possible talents of the staff with the aim of continuous improvement of the whole processes (total involvement, continuous improvement and continuous training, commitment and empowerment). Steyn (2001:18) summarises the essence of quality management by saying that it includes the product, customer, customer satisfaction and efficiency. Although many studies have identified and described the Total Quality Management principles, few researchers seem to address the lack of effective strategies towards the implementation of the TQM principles (Munro, 2003:49; Djerdjour & Patel, 2000:25; Oschman, 2004). From chapter one, it has been highlighted that there exists a relationship between quality of instructional practices by the teacher and learner’s performance.

Based on this view, the relationship between instructional practices by the teacher and learner performance has been widely investigated in the education context and the belief is that school-based managers and educators have a great responsibility of affecting student achievement at high levels. This is further supported by Howard and Gullickson (2010:338) and Danielson (2009:3) who have a strong belief that to a great extent, learner’s performance is determined by the quality of teaching. Linked to the same view, Howard and Gullickson (2010:340) see the need to link further studies on curriculum implementation strategies with improvement of quality of teaching, learner’s performance and continuous improvement of the whole school. Before examining the effectiveness of the developmental supervision approach on improving quality of teaching as linked to TQM principles, this study finds it necessary to examine the general overview of supervision, inspection and evaluation as tools of improving quality of teaching from a historical background.

2.2.3 Inspection, supervision and evaluation as tools for quality improvement

As highlighted in chapter one, inspection, supervision and evaluation are terms that have been used interchangeably and confusingly with regards to meaning and application. Akinwumiju and Agabi (2008) are of the belief that the common purpose of inspection, supervision and evaluation is to improve the output of any production process regardless of different perceptions to their meaning and application. This view according to this study seems to ignore clarification of the different purposes of each of the three concepts including their different levels of impact on quality improvement.

In support of this view, Thakurta and Suresh (2012:22) concede that inspection, supervision and evaluation are different concepts in terms of their influence on quality improvement even though they are frequently used to mean the same. In order to understand the conceptual meaning of inspection, supervision and evaluation and their effects on performance, it is necessary to also provide a brief background of supervision in the form of inspection and scientific models before relating to modern perceptions of supervision approaches. Scientific supervision dominated in several institutions during the 20th century, and this was characterised by bureaucratic and dictatorial management structures which applied prescriptive and directive instructions (Glickman et al., 2004: 8). According to Daresh (1989, 2001, 2007) supervision was in the form of inspection, an approach characterised by lot of threats, terrorisation, fault finding, ill-treatment, criticisms, harshness and strict control. The scientific supervision model then evolved from inspection through a variety of periods and educational institutions (Madziyire, 2000:15). It is associated with the scientific theory of management characterised by what Owens (1995:117) refers to as “the traditional top-down boss-to-worker management practices.” The scientific model of supervision is mostly criticised for focusing more on measuring and evaluating teachers’ performances using ratings scales, scientific methods of teaching as well as relying heavily on examinations and use of standardised tests to determine the outputs (Owen, 1995: 117; Nolan & Hoover, 2005:23). Sergiovanni and Starrat (2007: 1) and Nolan and Hoover (2005:23) describe the scientific model of supervision as characterised by division of labour where workers were strictly compelled to work in compliance to pre-scribed standards. In the educational context, Madziyire (2000:280) identifies similar forms of control in the education system as characterised by:

- Specified mission statements;
- Prescribed textbooks for various grades/levels;
- Prescribed teaching methods;
- Prescribed formats in various subjects;
- Set deadlines for performing certain activities.

The scientific model of supervision has been subjected to considerable criticism. One of the critics according to Sergiovanni and Starrat (2007:15) is the worker who does not think too much but instead, follow and comply with directives exactly as they are received from the master. It seems teachers are not given a chance to air their views. Mestry, Hendricks and Bisschof (2009:477) and Biputh and McKenna (2010) believe that such harsh and poor conditions of work influence teacher's performance negatively because they are demoralised and demotivated. Thoonen, Slegers, Oort, Peetsma, and Geijssel (2011) propose a supervision approach that allows participation of educators in decision making for developmental purposes. From a contradictory point of view, one might still argue that because of fear of punishment and victimisation for lack of adhering to rigid policies, scientific supervision has got the strength of expediting teacher performance. However, researchers discovered that good performance is inspired by democratic leadership styles, total involvement of educators in decision making, collaboration, collegiality, full support and commitment, teamwork and active participation of all members of an organisation (Drysdale, Goode, & Gurr, 2009:702; Trompenaars & Voerman, 2010:36). Sullivan and Glanz (2013:101) point out that a school with bureaucratic and hierarchical structures characterises the superior-subordinate type of relationship which relies on controlling and making judgement among the employees. Such structure also seems to overlook the idea that teachers have their own different needs as a result of different levels of professional development and professional abilities. The implication according to this study is that inspections and scientific supervision do not comply with the expectations of the TQM principles.

According to literature, modern type of supervision is associated with co-operation and collegiality as characterised by the human relations and human resources theories of management (Daresh, 2007:315; Sergiovanni & Starratt, 2007:234; Goldhammer, Anderson

& Krajewteski, 1993; Nolan & Hover, 2005:92; Tanner & Tanner, 1987:141; Glickman et al., 2004:474; Glickman et al., 2007:329; Olivia & Pawlas, 1997:403; Wiles & Bond, 2000:276). Nolan and Hoover, (2005:26) defines teacher supervision as an organisational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Olivia & Pawlas (1997) refer to the definitions of supervision according to different supervision experts, Lovell and Wiles (1983) and Glatthorn (1999) found that supervision is all about facilitating the professional growth of a teacher characterised by a common element of mutual interaction between the teacher and the supervisor aimed at improving student learning. There is evidence of the existence of a helping relationship between the teacher and the supervisor during the supervision process that enhances professional growth and continuous improvement to ensure effective teaching and learning. In support of this view, Olivia & Pawlas (1997:11) also stress that this form of a relationship improves instruction. The idea being put across seems to indicate that the interaction between teacher and supervisor in a friendly, collaborative and conflict-free atmosphere characterised by collaboration should be the norm. There is a link between teacher supervision, collaboration and teacher's performance (Glickman, 1990; Eady & Zepeda, 2007). Confusion between supervision and evaluation with regards to teacher performance, has also been briefly highlighted as from chapter one (see section 1.2). Further elaboration of the descriptions and characteristics of supervision and evaluation with regards to teacher performance, is provided below.

As emphasised in chapter one, there are many scholars and researchers who have different perceptions about the meaning and purpose of the term “evaluation” with regards to improving teacher performance. Burton, Carper and Wilburn (2011: 27) propose that there is need to understand the differences between supervision and evaluation so that an instructional leader does not take the role of an inspector who is mostly associated with negative impact on professional development. Minnear-Peplinski and Rebecca Margaret (2009:58) associate schools which are still being monitored by means of evaluation, performance rating instruments, and appraisals with inspection approaches. One of the points of criticism is based on the view that evaluation procedures resemble bureaucratic procedures characterised by inspection, directives and control using rating checklists for judging teacher's effectiveness (De Clercq, 2008:10; Mchunu, 2014:7). They believe that this type of approach has no positive impact on teacher performance.

In contrast, other writers hold a strong belief that evaluation in accordance to stipulated performance standards has a positive influence on teacher's performance since they are held accountable for their students' performance (Darling-Hammond, 2006; Lauer, 2006; Nolan & Hoover, 2005, 2011). In response to this view, Weinsberg, Sexton, Mulhern and Keeling (2009) in a well-known report the "Widget Effect", found that evaluation systems have not differentiated capable teachers from incapable teachers since they are treated in the same manner using the same procedure and same measuring instruments during the evaluation process. With regards to resolving what is viewed as the limitations of such evaluating systems, developmental supervision is believed to support significant changes from mere inspection of the teaching personnel to establishment of collegial and positive interactions by recognising teachers' levels of expertise and development apart from other contextual factors (Ralph, 1998, 2000; Glickman et al., 1980, 1990; Martin & Dowson 2009:328; Hallinger, 2011:135; Kadushin & Hartkness, 2014). In short, Hallinger (2011:135) suggests that leadership styles should be adapted to suit the context of individual teachers, including their developmental levels and social-and economic status of the schools they operate in.

Based on the above highlighted views, Burton et al. (2011: 112) assert that, "the purpose of supervision is neither to make judgments about the competence of teachers nor to control them, but rather to work informally and cooperatively to improve their teaching."

In support of this view, Daresh (2007:330) points out that the most effective and efficient supervision approach is the one that considers that teachers are adults and the supervision of adults must acknowledge the nature of their on-going developmental purposes and individual difference in every professional aspect including performance. This study is therefore concerned with examining perceptions on the relationship between the developmental supervision of teachers according to their levels of expertise and commitment as linked to performance improvement. Literature analysis has also indicated that supervision experts propose utilisation of a combination of modern developmental supervision strategies which include among others the clinical supervision, peer supervision and connoisseurship supervision for promoting effective professional development of the teacher, although they can be described separately (Daresh, 2007:315; Sergiovanni & Starratt, 2007:234; Goldhammer et al., 1993; Nolan & Hoover, 2005:92; Tanner & Tanner, 1987:141; Glickman

et al., 2004:474; Glickman et al., 2007:329; Olivia & Pawlas, 1997:403; Wiles & Bond, 2000:276; Wiles & Bond, 2000:276). The same authors commonly believe that the supervision strategies have the following contributions:

- Provide opportunities for co-operation, professional development when two or more teachers work together for their own development (peer supervision and clinical supervision);
- They provide opportunities for teachers to observe their peers, discuss and share professional concerns without fear of being evaluated (clinical supervision, peer supervision and self-directed supervision);
- The models focus on teaching as a process of thinking which prepares the ground for reflective practice (clinical supervision, peer supervision and self-directed supervision);
- They provide for peer coaching which facilitates collaborative development (clinical supervision and peer supervision);
- They are usually the starting point for action research, based on problems identified and afford opportunities for developing solutions that result in modifying one's teaching (clinical supervision, peer supervision and self-directed supervision);
- They allow for collaborative planning and consultation through peer coaching and mentoring (clinical supervision, peer-supervision);
- There is self-motivation since it emerges as a pressing need that calls for interdependence (self-directed supervision).

A quick review of the above discussions according to this study seems to reflect that the supervision strategies highlighted above promote self-empowering and team building. There is also an indication of democratic approaches to supervision comprising of total participation and involvement of all stakeholders linked to professional development and continuous improvement. As highlighted in previous sections, empowerment, team-work, democracy, total involvement and continuous improvement seem to be some of the important principles of the TQM according to literature (Chao & Dugger, 1996; Psychogios, 2007:44).

It is therefore prudent according to this research to start by creating a deeper insight into the influence of TQM principles on teacher performance from the perspectives of intensive

literature study before discussing on the implementation of the developmental model of supervision including its strategies. It is hoped that the presence of these principles as they feature in the nature and characteristics of the developmental supervision implementation strategies comprising of the clinical supervision, self-supervision, peer supervision and connoisseurship will determine the effectiveness of the approach on improving the quality of teaching. More details on developmental supervision strategies are illustrated in detail in chapter three. The following section provides additional information of chapter one. It is thus, not a repetition of what has been discussed.

2.3 THE EFFECTIVENESS OF TOTAL QUALITY MANAGEMENT PRINCIPLES IN PROMOTING THE QUALITY OF TEACHING

2.3.1 Empowerment and teacher performance

The historical background of supervision in South Africa according to research stipulates that the type of performance evaluation through inspection did not empower educators (Umalusi presentation, 2007:8; Ntombela, Mpehle & Penciliah, 2010). Reddy (2005:2) notes that the inspection system was largely based on “intimidation, resistance, fear, negativism and punitive punishments.” He also mentions that many educators lacked trust in the type of support they received from the inspectors. There is evidence according to research that teachers working under such poor conditions are associated with low morale and lack of commitment which affect their performance negatively (Mestry, Hendricks & Bisschof, 2009:477).

In respect of the above views, Oakland (2014:339) regards employee empowerment as an important principle of TQM that ensure continuous improvement. Literature associates devotion and willingness to work with vigour and energy as real characteristics of an empowered teacher (Madziyire, 2000:50). From an industrial perspective, Goetsch (2011) shares the same belief that the purpose of TQM principles is all about empowering people closest to the customers so that they can be in a position to make decisions on the best strategies that they can apply to improve quality. However, critics associate an empowered teacher with non-compliance, incompetence and reluctance to submit to superiors as a result of power sharing. By relating to discussions in chapter one, managers using the scientific

supervision and inspection approaches have been condemned for exercising too much authority associated with demoralising and de-motivating teachers to perform their daily duties (Mestry, Hendricks & Bisschof, 2009:47; Biputh & McKenna, 2010). This seems to give insight into how other authors value the results of an empowered teacher. For instance, De Vos (1998:407) claims that self-esteem, self-sufficiency and self-determination are important characteristics of empowerment. He also notes that the increased energy, motivation, problem solving skills, and decision-making power are all important components of empowerment.

According to this study, as deduced from the discussions above, it seems that the term “self” has been overstressed to depict the need to internalise personal drive to perform and achieve. Professional development demands self-motivation which according to research leads to internal-motivation associated with high performance and continuous improvement (Goetsch, 2011:89). Furthermore, Fennimore (1995:216-217) supports the view that empowerment is a form of energy that can help all who work in schools to be more productive. In a school context, Locke and Latham (2006:265) maintain that empowerment encourages principals, educators and other stakeholders to become part of the decision-making process through full participation in the formulation and implementation of decisions which closely affect them. Organisational problems are best solved by a team made up of people closest to the problem (Mankoe & Maynes, 1994:26).

In view of all the above discussions, the following characteristics of empowerment according to this study have been identified viz.: school climate, motivation, commitment, confidence, problem solving skills, decision making power, willingness to perform, self-esteem, self-sufficiency, self-determination and a performance energy booster. By virtue of these characteristics, Sutton (1995:48) supports the opinion that empowerment is a key element to TQM principles. The implication is that there is need for a supervision approach that can be applied to effectively implement the TQM principle of empowerment. The perception is therefore that empowerment influences the quality of teaching positively as evidenced by the above identified characteristics. Conversely, a lack of empowerment has a negative influence on performance.

2.3.2 Total involvement and teacher performance

It is important to note that the Total Quality Management principle of empowerment and the principle of total involvement seem to share the same characteristics in terms of their influence on teacher performance. According to Stevenson (2009:427) one of the aims of the Total Quality Management is to involve everyone in the organisation to achieve expected goals in order to satisfy customers. In support of this view, Oakland and Oakland (2001:783) point out that employee involvement inspires a higher degree of both quality decisions and commitment than leadership approaches that isolate workers. As highlighted earlier on, Dale (1999:9) mentions that TQM is characterised by “mutual co-operation of everyone in an organisation,” with the main purpose of manufacturing excellent goods or services whose quality may go beyond the expectations of the customers.

The above definition clearly indicates that the TQM focuses on involving everyone in the organisation as a way of achieving excellent results. Oakland (2003:32-33) points out that all individuals in the organisation are involved in planning, developing, and implementing each activity at each level so as to attain or exceed expected standards of performance for quality production. Eng and Yusof (2003:65) assert that employee involvement is a process of empowering members of staff in an institution to make decisions and to solve problems appropriate to their levels at the institution. In support of this idea, Pierce and Newstrom (2000:228) posit that active employee participation and involvement in the decision making process can increase ownership and can lead to increased job achievement. In view of the information from the above authors, a number of core values which are assumed to lead to high performance among employees can be identified. These include elements of mutual co-operation, total employee participation, empowerment, participatory decision-making, open communication and transparency in all organisational activities. As related to a school set up according to this study, the common framework according to the aspect of total involvement is co-operation and sharing of best practices in all school activities by every member (school managers, teachers, learners and parents) so as to be assured of positive performance and continuous improvement.

Based on the discussions above, the implication is that total involvement as a principle of the TQM principle influence quality of teaching positively. In contrast, lack of total participation in an organisation results in a negative impact on performance. These views seem to suggest

the supervision approach which is characterised by a supervision strategy that complies with the TQM principle of total involvement in goal and standards setting, total involvement in planning, total involvement in resource procurement and allocation as well as lesson delivery is most likely to improve performance. In other words, the same supervision approach can be effectively used to implement the TQM principle of total improvement.

2.3.3 Top management commitment and support and teacher performance

According to a study focusing on quality assurance processes in South Africa, Biputh and McKenna (2010) found that performance of educators was affected negatively because of a lack of commitment and support from evaluators during the implementation of quality management systems in schools. In a case study entitled “The Role of Empowerment in Effective Supervisory School Management”, Motlehkoe (2003) recommended a combination of both employee driven commitment and top management support and commitment in South African schools in order to create supporting pillars for academic performance. Similar studies indicate that prosperous schools are characterised by leaders who are committed to giving moral support, motivational support and material support by way of encouraging and providing proper guidance (Steyn, 2002, 2010, 2011; Robbins & Decenzo, 2007; Macneil, Prater & Busch, 2009). O’Reilly (1989:17) defines organisational commitment as “an individual’s psychological bond to the organisation, including a sense of job involvement, loyalty, and belief in the values of the organisation.” In addition, Miller (2003:73) also believes that organisational commitment is a state in which an employee willingly recognises and suits his/her existence with an organisation and its goals, and is aspired to remain a member of the organisation. The above explanation suggests that committed school-based managers who are characterised by high involvement in the organisation’s activities are likely to improve professional performance.

However, to make sure that employees are fully committed in organisational activities in order to improve performance, they must be fully involved in contributing their ideas and freely share their expertise (Trompenaars & Voerman, 2010:36). In what appears to be a controversial statement, Dale (1999:10) stresses that top managers have to apply forceful leadership approaches to deal with employers who tend to retard improvement. This assertion reveals some form of force, which seems to contradict with the expectations of the principles

of empowerment and total involvement as previously discussed in the above section. In the same vein, Moura and Kanji (2003:132) point out that those managers should develop new relationships with institutional stakeholders, relationships that call for higher levels of participation and decision making. The implication is that top management commitment and support has a positive influence on the production process for better quality products.

The above views seem to suggest that the supervision approach which is characterised by the aspect of top management support and commitment, improves quality of teaching in one way or the other. The same supervision approach can be used to effectively implement the Total quality management principle of top management and support.

2.3.4 Team-work and teacher performance

There is evidence, according to research, that school principals who are able to promote teamwork in their respective schools are mostly likely to improve performance (Lunenburg, 2011:1). According to consulted literature, it is perhaps necessary to realise that the impact of interaction within the concepts of quality improvement including empowerment, total involvement and top management and commitment discussed so far, seem to be determined by the level of the team spirit prevailing in the organisation. To support this view, Aune (1992) points out that team work allows decision making and active participation towards achievement of organisational plans and goals. On the contrary, critics argue that wherever people are working together as a team, conflicts and contradictions which may retard performance are inevitable. In response, to this, Madziyire (2000) believes that conflicts are seen as necessary and useful in any institutional life. This is based on the view that conflict is part of a healthy organisation because it prevents teams from becoming complacent and lazy; but urges them to get actively involved in generating new ideas as members are involved in constructive debates and arguments until they reach meaningful consensus; for as long managers demonstrate good skills of conflict management (Madziyire, 2000). Oakland (2000:197) concurs by pointing out that the only efficient way of tackling process improvement or complex problems are through teamwork. However, it can still be argued that when teams work together, there must be formal procedures to be followed to ensure that the direction of the vision is followed and achievements made. Kregoski and Scott

(1982:243) mention that the goals of team work are to solve problems in the following manner:

- Identify problems in different educational areas such as curriculum implementation;
- Select problems;
- Analyse problems;
- Determine solutions;
- Implement or recommend the implementation of solutions.

Management receive new suggestions concerning:

- Recommendations;
- Demonstrations of past achievements;
- Recognition gained for contributions.

As illustrated above, Oakland (2003) also believes that interaction among teams allow more innovative ideas to be generated and shared since workers are given the opportunity to expose talents and experience and areas of specialisation are effectively co-ordinated.

In view of the above discussions, the implication, according to this study is that teamwork influences quality of teaching positively. This suggests that a supervision approach that realises teamwork in curriculum planning, implementation and innovation is most likely to improve teachers' performances. In other words, the same supervision approach can be used for effectively implementing the TQM principle of teamwork.

2.3.5 Training, retraining and teacher performance

It has become apparent through the literature review that since 1994, the South African education system was characterised by educators who lacked knowledge and expertise of implementing the teaching and learning process effectively due to lack of proper training strategies for professional development and continuous improvement (Steyn, 2010:157). Research found that these teachers were deprived of opportunities to make their needs analysis that were directly linked to classroom challenges so that they could become full

participants of any staff development sessions for meaningful learning to take place (Steyn, 2010:157). According to their understanding, (Oakland, 1989:263, Dale, 1999:11) training is the only way to adapt new skills, knowledge and expertise to enhance performance and keep abreast with new developments. Furthermore, Oakland (1989:263) points out that “quality training must be continuous to meet not only changes in technology but also changes involving the environment in which an organisation operates, its structure and perhaps most important of all the people who work there.”

Proper professional training strategies motivate educators to have the capacity of promoting customer satisfaction by way of improving the results of learners, as teachers cope with the development of new knowledge, skills and new job experiences (Steyn, 2002, 2010, 2011; Mestry et al., 2009:475; Bubb & Earley, 2010:1). From the TQM theoretical perspective, Deming (1986:248) says “training enhances learning; reduces defectiveness; and optimises productivity.” With direct pertinence to teaching and learning, Deming (1986) seems to indicate that training helps managers, teachers and learners to cope with situations arising from their areas of performance by being competent and to avoid mistakes at all costs as a way of improving effectiveness. In the study entitled “Teacher perceptions of TQM practices in elementary schools” in Maricopa County Public Schools of in the United States of America, Rodgers (1998) found that on-going staff training is essential in promoting and sustaining a high level of continuous improvement. This indicates that there is a link between training and continuous improvement as principles of TQM.

Madziyire (2000) provides a brief review of the meaning and concepts related staff development and training as related to teachers’ performances:

- On the job training which refers to the activities that focus directly on improving performance through reflection, feedback and experimentation, for example, individual appraisal, departmental review, job rotation and lesson observation;
- Continuous education which refers to the act or process of acquiring knowledge, skills and attitude after initial training aimed at enhancing performance;
- Professional development which implies an improved capacity for control over one’s working conditions, and enhanced professional status and career advancement;

- In-service Education and Training (INSET), a term which is widely used to refer to planned activities practised both within and outside schools primarily to develop the professional knowledge, skills, attitudes and performance of professional staff in schools;
- Professional training which refers to the development of the teachers' knowledge and skills relating to daily work, e.g. workshops and short courses, usually non-accredited, but sometimes for a certificate;
- Professional support which refers to the activities within schools that aim to develop on-the-job experience and performance, e.g. job rotation, peer coaching or collaboration.

A close analysis of the above concepts can bring a general view that the purpose of training activities in a school organisation is to enhance teachers' performance for this has the possibility of improving learner achievement. The implication is that there is need for adopting proper developmental supervision approaches that can effectively implement the TQM principle of training and retraining to ensure continuous growth and improvement among teachers.

2.3.6 Continuous improvement and teacher performance

In the research entitled "Linking Appraisal with Professional Development" Mchunu (2014) indicates that the level of implementation of teacher development and continuous improvement strategies are critically low in most schools in South Africa. Surprisingly, the ELRC IQMS Training manual (2008:2) fully stresses the need for school improvement as an aspect of continuous improvement by proposing possible strategies for educational change that supports the school in implementing curriculum reforms. In addition, the IQMS document (Section A, 2003:14) states that the school improvement plan is an important document, which enables the school to measure its own progress through a process of ongoing self-evaluation and this must happen continuously. The document also mentions that the School Improvement Plan (SIP) enables the SDT to monitor progress and improvement. According to Kruger and Ramphal (2009: 128) an organisation that follows the route of continuous improvement has to have a culture of setting goals and taking appropriate action when necessary with strong emphasis on total involvement of every member of the

organisation. This implies that although the ultimate purpose of evaluation is to enhance teacher performance, there is need for teachers to feel ownership at all stages of planning, organising, implementation and reviewing of all school activities.

According to Decenzo, Robbins and Verhulst (2010:18) there is a similarity between TQM and continuous improvement. The researchers deal with TQM principles separately, yet literature analysis indicates that the common goal is to ensure continuous improvement, which is described as an endless journey within the Total Quality management philosophy (Hayward, 2008:60). Oakland (1989:296) is of the opinion that in order to boost and promote interest in quality, the need to develop managers who are fully committed to meet customer needs by adhering to the on-going improvement process, must be recognised. According to this research, this implies that managers must be the first to demonstrate a strong enthusiasm of continuous improvement before spilling it over to the teachers. Brown-Car (1994) describes “continuous improvement” as the driving force of the quality movement and teachers have an essential task in ensuring that quality improvement is pursued since they are directly involved in the teaching and learning situation. This implies that both managers and subordinates should be seen taking an active and combined role in continuous improvement. Hayward (2008:7) also supports the notion that continuous improvement involves every person and every process in the school.

The implication from the above discussions is that the TQM principle of continuous improvement has a positive influence on teacher performance. It can also be suggested that a supervision strategy that initiates continuous improvement among teachers in terms of support, development, commitment and motivation as well as empowerment can be used to effectively implement the TQM principle of continuous improvement.

2.3.7 Customer satisfaction and teacher performance

The most important principle of the TQM philosophy is that of customer satisfaction (Stevenson, 2009:427). In a school situation just like any other organisation, there are always controversial perceptions as to whether students are external customers or internal customers in the education system (Ncube, 2004: 25). Huxtable (1995:53) suggests that in order to satisfy external customers each individual within the organisation should take the role of an

“internal customer” and that of an “internal supplier”. According to Gatiss (1996:17) the relationship between internal customer and internal supplier depends on the channels of communication and interaction of the people within the organisation. According to the analysis made by Ncube (2004:25) in the education system, internal customers would be teachers who receive inputs from policy makers, management and planners, in order to plan and deliver instructions. If they are satisfied, it is likely that they will in turn satisfy students and society (Ncube, 2004: 25). When students receive instructions from the teacher, they are the internal customers and the teacher is the internal supplier. Conversely, when students respond to tasks given by the teacher, they are internal suppliers and the teacher is the internal customer (Ncube, 2004: 25).

Ncube (2004) makes a final analysis, suggesting that the primary customer is the student and the ultimate goal is to provide the opportunity to learn and develop capabilities and abilities. The implication is that a supervision approach aimed at continuously improving the standards of education should provide all role players (for example learner, teacher, parent, and education department) with information regarding their duties and responsibilities and coax them to actively participate and collaborate in all curriculum development activities. These discussions purport that the literature seems to suggest that the TQM principle of working towards customer satisfaction, exerts a positive influence on the quality of performance. This also suggests that the application of a supervision approach focuses on satisfying both the internal and external customers, and it ensures the improvement of quality of teaching. In other words, the same supervision approach can serve to the benefit of implementing the TQM principle of customer satisfaction.

2.3.8 Culture change and teacher performance

In the context of the South African education system, Steyn (2006, 2007) contributes vastly by noting the need to create a school culture that promotes quality performance among educators. The findings are linked to Smit, Cronje, Brevis and Vrba (2011:438) who believe that school leaders must develop proper skills in moulding a healthy working environment in order to cope with various changes in an organisation in order to promote professional development and comply with quality expectations. Ng and Yim (2009:764) associate culture with mental attributes that enable one to differentiate one member of the group from the

other. The term culture is often referred to such terms as “atmosphere”, “tone”, “climate” or “ethos” (Stoner, Freeman & Gilbert, 1995; Owens, 1995:98). Murtgatroyd and Morgan (1994:65-66) refer to culture as the rules, and values that hold the organisation together. From an educational point of view, Sergiovanni and Starrat (1983) are of the opinion that organisational climate is reflected by certain characteristics that distinguish one school from the other including the influence of the characteristics on the performance of teachers and students. He also explains that culture plays an important role in making and leading employees to stay or leave an organisation. According to Miles (1969) an organisation has to be healthy if it has to cope with changes. According to Stoner et al. (1995) organisational culture is the most important principle in moulding and sustaining the identity of an organisation. Sergiovanni and Starratt (2007:331) see culture as the fundamental aspect of the schools where the values and aspirations of the teachers and learners are protected and developed.

It can be gathered from the views mentioned above that leaders are encouraged to create and maintain a culture that adopts changes that take place in the organisation which, among others, include changes in curriculum implementation and development (Steyn, 2006, 2007; Mafora & Phorabatho, 2013). Glasser (1992:31) views a leader as a facilitator who creates a non-threatening atmosphere in which workers freely perform their job related tasks. In support, Psychogios (2004:47) is of the belief that the central feature of all “soft” aspects of the TQM principles is a supportive organisational culture. Stoner et al. (1995:67) also stipulate that employees remain attached to the organisation because their professional behaviours, responsibilities and beliefs are well-accommodated in the organisational culture. In view of this, culture change must be planned in such a way that it assists teachers to improve their performance so as to attain learning goals.

The outcome of any supervision process is determined by the calibre of the leader. To support this view, Wiles and Bond (2000:239) are of the opinion that an influential leader encourages positive change. Contrary, an authoritarian leader influences change negatively. Wiles and Bond (2000:239) proceed to suggest that in order to create an environment conducive to the growth of individuals and the organisation, the school manager must take into consideration the following characteristics of a healthy organisation as proposed by Linket:

- The school should maintain a collaborative school culture; that involves staff in goal setting, and shared leadership through delegation;
- A culture should be characterised by open communication including a combination of downwards, upwards and lateral or sideways means of communication;
- Culture change must also be motivational.

The discussions indicate that there is a need to adopt a supervision approach that is characterised by collaboration, collegiality, decision-sharing, trustworthiness and sound communication. These distinguished aspects are assumed to create a culture which supports performance improvement. A supervision model which is characterised by an unfriendly atmosphere is regarded as unproductive, because of a lack of employee support and development.

2.3.9 Democratic/participation management style and teacher performance

Because of the oppressive evaluation approaches, research recommended new educational policies in South Africa that required educational managers who could work in “democratic and participative” ways to build relations and ensure the effective delivery of the educational system (Steyn & Van Niekerk, 2002:7). The South African Department of Basic Education Programme and promotion Requirements (2011: iii) supports the same policy by emphasising establishment of a democratic society as a human right. Tight supervisory controls in the history of South Africa were generally associated with performance retardation among school managers and educators due to demoralisation which resulted a lack of commitment, motivation, team-work empowerment, democracy and total involvement (Patel, 2001:8; Steyn & Van Niekerk 2002:7; Reddy, 2005:2). According to research, application of democratic leadership approaches is associated with creation of a school culture suitable for professional development (Singh & Manser, 2002, 2007; Katz & Earl, 2010:42). There is provision for professional growth and positive achievements when employees experience their democratic participation in sharing professional ideas with colleagues in a collaborative and supportive way (Steyn, 2006; 2007; Salleh, 2007:2; Hallinger & Heck, 2010:95). In this regard, Goetsch and Davis (1994: 224) claim that the most appropriate style of management within TQM is a democratic one that allows contributions from empowered employees. According to Lunenburg and Ornstein, (2004:20) democratic leadership style involves

employees working co-operatively together by discussing and sharing ideas in order to come up with proper solutions to work related challenges. An argument that maintains that providing democratic approaches to learn does not guarantee that professional growth automatically takes place, can still hold water (Christine, 2005:5). It is however realised that effective democratic ways of handling employees goes together with the aspect of top management support and commitment as highlighted in the previous sections, which must be a prerequisite in any form of an organisation (Robbins & Decenzo, 2007:247; Macneil, Prater & Busch, 2009:76).

Generally, the above authors seem to agree that:

- The people working in the organisation have a more favourable opportunity in participatory roles in decision making;
- Participation and sharing of ideas inspires decision making which in turn inspires employees' combined effort to work towards common goals to achieve a common vision.

Considering the above literature analysis, participatory leadership styles seem to boost a spirit of empowerment, commitment, motivation, high morals in job performance, willingness to perform, and customer satisfaction. The implication according to this study is that a supervision approach that gives an opportunity of full participation by employees result in a more productive and higher quality of work. The same supervision approach seems to effectively implement the TQM principle of a democratic leadership style.

2.4 SUMMARY

In this section, principles of TQM in the context of the educational supervision process were highlighted in terms of their influence on the teachers' performance. The literature review seems to reflect the idea that implementation of these principles reinforces a positive impact on teacher performance. Each principle that has been examined appears to boost effective teaching competences and thereby enhances learners' achievement. Literature has also revealed that all the principles in question are complimentary and integrated to such an extent that they can hardly be separated during implementation. However, it can also be noted that

empowerment seems to be the central issue of quality assurance principles. In this literature terminologies such as; co-operation, combined effort in decision making, participatory behaviour, consultative attitude, collegueship, trust, friendliness, moral building, motivation, team spirit, collaboration, respect, humanity, accountability, autonomy, good communication channels, inspiration, openness, satisfaction and support were discussed through the application of TQM principles. As a way of reinforcing this view, this literature above made the following analysis:

- Total employee involvement initiates empowerment;
- Continuous improvement is feasible if workers are fully empowered;
- Continuous training is feasible if teachers are empowered and vice versa;
- Team-work initiates empowerment and vice versa;
- Team-work manifests itself in high performance as characterised by individual participation in decision making and planning which in turn is assumed to stimulate a good spirit of empowerment, commitment, motivation and a high morale at work;
- Top management and commitment support is an important aspect of empowerment;
- A democratic management style promotes empowerment;
- Customer/Citizen satisfaction can be achieved by somebody who is fully empowered;
- Cultural change is an important condition for empowerment.

The information derived from the description of inspection and scientific models of supervision seems to suggest that the two approaches threaten the state of empowerment, commitment and motivation among members of staff, because of lack of employee participation and involvement in decision making. As a result, the approaches are seen not to comply with the expectations of the TQM principles. This being the case, their application during the evaluation process is considered to result in a negative impact on teacher performance. Due to the connotations with traditional methods of performance evaluation, the inspection and scientific supervision approaches are considered to be non-existent in the South African education system. Generally, the assumption from the consulted literature is that:

- From a theoretical point of view, the principles of TQM have a positive influence on teacher's performance;
- Any supervision approach that caters for developmental stages of educators and at the same time complies with the Total Quality Management principles is most likely to promote high performance among teachers;
- Inspection and scientific models of supervision (traditional models of supervision) as applied during the evaluation process seem not to comply with the expectations of TQM;
- South African education teacher evaluation policy (IQMS), from a theoretical perspective, gives provision for the implementation of some of the TQM principles.

In the light of the above assumptions, the implication seems to be inclined towards the idea that any supervision model that is characterised by the expectations of the TQM principles promotes a positive influence on teacher' performance, on the other hand, non-complying models result in poor performance. The next section therefore examines the effectiveness of the application of the developmental model of supervision on improving quality of teaching in compliance with the TQM principles with special reference to the South African Integrated Quality Manage (IQMS). More attention, as already mentioned, is paid to clinical supervision, self-supervision, peer supervision and connoisseurship as the main strategies of implementing the developmental supervision according to this study.

Another reason why probably many researchers do not associate models of supervision with the TQM principles is because of negative feelings attached to the characteristics of traditional approaches to supervision as discussed previously. A brief distinction between the characteristics of traditional and modern approaches to supervision has been done. The analysis of the literature consulted so far reveals that:

- The major problem with most modern researchers is probably because of the negative mental attitude towards the characteristics of the traditional supervision approaches;
- The developmental supervision model experts recommend a combination of the clinical supervision, self-directed supervision, peer-supervision and connoisseurship supervisory strategies for developmental purposes with a belief that they foster

teacher motivation, inspiration, and trust which help them improve their teaching performance according to their contextual needs;

- Application of the developmental models of supervision improves performance because of the close link to the TQM principles.

Having discussed the Effectiveness of TQM principles on promoting quality of teaching, it became also necessary to relate the characteristics of these principles to the developmental supervision strategy to determine its effectiveness on improving the quality of teaching.

CHAPTER THREE

DEVELOPMENTAL SUPERVISION

3.1 INTRODUCTION

Chapter two examined literature regarding the historical trends of the TQM Management theoretical framework from both the international and South African perspectives in terms of the underlying principles. The next step was to examine literature and research involving effectiveness of the implementation of TQM principles on improving quality of teaching. This chapter links with chapter one by examining literature regarding the effectiveness of the developmental supervision implementation strategies comprising of the clinical supervision strategy, self-directed supervision strategy, peer supervision strategy and connoisseurship strategy according to teacher's levels of expertise, experience and commitment.

The characteristics of these supervision strategies were analysed and matched with the identified TQM principles to determine compliance. The practical implementation of these strategies related to the South African Integrated Quality Management Systems (IQMS). Finally, the theoretical effectiveness of the developmental supervision model was determined by collectively examining the literature regarding integrating the characteristics of the clinical supervising, self-supervision, peer supervision and connoisseurship strategies as related to the TQM principles with special reference to IQMS implementation.

3.2 DEVELOPMENTAL SUPERVISION IMPLEMENTATION STRATEGIES

In this section, the focus is on the nature and characteristics of the developmental supervision through the application of the clinical supervision, self-directed supervision, peer supervision and connoisseurship supervision. The supervision model is looking into teachers according to their different developmental levels as well as compliance to TQM principles.

According literature analysis (Glickman, Gordon & Ross-Gordon, 2013; Kadushin & Harkness, 2014) development supervision is generally concerned with treating teachers as adult learners where developmental leadership styles characterised by democratic and collegial approaches are applied according to context and the content of teaching. In support

of this view, Tanner and Tanner (1987:186) see developmental supervision as a model that is implemented by way of applying suitable leadership styles to individual teachers according to different situations and circumstances. Glickman et al. (2004: 329) point out that developmental supervision calls for the supervisor to match four interpersonal approaches which include directive control, directive informational, collaborative, or non-directive control according to the levels of teacher developmental stages in terms of expertise and commitment. Glickman et al. (2004:329) specifically mentions the aspect of expertise and commitment as playing a crucial role in determining teacher performance. According to the Total Quality Management principles, commitment is an “individual’s psychological bond” to the organisation, including a sense of job involvement, loyalty, and belief in the values of the organisation (O’Reilly, 1989:17).

Daresh (2007:330) concurs that Glickman’s developmental supervision system has been significant since it is designed to take into account human development and individual differences. Glickman (1990) notes that in an effort to cater for the developmental levels of each individual supervised, you would consider employing various styles of leadership for example: a directive approach is suitable for teachers who are lowly committed, a collaborative style would be suitable for teachers with varied qualities of development and a non-directive style is suitable for experienced skilled and knowledgeable teachers who are believed to be autonomous. Glickman (1990) claims that such teachers work independently with little or no supervision. Daresh (2007:331) suggests that in order to understand the developmental supervision more thoroughly, one needs to look at three major orientations to supervision as follows:

- Directive supervision: In this orientation, the supervisor uses some guided control when dealing with the teacher. One would now argue that there seems to be a contradiction between collegiality as one of the characteristics of the developmental supervision and directives and control. Previous literature has mentioned certain drawbacks associated with directives and controls. The implication according to Daresh (2007:331) is that, the supervision does not act in a rigid manner, but rather recommends that after setting standards for the teacher, the supervisor clarifies what is required in a friendly manner the procedure to follow in order to meet expected standards. Daresh (2007:331) seems to avoid associating this orientation to the

scientific mode of supervision. According to Glickman, Gordon, and Ross-Gordon (2007:46) “The approach presumes that the supervisor knows more about the context of teaching and learning than the teacher does. Therefore, the supervisor’s decisions are more effective than if the teacher is left to his or her own devices”;

- Collaborative supervision: This approach suggests that either teacher or supervisor may formally request and organise meeting to collaboratively discuss professional concerns. This “supervisor-teacher meeting” is a mutually and “actively negotiated plan of action”;
- Nondirective supervision: This is mainly based on the assumptions that some teachers are responsible and professionally mature enough to organise and support their activities for continuous improvement. During instructional processes, the supervisor only takes the role of a facilitator while the teachers take the responsibility for their own improvement. As Glickman et al. (2007:157) note: “...a non-directive orientation ultimately assumes that the teacher makes the wisest and most responsible decisions for his or her own behaviour; thus the final determination is still left with the teacher.”

The implication as to the above discussion is that the greater part of the activities of the supervisor are collaborative, participatory, collegial, and encouraging all aimed at continuous improvement of performance. However, it can still be argued that the directive supervision approach as part of the developmental process does not suit collegiality for it seems to be much-centred on the supervisor’s instructions and directives. As already discussed in the previous section, the approach is not done rigidly or oppressively, but in an amicable and accommodating manner so that the teacher is transformed from being directive to becoming more collaborative and eventually non-directive in their supervision orientations. Apart from treating teachers according to their professional differences and qualities, the developmental supervision approach seems to be aimed at systematically upgrading the teachers from one level to the other up until they are operating at the highest level of expertise and commitment. According to this study, it is very important at this point to note that from the discussions, clinical supervision, self-directed supervision, peer supervision, and connoisseurship are strategies that seem to suite the implementation of the developmental supervision model. The relevance of proposing these strategies is based on the following literature below.

Glickman et al. (2007:329) point out that directive informational, collaborative and non-directive supervisory approach well suits the clinical supervision strategy. Teachers operating at moderate levels of expertise and commitment can be matched to the collaborative supervision (peer-supervision strategy). Heystek (2011:456) suggests that teachers operating at high and moderate levels of expertise and commitment are ready for the self-direction (self-directed-supervision and peer supervision strategies) guided by the non-directive supervisory approach. The researcher in this study notes that there is an assumption that developmental supervision cannot be conducted by supervisors who lack connoisseurship qualities such as high levels of supervisory expertise, knowledge, experience and judgemental skills. This view is shared by Glickman et al. (1995:6) and Heystek (2011: 456) who are of the opinion that effective supervision is conducted by leaders, who are well-equipped with relevant knowledge, interpersonal and technical skills in order to support teachers in curriculum development, staff development, group development, and action research. Based on this view, connoisseurship supervision, according to this study, seems to suit teachers functioning at all levels of expertise and commitment.

Apart from the idea of catering for different levels of professional development, expertise and commitment, another reason for examining the developmental approach is because its nature and descriptions seem to embrace and integrate the main elements, components, and characteristics of the clinical supervision, self-supervision, peer supervision and connoisseurship strategies as supported by the literature in the following section as linked to the TQM principles (Daresh 2007:315; Sergiovanni & Starratt, 2007:234 & Glickman et al., 2007:329). Madziyire (2000) according to literature analysis summarised the following characteristics of the above strategies by highlighting that:

- They provide opportunities for co-operative, professional development when two or more teachers work together for their own development. These opportunities seem to characterise empowerment, team building, continuous development, continuous training, democratic leadership approaches and total employee involvement/participation;
- They provide opportunities for teachers to observe their peers discuss and share professional concerns without fear of evaluation. These opportunities seem to

characterise empowerment, team work, democratic leadership styles, total employee involvement, commitment, staff development and democratic leadership styles;

- The models focus on teaching as a process of thinking which prepares the ground for reflective practice. These models seem to characterise empowerment, professional development, commitment, teamwork and continuous improvement;
- They provide for peer coaching which facilitates collaborative development (empowerment, democracy, participation, commitment);
- They are usually the starting point for action research, based on problems identified and affords opportunities for developing solutions that result in modifying one's teaching (team-work, continuous improvement, staff development, motivation, commitment, empowerment);
- They allow for collaborative planning and consultation through peer coaching and mentor teaching (empowerment, team building, continuous development, continuous training, democratic leadership approaches, and total employee involvement/participation);
- There is self-motivation since it emerges as a pressing need, which calls for interdependence.

The supervision strategies identified above seem to comply with Sullivan and Glanz (2013) who propose a supervision approach that treats educators as professionals by providing a supportive environment characterised by collaborative and collegial relationships between the teacher and the supervisor. Closer analysis also reflects some common features of TQM principles within the same strategies. What is more important according to this study is to examine how the strategies compliment and integrate during the developmental supervision process in order to determine its effectiveness with special reference to the South African performance evaluation system. In view of this, the focus of the study is more on examining the descriptions and characteristics of the developmental supervision strategies as applied firstly according to how they match the diagnosed levels of expertise and commitment. This approach will enable researchers to link the other part of the study requiring determination of perceptions on the extent to which these descriptions and characteristics of the developmental supervision comply, with the TQM principles with reference to both the theoretical and the practical implementation of the IQMS.

At this stage, one can start raising questions such as:

- Which criteria does the supervisor use to diagnose the teachers' different levels of expertise and commitment?
- How can the developmental supervision strategies be absorbed concurrently into one main developmental supervision approach?

In an attempt to integrate clinical supervision and development supervision, Glickman et al. (2007:329) give the following analysis by referring to the following supervision experts:

- Goldhammer (1969) who asserts that clinical supervision emphasises a non-directive interpersonal approach;
- Cogan (1973) who believes that clinical cycle reflects a collaborative orientation;
- Hunter (1980) who is of the view that clinical model supports directive approach.

With regards to the above questions, Glickman et al. (2005) admit that the developmental supervision works well with clinical supervision for enhancing continuous improvement. Previous discussions have indicated that clinical supervision is the central strategy that can be used to diagnose and classify teachers according, directive, collaborative and non-directive approaches of the developmental supervision as a way of enhancing teachers' performance (Glickman et al., 2007:329). Similarly, clinical supervision including its stages of observation will be discussed in detail in the next section. It can be used to classify teachers according to self-directed supervision or peer-supervision, depending on whether the teacher is functioning at low, moderate or high developmental levels of expertise and commitment. It is not the purpose or intention of this study to dwell much on the diagnostic process. In the context of this study, it is however clear with reference to the second question above that there is an option that all the strategies of the developmental supervision can either be incorporated into the clinical cycles or conducted independently.

It is also possible that clinical supervision can be exposed to more than one strategy at the

same time depending on the prevailing situation for that particular time. What is more important is the fact that the intention of this study is to examine the strategies within the broad developmental supervision approach. The following section examines the descriptions and characteristics of the clinical supervision as one of the strategies of improving quality of teaching by linking to TQM principles. Apart from the role of diagnosing and matching leadership styles, this study also assumes that the clinical supervision can be applied independently to all teachers operating at different levels of expertise and commitment with the ultimatum goal of ensuring that educators are gradually promoted from directive to non-directive approaches.

3.3 CLINICAL SUPERVISION STRATEGY

Gall and Acheson (2011:1) are of the opinion that a clinical supervision interactive model should be implemented. Compare the following statements:

We propose an alternative model of supervision that is interactive rather than directive, democratic rather than authoritarian, and teacher-centered rather than supervisor-centered. This supervision style is called clinical supervision.

In order to understand the main components of some of the descriptions and characteristics of the clinical supervision as related to the above definition, Wiles and Bond (2000:276) give the following similarities and distinctions between traditional supervision and clinical supervision:

- In traditional supervision, the supervisor is the instructional expert, whereas in clinical supervision both the supervisor and the teacher are assumed to be instructional experts;
- In clinical supervision, the teacher and supervisor communicate as colleagues, with the teacher identifying concerns and the supervisor assisting the teacher in analysing and improving teacher performance;
- Unlike the traditional supervision, in the clinical approach, the teacher is not a passive recipient of supervision but an active partner whose participation and commitment are critical to the success of the supervisory process;

- Clinical supervision emphasises teacher growth and assumes teachers to possess the drive and personal resources to improve their teaching;
- Clinical supervision helps the teacher to identify and clarify problems, receive data from the supervisor, and develop solutions to problems with the help of the supervisor.

Considering the above explanations, one could infer a form of interaction between the teacher and supervisor which is characterised by good friendliness, collegueship and collaborative relationships all aimed at improving teachers' performance. Very broadly, clinical supervision encompasses the stages designed by Cogan (1973), Acheson and Gall (1997) and Goldhammer, Anderson and Krajewski (1993). Daresh (2007:319) points out supervision practitioners are always disagreeing on the official number of steps in the clinical supervision. However, literature analysis seems to concur that most stages are broadly encompassed in Cogan's eight step design of the clinical supervision model (Wiles & Bond, 2000:276; Tanner & Laurel Tanner, 1987:183; Daresh, 2007:319; Sergiovanni & Starratt, 1983; Olivia & Pawlas, 1997:405; Lovell & Wile, 1983:168). These according to Cogan (1973) include:

- Establishing the teacher- supervisor relationship;
- Planning lessons, series of lessons or units with the teacher including formulation of objectives, materials to be used, methods as well as feedback strategies;
- Planning strategies for lesson observation with the teachers;
- Observing instructions in a collaborative manner;
- Analysing the teaching and learning process by way of decision sharing and consultation;
- Planning the supervisor- teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation;
- Conducting the supervisor-teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation;
- Renewed planning encompassing mutually agreed changes of the lesson observation feedback.

Daresh (2007:319) and Acheson and Gall (1997) simplify the above model by suggesting only three stages:

- Planning conference;
- Classroom observation;
- Feedback conference.

(Daresh, 2007:320) makes a further analysis and mentions that Goldhammer, Anderson and Krajewteski (1993) advocate a four- stage description which includes:

- Pre-observation conference;
- Observation: the supervisor observes the teacher;
- Analysis and strategy;
- Post conference analysis.

Zepeda and Mayers (2013:21-28) examine clinical supervision according to three simple stages comprising of the pre-observation stage, classroom observation and post-observation.

Despite the varying number of stages, outlined above, the following are some of the noted additional advantages of clinical supervision over traditional methods based on the definitions and the stages of clinical observation according to Wiles and Bond (2000:276):

- Supervisors and teachers work together towards common objectives;
- Supervisors can influence teaching behaviour to a greater degree;
- Teachers and supervisors have positive feelings towards the supervisory process.

As this study examines the rationale and implications of the clinical supervision, there is also need to highlight the significance of the emphasis put on co-operation and collegial working relationships between those supervised and managers. With regards to the cyclical stages of the clinical supervision, Olivia and Pawlas (1997, 2001) make reference to Noreen Garman's views. She sees supervision as embracing four important concepts:

- Collegiality: an internal state embodying a spirit of team connection characterised by mutual respect and affection;

- Collaboration: teacher and supervisor sharing common goals and similar perceptions;
- Skilled service: the supervisor's special competence based on training and experience which teachers can benefit from;
- Ethical conduct: exercising judgement and maintaining trust.

According to the critics of the clinical supervision, the following are the identified limitations:

- The one-to one relationship between supervisor and teacher seems time consuming and expensive. It is believed that the model requires considerable time to implement (Madziyire, 2000);
- If videotaping is to be applied, equipment may be costly (Madziyire, 2000);
- Valuable group opportunities may be lost (Madziyire, 2000);
- The focus on the aspect of "self" found in the clinical design may be retarded looking outward for new ideas and advice (Tanner & Tanner, 1987:141);
- In some organisations, the supervisor does not have understanding and skills of supervision (Lovell & Wiles, 1983:181);
- Some supervisors still have a tendency of maintaining their superiority status;
- Some teachers can still maintain an inferiority complex because of exposure to traditional forms of supervision.

Although the above highlighted criticism portrays a negative perception, this study is based on the consulted literature which suggests that as a face-to-face process, clinical supervision allows supervisors and teachers to spend more time together discussing and analysing what is occurring in the classroom and to come up with strategies to overcome any teaching problems resulting in improved classroom practice by means of catering for different needs of individual teachers (Daresh, 2007; Madziyire, 2000; Wiles & Bond, 2000: 276). Close analysis of the consulted literature from previous sections also indicates that such examples like: co-operation, combined effort in decision making, participatory behaviour, consultative attitude, collegueship, trust, friendliness, moral building, motivation, team spirit, collaboration, respect, humanity, accountability, autonomy, good communication channels, inspiration, openness, satisfaction and support have been overstressed to describe clinical

supervision. It is also important according to this study to note that the same terminology has been used to identify characteristics of TQM principles. From previous sections, professional collegueship and shared decision making have been associated with a high degree of motivation, autonomy, recognition, moral building, empowerment, esteem, commitment, and advancement (Tanner & Tanner, 1987:141; Nolan, 2005:92; Glickman et al., 2004:474).

This in turn would suggest a positive influence on learners' performance. From the definitions it is clear that staff development has also been associated with clinical supervision all aimed at improving professional growth. This suggests that the definition takes note of the aspects of training and continuous improvement which seems to play an important role as characterised by the TQM principles. In support of this view Dhlamini (2008: 90) seems to advocate for co-relationship between change in teaching behaviour and improvement of performance. It can be noted that both definitions stress support for the supervised during instruction focusing on change of behaviour and problem solving strategies. However, commitment and support seem to play an important role in improving teacher's performance as characterised by TQM principles. Some can still argue that it is hard to believe that clinical supervision can always expose a friendly and amicable relationship between the supervisor and teacher. Life is not all about support; it is not rosy but conflict-ridden (Madziyire, 2000: 277). In response, Gall and Acheson (2011:1) as highlighted previously emphasise a non-conflict approach to supervision which they feel matches the characteristics of the clinical supervision. From the previous chapter, a democratic leadership style as a TQM principle has been associated with boosting empowerment and morale among teachers as a way of enhancing performance.

3.3.1 Characteristics of clinical supervision as related to TQM principles

After reviewing the possible interpretations and content of the consulted literature above, the following are the identified crucial elements of the TQM principles encompassed by the clinical supervision theoretical content:

- Total employee involvement;
- Continuous improvement;
- Continuous training;

- Team-work;
- Top management and commitment;
- Democratic management style;
- Customer/citizen satisfaction;
- Culture change;
- Empowerment.

Clinical supervision, as a result, seems to address the expectations of the TQM principles as indicated by the above principles. The application of a clinical supervision approach as related to TQM principles therefore rest on the assumption that there is a positive influence on teacher performance if implemented exactly as it is from a theoretical point of view according to this study.

3.3.2 Application of the clinical supervision with special reference to the IQMS

According to the IQMS document (IQMS Section A, 2003:3) the purpose of Developmental Appraisal (DA) is that of appraising each educator in such a way that there is transparency so that areas of strength and weakness are identified in order to ensure that developmental programmes are designed and conducted. Daresh (2007: 326) highlights that the most “prominent” of all models of supervision is the clinical model for developmental purposes where support and intervention are done while the activity is in progress. For the purpose of this research, the teacher evaluation strategies as stipulated by the IQMS are analysed to the level of compliance with the application of clinical supervision in terms of efficiency and effectiveness. The evaluation process according to the IQMS document involves the following three distinct stages:

- Pre-evaluation discussion;
- Lesson observation;
- Post conference analysis.

This study identifies that both IQMS and clinical supervision generally share the same evaluation stages in one way or the other. These stages involve the pre-observation/pre-

evaluation discussion stage, the lesson observation stage and post observation/feedback discussion.

3.3.2.1 The pre-observation stage

The IQMS document (Section B, 2003:22) and (the IQMS School-based Educators Training Manual: 117) stipulates that during the pre-evaluation discussion each DSG must have a pre-evaluation discussion during which the following issues must be clarified:

- The educator's knowledge of the performance rating procedures and the stipulated performance standards;
- Illuminated areas of concern by the educator;
- The educator's knowledge on the procedures of the cycles of the IQMS implementation cycles;
- The educator's reception of an explanation of the expectations of the lesson observation performance standards 1 to 4 and other aspects of other Performance Standards;
- The educator's ability to handle instructions regarding the evaluation procedures in respect of the remaining performance standards;
- The educator's views on concerns affecting performance which include cognizance of contextual factors, which may be assessed and recorded for consideration in case there is an adjustment of the awarded marks in respect of the expected performance standards.

Unlike clinical supervision where planning is done co-operatively with the teacher and supervisor, the IQMS pre-evaluation stage seems prescriptive in nature in terms of setting of standards and other evaluation procedures. What seems to be more distinguishable is that the teacher seems to rely more on pre-determined standards to which they must adhere to during the implementation of IQMS. Even if educators are given a chance to express concerns, there is no chance of making changes of the stipulated standards under whatever circumstances. The standards seem to be stipulated by officials in authority from the top and brought down for implementation without any consultation from the teachers. As already highlighted, this

type of evaluation seems bureaucratic as characterised by hierarchical power over subordinates.

Clinical supervision adherents consider the first initial step of the pre-supervision as serving the purpose of creating cordial relationships between the teacher and the supervisor as according to one of the clinical supervision founders, Cogan (1973). This stage in clinical supervision also involves a combined effort in planning for the lesson in terms of objectives and expected standards in a co-operative and consultative manner. This is followed by a combined effort in planning for the lesson activities, organising resource materials and other supervision procedures by both the teacher and the supervisor (Cogan, 1973). As already highlighted, empowerment is evidenced by the amount of decision making and authority possessed by the teacher (Madziyire, 2000). In contrast, IQMS document precisely reflects management pre-evaluation activities as characterised by informing, explaining and directing the teacher on what is expected of him/her. Characteristics of a bureaucratic authority as already highlighted are apparent in form of rules, and regulations. Teachers are given a script to follow in all evaluation procedures. Based on this view, Daresh (2007: 10) is of the belief that even up to now, some leaders and educational systems are still practising scientific supervision. With reference to previous discussions in chapter one; scientific supervision is not in line with the expectations of the TQM principles.

3.3.2.2 Lesson observation

According to the IQMS manual (Section A 2003:8), there is a “Protocol” which represents the process and procedures which are to be followed in the form of steps wherever an educator is observed during the teaching and learning process. The IQMS manual (Section A 2003:8) clearly stipulates that Step 4 of the protocol is when “The DSG observes the lesson using the prescribed instrument and discusses the outcomes of all the lesson observation with the educator observed/appraise.” According to this study, another observed characteristic of IQMS during the observation stage is the emphasis put on the performance measuring instrument which seems to be in full control of all the observation activities in compliance with the stipulated standards. The rationality of this view is also based on the following stipulations (IQMS manual, Section C, 2003:2):

This part of the instrument is designed for observation of educators in practice for Developmental Appraisal, Performance Measurement and Whole School-Evaluation (external). The instrument is in two parts. One part (made up of four Performance Standards) is for lesson observation and the other part (made up of eight Performance Standards) is related to aspects for evaluation that fall outside of the classroom.

According to IQMS Manual (Section C, 2003:2) the part of the instrument that deals with the lesson observation consists of four Performance Standards which are as follows:

1. The creation of a positive learning environment;
2. Knowledge of curriculum and learning programmes;
3. Lesson planning, preparation and presentation;
4. Learner assessment.

Sergiovanni and Starrat (2007:239) postulate that evaluation, according to stipulated standards, disrupts teachers' creative and initiative skills. The same sentiments are shared by Daresh (2007:10) who believes that if the stipulated standards have been set from officials with the top positions without the input of the subordinates, that is regarded as a typically scientific management approach. The above IQMS approach where standards seem to control the whole evaluation process also appears to be lacking what clinical supervision specialists view as the consultative approach which they believe plays an important role in empowering the teachers. In support of this view, Tanner and Tanner (1987:141) note that co-operative planning and collegial working relationships play a crucial role in the clinical supervision approach.

Another possible challenge according to this study may result from different ways in which the educators and the school managers perceive the stipulated standards. The main fear is that conflicting interpretations resulting in distortions of the whole evaluation process may appear unless both the supervisor and the teacher collectively claim ownership of all the observation activities including setting of goals and standards. Taking into consideration this view, it is vital to note that collaboration is a crucial strategy of avoiding or handling conflict Daresh (2007: 222).

It is also noted that each of the above indicated performance standards above are linked to the following questions (IQMS Manual Section C, 2003:2):

- Does the educator create a suitable environment for teaching and learning?
- Does the educator demonstrate adequate knowledge of the learning area and does she/he use this knowledge effectively to create meaningful experiences for learners?
- Is lesson planning clear, logical and sequential, and is there evidence that individual lessons fit into a broader learning programme?
- Is assessment part of the approach to promote teaching and learning?

According to this study, the questions posed above pre-suppose that teachers are restricted and confined to the expectations of the measuring instrument which has been designed without their contribution. This implies that the teacher and supervisor are slaves of the measuring instrument which they must strictly adhere to. Collegial supervisory approaches insist on a democratic approach whereby planning is collectively done and common goals set by both the supervisor and the teacher (Glickman et al. 2004:6). Collegiality replaces hierarchical relationships characterised by inspection and control between teachers and educational superiors (Sullivan & Glanz, 2013:101). This suggests that designing of teacher evaluation instruments should have been done by both the teacher and supervisor preferably at school level. If these instruments are done externally, maximum teacher contribution and involvement must also be considered since they are the victims of the implementation stage.

The IQMS strategy seems to be failing to provide a supportive working environment characterised by a climate of collegiality, empowerment and autonomy. This shortcoming, according to literature, is believed to restrict teachers' morale, commitment and motivation (Nolan, 2005:92; Tanner & Tanner, 1987:141; Glickman et al., 2004:474). Pertinent restrictions as mentioned above, seem to have an adverse effect on teacher's performance. IQMS as a quality system seems to lose sight of the general acknowledged principles of the Total Quality Management principles. If empowerment is one of the crucial aspects of the Total Quality Management systems, it must be given a chance during the IQMS lesson observation stage. Apart from the aspect of standardisation, the IQMS observation stage is also characterised by a lot of ratings of teacher performance as illustrated below (IQMS manual Section C, 2003: 5):

- Developmental Appraisal (DA): During this phase, ratings are done against each performance standard to indicate strengths represented by high scores and weak areas represented by low scores. After all the ratings are done a completed instrument becomes part of the baseline evaluation. Total scoring is not a requirement during this phase;
- Performance Measurement: During this phase, ratings are done and total scores are calculated according to the purpose of salary progression and grade progression.
- Evaluation in respect of the other performance standards: This phase involves evaluating educators according to other performance standards which includes among others aspects of curriculum implementation, continuous observation, discussions and feedback given.

The purposes of the above ratings seem to have a twofold function viz.: formative evaluation (developmental appraisal) and summative evaluation (performance measurement). However, Nolan and Hoover (2005:27) argues that there is nowhere supervision can avoid rating of performance since evaluation of teachers serves the purpose of making judgements concerning the overall quality of the teacher competence in carrying out assigned duties. Nolan and Hoover (2005:27) also maintains that “Developing numerical or qualitative rating demands that the evaluator has in mind an explicit or, at the very least, implicit model or standard for desired performance against which the performance of the teacher can be compared.” In other words, Nolan is acknowledging that there is nothing wrong with the above rating. In view of these suggestions, the notion held by clinical supervision experts is to adopt a shared vision between the teachers and the supervisors in a non-judgemental atmosphere where performance ratings are non-existing.

By virtue of the characteristics of clinical supervision discussed earlier on, the teacher is not supposed to be a passive recipient of orders and instructions but an active partner whose participation and commitment must play an important role in all the supervision activities. In support of this view, Wiles and Bond (2000:276) state that teachers and supervisors must work together towards common objectives. In addition, Daresh (2007: 318) suggests that clinical supervision is collaborative, collegial, and teacher-centred. As a result, the model can be effectively applied if supervisors and other educational officers in authority truly trust

teachers to such an extent that they are given equal opportunities to participate and share decisions in the making, designing, implementing, evaluating, and innovating teacher evaluation policies at national, provincial, district and school level. Receiving prescriptions from above is assumed to deprive the teachers' opportunity to empowerment which is regarded as the most important principle of quality assurance principals as highlighted earlier on.

The next stage of clinical supervision, according to Sergiovanni and Starrat (2007: 240) is the post observation conference. The emphasis according to Sergiovanni and Starrat is on sharing information with the teacher for finalising the observation cycle. Furthermore, the emphasis is not on providing evaluated information but on providing supportive guidance (Sergiovanni & Starrat, 2007). The process of making sense of this information is a joined one shared by teacher and supervisor.

3.3.2.3 Feedback and discussion

According to Sergiovanni and Starrat (2007:241) the post conference is not the end of the observation cycle but the beginning of another cycle (Sergiovanni & Starrat, 2007:241). Clinical supervision seems to seriously consider the following aspects during the post analysis stages according to (Sergiovanni & Starrat, 2007:241):

- Ensuring that the integrity of the teacher is protected;
- Ensuring that the teacher fully participates as a co-supervisor;
- Ensuring that relevant feedback is given as per the needs and desires of the teacher;
- Ensuring that more emphasis is on improving quality of teaching than on teacher evaluating the teacher's performance;
- Determining how the supervisor can improve his/her skills during the clinical supervision process.

In contrast to the above clinical supervision post-observation strategy, IQMS Manual (Section A, 2003:26) states that during the feedback and discussion stage (post observation) the DSG must discuss their evaluation with the educator and must provide feedback based on the following purposes:

- To confirm the educator's perception of his/her own performance done through the process of self-evaluation;
- To agree on the rating scores done against each performance standard and resolve any differences that may exist. Discussions of strengths and weaknesses are done for the purpose of further development;
- To hold discussions involving identifying needs of the educators for self-development as well as identifying supportive and mentoring needs to be done by the school and the department of education;
- To develop a Personal Growth Plan (PGP) by the DSG and the educator.

It is however important to note that this stage of the lesson to a certain extent seems to rule out the idea that there is completely no teacher participation and involvement in summative and formative evaluation during the implementation of IQMS. Though the approach seems to differ with the application of clinical supervision, efforts of promoting teacher consultation in the identification of needy areas has been noted. Areas of strength and weaknesses are identified as described by the above IQMS post conference analysis. This forms the areas of development and training. However, this study also notes that to a certain extent, the teacher is given a chance to identify his/her own area of development by completing a personal growth plan according to the IQMS document for staff development purposes.

It is also important to note, as inferred from close analysis of the above information, that the post observation conference is entirely based on the comparison of the outcome of the teacher's self-evaluation and that of the supervisor in compliance with stipulated standards. The consensus and participatory behaviour of the teacher is strictly controlled and confined to the prescriptive nature of the standards and the measuring instrument. The level of empowerment, democracy and commitment is then questionable according to this study. Since there is no mutual ownership of the devices of the observation stages (performance standards, measuring instruments, ratings, lesson planning and teaching activities, teaching media and other resource materials), one may not overlook chances of coming up with differences between the supervisor and teacher which might stimulate an atmosphere of conflict and mistrust as already highlighted.

Under such circumstances the principle of culture is also adversely affected. Clinical supervision seems to avoid such differences in opinion as much as possible. As already mentioned, throughout this stage, the supervisor's role is not to criticise but to provide information useful to the teacher and to do so in a supportive atmosphere (Wiles & Bond, 2000:276; Tanner & Tanner, 1987:141; Sergiovanni & Starrat, 2007: 231). In this regard, Quality Management principles including culture change, support, continuous improvement, democracy customer satisfaction and empowerment are realised. The IQMS evaluation criteria do not seem to address the expectations of some these Total Management principles.

3.3.2.4 Clinical supervision, IQMS and TQM principles

The described cycles of clinical supervision suggests that implementation of this approach encompasses most if not all the principles of the Total Quality Management principles which are assumed to boost teacher performance according to consulted literature. The greater part of the evaluation cycles during the implementation of IQMS seems to be characterised by forms of inspection and scientific mode of supervision. In the South African education, there is no literature so far that confirms that clinical supervision has ever been implemented officially even though some of its features are apparent during the IQMS lesson observation cycles. However, the findings of literature analysis so far according to this study seem to shed light on possible approaches that can address implementation problems of evaluation systems in the South African education system.

3.4 THE SELF-DIRECTED SUPERVISION STRATEGY

From previous sections, the literature study has reflected that traditional forms of supervision were characterised by the supervised being entirely dependent on the supervisor. Previous discussions also highlighted that experts of modern forms of supervision believe that higher levels of performance tend to depend more on the educator becoming more responsible for his/her development. Self-directed supervision in this regard refers to an individual teacher being active and taking the initiative in his/her own development instead of relying on the principal or School Management Team (SMT) (Terhoven, 2012:11, Cord & Clements, 2010:287). According to Glickman et al. (2004:315) the process is called self-directed supervision because the teacher is fully responsible for decision making regarding planning

and implementing the curriculum including instructional improvement strategies. Glickman et al. (2004:315) assert that self-directed supervision can take a variety of the following forms:

- Teachers assume full responsibility for decision making regarding planning and implementation of the instructional improvement plan;
- Making visits to the classroom of several expert teachers for the purpose of comparing expert teaching to one's teaching, and identifying self-improvement goals based on such comparison;
- Videotaping one's own teaching across several lessons, and then analysing teaching performance while reviewing the videotape;
- Making surveys or administering questionnaires to students or parents;
- Interviewing supervisor, peers, students, or parents about effective teaching and learning or about one's own instructional performance;
- Keeping a journal of teaching experience, problems, and successes, accompanied by critical reflection for the purpose of instructional improvement;
- A comprehensive review of student achievement on traditional tests as well as student projects;
- The development of a teacher portfolio for the purpose of self-reflection and analysis.

Glickman et al. (2004: 314) further suggest that self-directed supervision should not be done in isolation. It can be noted that even though the word "self" is overstressed, there is regular consultation and collaboration with the supervisor and peers, and in some cases with students and parents particularly when video-tapes, surveys or interview results, journals, student achievement data, and teacher portfolios are analysed and discussed (Glickman et al., 2004: 314). Marzely (2002:152) maintains that research has long shown that the recognition of needed change must come from within the teacher, not imposed from the outside. This exposes attitudes of commitment, motivation and empowerment. Teachers are given an opportunity to be supervisors and critics by assessing their achievements in terms of their professional performance (Marzely, 2002:152).

3.4.1 Advantages of self-directed supervision

The following are identified advantages of self-assessment (Marczely, 2002:152; Daresh, 2001:330; Glickman et al., 2004:315):

- Teachers can determine their personal progress towards achievement of intended goals;
- Teachers are able to determine their strengths and weaknesses in curriculum delivery through the acquired skills of self-analysis. Intervention strategies for further development are put in place with regards to areas of weaknesses;
- Generally, self-directed supervision initiates self-development and professional growth.

3.4.2 Disadvantages of self-directed supervision

In identifying disadvantages of self-directed supervision, it can be noted that it is common to hold the impression that the opinions of others are not correct and that no one can give an accurate assessment of the other (Glatthorn, 1984:49-50). To avoid such pitfalls, the teacher should always compare objectively, responses gathered from a variety of sources (Daresh, 2001:330).

3.4.3 Application of the self-directed supervision strategy as linked to TQM principles

From the above literature analysis, according to this study, self-supervision seems to initiate empowerment, democracy, commitment, customer satisfaction, continuous improvement, opportunities for training and staff development. It is also interesting to note that such words as, self-interest, commitment, motivation, autonomy, responsibility in decision making and self-control have been emphasised. These concepts from previous discussions are so much rooted and attached to TQM principles and are regarded to play a crucial role in enhancing teacher performance.

3.4.4 Application of self-directed supervision with special reference to the IQMS theoretical content

In the South African education context, self-evaluation seems to be the first important stage in the appraisal and evaluation processes of teachers. IQMS manual (Section A, 2003:210) states that:

Immediately after the initial advocacy and training, each educator should evaluate her/himself using the same instrument that will be used for both Developmental Appraisal (DA) and Performance Measurement (PM). This enables the educator to become familiar with the instrument.

Educators also familiarise themselves with the Performance Standards, the criteria (what they are expected to do) as well as the levels of performance (how well they are expected to perform) in order to meet at least the minimum requirements for pay progression. This self-evaluation forms part of both Developmental Appraisal (DA) and Performance Measurement (PM).

In response to the above stipulation, it is clearly stated that the purpose of the educator's self-evaluation is to familiarise him/her with the prescribed evaluation instrument and the prescribed standards. There is apparently no conclusive evidence that the conditions of self-evaluation stipulated above resemble any of the performance improvement forms advocated by self-supervision advocates (Glickman et al., 2004:315; Daresh, 2002:330; Marczely, 2002:152; Sergiovanni & Starrat, 2007:275).

According to this study, it appears that for as long as there are unresolved theoretical and practical problems of bureaucracy, hierarchical structures, inspections, prescriptions in setting of standards and designing of evaluation instruments, self-directed supervision is difficult to implement following the above procedures. Murdock (2000:55) mentions that participation by staff in initiating and contributing to the instruments and procedures used to evaluate their performance leads to motivation and empowerment as teachers develop an understanding of the whole programme. In view of the stipulations of the IQMS document above, one would therefore argue that the self-evaluator is still forced to comply with the bureaucratic and prescriptive rules and regulations as characterised by the scientific model of supervision.

These aspects of the top-down approach in self-evaluation seem to differ with the expectations of the self-directed supervision advocates including Glickman et al. (2004:315) who view self-directed supervision as an approach where the teacher is fully responsible for decision making in the curriculum planning and implementation activities. Madziyire (2000:36) also states that through self-directed supervision, higher levels of performance tend to rely more on the supervised becoming more autonomous since he/she should be his/her own supervisor and assessor. However, self-evaluation seems to take a major role in the implementation of IQMS.

The level of participation and decision making, however, is minimal as compared to the above suggested clinical supervision activities which seem to reflect a high degree of individual freedom, self-motivation, and a high degree of autonomy. The implementation of IQMS shows that after educators do their on-going self-evaluation on the basis of this instrument with standardised performance areas, the instrument is then verified by the Development Support Group (DSG) consisting of head of department and selected staff colleagues. Most of the activities seem to be so closely controlled and regulated to such an extent that professional freedom is limited.

In accordance with the above discussion, it can be argued that self-evaluation for the purposes of professional development, expertise, commitment and empowerment in the implementation of IQMS is far below the expectations in comparison with the views of the following supervision experts: In self-directed supervision, teachers work alone by assuming responsibility for their own professional development (Sergiovanni & Starrat, 2002:274). In Self-directed supervision, teachers are free to develop their own yearly plan that includes targets or goals derived from the assessment of their own needs which may be shared by the supervisor and other peers (Sergiovanni & Starrat, 2007: 274). This approach may be seen to boost a good spirit of empowerment as to the expectancy of the TQM principles. In addition, chances of boosting morale among the teachers are also high.

Opportunities for improvement and development are also apparent and the democratic nature of the supervisory method is most likely to initiate commitment and support. Contrary to this approach, teachers evaluate themselves relying and adhering heavily on pre-stated targets during the implementation of IQMS. Under such circumstances, teachers may tend not to

fully comply with the TQM principles due to the prescriptive circumstances and unhealthy evaluation climates. Sergiovanni and Starrat (2007:274) argue that sometimes teachers' tendency to evaluate themselves paying attention to pre-stated targets, results in other areas of importance not being targeted or being overlooked or neglected.

From a different stance however, one can still argue that IQMS gives room to educators' participation and contribution in evaluating their performance and deciding on areas of improvement. This is further supported by Hinchey (2010:10) who says that "Moreover, incorporating teacher self-reports conveys the important message that contextual knowledge of practitioners is respected and valued, and so helps to promote stakeholders buy-in."

To reinforce this view, the IQMS manual (Section A, 2003:21-22) states that the emphasis on self-evaluation serves the following purposes:

- The educator is compelled to reflect critically on his/her own performance and to set own targets and timeframes for improvement. The educators take control of improvement and are able to identify priorities and monitor own progress.
- The educator is able to make inputs when the observation for evaluation takes place and this process becomes participatory.
- The educator is able to measure progress and success and build on these without becoming dependent on cyclical evaluations.

In view of the above information, it has come to the attention of this study that the educator's level of participation seems to be entirely centred on prescriptions. The inputs that the educator is expected to make seem not to alter the measuring instrument or performance standards to suit the prevailing situation or circumstances. The level of creativity in an attempt to implement a programme that lacks personnel contribution and involvement appears limited. In support of this view, Marczely (2002:152) maintains that research has long shown that the recognition of needed change must come from within the teacher, not imposed from the outside. As discussed earlier on, the success or failure of training or professional development relies on the level of empowerment and the evaluation climate that the self-evaluator is exposed to. Empowerment includes not only an invitation to become involved in decisions concerning leadership, teaching, and learning, but also an invitation to

acquire the information and skills necessary to engage in effective decision making in each of these areas (Glickman et al., 2004:474).

It is important to note that unlike the self-directed supervision strategy, self-evaluation is officially recognised as the central aspect of the IQMS evaluation system, however, the IQMS self-evaluation strategy approach seems not to be in harmony with the expectations of the self-directed supervision experts. A lot of contradictions between IQMS self-evaluation and self-directed supervision approach have been identified as related to empowerment, motivation and training apart from other principles of quality assurance principles in terms of theoretical implementation. The self-directed supervision approach seems to be in favour of initiating the aspects of empowerment, motivation and other TQM principles according to referred literature (Sergiovanni & Starrat, 2002:274; Glickman et al., 2004:315; Marczely 2002:152). On the other hand, empowerment, motivation and democracy as characterised by IQMS self-evaluation approach, seem to exist only in principle.

3.5 PEER SUPERVISION STRATEGY

Among other collaborative strategies to supervision James, Nolan and Hoover (2011:12) propose peer-group supervision based on the following benefits proposed by McLaughlin, Black-Hawkins, McIntyre and Townsend (2008:79):

- Collaboration reduces duplicating duties and assignments among teachers;
- Collaboration increases competency;
- Collaborative dialogue encourages teachers to learn from one another,

In support of the above view, Sergiovanni and Starrat (2007:262) refer to Glatthorn who sees peer supervision as a “Moderately formalised process by which two or more teachers agree to work together for their professional growth, usually observing each other’s classroom, giving each other feedback about the observations, and discussing shared professional concerns.” Olivia and Pawlas (1997:426) refer to the principles of peer supervision as involving a teacher inviting one or more classroom teachers, the school management team or a senior teacher or subject specialist for assistance. Aspects of collegiality and team building are emerging in this definition. Another important aspect of the definition is the willingness of

the teacher to call on his/colleagues for assistance without application of any law enforcing instrument. The call is a self-desire and self-drive which in turn suggest a high influence on self-motivation to improve performance.

Sergiovanni and Starrat (2007: 263) continue to stress the same point by informing that in some cases, teachers are organised into teams of two or three during the peer supervision process. It might be a good idea in some cases that at least one member of the team to be selected by the principal, but there are no rigid rules for composing peer supervision teams. Sergiovanni and Starrat (2007: 263) also suggest that if not too large, a whole grade level, middle school team, or high school department might work well. Once the team is formed, Sergiovanni and Starrat further suggest that team members may agree to observe each other's class by assisting each other through discussions and feedback on curriculum related matters.

With reference to Glatthorn, Sergiovanni and Starrat (2007:262) describe five different forms of peer supervision as follows:

- Professional dialogue among peer teachers aimed at enhancing the teaching and learning process;
- Peer supervision featuring proper curriculum planning, implementation and resource development;
- Lesson observations among peers followed by analysis, discussions and feedback;
- Collaborative development among peers focusing on developing teaching strategies and skills through workshops and lesson observations;
- Conducting action research in order to come up with possible solutions for enhancing quality of teaching.

Another important observation is that peer supervision stretches even out of the classroom observations since teachers are later seen conducting informal discussions and sharing ideas about curriculum implementation challenges they face on a daily basis (Sergiovanni & Starrat, 2007:262). In support of this view, Marczely (2002:107) and Zepeda and Mayers (2013:33) see a peer-implemented approach as a formative and developmental approach aimed at improving performance continuously. According to Olivia and Pawlas (1997:426) three variations of the collegial approach to supervision are peer supervision, coaching, and

mentoring. These modified forms of collegial/peer supervision according literature (Sergiovanni & Starrat, 2007:262) are explained as follows:

- Coaching: two or more members help each other to improve instruction by observing and critique each other;
- Mentoring: a less skilled or inexperienced educator is entrusted to a more skilled and experienced one (the mentor). The mentor supports the inexperienced teacher on a one-on-one basis before the school management team joins to monitor the process for supportive purposes;
- Teacher-Teaching-Teachers Model (TTTM): This involves teachers who work at “schools, resource centres or study circles”. This model is for training of teachers by peers apart from being the cheapest and also provides immediate feedback to teachers’ problems.

3.5.1 Advantages of peer supervision

Some of the identified advantages of peer supervision according to literature (Sergiovanni & Starrat, 2007: 263; Marczely, 2002:107; Olivia & Pawlas, 1997:426; Knoll, 1987:155; Zepeda & Mayers, 2013:21-28) are as follows:

- Peer supervision maintains the teacher’s professional dignity and ensures skills development;
- Teachers are intrinsically motivated to improve performance without much influence from outside;
- Peer supervision provides teachers with moral support by having opportunities of observing and analysing their teaching qualities followed by the necessary feedback;
- Peer supervision empowers teachers to control their own teaching and development by sharing ideas openly with trustworthiness with other peers.

3.5.2 Application of peer supervision as related to TQM principles

The literature analysis above reflects that team building seems to be the major thrust of peer supervision. In addition, by virtue of the identified high degree of autonomy, empowerment,

commitment, customer satisfaction, continuous improvement, staff development and training, democracy, support and commitment seem to be dominating in the peer evaluation theoretical framework. This implies that peer supervision complies with the TQM principles.

3.5.3 Disadvantages of peer supervision

Critics of peer supervision feel that the approach lacks the “authority base” that is associated with other supervisory practices (Madziyire, 2000:43). In contrast, previous literature has indicated what is more important is that peer supervision provides supportive morale for supervised development.

3.5.4 Application of peer supervision with special analysis of the IQMS theoretical content

IQMS manual (Section A, 2003:13) points out that the IQMS peer-evaluation process should consist of the educator’s immediate senior (HOD) and one other educator (peer). An educator’s peer is selected by the educator on the grounds that there is enough expertise in terms of the needs of the educator. The peer is also chosen on the bases that criticism as well as the needed support and guidance to be rendered, is constructive. Only in exceptional cases, e.g. in the case of a principal, may a peer be selected from the staff of another school. In some instances, it is permissible for an educator to select more than one peer based on his/her particular needs (IQMS manual Section, A, 2003:13).

In light of the information above, IQMS shows that peer-evaluation is incorporated within the main formal management evaluation process conducted by the school management. According to this study, there are fears that in the presence of the head of the department (senior) that by policy is compelled to be taking his/her management roles as part of the peer evaluation process may interfere with the supervisory freedom and autonomy of the subordinates. According to this study, the policy is basically stipulating that whoever is chosen as the peer cannot observe the lesson without the accompaniment of a manager (HOD). This alone is a reflection of a rigid policy which may as well be associated with violation of peer-supervisory procedures and collegiality as recommended by Sergiovanni

and Starrat (2007:23). Under normal circumstances, the manager is more influential in terms of power and authority (Sergiovanni & Starrat, 2007).

The enforced presence of managers as part of peer supervision may result in some managers feeling threatened to surrender or suppress their positions for the sake of collaboration. The same sentiments are shared by Daresh (2001:186) who comments that although supervisory activities promote expected change, the power and the authority that lies within the leader stimulates negative reactions to the subordinates. "It is important that the peer has the confidence and trust of the educator as he/she will have to offer constructive criticism as well as support and guidance"(IQMS manual, Section A, 2003:13). This study suggests that this would only be possible without the presence of a manager not unless the manager is fully committed to also take the role of a peer or, the teacher voluntarily invites the manager to be part of the team as proposed by Olivia and Pawlas (1997:426).

The IQMS manual (Section A, 2003:13) gives provision for mentoring, coaching and support as a form of peer supervision by both the peer and the manager which are claimed to be some of the job descriptions of the Education Specialist (Head of Department). The term Education Specialists as referred to HODs at primary schools raises a lot of suspicion in terms of competence considering that their appointments unlike high schools are affected not on subject specialisation but according to grade phases namely the foundation, intermediate and senior phase. In these respective phases, different educators specialised in different learning areas some of which the HOD is not even well versed in. It seems, according to this study, that there is already a tension between the HOD's real expertise in terms of mentoring, coaching and supporting a teacher and the level of Education Specialisation which the IQMS is overstressing. Peer supervision which also involves coaching and mentoring must probably be the responsibility of peers who have specialised in the same learning area with the supervised such as the case with high schools.

Based on the interpretation of this study, IQMS seems to establish its mentoring and support in terms of the teacher's ability to cope and conform to the prescribed standards and the measuring instrument. In line with the principles of peer supervision, the IQMS peer evaluation approach seems to suppress autonomy. The supervised and the peer as mentioned earlier on may feel threatened by the interference of what seems an incompetent manager

who may also seem to bear more authority during the evaluation process; unless the supervisor has also specialised in the same learning area with the supervised. According to IQMS document (Section A, 2003:13) the purpose of this evaluation by the DSG is to:

- confirm (or otherwise) the educator's perception of his/her own performance as arrived at through the process of self-evaluation;
- enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion that may exist;
- provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the school in terms of mentoring and support (especially by the DSG) and what INSET and other programmes need to be provided by, for example, the District/Local office;
- equip the DSG and the educator (together) to develop a Personal Growth Plan (PGP) which includes targets and time frames for improvement? The PGP must primarily be developed by the educator with refinements being done by the DSG;
- procure a basis for comparison with the evaluation for Performance Measurement purposes which is carried out at the end of the year. The peer is also a member of the DSG.

Unlike the above stipulated conditions, Sergiovanni and Starrat (2007:262) propose the approach to peer supervision as involving the peers taking an active role in the supervision process than the manager. There is probably need for the IQMS to have more flexible structures in the implementation of peer evaluation as advocated by the peer supervision model than strictly adhering to rigid conditions as indicated above. Sergiovanni and Starrat (2007:262) further state that peer supervision goes beyond classroom activities. It provides a setting in which teachers can informally discuss challenges they encounter. The IQMS process does not seem to reflect complete peer supervision, collegueship and mentoring opportunities to full capacity.

One can still however argue that the presence of the peer during the IQMS evaluation process cannot be overlooked. The peers' contribution may also lead to a fair judgement of the evaluation outcome in conformance to stipulated standards to a certain extent. The peer may

act not only as a witness but also an inter-mediator where disagreements seem to occur. In a different perspective, the peer who is supervising can also feel highly empowered to be part of the evaluation process. As a way of avoiding influence of rigid rules, control and directives as characterised by IQMS, Sergiovanni and Starrat (2007) have already been seen to propose that team members may agree to observe each other's class and provide support according to the expectations of the teacher being observed.

3.6 CONNOISSEURSHIP SUPERVISION

In this section, different from all supervisory models discussed earlier, connoisseurship will be dealt with. According to its founder, Eisner (1998:6) connoisseurship supervision refers to the form of appraisal that uses knowledge and experience to analyse essential and significant occurrences of an event or situation under study. Eisner also mentions that the word connoisseurship originates from the Latin "cognoscere" which simply means to know. Knowledge therefore seems to be one of the central aspects in regard to qualities of an effective supervisor. In simple terms, Eisner (1998:6) sees the major task of connoisseurship as to develop in the supervisor and teacher, qualities and skills of "appreciation, inference, disclosure and judgement". In other words, this means that a connoisseur among other qualities involves a supervisor who displays a broad understanding of a subject and in this respect, displays knowledge of that subject including proper supervision skills. Madziyire (2000:39) and Eisner (1998:63) assume that a connoisseur does not follow stipulated rules for comparing opinions; but rather follows the principle that there is no rigid criterion for judging what is pursued as right or wrong, as all judgements rely on the feelings of the individual. Madziyire (2000:39) associates a connoisseur with high descriptive and interpretative skills of the teaching and learning situation where social theories are applied to report and enlighten other educational researchers and classroom teachers on outcomes and recommendations of the supervision process.

Eisner (1998) and Madziyire (2002:39) identify the main strength of connoisseurship supervision as affording opportunities of improving classroom practices because of the attached supervision expertise. However, critics of the model say that it lacks specific educational criteria and that there is potential to produce biased information since the supervisor is both the data collector and interpreter of information (Madziyire, 2000). With

regard to IQMS “The question remains whether the system can develop the capacity to produce these knowledgeable, well-trained professional appraisers who have access to sufficient data information to interpret effectively the appraisal instrument, to reflect adequately on educator’s practices and areas of development and compile meaningful PGPs” (De Clercq, 2008 :14). In his study, Nevo (1995:30) recommends that there is need to recruit and train competent evaluators and district support teams.

The view of these two researchers already imply that there is an element of doubt on the capabilities of current IQMS evaluators in terms of evaluation competence and expertise in order to match the description of connoisseurship supervision. The DoE (RSA 2003a:1-2) contradicts this view by stating that the Whole School Evaluation (WSE) team is made up of accredited and trained supervisors who are experts in evaluating all types of schools. The degree and level of their expertise to match professional connoisseurship which has been described and analysed above has not been clarified. For the sake of making one realise some of the barriers to successful implementation of teacher evaluation programmes, this study poses the following questions:

- Keeping in mind school-based supervision, does the selection of the DSG which is fully in charge of evaluation of teachers consider all the described qualities and procedures of connoisseurship on a regular basis?
- To what extent does the whole School Management Team possess the qualities of professional evaluation skills as spelt out by the Connoisseurship Supervision model?
- How can one be an effective performance evaluator without professional expertise in curriculum development, implementation and innovation?
- How can one evaluate a learning area that he/she has not specialised in?
- How can one be a successful performance evaluator without full knowledge of the theory and practice of the models of supervision and evaluation as well as the relevant professional qualifications and relevant experience?

3.6.1 The application of connoisseurship as related to the TQM principles.

According to one of the quality system advocates, Deming (1986) believes that the outcome of any hard work is supported by deep knowledge. With regards to the application of TQM principles, this view reflects the idea that a supervisor must have full knowledge and skills of human empowerment, total involvement, team building, training, customer satisfaction, democratic strategies, culture change, and top management and support and commitment strategies as well as continuous improvement approaches.

3.6.2 Application of connoisseurship with special reference to the IQMS

From previous discussions, one may raise the following question (Refer to section 3.5.4):

- What qualifies the HOD to be referred as education specialists particularly with regard to primary schools?
- Which criteria does the educator use in order to verify that the DSG has the appropriate qualifications, knowledge and expertise to do the evaluations and give relevant supportive guidance?

It has already been highlighted that HODs at primary schools are appointed to manage a phase which comprises of different learning areas which do not even match to his/her area of specialisation. Their level of expertise, knowledge and evaluation competence and experience (connoisseurship) is therefore highly questionable. Experience in curriculum planning, innovation and implementation also seems to be pre-requisite qualities of a manager according to connoisseurship. Considering that HODs at primary school unlike high schools are appointed not on the basis of subject specialisation, evaluation and management skills. How can one then expect qualitative results if the same HODs are expected to take responsibility of the evaluation processes?

According to this study, the connoisseurship model seem to play a vital role in making one realise the importance of supervisory expertise, knowledge and skills in implementing any form of a performance evaluation approach. This study is also going to establish the performance evaluator's knowledge, skills, qualifications and experience so as to establish

their competence in the implementation of IQMS. This research also assumes that the connoisseurship supervisor has got the knowledge, expertise, to implement strategies of empowerment, motivation, commitment as well as ability to conduct training sessions.

3.7 SUMMARY

This chapter provided a brief historical background of TQM principles from an international and South African educational perspective. A number of TQM principles identified among them, are a continuous improvement, total involvement, empowerment, team building, customer satisfaction, democratic management styles, top management commitment, training and retraining. Further discussions highlighted the impact of these principles of the TQM principles. Important issues on clarification of the inter-relationship between evaluation, supervision and TQM principles were touched on. This was followed by an analysis of the characteristics of the clinical supervision, self-supervision, peer supervision and connoisseurship supervision as the main components of the developmental models of supervision in compliance with the TQM principles. Tied to this was the discussion on the application of the developmental models of supervision with special analysis of the IQMS as linked to the TQM principles. The application of the above strategies of supervision process is most likely to improve the teacher's performance. According to the literature consulted, the developmental supervision approach holds numerous benefits and advantages not only for integrating all the other supervision strategies in question, but also for special consideration of differences in the educators' levels of development, expertise and commitment as well as social, economic and political backgrounds. On the other hand, some of the characteristics of IQMS seemed to reassemble the inspection and scientific model of supervision.

The next chapter focuses on the research methodology. This includes research design, data collection methods population and sampling, research instruments, a data collection plan and data analysis.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In this chapter, it is the aim of the researcher to present the research design and methodology employed in the study. The following brief overview of the preceding chapters serves as a link with the research design and methodology.

Chapter 2 provided a general idea of the TQM principles as deduced from a literature study. The focus was to determine the influence of each of the identified TQM principles as quality measures on teacher performance. Chapter 3 explored the nature and characteristics of the developmental supervision approach including its implementation strategies in order to determine the extent they match with the Total Quality Management principles. The same developmental supervisory strategies finally resonated with the implementation of the IQMS. The review of the literature revealed the perceptions and the extent to which developmental supervision can improve quality of teaching. The gaps identified in the existing research provide a base from which to carry out the current study. The main endeavour of this enquiry is to close the gaps in knowledge and add a further dimension to the developmental supervision and TQM theoretical approaches.

4.2 RESEARCH DESIGN

In investigating the phenomenon under study, the researcher decided to use the mixed research design which combines both the quantitative and qualitative research methods in one study (Tashakkori & Creswell, 2007; McMillan & Schumacher, 2010). The nature of this study suits the explanatory sequential mixed design (Quantitative-qualitative) which is used to obtain statistical (quantitative) results from a sample and then follow that up with interviews (qualitative) to explore those results in greater detail (Creswell & Plano Clark, 2007, 2011). In the first phase, the researcher used a quantitative research method to address the relationship and association of developmental supervision implementation strategies and TQM principles and improvement of teaching quality with regards to perceptions of educators and school based managers in selected Gauteng primary schools of South Africa. In

the second phase, the researcher used qualitative research methods to elaborate on the results of the quantitative phase by exploring the perceptions of participants on the link between developmental supervision strategies, TQM principles and teaching quality in three selected districts of Gauteng Province. This means that the study operated largely within one dominant paradigm (QUAN →qual) sequential design where, the quantitative being the dominating phase comes first by means of questionnaires (McMillan & Schumacher, 2010:401). This was followed by the qualitative phase which applied focus group interviews with less weight (McMillan & Schumacher, 2010:401).

There are differences between data collection, analysis and interpretation procedures for quantitative research and qualitative approaches. Quantitative investigations are numerical and make use of statistical data while a qualitative study involves verbal interpretations of themes from the respondents (Johnson & Christensen, 2007).

The rationale for this mixed method approach was the need to apply triangulation, a corroboration of different methods in one study to ensure that the research question is fully answered (McMillan & Schumacher, 1993:251; Greene, et al., 1989: 256). In the context of this study, the aim was to ensure that a deeper understanding of the research question is fully answered and the results well-understood by confirming quantitative data with qualitative investigations (Creswell & Plano Clark, 2007).

The researcher also utilised the principle of complementarity by integration of both quantitative and qualitative with the notion that one does not blemish or lessen the strength of another, but rather complement each other to make stronger interpretations and arguments based on the data, according to the framework of Greene, (2007). In other words, the advantage of mixed methods research includes sustaining the strengths and enhancing the weaknesses of both the qualitative and quantitative approaches so as to add breadth and depth of the results (Connelly, 2009:9). This is because quantitative data are viewed as objective and narrow whereas qualitative methods are subjective but rich in information (Neville, 2005:5).

This was relevant to this study since the management teams and educators' perceptions were combined objectively and subjectively reasoning that qualitative data add more details to the

quantitative results as participants give clarifications and elaborations freely in a verbal form (Gephart, 2008). Furthermore mixed method research increases the levels of reliability and validity (Greene, Caracelli & Graham, 1989:256). This is because validity is often low in quantitative approaches while reliability is high in qualitative approaches. In contrast, the qualitative approach has low reliability but high validity (McMillan & Schumacher, 2010:395).

The researcher was well aware of the major drawbacks associated with the mixed method research design in terms of prolonged time to conduct the study and complexity in putting the method into practice, including cost implications. To overcome such challenges, the researcher put proper planning strategies in place, including funding to carry out the research effectively and efficiently. Quantitative and qualitative research methods are elaborated on separately in the following sections.

4.3 THE QUANTITATIVE SURVEY RESEARCH PHASE

The quantitative descriptive survey design served as a means to collect numerical data from a sample to address all the research questions. The use of the quantitative method was appropriate because it provided a broad picture of the perceptions of school-based managers and educators regarding the effectiveness of the developmental supervision approach. Research questions in this study are descriptive in nature and therefore the researcher sought to provide a descriptive analysis of the perceptions of school-based managers and educators.

4.3.1 Sampling

Sampling is the process of selecting a number of participants for a study in such a way that they represent the larger group selected from by means of random sampling procedures to ensure generalisation of research results (Rubin & Babbie, 2008). It is of utmost importance to make sure that sampling is done in quantitative research since it is not possible to gather data from the whole population, which may be infinite (Rubin & Babbie, 2008). There are mainly two distinguishable sampling methods namely probability sampling and non-probability sampling (Gay & Airasian, 2003:101). In non-probability sampling, the researcher is not bothered much about the fact that each population gets equal chances of

being sampled (Gay & Airasian, 2003). This study makes use of probability sampling where randomisation serves the purpose of determining the population segment that goes into the sample (Gay & Airasian, 2003:101). This notion reflects the principle that whichever member of the population is included in the sample is there merely by chance and each member of the population must stand an equal chance to be part of the selected sample (Gay & Airasian, 2003:101).

4.3.1.1 Representativeness of the sample: A Theoretical perspective

Prior to selecting the sample in this study, the researcher familiarised himself with the principles and procedures that guide sample selection and representativeness. According to Anderson (1990:196), a target population refers to the group of interest that the researcher wants to study. The researcher needs to define the target population very distinctly and its boundaries understood (Anderson, 1990:196). Referring to chapter one (see sub section 1.16.2.1), Anderson (1990:200) maintains that researchers can build a sample that is representative by means of adopting a statistical technique called the level of significance of (0.05 or 0.01,). This indicates that the characteristics of the sample does not vary from the characteristics of the population by more than five percent or one percent in accordance with the theoretical sizes for different sizes of population and 95% level of confidence. To achieve this, Anderson (1990:200) proposes the following samples for the corresponding target population indicated below, at a level of 95% confidence.

Table 1: Theoretical sample sizes of population at 95 per cent level

Population	Required sample for tolerable error			
	5%	4%	3%	2%
100	79	85	91	96
500	217	272	340	413
1,000	277	375	516	705
5,000	356	535	879	1,622
50,000	381	593	1,044	2,290

Source: Anderson (1990:202)

4.3.1.2 Sampling of the schools

In the light of the foregoing and table 1, the researcher obtained a computer generated digital list of all 2013 registered public primary schools in all districts of Gauteng from the Education Management Information Systems (EMIS) Directorate of the Gauteng Department of Education.

Table 2 Descriptive Statistics:

		District Schools	Total Learners	State Paid Educators	SGB Paid Educators	Total Educators
N	Valid (Schools)	1358	1358	1358	1358	1358
	Missing	0	0	0	0	0
Mean			855.01	20.91	2.84	23.75
Std. Error of Mean			10.515	.262	.152	.315
Median			849.00	20.00	.00	23.00
Std. Deviation			387.472	9.661	5.612	11.595
Variance			150134.401	93.331	31.496	134.435
Skewness			.420	.593	3.157	.714
Std. Error of Skewness			.066	.066	.066	.066
Kurtosis			.198	.480	14.551	1.317
Std. Error of Kurtosis			.133	.133	.133	.133
Range			2402	60	54	84
Minimum			40	2	0	2
Maximum			2442	62	54	86
Sum			1161100	28399	3857	32256

Source: Gauteng Education Management Information Systems (EMS) Directorate (2013)

Table 2 above indicates that out of 1358 schools under survey there are 1 161 100 learners, 28 399 government employed educators and 3 857 SGB employed educators. There are 32 256 educators in the 15 districts. On average terms using the arithmetic means, each school has approximately 855 learners, 21 government-employed educators and 3 SGB employed educators; thus yielding 24 educators per school.

Johannesburg Central district has the highest number of primary schools (147 schools). It accounts for 10.8% of the population under survey, followed by Tshwane South district with 127 schools (9.4%); Ekurhuleni South with 117 schools (8.6%) and Gauteng East with 108 schools (8.0%). The lowest numbers of schools exist in Gauteng North district with 32 schools (2.4%), Sedibeng East district with 43 schools (3.2%) and Johannesburg South

district with 66 schools (4.9%). This 2013 statistical information collected from Education Management Information Systems (EMIS) Directorate of the Gauteng Department of Education indicates that out of 1358 districts under survey for the study, there are 1 161 100 learners in total, 28 399 government employed educators and 3 857 SGB employed educators (giving a total of 32 256 educators) in the 15 districts of Gauteng Province.

Based on the developmental supervision theoretical framework of this study, simple random sampling has been found suitable for allowing each school and the educators who represent the target population to be included, keeping in mind factors such as homogeneity/heterogeneity, age gender, race and professional and socio economic status, literacy level, income and demographics (De Vos, Strydom, Fouche & Delport, 2005:305). The random sampling method also has an advantage of being highly representative unlike systematic and cluster sampling if all subjects participate (Gay & Airasian, 2003). Other sampling methods require much in-depth research and advanced knowledge of a population prior to the selection of subjects (Anderson, 1990:196). In simple random sampling, only the complete listing of the elements in a population (known as the sampling frame) is needed. Apart from being highly representative of a population, a simple random sample also simplifies data interpretation and analysis of results (Best & Kahn, 1993; Leedy, 1997). Trends within the sample act as excellent indicators of trends in the overall population. Generalizations derived from a well-assembled simple random sample are considered to have sufficient external validity (Rubin & Babbie, 2008).

Table 3: Five percent Sample Size Approximate of all Cases - Estimated Percentage Level

Schools per District

1. Five percent Sample Size Approximate of all Cases - Estimated Percentage Level

	Frequency	Percent
Valid EKURHULENI NORTH	7	12.3
EKURHULENI SOUTH	4	7.0
GAUTENG EAST	5	8.8
GAUTENG NORTH	2	3.5
GAUTENG WEST	4	7.0
JOHANNESBURG CENTRAL	8	14.0
JOHANNESBURG EAST	4	7.0
JOHANNESBURG NORTH	1	1.7
JOHANNESBURG WEST	3	5.3
SEDIBENG EAST	3	5.3
SEDIBENG WEST	4	7.0
TSHWANE NORTH	4	7.0
TSHWANE SOUTH	5	8.8
TSHWANE WEST	3	5.3
Total	57	100.0

By means of random sampling; using a five percent sample size approximate of all Cases - Estimated Percentage Level, 57 schools were selected using the Statistical Package for Social Science (SPSS version 19) as shown in the above table. A 5% sample size was chosen for practical reasons taking into consideration time, money, and accessibility (see sub-section 1.16.2.1). In the context of this research, simple random sampling was also easy and effective because the list of all Gauteng public primary schools was provided in a convenient electronic format (McMillan & Schumacher, 2001:170). This study also complied with Anderson's view (1990: 200) that researchers can build a sample that is representative by means of adopting of

statistical technique called the level of significance of .05 or .01, as highlighted in chapter One (see sub-section 1.16.2.1) and Chapter 4 (see sub-section 4.3.1.1). Based on the assumption that all the selected schools in this study share the same supervisory structure and roles comprising of the principal, Deputy Principals, HODs and PLI educators as stipulated by the South African IQMS policy document (2003), will automatically become the participants per school. It has also been considered that at every school, the same members of this supervisory structures are directly involved in the implementation of the IQMS following the stipulations of the same national policy besides their different socio economics background (IQMS policy document, 2003). The principal, the deputy principal and one purposefully sampled HOD and three educators, from each of the selected schools were asked to respond to the questionnaires for the quantitative phase of the study. The study made use of the expertise of the principal to purposefully select one HOD and three educators with supervisory knowledge and experience in their respective schools. This gave a total of six participants per school totalling to 342 participants. Simple random sampling unlike cluster sampling, stratified and systematic sampling is the most basic among the probability sampling techniques that involves assembling a sample in such a way that each independent, same-size subset within a population is given an equal chance of becoming a subject.

4.3.2 Data gathering

This study made use of questionnaires for the quantitative data gathering method, because of some of the reasons that have been outlined in chapter one (see sub-section 1.13.2.2.1). The choice of data- collection methods for the researcher working from a quantitative approach can be categorised into questionnaires, checklists, indexes and scales (De Vos, Strydom, Fouche & Delport, 2005:166).

4.3.2.1 Questionnaires

Neuman (2000: 516) defines a questionnaire as “a written document in survey research that has a set of questions given to respondents or used by an interviewer to ask questions.” Types of questionnaires include mailed questionnaires, telephonic questionnaires, personal questionnaires, hand delivered questionnaires and group-administered questionnaires (De Vos, Strydom, Fouche & Delport, 2005:166-169). The researcher made use of both self-administered and mailed

questionnaires because of some of the following advantages highlighted by research scholars (Best & Kahn, 1993; Neuman, 2000:271-272):

- Saving time: Several subjects are addressed concurrently and responses are quick;
- Reduced financial expenditure: use of postal services cut expense in comparison with travelling to the respondents;
- Enabling easy data analysis: data from closed-ended questions are easy to analyse;
- Data gathering : is not influenced by personal attributes;
- Respondents do not usually stampede in providing attributes;
- Anonymity: there is freedom of responses to the questions without exposing names;
- This ensures respect of norms and values of the respondents;
- Closed questions help to keep our data impurity that comes with waffling;
- Reliability: there is improved reliability as the written questions are asked in exactly the same way to each respondent;
- They provide a permanent, verifiable record of the data collection effort;
- Researchers can give questionnaires directly to respondents who read instructions and questions, then record their answers;
- Accessibility of information: questionnaires allow the respondents to refer to personal records or consult colleagues before completing the questionnaire;
- Accessibility to respondents: a larger geographical area is covered through the use of questionnaires. This also ensures a larger sample size;
- They are very effective, and response rates may be high for a target population that is well educated or has a strong interest in the topic or the survey organisation.

For schools which were not easily accessible, this study made use of mailed questionnaires. In an attempt to overcome mail questionnaire challenges as well as increasing the questionnaire response rate, this study implemented the following strategies as advocated by Neuman (2000:270). The researcher:

- addressed the questionnaire directly to sampled school-based managers and educators;
- included a carefully written, dated cover letter on letterhead stationery. A request for co-operation from the respondent was made ensuring confidentiality including an explanation of the purpose of the survey, and the researcher's contact details;

- included a postage-paid, addressed return envelope;
- used a questionnaire with a neat, attractive layout and reasonable page length;
- printed the questionnaire professionally and legibly, with clear instructions;
- sent two follow up reminder letters to those not responding (The first was done one week after sending the questionnaire, the second a week later. They were gently asked for co-operation again and offered to send another questionnaire);
- sent the questionnaires during the term so that they could respond before going on holiday;
- avoided putting questions on the back page. The researcher left a blank space and asked the respondent for general comments.

Considering that this study was dealing with a large number of respondents, closed questions were seen to be preferable in accordance to Neuman's (2003:278) following views:

- Questions could be well-understood interpreted more efficiently by the respondents. Questions could be answered within one framework;
- There are better chances of consequently comparing responses more efficiently with one another;
- Coding and analysing of responses are easy including clarification of response choices;
- In order to avoid the problem of questions that are not clear including open-ended questions and complex questions that can be misinterpreted, closed questions are the best.

4.3.2.2 Instrument development

This section describes how the survey collection instrument to collect the data was used in the present study was developed, piloted and administered. The two crucial issues viz.: reliability and validity, also served as a primary focus. According to Borg and Gall (1989:423), successful questionnaire development includes:

- defining objectives;
- selecting a sample;
- writing items;
- constructing the questionnaire;

- pre-testing;
- preparing a letter of transmittal;
- sending out the questionnaire and follow-ups.

The above-mentioned procedure can be elucidated as follows:

A seventeen paged, structured, pre-coded questionnaire attempting to answer the following research questions derived from the research objectives was developed:

- What are the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the implementation of the TQM principles on improving the quality of teaching/teaching performance?
- What are the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the developmental supervision approach as a tool for improving quality of teaching by means of the clinical supervising, self-supervision, peer supervision and connoisseurship strategies as related to IQMS implementation in compliance with TQM principles?
- What are the perceptions of the South African primary school-based managers and educators regarding effectiveness of developmental supervision implementation strategies as tools for improving the quality of teaching by means of the clinical supervision, self-supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment?
- What are the perceptions of the South African primary school-based managers and educators regarding effectiveness of the developmental supervision model as a tool for improving the quality of teaching by integrating the elements and components of clinical supervising, self-supervision, peer supervision, and connoisseurship strategies concerning teachers' levels of expertise, and commitment and implementation of TQM principles?

The questionnaire is structured in the following manner:

Part 1

Section A: Demographic information

This part of the questionnaire included collecting demographic information relevant to the study for answering the research questions according to the following concept map:

Part 2

Perceptions of the South African primary school-based managers and educators regarding the effectiveness of the implementation of the TQM principles on improving the quality of teaching

Section B: Perceptions on the effectiveness of TQM principles on improving quality of teaching

Part 3

Perceptions of the school-based managers and educators regarding effectiveness of the developmental supervision as a tool for improving quality of teaching by means of the clinical supervision strategy, self-directed supervision strategy, peer supervision strategy and connoisseurship supervision strategy with special reference to IQMS implementation in compliance with TQM principles.

Clinical supervision strategy

Section C: Perceptions on the extent to which implementation of the IQMS lesson observation cycle complies with the clinical-supervision performance improvement strategies;

Section D: Perceptions on the extent to which the clinical supervision lesson observation cycle complies with the TQM principles;

Section E: Perceptions on the extent to which the practical implementation of IQMS lesson observation cycle complies with the TQM principle.

Self-directed supervision strategy:

Section F: Perceptions on the extent to which IQMS self-evaluation complies with self-directed supervision performance- improvement strategies;

Section G: Perceptions on the extent to which the self-directed supervision performance- improvement strategies comply with Total Quality Management principles;

Section H: Perceptions on the extent to which IQMS self-evaluation comply with Total Quality Management Principles

Peer supervision strategy

Section I: Perceptions on the extent to which IQMS peer evaluation complies with the peer supervision performance- improvement strategies;

Section J: Perceptions on the extent to which supervision complies with the TQM principles;

Section K: Perceptions on the extent to which implementation of IQMS peer-evaluation complies with the principles of TQM.

Connoisseurship supervision

Section L: Perceptions of the extent to which the qualities of the school based managers or IQMS DSGB complies with connoisseurship supervision performance improvement strategies are profound;

Section M: Perceptions of the extent to which connoisseurship supervision complies with TQM Principles.

Part 4

Perceptions of the South African primary school-based managers and educators regarding effectiveness of the developmental supervision implementation strategies as a tool for improving quality of teaching by means of the clinical supervision, self-supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment.

Section N: Perceptions of the extent to which application of developmental supervision implementation strategies match teachers' levels of expertise and commitment.

Part 5

Perceptions of the South African school-based managers and educators regarding the effectiveness of developmental supervision as a tool for improving quality of teaching with regards to the integration of the elements and components of the developmental supervision performance improvement strategies with regard to teachers' levels of expertise and commitment and implementation of TQM principles.

Section O: Perceptions on the extent to which performance improvement strategies of the developmental supervision model influence the quality of teaching.

A Likert scale was used as it asks participants to respond to a series of statements by indicating whether they strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD) (Gay, 2003:131). A good reason for using Likert scales in this study is the tendency to employ these on a regular basis in questionnaires, as they allow accurate assessments of beliefs and opinions (MacMillan & Schumacher, 1993:244). This can best be explained in terms of our beliefs and biased opinions, which are interpreted in terms of gradation (MacMillan & Schumacher, 1993). We believe something very strongly or intently, or perhaps we have a positive or negative opinion of something (MacMillan & Schumacher, 1993:244). In addition to other previously highlighted reasons of using closed form items in this research, closed form items (also called structured or closed-ended) are best for obtaining information and data that can be categorised easily (MacMillan & Schumacher, 1993:243).

In order to develop a proper instrument, this study had to adhere to the following suggestions and guidelines for writing questions and statements as advocated by McMillan and Schumacher (1993:240).

- Sentences should be brief and clear, and the vocabulary and style of the questions should be understandable and familiar to the respondents. Ambiguous words, jargon and complex phrases should be avoided;
- Question and response alternatives should be clear and not reflect the bias of the researcher;
- Every question should contain only one thought;
- Every question should be relevant to the purpose of the questionnaire;
- Avoid abstract questions not applicable to the milieu of the respondents. Researchers should also not take for granted that respondents will have knowledge about a subject;
- The sequence in which the questions are posed, should be taken into account and the researcher should aim to set questions that are general, non-threatening questions first, and more sensitive, personal questions later.

After conducting a thorough review of the literature and following the above construction principles, the researcher carefully compiled a questionnaire. Expert advice, in an endeavour to develop an appropriate questionnaire, can never be underestimated. The professional guidance served as valuable input to streamline the instrument. Suggested changes added to the improvements and then the researcher identified a suitable sample to pilot the instrument after which further amendments made it more user-friendly.

4.3.2.3 Reliability and validity

Validity refers to the extent to which the researcher believes the instrument measures what it is supposed to measure (Ary, Jacobs & Sorenson, 2010:228). According to Babbie, (2004:143) validity refers to the extent to which an empirical measure accurately reflects the concept. A research instrument is valid if it is able to measure what it is supposed to measure (Cates, 1985:123; Ary, Jacobs & Sorenson, 2010:228; Cohen, Mannion & Morrison, 2000:105) suggest that in quantitative data, validity might be improved through careful

sampling, appropriate instrumentation and appropriate treatment of the data. The researcher did sampling very carefully. Consulted experts contributed to the instrument to arrive at a final improved product and to ensure that the data treatment was appropriate. The attributes of a reliable instrument and additional measures taken to come up with the best possible instrument are profound in deciding on steps taken to improve and finalise the instrument. Compare the following section below.

In quantitative research, reliability refers to the consistency of the instrument and test administration in the study (McMillan & Schumacher, 1993:385). According to Cohen, Manion and Morrison (2000:117) a reliable instrument for a piece of research will yield similar data from similar respondents over time. As a measure to enhance reliability of results, the survey instrument was administered during the same period to all participants. As a way of increasing reliability, this study also used pilot-testing (Neuman, 2000:166).

4.3.2.4 A Pilot study

As the issue of the viability of a study is extremely important, a pilot study was imperative to counteract all possible obstacles making inroads on future results. Plausible, problematic features, which could negatively affect the research techniques, were identified (Huysamen, 1990:235). In this study, pre-testing of the instrument was done from a small random sample comprising of five principals, five deputy principals, five HODs and ten educators who were drawn from a similar population (than the intended research population) in five different primary schools of Sedibeng East district and Sedibeng West. In view of this, Borg and Gall (1989:435) claim that for the pilot study, you should select a sample of individuals from a population similar to that from which you plan to draw your research subjects.

During the pre-testing, space was provided on the questionnaires for the respondents to make comments indicating whether there is need for possible changes to the questioning techniques (Borg & Gall, 1989) with the aim of improving validity (Delpont & Fouche, 2011). By so doing, the researcher was in a position of having a general overview of the quality of the questionnaire. The selected group for the pilot study was not part of the main study. The suggested advice as inferred from experts on how to design a standardised questionnaire served as a sounding board to adopt the proposed ideas. The following changes were made:

The researcher decided to move Section G to section B. This decision was aimed at sidestepping the duplication of certain information, as this section contained all the information on the original section B to F, which was automatically omitted from the questionnaire;

Sections U to V had to be eliminated as it was realised that the information was a duplication of section I, J and K. This is because characteristics of the peer supervision approach included important aspects of the enquiry-based supervision model;

Section V, W, X, Y and Z were removed because the information on the characteristics of developmental supervision were integrated with the information on the current sections, N, O and P of the questionnaire.

The researcher also noted that the above changes reduced the length of the questionnaire that demanded a lot of time to complete. After all the recommended changes, the final questionnaire consisted of Section A to O. (See Appendix 4):

4.3.2.5 Quantitative data analysis

In this study, both descriptive statistics (graphs and frequency tables) and inferential statistics (chi-square and correlation coefficient) (Rubin & Babbie, 2008) revealed the data patterns and relationships that enabled the researcher to address the various sub-problems and then ultimately the whole research question which involved examining the perceptions of the school-managers and educators regarding the possible effectiveness of developmental supervision. The data collected was analysed and interpreted with the assistance of the SPSS.

4.4 THE QUALITATIVE RESEARCH PHASE

Focus groups are forms of group interviews which rely on the interaction within the group discussing a topic supplied by the researcher (Morgan, 1988:9; Babbie, 2013 349). These focus group interviews involve unstructured and generally open ended questions intended to elicit views and opinions from the participants (Cresswel, 2003:188). Similarly, Cloete (2008:83) points out that the focus group interview is normally semi-structured or

unstructured and is facilitated or guided by a facilitator or discussion leader. Krueger and Casey (2000:24-25) list the following considerations regarding the use of focus groups:

- there is need to look for a variety of people's feelings or ideas about a certain topic;
- there is need to know the differences between groups of people better;
- there is a purpose is to discover what influences how people behave, feel or perceive certain circumstances;
- there is need for initiating ideas to come up from the participants;
- there is need for piloting a research study.

This study considered all of the above views in choosing focus group interviews in order to make effective qualitative deductions to answer the following research questions:

- What are the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the implementation of the TQM principles on improving the quality of teaching/teaching performance?
- What are the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the developmental supervision approach as a tool for improving quality of teaching by means of the clinical supervising, self-supervision, peer supervision and connoisseurship strategies as related to IQMS implementation in compliance with TQM principles?
- What are the perceptions of the South African primary school-based managers and educators regarding effectiveness of developmental supervision implementation strategies as tools for improving the quality of teaching by means of the clinical supervision, self-supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment?
- What are the perceptions of the South African primary school-based managers and educators regarding effectiveness of the developmental supervision model as a tool for improving the quality of teaching by integrating the elements and components of clinical supervising, self-supervision, peer supervision, and connoisseurship strategies, concerning teachers' levels of expertise, commitment and implementation of TQM principles?

4.4.1 Focus group interviews

Given that one of the main purposes of this study was to get an in-depth insight about the perceptions of the South African school-based managers and educators on the possible effectiveness of the developmental supervision model, as a tool for improving quality of teaching, the study employed focus group interviews. By choosing the strategy, the focus group interviews provided the researcher with an opportunity to ask probing questions that led to clear understanding and insight on school managers' and educators' experiences, perceptions, feelings and understandings (Hatch, 2002:6; Groenewald, 2004:6) of the topic. By creating a social environment in which group members are stimulated, by the perceptions and ideas of each other such as in focus groups, one could increase the quality and richness of data through a more efficient strategy than one-on-one interviewing (McMillan & Schumacher, 1997:453). The following advantages of the focus group interviews as pointed out by Krueger (1988:47) were relevant to this study:

- Data that are collected from real life experiences in a social environment is captured;
- There are no rigid ways of collecting data;
- There is high level of face validity;
- Results are speedily collected.

In the course of applying the focus group strategy, this investigator considered some challenges of focus group interview and tried to minimise them. Focus group interviews can be quite costly and require researchers who are skilled in-group processes (Kruger, 1988:48). Bias may also be a problem for it was noted that interview facilitators who are not skilled will end up only giving more attention to participants who are active than the passive ones (Nyamathi & Shuler 1990:1283). To minimise the challenges, the researcher followed the following strategies in the next sections.

4.4.2 Sampling of focus group members

For convenience purposes, the researcher used three focus group interviews from three districts of Gauteng Province. This follows the view that conducting just one focus group is not enough to come up with a variety of perspectives (De Vos, Strydom, Fouche & Delport,

2005.305). Sedibeng East, Sedibeng West and Johannesburg North have been selected because of accessibility since the researcher is directly working in the districts as a field trainer. Limited time and scarce financial resources are some of the factors that have also contributed to this selection. According to Babbie (2013:349) probability sampling methods cannot be used for selecting focus groups participants because they are not meant to represent “any meaningful population”. Due to the fact that selection of focus group participants is done based on the relevance to the topic being studied (Babbie 2013:349), purposive sampling, from the same survey population which responded to the quantitative questionnaires was used in this study. Each focus group comprised of two principals, two vice principals, two HODs and four educators from different schools making a total of ten participants per interview session. This is in accordance to the view that focus groups should have manageable numbers in the range of six to ten participants in order to give enough opportunities for full participation from every member, while provoking a variety of responses (De Vos, Strydom, Fouche & Delpont, 2005.305).

During the selection of participants, factors such as knowledge, ability and the experience of not less than two years in the same position were considered (MacMillan & Schumacher, 1993:413). According to Krueger and Casey, (2000:7) focus groups are very important particularly when numerous views or responses are required on a certain topic in a short period.

4.4.3 Approaches to focus groups

Calder (quoted in Nyamathi & Shuler, 1990:1283) identifies three approaches to focus groups:

- The exploratory approach: This is a less structured focus group conducted as a pilot-test of qualitative research aimed at generating theoretical hypotheses for the purpose of making future research;
- The clinical approach: This is referred to as a traditional approach to focus group which is used to obtain information about how participants’ experienced certain practices which are then clinically or scientifically interpreted by means of the expertise of a well-qualified professional;

- The phenomenological: This applied when there is need to understand participants' daily experiences.

This study used the phenomenological approach since the aim of the study was to understand the everyday practical experience and perception of the selected principals, vice principals, HODs' and educators on the possible effectiveness of the application of supervisory models in compliance with the TQM principles with special reference to IQMS integration.

4.4.4 Principles for developing the questions for focus groups

This researcher considered the following guidelines for focus group question development:

- Questions should include a conversation ensuring that they are effective, short, one dimensional and very clear without use of jargon. The question should be limited to a single dimension and the language familiar to the participant;
- Questions should comprise of the vocabulary in the context of what the participants would know when talking about the subject under discussion;
- Assistance of other experts and research teams is essential in order to come up with focus group questions that are of good quality;
- Open ended questions that are short and easily said are recommended

(Morgan & Krueger, 1998; Cohen, Manion & Morisson, 2000:291; Krueger & Casey, 2000:40-42).

In this study, the development of the questions and the interview guide/schedule focused on the following central topics:

- Please share with us your knowledge and understanding of the TQM theoretical philosophy in education and its influence on teacher performance/quality of teaching;
- Give your comments regarding the application of the developmental supervision model as a tool for improving quality of teaching through the application of the clinical supervising, self-supervision, peer supervision and connoisseurship strategies as related to IQMS implementation in compliance with TQM principles?

- May you please share your views regarding effectiveness of the developmental supervision implementation strategies as a tool for improving quality of teaching by means of the clinical supervision, self-supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment?
- Share your opinions regarding the effectiveness of the developmental supervision model on improving quality of teaching by integrating the elements and components of clinical supervising, self-supervision, peer supervision, and connoisseurship strategies concerning teachers' levels of expertise, and commitment and implementation of TQM principles.

4.4.5 Piloting focus groups

According to De Vos, Strydom, Fouche and Delpont (2005:305) piloting focus group questions, is not easy. Although pilot testing plays an important role in any research, challenges of such an approach are rife when it comes to focus groups. The prevailing atmosphere (De Vos, Strydom, Fouche & Delpont, 2005:305) influences all the questions. Concerning this study, the true pilot test was the first focus group with the participants. The second and the third focus group interview sessions made improvement particularly on probing techniques.

4.4.6 Interview facilities

Permission was sought from the District Education Department to involve the schools to provide convenient venues to conduct the focus group interviews because of the professional facilities and centrality in location. Due to lengthy sessions, which lasted from two to three hours, the participants' comfort was taken into consideration (Kingry, Tiedje & Friendman, 1990:124).

4.4.7 Conducting the focus group

During the process of conducting the focus group interviews in this study, the researcher apart from making detailed field notes, had to ensure the use of video tapes to capture everything of relevance to the topic (Babbie, 2013:350). The notes taken included interpretation of observations made. The notes were processed soon after the interviews and were taken in accordance to Morgan and Krueger (1998:3-7) who recommend that the notes should include:

- Seating arrangements;
- The order in which the people speak, to aid voice recognition;
- Nonverbal behaviours such as eye contact, posture, gestures between group members, crying, fidgeting;
- Themes that are striking;
- Highlighting as much of the conversation as possible;
- Attention should also be given to the dynamics that takes place in a group.

4.4.8 Analysing the data

During the focus group interviews, recordings of the session by a video tape were crucial and field notes taken. The transcribed video tapes provided all the recorded discussions from the three focus group interviews. The evidence from the tapes was then used to analyse the data according to the interview guide (Babbie, 2013:350). A long table approach during which all data were coded and meticulously sorted followed. The computer was used for analysis (Krueger & Casey, 2000:132). The analysis did not only focus on the group, but also individuals that made up the group including the dynamics of the group (Barbour & Kitzinger, 1999:16). Analysis in this study involved drawing together and comparing discussions of similar themes and examining how these relate to the variation between individuals and between groups (Barbour & Kitzinger, 1999:16).

4.5 SUMMARY

This chapter outlined the rationale for using mixed methods research comprising of

quantitative (survey questionnaire) and qualitative (focus group interviews) methods. It has been indicated that the quantitative research phase was meant to address perceptions on the relationship and association of developmental supervision implementation strategies and TQM principles and improvement of teaching quality. Qualitative focus group interviews were meant to explore the quantitative results in more detail in order to fully answer the research question in the second phase. The next chapter focuses on the analysis of the quantitative and qualitative data before synthesising the findings.

CHAPTER 5

PRESENTATION OF FINDINGS

5.1 INTRODUCTION

The purpose of this study was to investigate the perception of primary school-based managers and educators regarding the possible effectiveness of the developmental supervision model as a tool for improving quality of teaching of South African teachers. As highlighted in chapter one, since educational managers are still struggling to understand teacher supervision and evaluation systems ever since they were introduced, the quality of teaching remains a serious concern in South African education in Gauteng primary schools. It is well-known that in the South African education system, no proper solution in the implementation strategies of teacher supervision and evaluation systems has been found for the Integrated Quality Management System (IQMS) aimed at improving teaching.

Thus the researcher investigated the perceptions of the school-based managers and educators regarding the possible effectiveness of the developmental supervision model as a tool for improving the quality of teaching with special attention to the implementation of the TQM principles and the IQMS.

In this chapter, an analysis of data collected from schools in the Gauteng educational department was addressed.

5.2 QUANTITATIVE FINDINGS

Data were gathered by means of a questionnaire which was designed by the researcher, based on a literature review and investigative questions to be answered. The questionnaire was divided into five major parts (See appendix 4). In the data analysis that follows, the researcher made use of descriptive statistical techniques including graphical bar charts, frequency analysis, and some parametrical statistical analysis such as:

- Cranach's Alpha Coefficient;
- Correlation Coefficient to test the investigative questions;

Systematic analyses of cross tabulation tables and Chi-square tests were done using different items. Cross tabulation tables were used as a statistical process that provides a basic picture of the interrelation between two or more variables. A cross tabulation table provides a way of analysing and comparing the results of one or more variables. The benefits of using the cross tabulation table are that it enables analysis of the frequency and break down the results by that variable. Significance tests can be used in two ways: either column comparisons, which test the differences between columns or cell comparisons.

Based on the findings for each group, useful applications of contingency tables and chi-square indicate what differences exist between the two variables examined. The chi-square statistic is the primary statistic test that is used for testing the statistical significance of the cross-tabulation table. The Chi-square tests whether or not two variables are independent. A Chi-square test is used to compare two groups on a variable which is measured on qualitative variables. If the variables examined are independent (have no relationship), then the results obtained from the statistical test will be non-significant. On the other hand, when the variables tested are related, then the results of the statistical test will be statistically significant (the null hypothesis is rejected). From the basic statistics theory the statement called hypotheses is tested and results indicated in the following manner:

Ho: There is no difference between the two variables.

H1: There is a difference between the two variables.

Contingency tables were drawn to present the 301 respondents. Cross tabulation is also used to analyse differences in responses between individual indicators factor and the second factor. In this study the p-value from the chi-square is used to accept or to reject the null hypothesis. The p-value represents the probability that if the null hypothesis is true the researcher will observe a statistic that deviates by chance from the parameter being tested by a greater degree than is observed.

Section A of the questionnaire comprised of questions which were aimed at eliciting respondents' biographical profile, position of responsibility, gender, age group, and experience in the post of the above mentioned position of responsibility, marital status, the

level of education (the highest qualification) and race group which are relevant to the objectives of the study. Section B covered a range of key research questions among others:

- What are the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the implementation of the TQM principles on improving the quality of teaching/teaching performance?
- What are the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the developmental supervision approach as a tool for improving quality of teaching by means of the clinical supervising, self-supervision, peer supervision and connoisseurship strategies as related to IQMS implementation in compliance with TQM principles?
- What are the perceptions of the South African primary school-based managers and educators regarding effectiveness of developmental supervision implementation strategies as tools for improving the quality of teaching by means of the clinical supervision, self-supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment?
- What are the perceptions of the South African primary school-based managers and educators regarding effectiveness of the developmental supervision model as a tool for improving the quality of teaching by integrating the elements and components of clinical supervising, self-supervision, peer supervision, and connoisseurship strategies, concerning teachers' levels of expertise, commitment and implementation of TQM principles?

The above questions pertain to the primary research question aimed at investigating the perceptions of school-based managers and educators regarding the possible effectiveness of the developmental supervision model as a tool for improving quality of teaching in South African schools. The respondents had to choose one option from: strongly agree, agree undecided, disagree and strongly disagree to show how they felt regarding each of the question posed. The following table will help to navigate how the quantitative results were analysed in order to answer the above research questions according to the structure of the questionnaire (See Appendix 4).

Part one	
Section A	
Demographic information	This part of the questionnaire included collecting demographic information relevant to the study for the purpose of answering the research questions according to the following concept map
Findings	<p>Data analysis indicated that the demographic information collected was relevant to the success of this study as evidenced by the results of the following figures:</p> <p>Figure 5.1: Analysis of respondents according to position of responsibility Figure 5.2: Analysis by gender Figure 5.3: Analysis by age Figure 5.4: Analysis according to experience on the post occupied Figure 5.5: Analysis according to marital status Figure 5.6: Analysis by level of education Figure 5.7: Analysis by race</p>

Part two	
Section B	
Research question 1	What are the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the implementation of the TQM principles on improving teaching performance/quality of teaching?
Findings	<p>A large number of School-based manager and educators perceived that each of the following TQM principles has a positive influence on the quality of teaching as indicated by the results of the following frequency tables:</p> <p>Table 5.1: Correlation table- Table 5.2: Empowerment Table 5.3: Total involvement Table 5.4: Top management and commitment Table 5.5: Team building Table 5.6: Training and retraining Table 5.7: Continuous improvement Table 5.8: Customer satisfaction Table 5.9: Democratic style of leadership Table 5.10: Culture change</p>

Part three	
Section C to M	
Research question 2	What are the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the developmental supervision approach as a possible tool for improving quality of teaching by means of the clinical supervising, self-supervision, peer supervision and connoisseurship strategies as related to IQMS implementation in compliance with TQM principles?
Findings	<p>This research question is answered by analysis of results of section C to section M below which indicate that a large number of school-based managers and educators perceived that the developmental supervision model can be effectively used as a tool for improving quality of teaching in compliance with TQM principles by implementing:</p> <ul style="list-style-type: none"> • The Cogan' clinical supervising lesson observation cycles instead of IQMS lesson observation cycles • Self-directed performance improvement strategies instead of the IQMS self-evaluation performance- improvement strategies. • Peer supervision performance- improvement strategies instead of the IQMS peer evaluation performance improvement strategies. • Connoisseurship supervision instead of basing on the limited performance evaluation knowledge and expertise of the SMT and the SDT <p>Section C: Clinical supervision Strategy</p> <p>Perceptions on the extent to which school- based managers and educators agree that implementation of the IQMS lesson observation cycle comply with the cycles of the clinical-supervision performance improvement strategies</p> <p>A large number of the school-based managers and educators perceived that IQMS lesson observation cycles do not comply with the clinical supervision lesson observation cycles as evidenced by the results of the following frequency tables:</p> <p>Table 5.11: Establishing the teacher- supervisor relationship</p> <p>Table 5.12: Planning lessons, series of lessons or units with the teacher including formulation of objectives, materials to be used, methods as well as feedback strategies</p> <p>Table 5.13: Planning strategies for lesson observation with the teacher</p> <p>Table 5.14: Observing instructions in a collaborative manner</p> <p>Table 5.15: Analysing the teaching and learning process by way of decision sharing and consultation</p>

Table 5.16: Planning the supervisor-teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation

Table 5.17: Conducting the supervisor-teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation

Table 5.18: Renewed planning encompassing mutually agreed changes of the lesson observation feedback

Section D

Perceptions on the extent to which school-based managers agree or disagree that the clinical supervision lesson observation cycles comply with the TQM principles

A larger number of the school-based managers and educators perceived that the clinical supervision strategy complied with all the TQM principles as indicated by the results of the following frequency tables:

Table 5.19: Correlation matrix: The level of significance is 5% and the null hypothesis (H_0) is rejected since the p-value is less than 5% level. Variable below are analysed independently.

Table 5.20: Empowerment through the clinical supervision strategy

Table 5.21: Total involvement through the clinical supervision strategy

Table 5.22: Top management and commitment through the clinical supervision strategy

Table 5.23: Training and retraining through the clinical supervision strategy

Table 5.24: Teamwork through the clinical supervision strategy

Table 5.25: Customer satisfaction through the clinical supervision strategy

Table 5.26: Culture change through the clinical supervision strategy

Table 5.27: Continuous improvement through the clinical supervision strategy

Table 5.28: Democratic leadership styles through the clinical supervision strategy

Section E

Perceptions on the extent to which the practical implementation of IQMS lesson observation cycle comply with the TQM principles

A large number of the school-based managers and educators were of the perception that The practical implementation of IQMS lesson observation cycles does not comply with the TQM as indicated by the analysis of the following frequency tables:

5.29 Correlation matrix

- Table 5.30: Empowerment through IQMS lesson observation cycles
- Table 5.31: Total involvement through IQMS lesson observation cycles
- Table 5.32: Top management and support through IQMS lesson observation cycles
- Table 5.33: Team work through IQMS lesson observation cycles
- Table 5.34: Democratic leadership styles through IQMS lesson observation cycles
- Table 5.35: Training and re-training through IQMS lesson observation cycles
- Table 5.36: Customer satisfaction through IQMS lesson observation cycles
- Table 5.37: Culture change through IQMS lesson observation cycles
- Table 5.38: Continuous improvement through IQMS lesson observation cycles

Section F

Perceptions on the extent to which IQMS self-evaluation comply with self-directed supervision performance improvement strategies

A large number of school-based managers and educators were of the perception that the IQMS self-evaluation process does not comply with the self-directed supervision performance improvement strategies. This was indicated by the analysis of the following frequency tables:

- Table 5.39: Teachers assume full responsibility for decision making regarding planning and implementation of the instructional improvement plan
- Table 5.40: Making visits to the classroom of several expert teachers for the purpose of comparing expert teaching to one's teaching, and identifying self-improvement goals based on such comparison
- Table 5.41: Videotaping one's own teaching across several lessons, and then analysing teaching performance while reviewing the videotape
- Table 5.42: Making surveys or questionnaire administered to students or parents
- Table 5.43: Interviewing supervisor, peers, students, or parents about effective teaching and learning or about one's own instructional performance
- Table 5.44: Keeping a journal of teaching experience, problems, and successes, accompanied by critical reflection for the purpose of instructional improvement
- Table 5.45: Comprehensive review of student achievement on traditional tests as well as student projects
- Table 5.46: Development of a teaching portfolio for the purpose of self-reflection and analysis

Section G

Perceptions of the extent to which the self-directed supervision strategy comply with the TQM Principles

Table 5.47: Cross tabulation:

Table 5.48: Empowerment through the self-directed supervision strategy

Table 5.49: Involvement through the self-directed supervision strategy

Table 5.50: Top management and commitment through the self-directed supervision strategy

Table 5.51: Team building through the self-directed supervision strategy

Table 5.52: Democratic leadership style through the self-directed supervision strategy

Table 5.53: The training and retraining through the self-directed supervision strategy

Table 5.54: Customer satisfaction through the self-directed supervision strategy

Table 5.55: Culture change through the self-directed supervision strategy

Table 5.56: Continuous improvement through the self-directed supervision strategy

Section H: Perceptions on the extent to which the IQMS self-evaluation comply with the TQM Principles

A large number of the school based managers and the educators were of the perception that the IQMS self-evaluation process does not comply with the TQM principles. This was indicated by the analysis of the following frequency tables:

Table 5.57: empowerment through the IQMS self-evaluation process

Table 5.58: Total involvement through the IQMS self-evaluation process

Table 5.59: Top management support and commitment through IQMS self-evaluation process

Table 5.60: Team-building through the IQMS self-evaluation process

Table 5.61: Democratic leadership style through the IQMS self-evaluation process

Table 5.62: Training and retraining through the IQMS self-evaluation process

Table 5.63: Customer satisfaction through the IQMS self-evaluation process

Table 5.64: Culture change through the IQMS self-evaluation process

Table 5.65: Continuous improvement through the IQMS self-evaluation process

Section I

Perceptions of the extent to which IQMS peer-evaluation complies with the peer supervision performance improvement strategies

A large number of the school based managers and educators perceived that the IQMS peer evaluation process does not comply with the peer supervision performance improvement strategies as indicted by the results of the following frequency tables:

Table 5.66: Professional dialogue among teachers featuring guided discussion and focusing on teaching as a process of thinking

Table 5.67: Curriculum development featuring teachers working together on such themes as operationalizing the existing curriculum

Table 5.68: Peer supervision featuring observation of each other's teaching followed by an analysis and discussion

Table 5.69: Peer coaching featuring the study of problems being faced and the development of feasible solutions that result in changes in one's teaching methods and skills

Table 5.70: Action research featuring the study of problems being faced and the development of feasible solutions that results in change in one's teaching practice

Section J

Perceptions of the extent to which peer supervision complies with the TQM principles

Most of the school based managers and educators were of the perception that peer supervision strongly complied with the TQM principles as evidenced by the results of the following frequency tables:

Table 5.71: Empowerment through the peer supervision strategy

Table 5.72: Total involvement through the peer supervision strategy

Table 5.73: Top management support and commitment through the peer supervision strategy

Table 5.74: Team building through the peer supervision strategy

Table 5.75: Democratic leadership style through the peer supervision strategy

Table 5.76: Training and retraining through the peer supervision strategy

Table 5.77: Customer satisfaction through the peer supervision strategy

Table 5.78: Culture change through the peer supervision strategy

Table 5.79: Continuous improvement through the peer supervision strategy

Section K

Perceptions of the extent to which implementation of IQMS peer-evaluation complies with the principles of TQM

A large number of school-based managers and educators perceived that IQMS peer-evaluation does not comply with the principles of TQM principles as evidenced by the results of the following tables:

Table 5.80: Empowerment through the IQMS peer-evaluation process

Table 5.81: Total involvement through the IQMS peer-evaluation process

Table 5.82: Top management support and commitment through the IQMS peer-evaluation process

Table 5.83: Team building through the IQMS peer-evaluation process

Table 5.84: Democracy through the IQMS peer-evaluation process

Table 5.85: Training and retraining through the IQMS peer-evaluation process

Table 5.86: Customer satisfaction through the IQMS peer-evaluation process
 Table 5.87: Culture change through the IQMS peer-evaluation process
 Table 5.88: Continuous improvement through the IQMS peer-evaluation process

Section L

Connoisseurship supervision

Perceptions of the extent to which the qualities of the school based managers or IQMS DSG comply with connoisseurship supervision performance improvement strategies

A large number of school-based managers and educators perceived that SMT / IQMS DSG do not comply with the connoisseurship supervision performance improvement strategies as evidenced by the results of the following frequent tables:

Connoisseurship and SMT/ DSG

- Table 5.89: Knowledge and experience of the subject area and qualities of the SMT/SDG
- Table 5.90: Knowledge and techniques of classroom observation and conferencing skills and the qualities of the SMT/SDG
- Table 5.91: Vision, motivation and organisational skills and the qualities of the SMT/SDG
- Table 5.92: Knowledge and techniques in diagnosing levels of educators' expertise and commitment, and matching with the appropriate developmental supervision strategies and the qualities of the SMT/SDG

Section M

Perceptions of the extent to which connoisseurship supervision complies with TQM principles

A large number of school-based managers and educators perceived that the connoisseurship supervision performance improvement strategies comply with TQM principles as evidenced by the results of the following frequent tables:

- Table 5.93: Empowerment through the connoisseurship supervision strategy
- Table:5.94: Total involvement through the connoisseurship supervision strategy
- Table 5.95: Top management support and commitment through the connoisseurship supervision strategy
- Table 5.96: Team-work through the connoisseurship supervision strategy
- Table 5.97: Democratic leadership styles through the connoisseurship supervision strategy
- Table 5.98: Training and retraining through the connoisseurship supervision strategy
- Table 5.99: Customer satisfaction through the connoisseurship supervision strategy
- Table 5.100: Culture change through the connoisseurship supervision strategy

	Table 5.101: Continuous improvement through the connoisseurship supervision strategy
Part four	
Section N	
Research question 3	What are the perceptions of the South African primary school-based managers and educators regarding possible effectiveness of developmental supervision implementation strategies as tools for improving quality of teaching by means of the clinical supervision, self-supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment?
Findings	<p>The majority of respondents perceived that the developmental supervision implementation strategies can be applied as tools for improving quality of teaching according to teachers' levels of expertise and commitment basing on the following:</p> <ul style="list-style-type: none"> • Application of the self-supervision strategy to teachers or groups of teachers functioning at generally high developmental levels of expertise and commitment • Application of the peer supervision strategy to teachers or groups of teachers functioning at high and moderate developmental levels of expertise and commitment • Application of the clinical supervision strategy to teachers functioning at both low, moderate and high developmental levels of expertise-and commitment, • Application of the connoisseurship supervision strategy to teachers operating at low, moderate and high developmental levels of expertise and commitment. <p>The results are supported by the analysis of the following tables:</p> <p>Table 5.102: Application of self-directed supervision to teachers functioning or groups functioning at generally high developmental levels of expertise and commitment</p> <p>Table 5.103: Application of peer supervision to teachers functioning or groups of teachers functioning at generally high developmental levels of expertise and commitment.</p> <p>Table 5.104: Application of the clinical supervision to teachers functioning at low, moderate and high developmental levels of expertise and commitment</p> <p>Table 5.105: Application of the connoisseurship supervision to teachers functioning at low, moderate and high developmental levels of expertise and commitment</p>
Part Five	
Section O	
Research question 4	What are the perceptions of the South African primary school-based managers and educators regarding possible effectiveness of the developmental supervision model on improving quality of teaching by integrating the elements and components of the clinical supervising,

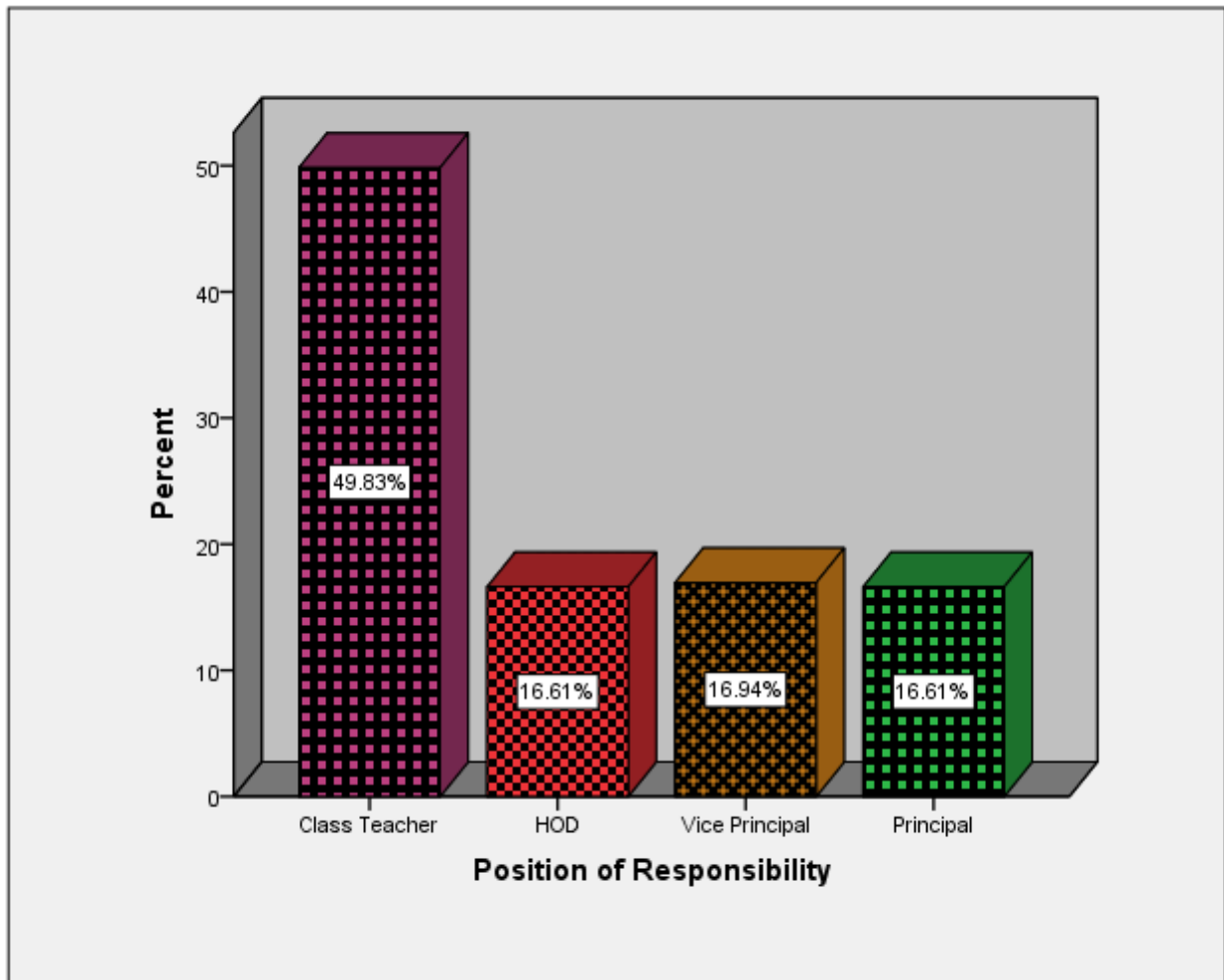
	self-supervision, peer supervision, and connoisseurship strategies with regards to teachers' levels of expertise, and commitment and the implementation of TQM principles?
Findings	<p>A large number of the school-based managers and educators perceived that the developmental supervision model is an effective tool for improving quality of teaching based on the following:</p> <ul style="list-style-type: none"> • Incorporating elements and components of the clinical supervision, self-directed supervision, peer supervision, and connoisseurship supervision strategies • Recognising teacher performance improvement strategies according to different levels of expertise and commitment • Effective implementation of TQM principles <p>The above results are evidenced by the analysis of the following frequency tables:</p> <p>Table 5.106: Incorporating elements and components of the clinical supervising, self-supervision, peer supervision, and connoisseurship supervision strategies</p> <p>Table 5.107: Recognising teacher performance improvement strategies according to different levels of expertise and commitment</p> <p>Table 5.108: Effective implementation of TQM principles</p>

5.2.1 Section A: Biographic and general information

Demographic and background information were requested in order to compile a profile of professional teachers who are currently in the schools of Gauteng Province and provide information which might have a bearing on the findings of the study.

This section consists of seven variables, each of these variables will be analysed independently.

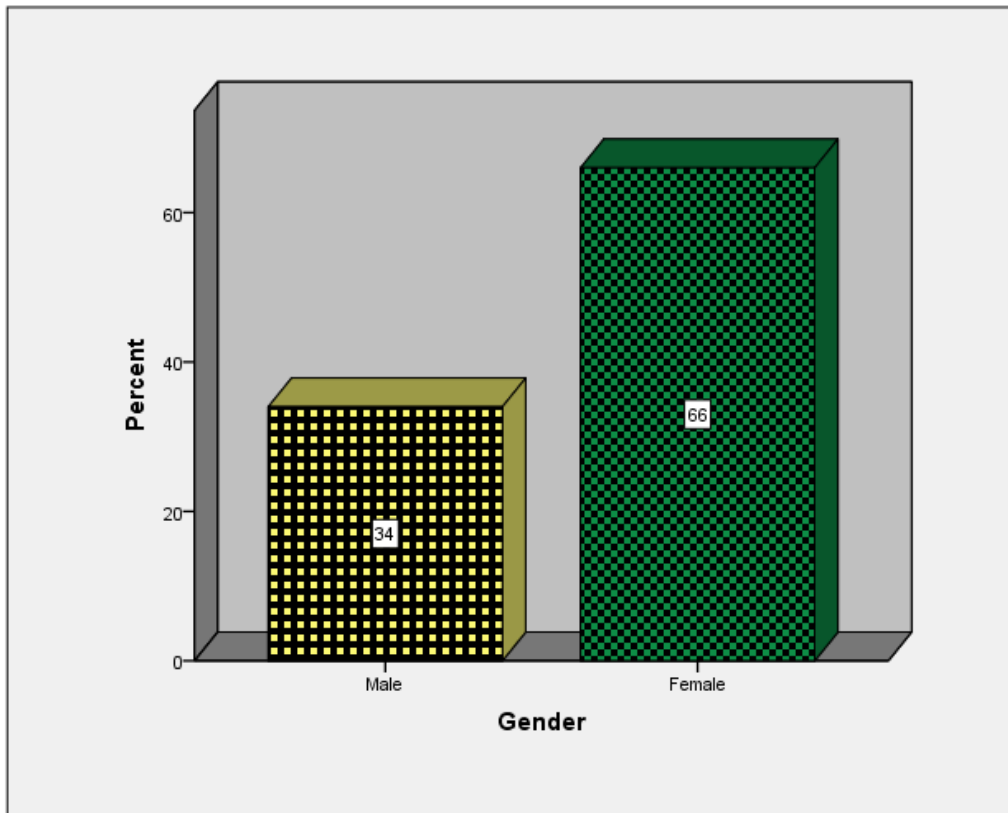
Figure 5.1: Analysis of respondents according to position of responsibility



Majority of the professional employees 49.86% are class teachers, 16.94% are vice principals and 16.61% are both HODs and principals within the Gauteng Province. The distribution helped in obtaining views relevant to the study from school-based managers and educators with different responsibilities and roles during the implementation of school supervision and evaluation systems to ensure improved quality performance.

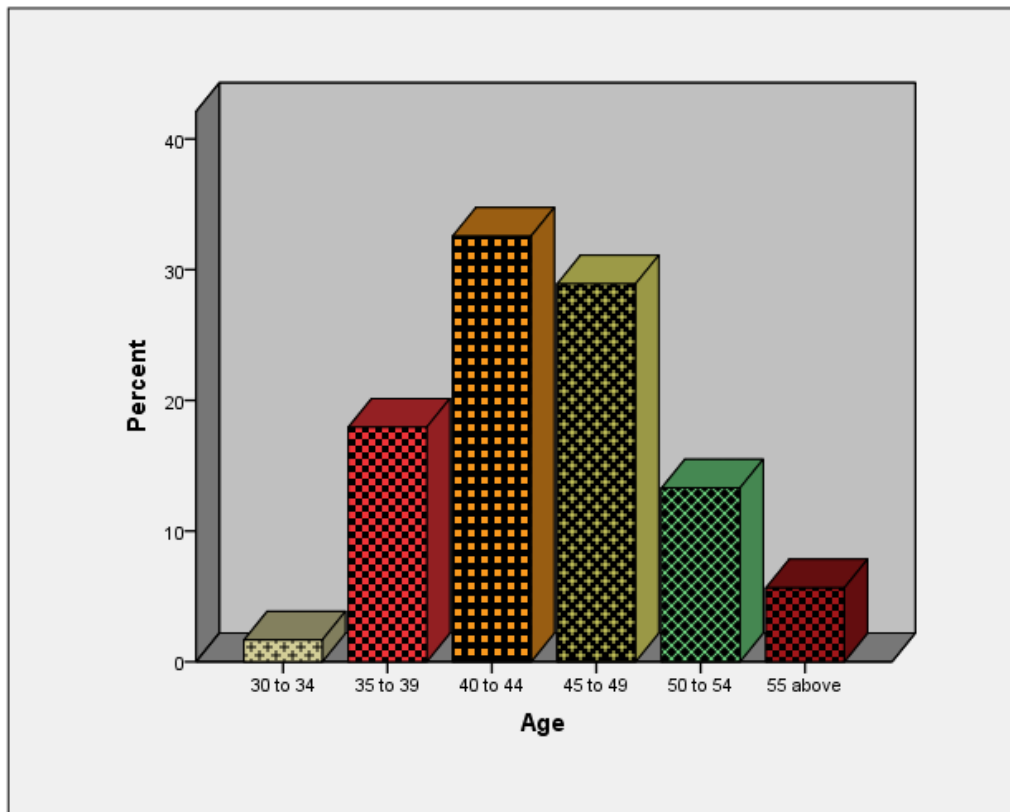
Figure 5.2: Analysis by gender

Bar chart



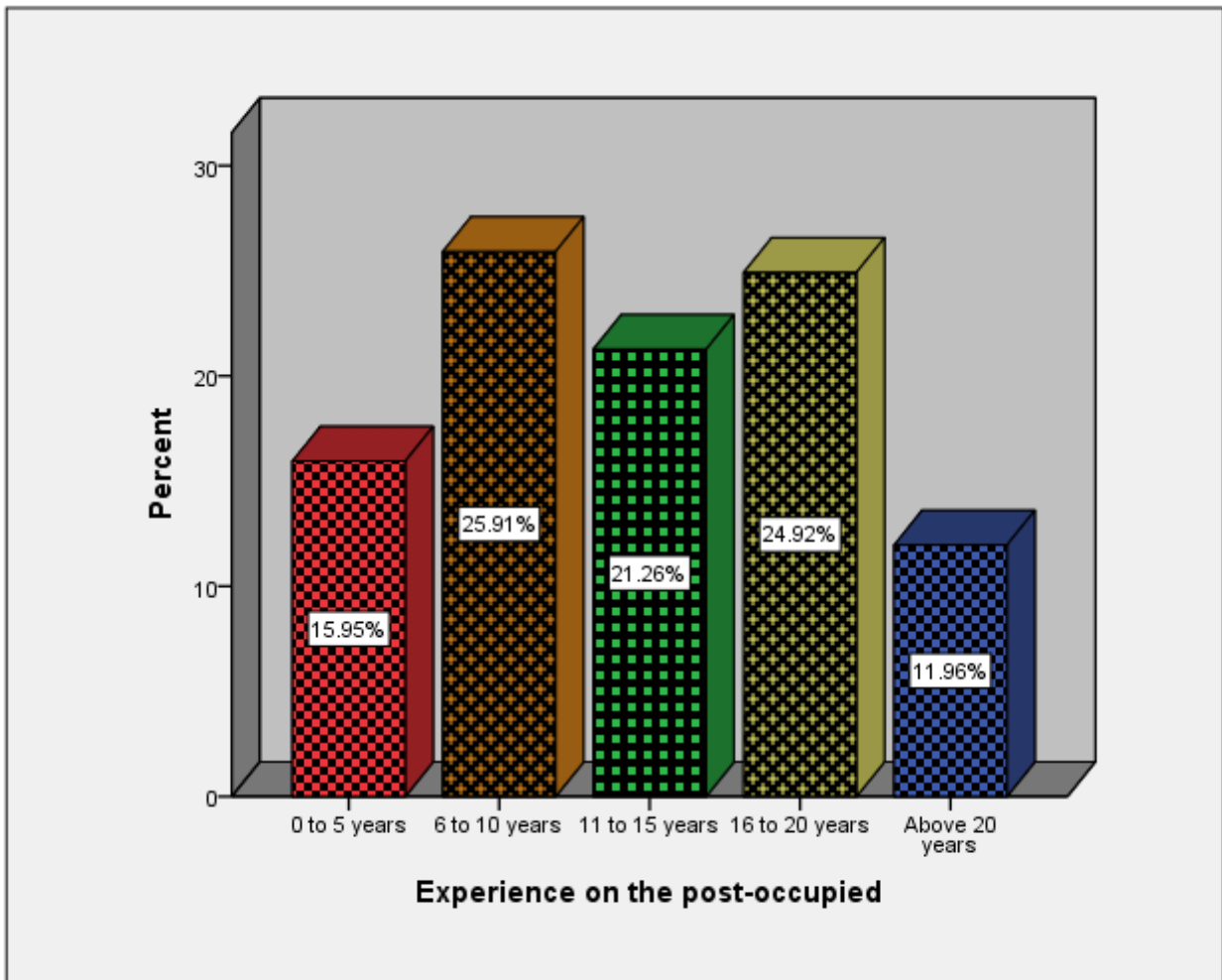
This graph shows the number of males and females who took part in the research. As indicated in the bar chart above, of 301 respondents 102 were males and 198 were females. The percentage of male respondents is 34% and that of female respondents is 66%. This shows that in primary schools, females outnumber males. Although there were such gender imbalances, the findings would not be affected because the topic under study did not look at woman in management positions but on the perceptions regarding the effectiveness of developmental supervision as a tool for improving quality. The distribution helped to get a wider perspective of different views from school-based managers and classroom educators of different sexes.

Figure 5.3: Analysis by age



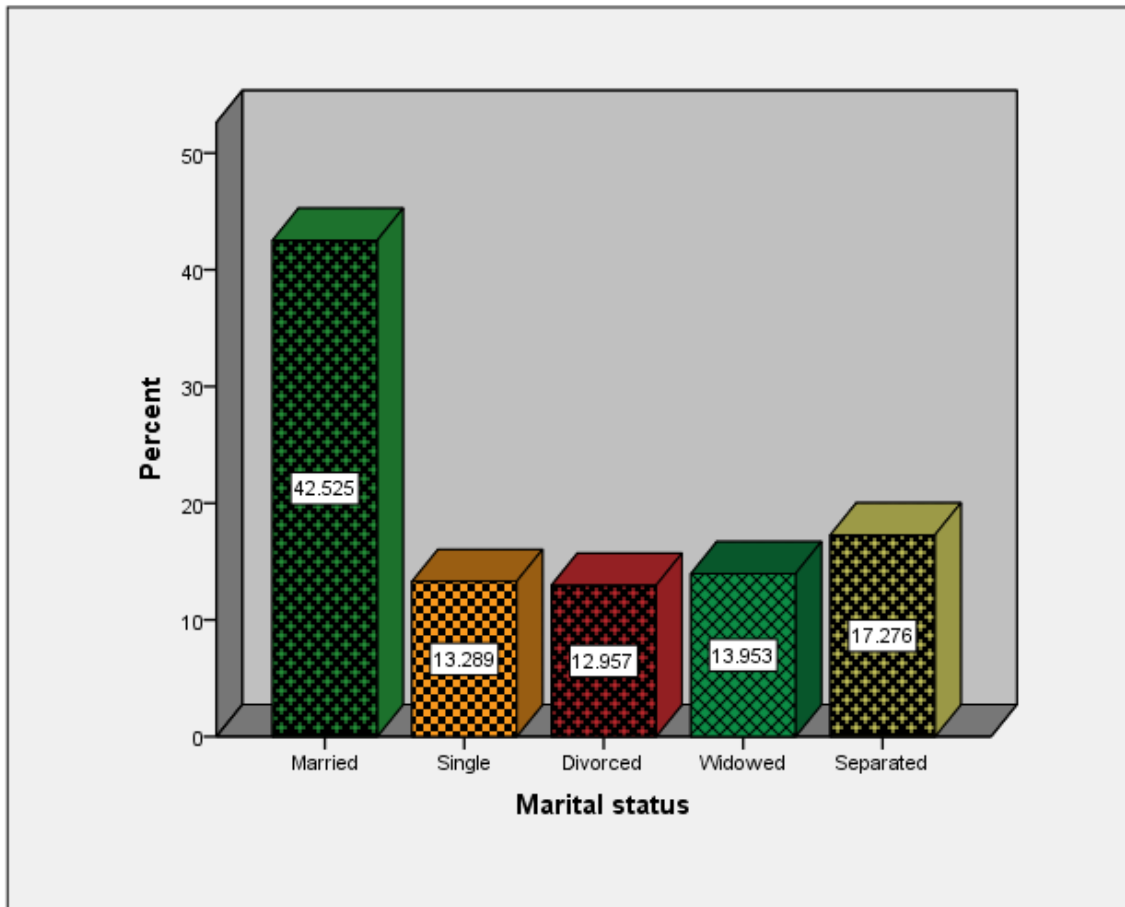
Of the 301 respondents in Gauteng primary schools, 32.6% were between 40 to 44 years, 28.9% were classified between 45 to 49 years, 17.9% were between 35 to 39 years, 13.3% were between 50 to 54 years and 5.6% were above 55 years. This analysis implied that the participants were in a good position to produce research results relevant to the topic because of two reasons: (1) the topic under study was dealing with developmental supervision which focused at teachers' competences according to teachers' levels of expertise and commitment as linked to different maturity levels. (2) The topic also focused on the implications of application of different leadership styles by the manager according to the educators' levels of growth and development with regards to performance.

Figure 5.4: Analysis according to experience on the post occupied



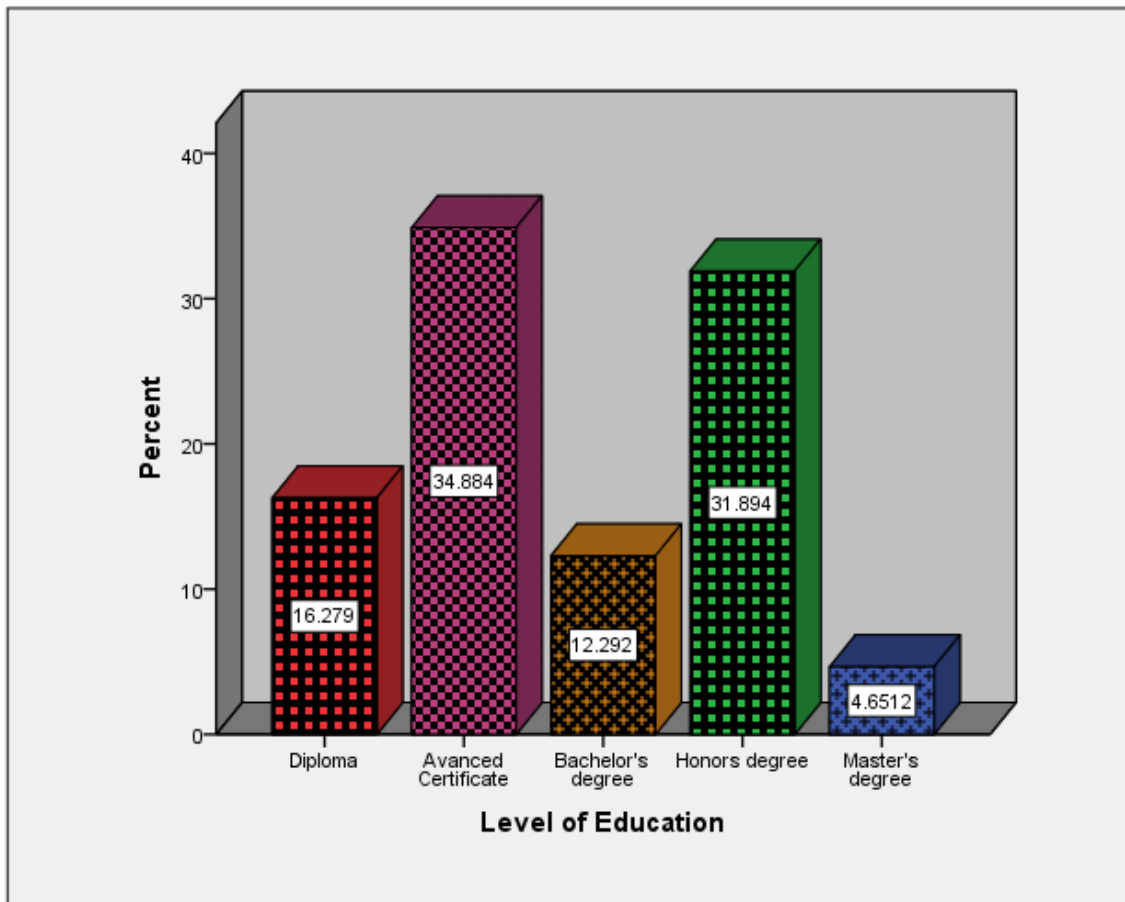
The experience of respondents looks as follows: The experience of most is (25.91%) between 6 to 10 years, 24.92% of between 16 to 20 years, 21.28% between 11 to 15 years and 15.95% 1 to 5 years. This distribution helped in getting views relevant to the study since one of the aspects of developmental supervision apart from levels of maturity focuses on teachers' levels of experience on the post occupied in determining professional competence. The results also confirm that the participants were in a better position to understand and respond to the questions because they had varied experience in interacting with teachers operating at different levels of experience for developmental purposes.

Figure 5.5: Analysis according to marital status



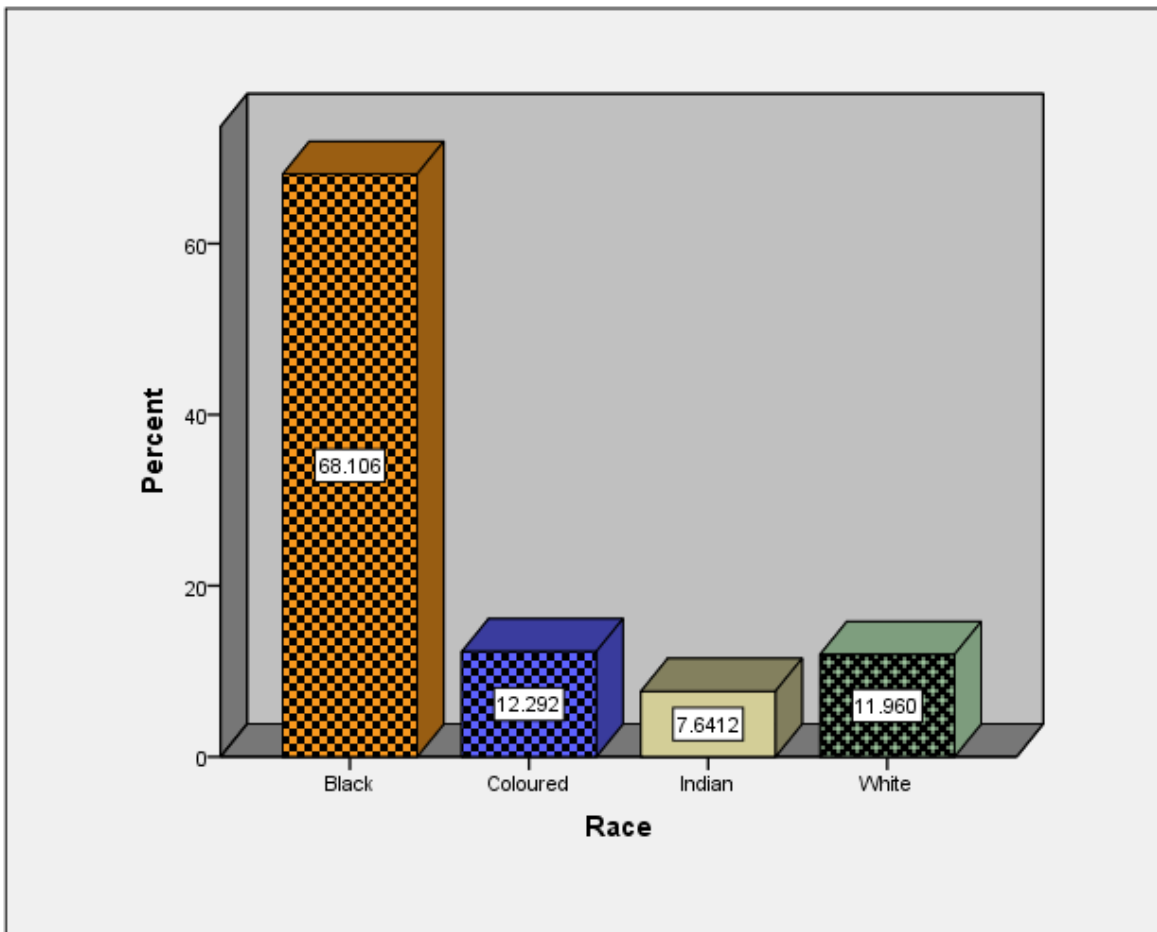
The majority of the respondents are married (42.53%) followed by 17.3% who are separated, 14% widowed, 13% divorced and 14% widowed. The distribution helped to get a wider perspective of views from school-based managers and classroom educators of different marital status.

Figure 5.6: Analysis by level of education



A large number of respondents 34.88% obtained an advance certificate, 31.89% obtained an honours degree, 16.28% had a diploma, 12.29% obtained a bachelor's degree and 4.65% of the respondents had a master's degree. This distribution helped in getting information which was relevant to this study based on the view that respondents understood the questions under study which partly viewed the level of expertise and commitment as related to their level of qualifications. This also included their experience in dealing with school-based managers and educators whose expertise is based on different levels of qualifications. According to Fuller (1986), the level of education of the supervisor has a strong impact on quality of management.

Figure 5.7: Analysis according to race



Of 301 respondents 68.11% of teachers are black, 12.29% of the respondents are coloured, 11.96% of the respondents are white and 7.64 are Indian. According to the above results, there are more black educators and school based managers than any other race. The racial spread is broadly representative of racial statistics of South Africa. The racial spread assisted to get a wider perspective of different views from school-based managers and classroom educators of different racial status.

5.2.2 Section B: Perception of primary school-based managers and educator regarding the effectiveness of the implementation of TQM principles on improving the quality of teaching.

The researcher investigated the perception of primary school-based managers and educators regarding the effectiveness of the implementation of TQM principles on improving the quality of teaching In Gauteng primary schools based on:

- Empowerment;
- Total involvement;
- Top management support;
- Continuous improvement;
- Training and retraining;
- Team building;
- Customer satisfaction;
- Democratic management style;
- Culture change.

As a starting point, the coefficient has been used as a measure of the strength of the relationship between two sets of ranked variables. From the basic statistics theory the following statements also known as hypotheses were tested:

Ho: There is no relationship between the ranked pairs of TQM principles with regards to improvement of teacher performance.

H1: The relationship exists between the ranked pairs of TQM principles with regards to improvement of teacher performance.

The null hypothesis is rejected when the p value is less than 5% ($p < 0.05$) (Best & Khahn, 1993). The null hypothesis is retained when the p value is greater than 5% ($p > 0.05$). Significance refers to the decision to reject or not to reject the null hypothesis (Best & Khahn, 1993). When the p value is less than 0.05, significance is reached and the null hypothesis is

rejected. When the p value is greater than 0.05, there is failure in reaching significance, so the null hypothesis is not rejected (Best & Khahn, 1993).

The correlation analysis was examined using cross-tabulation which entails the use of contingency tables to provide a visual comparison of summary data output related to two variables (paired TQM principles) within a sample. The number of cases occurring when consideration is given to the values of two or more variables is determined and results are presented in the following table.

Table 5.1: Correlation table

	Total employee involvement	Continues improvement	Continuous training	Teamwork	Empowerment	Top management support and commitment	Democratic management style	Citizen satisfaction	Culture change
Total employee involvement	1	.103	-.015	-.005	.140*	-.002	-.070	-.033	.043
Continues improvement	.103	1	-.058	.045	.027	-.029	.017	.047	.066
Continuous training	-.015	-.058	1	.000	.081	-.046	-.055	-.016	.093
Team-work	.793	.317	.996	.163	.424	.342	.783	.108	
Empowerment	301	301	301	301	301	301	301	301	301
Top management support and commitment	-.005	.045	.000	1	.031	-.087	.045	.152**	-.003
Democratic management style	.140*	.027	.081	.031	1	.038	.086	.001	.083
Citizen satisfaction	-.002	-.029	-.046	-.087	.038	1	-.087	.049	-.037
Culture change	-.070	.017	-.055	.045	.086	-.087	1	.039	.088
	-.033	.047	-.016	.152**	.001	.049	.039	1	.006
	.043	.066	.093	-.003	.083	-.037	.088	.006	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation table findings are all significant (P-value less than 0.05). This indicates that there is a relationship between the variables examined. For illustration, the correlation between “the total employee involvement” and “continuous training” is (R= 0.793). This result shows that when continuous training of teachers increases, the total employee involvement increases. The correlation between “continuous training” and “teamwork” is very strong (R= 0.996). This could indicate that when the continuous training increases, the

process of the teamwork increasing with effects on their working environment. The relation between “continuous training” and “citizen satisfaction” is ($R = 0.783$). This suggests that the perceptions of the school-based managers and educators regarding the effectiveness of the implementation of the total quality management principles on improving quality of teaching is based on the association of a continuous training and both team-work and citizen satisfaction.

The frequency tables below show that the majority of the respondents agreed and strongly agreed that there is a positive influence of TQM principles on the quality of teaching.

Table 5.2:Empowerment

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	112	37.2	37.2	37.2
Agree	138	45.8	45.8	83.1
Undecided	16	5.3	5.3	88.4
Disagree	28	9.3	9.3	97.7
Strongly Disagree	7	2.3	2.3	100.0
Total	301	100.0	100.0	

Results of table 5.2 show that a high percentage of 45.8% (n=138) of the respondents agreed that implementation of empowerment as a TQM principle has a positive influence on the quality of teaching, followed by 37.2 % (n=112) who strongly agreed. One possible explanation of the results is the fact that empowerment inspires a feeling of belonging and respect of workmanship. Research findings confirm that quality education can only result when teachers are totally committed and this commitment can only occur when teachers are empowered (Weller, 1995:15). Research also confirms that there is a positive relationship between empowerment and performance improvement as a result of commitment, motivation, confidence, willingness to perform, self-determination, self-esteem, problem solving skills and decision making power (Udechukwu, 2009:75). The implication is that a supervision approach that is characterised by teacher empowerment is assured of initiating progress in performance, but on the other hand, the same supervision approach can be utilised to effectively implementing the TQM principle of empowerment.

Table 5.3: Total management

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	126	41.9	41.9	41.9
Agree	128	42.5	42.5	84.4
Undecided	10	3.3	3.3	87.7
Disagree	28	9.3	9.3	97.0
Strongly Disagree	9	3.0	3.0	100.0
Total	301	100.0	100.0	

Table 5.3 indicates that of the 301 respondents, a high percentage of 42, 5% (n=128) agreed that implementation of the TQM principle of total involvement has a positive influence on the quality of teaching. This was followed by 41.9% (n=126) who strongly agreed. The responses could be related to the ideas of Oakland and Oakland (2001:783) who found out that employee involvement leads to high quality decisions and higher commitment than non-involved approaches to leadership. Another possible explanation for the results in the table may be consistent with those of other studies which suggest that total involvement promotes commitment, improved competitiveness, increased job achievement, modification, open communication and transparency, collegueship, decision sharing, collaboration and collegueship (Thakurta & Suresh, 2012:194, Udechukwu, 2009: 75; Belle, 2007: 71, Bush, Joubert, T. Kiggundu & Van Rooyen, 2009: 8).

The implication is that during the teaching and learning process, it is important for school-based managers to apply a supervision approach that makes provision for total involvement of everyone at school so as to ensure improvement of performance. The same supervision approach can still be effectively used for implementing the principle of total involvement.

Table 5.4: Top management and commitment

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	129	42.9	42.9	42.9
Agree	122	40.5	40.5	83.4
Undecided	12	4.0	4.0	87.4
Disagree	26	8.6	8.6	96.0
Strongly Disagree	12	4.0	4.0	100.0
Total	301	100.0	100.0	

Table 5.4 shows that a high percentage of 42, 9% (n=129) of the participants strongly agreed that implementation of the TQM principle of top management support and commitment influence quality of teaching positively. This was followed by 40, 5% (n=122) of the respondents who agreed. Reasons for the responses may be related to the findings of other researchers who found that top management support/commitment provide hopes, aspirations, high levels of participation, decision sharing, spirit of motivation, empowerment and willingness to perform all linked to improvement of performance (Dahlgard, Kristensen, Ghopal & Khanji, 2007). This entails that application of a supervision approach that is characterised by top management commitment/support is assured of improving teacher performance. It can also mean that the same approach can be applied to effectively implement the aspect of top management and support.

Table 5.5: Team building

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	126	41.9	41.9	41.9
Agree	126	41.9	41.9	83.7
Undecided	7	2.3	2.3	86.0
Disagree	33	11.0	11.0	97.0
Strongly Disagree	9	3.0	3.0	100.0
Total	301	100.0	100.0	

Table 5.5 shows that of the 301 respondents, 41.9% (n=126) agreed that the implementation of teamwork will positively influence quality of teaching. The same percentage comprising of 41.9% (n=126) strongly agreed. There may be different explanations to these results. One could be aligned to Oakland (1993) whose study found that those more innovative ideas are generated through team interaction since it is through team work where diverse talents and experience are best made use of and efforts of different specialists are effectively co-ordinated. Other explanations can be associated with research studies which confirm that teamwork as linked to teacher performance enables tackling of complex problems, promotes improved participation, collegueship, collaboration, commitment and fosters innovation of ideas (Khuzwayo, 2008: 96; Lycke, 2003, Alnsour, et al., 2011: 36). The implication is that, a supervision approach that complies with the characteristics of teamwork work is assured of improving teacher performance. The same supervision approach can be utilised for effective implementation of the TQM principle of empowerment.

Table 5.6: Training and re-training

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	127	42.2	42.2	42.2
Agree	117	38.9	38.9	81.1
Undecided	8	2.7	2.7	83.7
Disagree	33	11.0	11.0	94.7
Strongly Disagree	16	5.3	5.3	100.0
Total	301	100.0	100.0	

Table 5.6 indicates that of the 301 respondents, 42.2% (n=127) strongly agreed that implementation of training and re-training as a TQM principle has a positive influence on the quality of teaching. This was followed by 38.9 % (n=117) who agreed, 11% (n=33) who disagreed, 5.3% (n=16) who strongly disagreed and 2.7% (n=8) who were undecided. The results indicate that most of the respondents believe on the positive effectiveness of the implementation of the training and retraining in the education of the teachers in Gauteng Province. A possible explanation for these responses may be in accordance to the previous experience of respondents where they have witnessed the benefits of training with regards to professional development. The consulted literature study confirms that training and re-training promote new skills, knowledge and expertise and competences (Oakland, 1989:263; Dale, 1999:11. Supervision approaches that provide professional support in terms of staff development and professional training as related to teacher performance ensure continuous improvement (Avalos, 2011: 10-20).

Table 5.7: Continuous improvement

T

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	120	39.9	39.9	39.9
Agree	127	42.2	42.2	82.1
Undecided	11	3.7	3.7	85.7
Disagree	36	12.0	12.0	97.7
Strongly Disagree	7	2.3	2.3	100.0
Total	301	100.0	100.0	

Table 5.7 indicates that 42.2% (n=127) agreed and strongly agreed respectively that the implementation of continuous improvement will have a positive effect on the quality of

teaching. This can be attributed to the emphasis put on the school improvement plan which focuses on continuous improvement of everyone in the organisation (IQMS document Section A 2003:3). Oakland (1989:296) is of the opinion that in order to boost and promote interest in quality, there is a need for developing generations of managers who have dedication in pursuing never-ending improvement in meeting external and internal customer needs. This implies that a supervision approach that promotes continuous improvement may improve quality of teaching. The same supervision approach can be utilised to effectively implement the TQM principle of continuous improvement.

Table 5.8: Customer satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	120	39.9	39.9	39.9
Agree	127	42.2	42.2	82.1
Undecided	11	3.7	3.7	85.7
Valid Disagree	31	10.3	10.3	96.0
Strongly Disagree	12	4.0	4.0	100.0
Total	301	100.0	100.0	

Table 5.8 indicates that 42.2% (N=127) of the respondents agreed that the implementation of customer satisfaction has a positive influence on the quality of teaching followed by 120 39.9% (n=120) who strongly agreed. When combined, the results indicate that the highest percentage of the respondents supported the view that working towards customer satisfaction improves performance. The reason for the responses could be associated with the views of Ncube (2004:25) who is of the opinion that the primary customer is the student and the ultimate goal is to provide the opportunities to learn and the development of capabilities and abilities. For the school to improve the standard of education provided on a continuous basis, all role players (for example learner, teacher, parent, education department) must know their duties and responsibilities. Customer satisfaction which stipulates that if teachers are empowered and motivated as internal customers, they will in turn perform and satisfy students and community. This implies that a supervision approach which focuses on customer satisfaction, ensures improving the performance (Ncube, 2004:25).

Table 5.9: A democratic leadership style

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	118	39.2	39.2	39.2
Agree	128	42.5	42.5	81.7
Undecided	11	3.7	3.7	85.4
Disagree	35	11.6	11.6	97.0
Strongly Disagree	9	3.0	3.0	100.0
Total	301	100.0	100.0	

Table 5.9 indicates that a high percentage of 42, 5% (n=128) of the respondents agreed that implementation of democratic leadership styles influence quality of teaching positively. This was followed 39.2% (n=118) who strongly agreed. There are many explanations for these results. One of the explanations could be associated with Goetsch and Davis (1994: 224) who claim that the most appropriate style of management within TQM is the participative one since leaders allow group opinion and take a vote before making a decision. Another explanation according to literature study is that, there is consensus that democracy promotes empowerment, total involvement, participation, co-operation, collaboration, commitment, motivation, collaboration, empowerment, consultation which are all important aspects of quality improvement (Goetsch & Davis 1994: 224). The findings have an important implication for identifying a supervision approach that complies with the characteristics of the democratic leadership style in order to improve performance, through research.

Table 5.10: Culture change

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	113	37.5	37.5	37.5
Agree	133	44.2	44.2	81.7
Undecided	16	5.3	5.3	87.0
Disagree	29	9.6	9.6	96.7
Strongly Disagree	10	3.3	3.3	100.0
Total	301	100.0	100.0	

Table 5.10 shows that of the 301 respondents, 37.5% (n=113) strongly agreed that they had the perception that implementation of the TQM principle of culture change influences quality of teaching positively. This was followed by 44.2% (n=133) who agreed. When combined,

the results show that a large number of the respondents supported the view that a healthy school culture has promoted the performance of a teacher. Wiles and Bond (2000:239) confirms that in schools, a healthy supervision culture initiates and inspires positive change in performance among the educators. The reason for the 9.6% (n=29) who disagreed and 3.3% (n=10) who strongly disagreed that effectiveness of culture change has no positive influence on the teacher's performance can be attributed to the fact that they had been exposed to harsh conditions of supervision characterised by strictness and autocracy. This is the reason why Khuzwayo (2008: 96) propose developing a vision for supervision which is a reflective and interactive process in a culture built on a foundation of collaboration, collegiality and trust where the supervisor is better able to promote the process that support and actively engage educators' reflection and enquiry for performance improvement.

5.2.3 The developmental supervision implementation strategies comprising of the clinical supervision approach, self-directed supervision approach, peer supervision approach, and connoisseurship supervision on improving quality of teaching as linked to TQM principles with special reference to the IQMS implementation

The researcher investigated the perceptions of the school-based managers and educators regarding the possible effectiveness of the developmental supervision implementation strategies comprising of the clinical supervision approach, self-directed supervision approach, peer supervision approach, and connoisseurship supervision on improving quality of teaching as linked to TQM principles with special reference to the IQMS implementation.

5.2.3.1 Section C: Perceptions regarding the level of compliance of the IQMS stages of performance evaluation with Cogan's (1973) clinical-supervision performance improvement strategies

The researcher investigated perceptions regarding the extent that school-based managers and educators are in agreement as to whether the implementation of the IQMS lesson observation cycles in their organisations comply with Cogan's (1973) clinical-supervision performance improvement strategies based on:

- Establishing the teacher-supervisor relationship;

- Planning lessons, series of lessons or units with the teacher including formulation of objectives, materials to be used, methods as well as feedback strategies;
- Planning strategies for lesson observation with the teachers;
- Observing instructions in a collaborative manner;
- Analysing the teaching and learning process by way of decision sharing and consultation;
- Planning the supervisor-teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation;
- Conducting the supervisor-teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation;
- Renewed planning encompassing mutually agreed changes of the lesson observation feedback.

The frequency tables below indicate that teachers have a negative impression when it comes to IQMS implementation.

Table 5.11: Establishing the teacher -supervisor relationship

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	3.7	3.7	3.7
Agree	37	12.3	12.3	15.9
Undecided	5	1.7	1.7	17.6
Valid Strongly Disagree	109	36.2	36.2	53.8
Disagree	139	46.2	46.2	100.0
Total	301	100.0	100.0	

Table 5.11 indicates that out of a total of 301 respondents, 46.2% (n=139) disagreed and 36.2% (n=109) strongly disagreed that the clinical supervision performance improvement strategy of establishing the teacher-supervisor relationship exists during implementation of IQMS lesson observation cycles in their organisation. These results, when combined, indicate that the majority of the respondents had a negative feeling about the type of relationship that existed during IQMs implementation. There are several explanations to these responses. While clinical supervision involves a combined effort in planning for the lesson in terms of objectives and expected standards in a cooperative and consultative manner, the IQMS document precisely reflects management pre-evaluation activities as characterised by informing, explaining and directing the teacher on what is expected of him/her IQMS

document (Section B, 2003:22). It is possible that practical and theoretical implementation of the lesson observation cycles of IQMS are lacking collegiality between the managers and educators (Refer to table 5.3; 5.4; 5.10 and 5.11).

Table 5.12: Planning lessons, series of lessons or units with the teacher including formulation of objectives, materials to be used, methods as well as feedback strategies

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	3.7	3.7	3.7
Agree	43	14.3	14.3	17.9
Valid Strongly Disagree	112	37.2	37.2	55.1
Disagree	135	44.9	44.9	100.0
Total	301	100.0	100.0	

Table 5.12 indicates that of the 301 respondents, 44.9% (n=135) disagreed that there exists shared planning of lessons, series of lessons or units between the teacher and the supervisor including formulation of objectives, activities, materials to be used, method as well as feedback strategies during IQMS lesson observation cycles. This was followed by 37.2% (n=112) who strongly disagreed. The results when put together show that a large number of respondents indicated that IQMS was characterised by individual planning. The IQMS document (Section B, 2003:22) and (ELRC School-based Educators Training Manual, 2003: 117) stipulates that during the pre-evaluation discussion, the educator's role is to ensure that the educator understands what is expected of him/her in terms of the various performance standards and criteria and how he/she will be rated. Unlike the clinical supervision strategy, the IQMS evaluation process does not seem to have any contribution during the formulation and setting of expected standards. This could attest to low morale amongst employees as they may not feel sufficiently empowered to effectively implement IQMS (Refer to table 5.3).

Table 5.13: Planning strategies for lesson observation of the teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	3.3	3.3	3.3
Agree	48	15.9	15.9	19.3
Valid Strongly Disagree	131	43.5	43.5	62.8
Disagree	112	37.2	37.2	100.0
Total	301	100.0	100.0	

Table 5.13 shows that out of 301 respondents, 43.5% (n=131) strongly disagreed that shared planning of strategies for observation during IQMS lesson observation between the teacher and the supervisor exists. This was followed by 37.2% (n=112) who disagreed. The findings could be consistent with literature study findings which according to the IQMS document (Section B, 2003:22) and (ELRC School-based Educators Training Manual, 2003: 117) state that the DSG informs the educator about procedures and processes that will be followed throughout the IQMS cycles. Informing has been associated with giving directives and controls during the IQMS evaluation process. The implication is that bureaucratic leadership styles are not in line with the expectations of the TQM principles (Daresh, 2007:10). This could still attest to low morale amongst employees as they may not feel sufficiently empowered to effectively implement IQMS (Refer to table 5.3).

Table 5.14: Observing instructions in a collaborative manner

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	6.0	6.0	6.0
Agree	25	8.3	8.3	14.3
Valid Undecided	1	.3	.3	14.6
Strongly Disagree	146	48.5	48.5	63.1
Disagree	111	36.9	36.9	100.0
Total	301	100.0	100.0	

Table 5.14 indicates that of the 301 respondents, 48.5 % (n=130) strongly disagreed that IQMS lesson observation realises observation of instruction in a collaborative manner. This was followed by 36.9% (n=111) who disagreed. The responses could be associated with the literature study as researchers discovered that unlike clinical supervision, there is almost no

collaboration and collegiality at all levels of lesson observation as far as IQMS implementation is concerned. The IQMS manual (Section A 2003:8) clearly stipulates that Step 4 of the protocol is when “The DSG observes the lesson using the prescribed instrument and discuss the outcomes of all the lesson observation with the educator observed/appraised.” The prescribed measuring instrument seems to be inflexible regarding evaluation activities with stipulated standards and rating procedures. Prescriptions, controls and directives are associated with the scientific model of supervision which according to the literature study is characterised by lack of morale and motivation among workers (Sergiovanni & Starrat, 2007:15).

Table 5.15: Analysing the teaching and learning process by way of decision sharing and consultation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	1.0	1.0	1.0
Agree	48	15.9	15.9	16.9
Undecided	1	.3	.3	17.3
Strongly Disagree	149	49.5	49.5	66.8
Disagree	100	33.2	33.2	100.0
Total	301	100.0	100.0	

Table 5.15 indicates that of the 301 respondents, 49.5% (n=149) strongly disagreed that there exists an analysis concerning the teaching and learning process. This was followed by 33.2% (n=100) who disagreed. The IQMS Manual (Section A, 2003:26) states that during the feedback and discussion stage (post observation) there should be a discussion around strengths and areas in need of development and to reach consensus on the scores of individual criteria under each of the performance standards and to resolve any differences of opinion that may exist. A possible explanation for the above responses is the fact that the contents of the IQMS document are sometimes not as practically applied as expected. Instead of consulting and sharing the lesson observation analysis process, final scores after evaluating and rating are just handed over to the educators. This implies that characteristics of a top-down approach still exist during the IQMS implementation process. The absence of an analysis of the teaching and learning process could be explained by a lack of commitment to the system when it comes to IQMS implementation.

Table 5.16: Planning the supervisor-teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	1	.3	.3	.3
Agree	46	15.3	15.3	15.6
Undecided	13	4.3	4.3	19.9
Valid Strongly Disagree	126	41.9	41.9	61.8
Disagree	115	38.2	38.2	100.0
Total	301	100.0	100.0	

Of the 301 respondents, a high percentage of 41.9% (n=126) of the respondents strongly disagreed that there exists any planning of a teacher strategy of the supervisor, teacher conference by way of decision sharing, consultation and feedback. This was followed by 38.2% (n=115) who disagreed.

With reference to the analysis of the above tables, 5.12 -5.15, results indicate a hierarchical structure where educators are told and instructed of what to do during the IQMS teacher evaluation process. The same factors associated with hierarchical structures seem to prompt the responses of table 5.16 above.

Table 5.17: Conducting the supervisor- teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	3.0	3.0	3.0
Agree	47	15.6	15.6	18.6
Valid Strongly Disagree	138	45.8	45.8	64.5
Disagree	107	35.5	35.5	100.0
Total	301	100.0	100.0	

Table 5.17 indicates that a high percentage of 45.8% (n=138) of the respondents, strongly disagreed that there is a supervisor-teacher conference for the analysis of the teaching and learning process by way of decision sharing and consultation. This was followed by 35.5% (n=107) who disagreed. The responses seem to contradict the theoretical content of the IQMS

Manual (Section A 2003:26) which states that during the feedback and discussion stage (post observation) the DSG must discuss their evaluation with the educator and must “provide an opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the school in terms of mentoring and support (especially by the DSG) and what INSET and other programmes need be provided by, for example, the department.”

It can be assumed that if the educators were not involved in the planning of the intended standards and the designing of the measuring instruments and the evaluation procedures right from the start, chances of fully participating in other activities are doubtful.

Table 5.18: Renewed planning encompassing mutually agreed changes of the lesson observation feedback

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	4.0	4.0	4.0
Agree	47	15.6	15.6	19.6
Undecided	8	2.7	2.7	22.3
Valid Strongly Disagree	126	41.9	41.9	64.1
Disagree	108	35.9	35.9	100.0
Total	301	100.0	100.0	

Table 5.18 reveals that 41.9% (n=126) of the respondents strongly disagreed to the proposition that IQMS is characterised by renewed planning that will encompass mutually agreed changes, followed by 35.9% (n=108) who disagreed. This indicates that the growing dissatisfaction with the system of IQMS with regard to implementation strategies is a major problem.

5.2.3.2 Section D: Perceptions regarding the level of compliance of the clinical supervision lesson observation with the TQM principles

The researcher investigated to what extent the school-based managers and educators agreed or disagreed that the clinical supervision lesson observation cycles comply with the principles of TQM based on:

- Empowerment;
- Total involvement;
- Top-management commitment;
- Team-work;
- Training and re-training;
- Customer satisfaction;
- Culture change;
- Continuous improvement;
- Democratic leadership style;

Firstly, the correlation coefficient was used as a measure of the strength of the relationship between two sets of ranked TQM principles. From the basic statistics theory, the following hypotheses were tested:

Ho: There is no relationship between two ranked principles of Total Quality Management (TQM) regarding compliance to the clinical supervision strategy.

H1: The relationship exists between two ranked principles of TQM regarding compliance to the clinical supervision strategy.

The null hypothesis is rejected when the p value is less than 5% ($p < 0.05$) (Best & Khahn, 1993). The null hypothesis is not rejected when the p value is greater than 5% ($p > 0.05$). The decision to reject or retain the null hypothesis is called significance (Best & Khahn, 1993). When the p value is less than 0.05, significance is reached and the null hypothesis is rejected. When the p value is greater than 0.05, there is failure in reaching significance, so the null hypothesis is not rejected (Best & Khahn, 1993).

Table 5.19: Correlation matrix

	Empowerment	Total involvement	Top-management commitment	Team work	Training and retraining	Customer satisfaction	Culture change	Continuous improvement	Democratic leadership styles
Empowerment	1.000	-.014	-.039	-.046	-.017	-.040	-.005	-.029	.022
Total involvement	-.014	1.000	-.061	.067	.015	-.043	.065	-.039	-.052
Top-management commitment	-.039	-.061	1.000	-.015	-.026	.002	.115	-.097	-.039
Team work	-.046	.067	-.015	1.000	.020	-.068	.133	-.009	-.012
Training and retraining	-.017	.015	-.026	.020	1.000	.001	.042	.051	.016
Customer satisfaction	-.040	-.043	.002	-.068	.001	1.000	-.035	-.011	.011
Culture change	-.005	.065	.115	.133	.042	-.035	1.000	-.020	-.076
Continuous improvement	-.029	-.039	-.097	-.009	.051	-.011	-.020	1.000	-.041
Democratic leadership styles	.022	-.052	-.039	-.012	.016	.011	-.076	-.041	1.000

The results of table 5.19 show that though the relationship between each of the two sets of the ranked TQM principles exists but it is very poor. This is because H0 is not rejected. To illustrate this statement it is significant to note that the correlation between “empowerment” and “total involvement” is (R=-0.014). The correlation between “top management commitment” and “culture change” is positive but poor (R= 0.115). This indicates that each variable in this section is to be analysed independently in order to get an indication of the perception of the school-based managers and educators on the extent to which they agree or disagree that the clinical supervision strategy comply with TQM principles.

Table 5.20: Empowerment through the clinical supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	111	36.9	36.9	36.9
Agree	151	50.2	50.2	87.0
Undecided	21	7.0	7.0	94.0
Disagree	18	6.0	6.0	100.0
Total	301	100.0	100.0	

The highest percentage represented by 50.2% (n=151) of the respondents agreed that the TQM principle of empowerment complies with the clinical supervision strategy. This was

followed by 36.9% (n=111) who agreed. This could be ascribed to the fact the clinical supervision process according to its definition and characteristics is characterised by collegiality, a decision sharing approach, consultation, co-operation and collaboration in curriculum planning, implementation and innovation. The literature study also confirms that the same factors build up to empowerment (Sidhu & Fook, 2010). As indicated in table 5.3, research findings associate empowerment with confidence, willingness to perform, self-determination, self-esteem, motivation and problem solving skills. This confirms that clinical supervision can be applied to effectively implement the TQM principle of empowerment among teachers. In other words, clinical supervision is considered to be a teacher empowering strategy.

Table 5.21: Total involvement through the clinical supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	121	40.2	40.2	40.2
Agree	119	39.5	39.5	79.7
Undecided	11	3.7	3.7	83.4
Disagree	32	10.6	10.6	94.0
Strongly Disagree	18	6.0	6.0	100.0
Total	301	100.0	100.0	

Table 5.21 indicates that of the 301 respondents who participated to the survey, 40.2% (n=121) strongly agreed that total involvement, being a principle of TQM, complies with the clinical supervision strategy. This was followed by 39.5% (n=119) who agreed. These responses seem to align with the descriptions of clinical supervision which include elements of mutual co-operation, total involvement and participation by the teachers in curriculum issues, decision making and sharing between the teacher and the manager, open communication and transparency in all organisational activities.

This view is supported by the literature study which confirms that the idea of involving all workers in planning and decision making of problems that affect their work, has demonstrated a tremendous increase in employee motivation and commitment to organisational goals (Kruger & Ramphal, 2009: 128). Analysis of Tables 5.2 and 5.19 has indicated a positive relationship between the characteristics of the TQM principle of empowerment and clinical supervision as linked to performance improvement. This is a

positive point of view that clinical supervision can be utilised to implement the TQM principle of empowerment. In other words, clinical supervision initiates total involvement to ensure continuous improvement.

Table 5.22: Top management and commitment through the clinical supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	116	38.5	38.5	38.5
Agree	124	41.2	41.2	79.7
Undecided	7	2.3	2.3	82.1
Disagree	37	12.3	12.3	94.4
Strongly Disagree	17	5.6	5.6	100.0
Total	301	100.0	100.0	

Table 5.22 shows that 41.2% (n=124) of the respondents agreed that top management as a principle of TQM complies with the clinical supervision strategy. This was followed by 38.5% (n=116) who strongly agreed. When combined together, the results of the table reveal that majority of the school managers and educators are aware of the characteristics of top-management and support as illustrated in table 5.4.

The responses therefore confirm that top management commitment shares the same characteristics with the clinical supervision approach in terms of improving the teacher's performance. There is evidence during the cycles of clinical supervision that there is commitment of support which also calls for full commitment on the part of the educator. To support this Pintar, Capuano, and Rosser, (2007: 115-121) describe clinical supervision as embracing four important concepts: collegiality, collaboration, skilled service and ethical conduct. According to the literature study by Dahlgard *et al.* (2007) those managers should develop new relationships with institutional stakeholders, relationships that call for higher levels of participation and decision making. It is therefore apparent that the clinical supervision strategy can be applied to effectively implement the TQM principle of top management and commitment.

Table 5.23: Training and re-training through the clinical supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	123	40.9	40.9	40.9
Agree	122	40.5	40.5	81.4
Undecided	6	2.0	2.0	83.4
Disagree	23	7.6	7.6	91.0
Strongly Disagree	27	9.0	9.0	100.0
Total	301	100.0	100.0	

Table 5.23 shows that a high percentage of 40.9% (n=123) of the respondents strongly agreed that training and retraining complies with the clinical supervision strategy followed by 40.5% (n=122) who agreed. Daresh (2007: 326) highlighted that the most prominent of all strategies of supervision is clinical supervision for developmental purposes where support and intervention is done while the activity is in progress. This is a positive result that aligned to training and retraining in the learning process. Any teacher involved in clinical supervision should have access to training opportunities requirement for continuous improvement.

Table 5.24: Team-work through the clinical supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	127	42.2	42.2	42.2
Agree	121	40.2	40.2	82.4
Undecided	10	3.3	3.3	85.7
Disagree	31	10.3	10.3	96.0
Strongly Disagree	12	4.0	4.0	100.0
Total	301	100.0	100.0	

Table 5.24 indicates 42.2% (n=127) of the respondents strongly agreed that clinical supervision complies with the TQM principle of team-work. This was followed by 40.2% (n=121) who agreed. When the results are combined, it shows that the majority of the respondents support the value of teamwork in relation to performance improvement.

The explanation to the responses could be that clinical supervision has characteristics of collegiality, collaboration; participation and decision sharing which are closely related to

performance improvement. Wiles and Bond (2000: 276) support this view by stating that clinical supervision embodies a spirit of team work as supervisors and teachers work together towards common objectives. From these results, it is clear that clinical supervision is an approach that can be applied to ensure teamwork which in turn promotes improved performance.

Table 5.25: Customer satisfaction through the clinical supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	123	40.9	40.9	40.9
Agree	121	40.2	40.2	81.1
Undecided	12	4.0	4.0	85.0
Valid Disagree	36	12.0	12.0	97.0
Strongly Disagree	9	3.0	3.0	100.0
Total	301	100.0	100.0	

The results of table 5.25 indicate that 40.9% (n=123) of the respondents strongly agreed that clinical supervision complies with the TQM principle of customer satisfaction. This was followed by 40.2. % (n=121) who agreed. One possible explanation for the responses is in accordance to the consensus among supervision experts Daresh (2007: 315), Sergiovanni and Starratt (2007: 234) and Goldhammer et al., (1983:3) that there is a close link between teacher-supervisor relationship, teachers’ classroom behaviour, teachers’ classroom performance, and students’ performance. When performance improves, students, parents and the whole community at large are satisfied as customers of the education output (Ncube, 2004: 25).

Table 5.26: Culture change through the clinical supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	121	40.2	40.2	40.2
Agree	129	42.9	42.9	83.1
Undecided	7	2.3	2.3	85.4
Valid Disagree	34	11.3	11.3	96.7
Strongly Disagree	10	3.3	3.3	100.0
Total	301	100.0	100.0	

The findings of table 5.26 show that 40.2 % (n=121) of the respondents strongly agreed and 42.9% (n=129) agreed that culture change within TQM complies with the clinical supervision strategy. From the results analysed in table 5.10, there are similarities between the characteristics of culture change and those of clinical supervision. The reason for the above responses from the participants can be matched to the views of Gall and Acheson (2011:1) who state that; “We propose an alternative model of supervision that is interactive rather than directive, democratic rather than authoritarian, and teacher-centred rather than supervisor-centred. This supervision style is called clinical supervision”. The findings confirm that clinical supervision builds a supportive culture for teacher development for quality improvement.

Table 5.27: Continuous improvement through the clinical supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	123	40.9	40.9	40.9
Agree	122	40.5	40.5	81.4
Undecided	6	2.0	2.0	83.4
Valid Disagree	23	7.6	7.6	91.0
Strongly Disagree	27	9.0	9.0	100.0
Total	301	100.0	100.0	

Table 5.26 indicates that a high percentage of 40.9% (n=123) of the respondents strongly agreed that continuous improvement complies with the clinical supervision strategy. This is followed by 40.5% (n=122) of the respondents who agreed. It is apparent that the respondents could identify the developmental nature of the supervision activities aimed at continuous improvement. It is also evident from the literature study that during clinical supervision, the teacher and supervisor communicate as colleagues, with the teacher identifying concerns and the supervisor assisting the teacher in analysing and improving teacher performance for continuous improvement (Wiles & Bond, 2000: 276). Continuous improvement seems to be the central focus of developmental supervision and the total quality managing theoretical framework.

Table 5.28: Democratic leadership styles through the clinical supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	127	42.2	42.2	42.2
Agree	121	40.2	40.2	82.4
Undecided	10	3.3	3.3	85.7
Disagree	31	10.3	10.3	96.0
Strongly Disagree	12	4.0	4.0	100.0
Total	301	100.0	100.0	

Table 5.28 indicates that a high percentage of 42.2% (n=127) of the respondents strongly agreed that democratic leadership styles comply with the clinical supervision strategy followed by 40.2% (n=121) who agreed. The reasons for these responses can be linked to the analysis made in Table 5.9 with regards to the characteristics of democratic leadership styles in terms of improving quality of teaching. As already highlighted, democratic leadership styles are associated with participatory roles in decision making, consultation and consensus (Steyn, 2006, 2007; Salleh, 2007:2; Hallinger & Heck, 2010:95). The same characteristics are common within clinical supervision as already highlighted in the previous analysis (Table 5.21). The implication is that clinical supervision can be applied to effectively implement the TQM principle of democratic leadership style. In other words, clinical supervision is a democratic leadership strategy.

5.2.3.3 **Section E:** Perceptions regarding the level of compliance of the practical implementation of IQMS lesson observation cycles with the TQM principles.

The researcher investigated to what extent participants agree that practical implementation of IQMS lesson observation cycles comply with the TQM principles based on:

- Empowerment;
- Total involvement;
- Top management;
- Team work;
- Democratic leadership style;
- Training and retraining;
- Customer satisfaction;

- Culture change;
- Continuous improvement.

The researcher started by determining if there is a relationship between TQM principles with regards to IQMS implementation. The correlation coefficient was used as a measure of the strength of the relationship between two sets of ranked TQM principles with regards to IQMS implementation. From the basic statistical theory, the following hypotheses were tested:

Ho: There is no influence between the paired TQM principles with regards to IQMS implementation.

H1: Influence exists between the paired TQM principles with regards to IQMS implementation.

As highlighted previously, the null hypothesis is rejected when the p value is less than 5% ($p < 0.05$). The null hypothesis is not rejected when the p value is greater than 5% ($p > 0.05$) (Best & Khahn, 1993).

Table 5.29: Correlation Matrix

	Empowerment	Total involvement	Top management	Team work	Democratic leadership style	Training and retraining	Customer satisfaction	Culture change	Continuous improvement
Empowerment	1.000	-.022	-.022	.034	.149	-.064	.054	-.059	-.034
Total involvement	-.022	1.000	1.000	.126	-.010	-.004	.034	.002	.033
Top management	-.022	1.000	1.000	.126	-.010	-.004	.034	.002	.033
Team-work	.034	.126	.126	1.000	.077	.047	.037	-.075	.064
Democratic leadership style	.149	-.010	-.010	.077	1.000	-.038	.100	-.081	-.039
Training and retraining	-.064	-.004	-.004	.047	-.038	1.000	-.081	.014	.062
Customer satisfaction	.054	.034	.034	.037	.100	-.081	1.000	-.008	-.027
Culture change	-.059	.002	.002	-.075	-.081	.014	-.008	1.000	-.107
Continuous improvement	-.034	.033	.033	.064	-.039	.062	-.027	-.107	1.000

This matrix is not positive definite.

The results of table 5.29 indicate that the relationship between the sets of ranked TQM principles exist but it is very poor. This is because the P-value is less than 0.05. For illustration, the correlation between “empowerment” and “democratic leadership style” is (R=

0.147). The correlation between “continuous improvement” and “culture change” is negative and poor ($R = -0.107$).

This could indicate that when the continuous improvement increases, the process of culture change decreases with effects on their working environment. The relation between “training and retraining” and “team work” is ($R = 0.047$). Individual analysis is then used to indicate the perceptions of the teachers and school-based managers.

Table 5.30: Empowerment through IQMS lesson observation cycles

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	6.0	6.0	6.0
Agree	31	10.3	10.3	16.3
Undecided	7	2.3	2.3	18.6
Valid Strongly Disagree	136	45.2	45.2	63.8
Disagree	109	36.2	36.2	100.0
Total	301	100.0	100.0	

Table 5.30 indicates that a high percentage of 45.2% ($n=135$) of the respondents strongly disagreed that they are empowered during the practical implementation of IQMS lesson observation cycles. This was followed by 36.2% ($n=109$) who disagreed. The IQMS document (Section A, 2003: 3) theoretically recognises the value of empowerment as one of the most important aspects of teacher improvement. A possible explanation for the results is that the practical implementation of IQMS is characterised by autocracy and authoritarian leadership styles during the teacher evaluation process. The implication is that a lack of knowledge of proper empowering supervision strategies on the part of the management may be a hindrance to continuous development.

Table 5.31: Total involvement through IQMS lesson observation cycles

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	5.3	5.3	5.3
Agree	48	15.9	15.9	21.3
Valid Strongly Disagree	145	48.2	48.2	69.4
Disagree	92	30.6	30.6	100.0
Total	301	100.0	100.0	

Table 5.31 reveals that 48.2% (n=145) of the respondents strongly disagreed that there is total involvement among the teachers during the practical implementation of IQMS lesson observation. This was followed by 30.6% (n=92) of the respondents who disagreed. The reason for the responses could be that there is a lack of total participation in planning and implementing of curriculum issues resulting in a negative influence on the performance of the teachers (Refer to table 5.11-5.18).

With reference to the results of tables 5.2 -5.3, total involvement and empowerment indicate that they share the same characteristics with similar benefits in terms of performance improvement. It implies that a lack of total involvement means a lack of empowerment. Lack of empowerment and total involvement is associated with poor performance (refer to tables 5.2 and 5.3).

Table 5.32: Top management and support through IQMS lesson observation cycles

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	19	6.3	6.3	6.3
Agree	38	12.6	12.6	18.9
Valid Undecided	9	3.0	3.0	21.9
Strongly Disagree	141	46.8	46.8	68.8
Disagree	94	31.2	31.2	100.0
Total	301	100.0	100.0	

Table 5.32 indicates that a high percentage of 46.8% (n=141) of the respondents strongly disagreed that the practical implementation of IQMS complies with the TQM principle of top management support and commitment. This was followed by 31.2% (n=94) who disagreed.

These responses were not expected since the theoretical content of the IQMS (Section A 2003: 3) stipulates that: “The Department has the responsibility of providing facilities and resources to support learning and teaching”.

A possible explanation for the responses may be a lack of proper IQMS implementation strategies that calls for proper top management support and commitment. The managers of educators should provide support and commitment to educators for the purpose of continues improvement.

Table 5.33: Team-work through IQMS lesson observation cycles

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	5.0	5.0	5.0
Agree	51	16.9	16.9	21.9
Undecided	8	2.7	2.7	24.6
Valid Strongly Disagree	109	36.2	36.2	60.8
Disagree	118	39.2	39.2	100.0
Total	301	100.0	100.0	

The results of table 5.33 indicate that 39.2 % (n=118) of the respondents disagreed that there is teamwork during the practical implementation of IQMS followed by 36.2% (n=109) who strongly disagreed. One of the possible explanations of the results is that the current school-based team structures are not practically taking on their role of team building. These include the School Management Team, (SMT), and School Development Team (SDT). Another reason could be that the classroom-based educators are not given an opportunity to incorporate teamwork in curriculum related problems to come up with effective solutions. It can then be suggested from the results that application of a supervision approach that initiates team work is recommended for quality teaching improvement.

Table 5.34: Democratic leadership styles through IQMS lesson observation cycles

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	4.3	4.3	4.3
Agree	48	15.9	15.9	20.3
Strongly Disagree	172	57.1	57.1	77.4
Disagree	68	22.6	22.6	100.0
Total	301	100.0	100.0	

Table 5.34 indicates that the highest percentage represented by 57.1% (n=172) of the respondents strongly disagreed that IQMS lesson observation complies with democratic leadership styles. This was followed by 22.6% (n=68) who disagreed. The results indicate the absence of the practical implementation of appropriate democratic supervision strategies within IQMS to allow for full participation by primary school-based managers and educators of the Gauteng Province.

Table 5.35: Training and re-training through IQMS lesson observation cycles

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	36	12.0	12.0	12.0
Agree	12	4.0	4.0	16.0
Undecided	9	3.0	3.0	19.0
Strongly Disagree	151	50.2	50.2	69.2
Disagree	93	30.9	30.9	100.0
Total	301	100.0	100.0	

It is clear from table 5.35 that the highest percentage represented by 50.2% (n=151) of the educators and school-based managers strongly disagreed that practical implementation of IQMS complies with training and retraining as a TQM principle. This was followed by 30.9% (n=93) who disagreed. These are surprising results considering that the IQMS document (Section A 2003: 3) recognises the value of training in all educational processes and outcomes including the performance evaluation process. With reference to table 5.6, benefits of training for performance improvement have been analysed. This implies that an effective supervision approach should foster training opportunities (refer to table 5.6 and 5.23).

Table 5.36: Customer satisfaction through IQMS lesson observation cycles

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Strongly Agree	48	15.9	15.9	15.9
Agree	15	5.0	5.0	20.9
Undecided	5	1.7	1.7	22.6
Strongly Disagree	117	38.9	38.9	61.5
Disagree	116	38.5	38.5	100.0
Total	301	100.0	100.0	

Table 5.36 shows that 38.9% (n=117) strongly disagreed that practical implementation of IQMS lesson observation complies with customer satisfaction. This was followed by 38.5% (n=116) of the respondents who disagreed that there is enough customer satisfaction during implementation of IQMS lesson observation. The results when combined show that for the majority of the respondents, the practical implementation of IQMS is not customer driven.

This is in contrast to the theoretical stipulations of the IQMS document which states that “For the Department of Education – and for all educators – the main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching, and in this we are all accountable to the wider community” (IQMS manual Section A, 2003: 3). The responses may be attributed to a lack of a supportive supervision approach that stimulates teachers’ interest and motivation to performance enough in order to meet customer satisfaction.

Table 5.37: Culture change through IQMS lesson observation cycles

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Strongly Agree	27	9.0	9.0	9.0
Agree	10	3.3	3.3	12.3
Undecided	19	6.3	6.3	18.6
Strongly Disagree	177	58.8	58.8	77.4
Disagree	68	22.6	22.6	100.0
Total	301	100.0	100.0	

Table 5.37 shows that the majority of the respondents represented by 58.8% (n=177) strongly disagreed that culture change is effectively implemented during implementation of the IQMS

lesson observation cycles. This was followed by 22.6% (n=68) who disagreed. While it is assumed that culture is considered as rules and values that can hold an organisation together, school culture is also seen to be an important principle in shaping and maintaining identity in the organisation, including education (Refer to 5.10). This confirms that it is necessary to adopt supervision approach which according the developmental supervision advocates (Glickman, Gordon & Ross-Gordon, 2013; Kadushin & Harkness, 2014) is reflective and an interactive process in a culture built on a foundation of collaboration and collegiality as a way of promoting employee performance.

Table 5.38: Continuous improvement through IQMS lesson observation cycles

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	26	8.6	8.6	8.6
Agree	13	4.3	4.3	12.9
Undecided	15	5.0	5.0	17.9
Valid Strongly Disagree	175	58.1	58.1	76.0
Disagree	72	23.9	23.9	100.0
Total	301	100.0	100.0	

Table 5.38 indicates that the highest percentage represented by 58.1% (n=175) of the respondents strongly disagreed that there is continuous improvement taking place during the practical implementation of IQMS lesson observation. This was followed by 23.9% (n=72) of the respondents who disagreed. These results were not expected since one of the main objectives of the IQMS document (Section A 2003: 3) is to constantly improve the quality of learning and teaching. It seems possible that these results are due to a lack of morale and motivation among workers because of teacher evaluation approaches that seem to discourage teachers' input (refer to table 5.30-5.35). Another reason may be associated with too much control characterised by directives during the teacher evaluation process. It is suggested that supervision strategies that promote continuous improvement should be applied during curriculum implementation.

5.2.3.4 Section F: Perceptions regarding the level of compliance of the implementation of the IQMS self-evaluation process with Glickman's et al. (2004) self-directed supervision performance improvement strategies:

The researcher investigated perceptions on the extent to which educators and school-based managers agree that the implementation of the IQMS self-evaluation in their organisations comply with Glickman *et al.*'s (2004) self-directed supervision performance- improvement strategies based on:

- The teacher assuming full responsibility for decision making regarding planning and implementing the instructional improvement plan;
- Making visits to the classroom of several expert teachers for the purpose of comparing expert teaching to one's own teaching, and identifying self-improvement goals based on such comparison;
- Videotaping one's own teaching across several lessons, and then analysing teaching performance while reviewing the videotape;
- Marking surveys or questionnaires administered to students or parents;
- Interviewing supervisors, peers, students, or parents about effective teaching and learning or about one's own instructional performance;
- Keeping a journal of teaching experience, problems, and successes, accompanied by critical reflection for the purpose of instructional improvement;
- Providing a comprehensive review of student achievement on traditional tests as well as student projects, presentations, portfolios and social behaviour;
- Paying attention to the development of teaching portfolio for the purpose of self-reflection and analysis.

Table 5.39: Teachers assume full responsibility for decision making regarding planning and implementation of the instructional improvement plan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	16	5.3	5.3	5.3
Agree	44	14.6	14.6	19.9
Undecided	1	.3	.3	20.3
Strongly Disagree	114	37.9	37.9	58.1
Disagree	126	41.9	41.9	100.0
Total	301	100.0	100.0	

Table 5.39 indicates that a high percentage of 41.9% (n=126) of the respondents, disagreed that the implementation of IQMS self-evaluation complies with the self-directed supervision performance improvement strategy where the teacher assumes full responsibility for decision making regarding planning and implementing the instructional improvement plan. This was followed by 37.9% (n=114) of the respondents who strongly disagreed.

One of the explanations to the responses could be due to the fact that since South Africa has embarked on the implementation of IQMS in the organisation, teachers have been excluded in curriculum planning strategies. The IQMS manual (Section A, 2003:210) states that the: "... educator should evaluate her/himself using the same instrument that will be used for both Developmental Appraisal (DA) and Performance Measurement (PM). "This enables the educator to become familiar with the instrument". The implication of the findings comes back to the fact that unlike the self-directed supervision, the educator during IQMS does not have a sense of ownership with regards to the planning and designing of the performance measuring instrument and the whole evaluation procedures.

Table 5.40: Making visits to the classroom of several expert teachers for the purpose of comparing expert teaching to one’s teaching, and identifying self-improvement goals based on such comparison

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	9	3.0	3.0	3.0
Valid Agree	53	17.6	17.6	20.6
Valid Strongly Disagree	118	39.2	39.2	59.8
Valid Disagree	121	40.2	40.2	100.0
Total	301	100.0	100.0	

Table 5.40 shows that of the 301 respondents, a high percentage of 40.2% (n=121) followed by 39.2% (n=118) disagreed and strongly disagreed respectively that educators find themselves making visits to the classroom of several expert teachers for the purpose of comparing expert teaching to one's teaching, and identifying self-improvement goals based on such comparison statement analysed during the implementation of the self-evaluation approach. According to the IQMS manual (Section A, 2003:210), self-evaluation activities are confined to educators familiarising themselves “with the Performance Standards, the criteria (what they are expected to do) as well as the levels of performance (how well they are expected to perform) in order to meet at least the minimum requirements for pay progression.” The “self-evaluation” forms part of both Developmental Appraisal (DA) and Performance Measurement (PM).” This implies that IQMS does not give provision of educators consulting, comparing and sharing with their colleagues for personal improvement of performance.

Table 5.41: Videotaping one’s own teaching across several lessons, and then analysing teaching performance while reviewing the videotape

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	1	.3	.3	.3
Valid Strongly Disagree	151	50.2	50.2	50.5
Valid Disagree	149	49.5	49.5	100.0
Total	301	100.0	100.0	

Table 5.41 indicates that the highest percentage represented by 50.2 % (n=151) of the participants strongly disagreed that educators videotaped one’s own teaching across several

lessons, and then analysing teaching performance while reviewing the videotape. This was followed by 49.5% (n=149) of the respondents who indicated that they disagreed. One of the possible explanations to these responses is that their schools do not have resources for such a type of an activity. Another explanation could be that the IQMS policy does not cater for such flexible activities since they are guided by prescriptions from the top. Sergiovanni and Starrat (2007: 274) believe that sometimes the tendency of teachers to evaluate themselves, by paying attention to pre-stated targets, results in other areas of importance not targeted or being overlooked or neglected.

Table 5.42: Making surveys or administering questionnaires to students or parents

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	5.6	5.6	5.6
Agree	40	13.3	13.3	18.9
Undecided	6	2.0	2.0	20.9
Valid Strongly Disagree	115	38.2	38.2	59.1
Disagree	123	40.9	40.9	100.0
Total	301	100.0	100.0	

Table 5.42 shows that 40,9% (n=123) of the respondents disagreed that teachers made surveys or administered questionnaires to other educators, students or parents during implementation of the self-evaluation process as compared to the self-directed supervision. This was followed by 38.2% (n=115) who strongly disagreed. The results when combined together indicate that the majority of the school-based managers and educators believe that IQMs self-evaluation lacks consultation with the wider educational stakeholders. This form of consultation as in self-directed supervision leads to action research by way of collaborative effort as teachers work together and co-operate with other stakeholders to solve curriculum problems (Sergiovanni & Starrat, 2007:274). IQMS according to the responses has a negative point of view of such self-initiation of making institutional changes for better performance.

Table 5.43: Interviewing supervisor, peers, students, or parents about effective teaching and learning or about one's own instructional performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	6.0	6.0	6.0
Agree	52	17.3	17.3	23.3
Undecided	10	3.3	3.3	26.6
Valid Strongly Disagree	111	36.9	36.9	63.5
Disagree	110	36.5	36.5	100.0
Total	301	100.0	100.0	

Table 5.43 shows that a high percentage of 36.9% (n=111) of the respondents strongly disagreed that interviewing supervisor, peers, students or parents about effective teaching and learning about instructional performance is recognised during the IQMS self-evaluation process. This was followed by 36.9% (n=110) who disagreed. An analysis of Table 5.40 above reveals that the IQMS self-evaluation approach unlike the self-directed supervision strategy lacks effective strategies for curriculum planning, implementation and innovation due to a lack of consultation and curriculum research in order to come up with workable solutions to curriculum related challenges for improvement of performance.

Table 5.44: Keeping a journal of teaching experience, problems, and successes, accompanied by critical reflection for the purpose of instructional improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	1	.3	.3	.3
Valid Strongly Disagree	162	53.8	53.8	54.2
Disagree	138	45.8	45.8	100.0
Total	301	100.0	100.0	

Table 5.44 shows that of the 301 respondents the majority of the respondents represented by 53.8% (n=162) strongly disagreed that teachers keep a journal of teaching experience, problems, and successes, accompanied by critical reflection for the purpose of instructional improvement during the self-evaluation process. This was followed by 45.8% (n=138) who disagreed. This can be attributed to the fact that this is not even stipulated in the IQMS policy document. If educators are given such opportunities of engaging themselves in such

instructional improvement activities, quality of teaching may not be such an issue in South African primary schools.

Table 5.45: Comprehensive review of student achievement on traditional tests as well as student projects

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	5.0	5.0	5.0
Agree	53	17.6	17.6	22.6
Undecided	10	3.3	3.3	25.9
Valid Strongly Disagree	94	31.2	31.2	57.1
Disagree	129	42.9	42.9	100.0
Total	301	100.0	100.0	

Table 5.45 indicates that 42.9% (n=129) of the respondents disagreed that the IQMS self-evaluation process in their organisation adheres to the comprehensive review of students' achievement on traditional tests as well as students' projects as characterised by the self-direct supervision concept. This was followed by 31.2% (n=94) of the respondents who strongly disagreed. These results need to be interpreted with caution since the South African Assessment Policy Statement (2011:296) stipulates that individual educators should give different forms of learner assessments that must be recorded and analysed for reporting and progression purposes. The possible explanation for the indicated results could be linked to the negative implementation of the whole IQMS self-evaluation process. Another possible explanation could be that IQMS self-evaluation does not have provision for tests and projects. More focus is on evaluation against performance standards. A comprehensive review of student achievement on traditional tests as well as student projects provides educators a good platform for comparing quality of teaching and student performance so that possible challenges are resolved for improved quality teaching.

Table.5.46: Development of a teaching portfolio for the purpose of self-reflection and analysis

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	4.3	4.3	4.7
Agree	39	13.0	13.0	17.6
Undecided	8	2.7	2.7	20.3
Strongly Disagree	100	33.2	33.2	53.5
Disagree	140	46.5	46.5	100.0
Total	301	100.0	100.0	

According to table 5.46, a high percentage of 46.5% (n=140) of the respondents disagreed that IQMS involves developing of teaching portfolio for the purposes of self-reflection and analysis. This was followed by 33.2% (n=100) who strongly disagreed. The results when put together reflect that the majority of the participants are of the opinion that the level of creativity and initiation appears limited in an attempt to implement a programme that lacks personnel contribution and involvement. In support of this view, Marczely (2002:152) maintains that research has long shown that the recognition of needed change must be self-motivated; it cannot be imposed from the outside.

5.2.3.5 Section G: Perceptions regarding the level of compliance of the the implementation of the self-directed supervision with the TQM principles

The researcher investigated perceptions of the extent to which educators and school-based managers agreed that the self-directed supervision strategy complies with TQM principles based on:

- Empowerment;
- Total involvement;
- Top-management;
- Team building;
- Democratic leadership styles;
- Training and retraining;
- Customer satisfaction;

- Culture change;
- Continuous improvement.

When testing whether a relationship exists between paired TQM principles, of the characteristics cited above, Chi-square is used and the hypotheses are as follows:

Ho: There is a positive relationship between paired TQM principles with regards self-directed supervision.

H1: There is no positive relationship between paired TQM principles with regards to self-directed-supervision.

The null hypothesis is rejected when the p value is less than 5% ($p < 0.05$). The null hypothesis is not rejected when the p value is greater than 5% ($p > 0.05$) (Best & Khahn, 1993).

Table 5.47: cross tabulation:

• **Empowerment * Training and retraining**

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	14.503 ^a	16	.561
Likelihood Ratio	16.189	16	.440
Linear-by-Linear Association	.573	1	.449
N of Valid Cases	301		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .12.

• **Empowerment * Continuous improvement**

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	12.590 ^a	16	.702
Likelihood Ratio	13.277	16	.652
Linear-by-Linear Association	.165	1	.684
N of Valid Cases	301		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .16.

• **Total involvement * Customer satisfaction**

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	28.153 ^a	16	.030
Likelihood Ratio	17.650	16	.345
Linear-by-Linear Association	.001	1	.981
N of Valid Cases	301		

a. 15 cells (60.0%) have expected count less than 5. The minimum expected count is .12.

• **Top management * Training and retraining**

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	8.674 ^a	16	.926
Likelihood Ratio	11.159	16	.800
Linear-by-Linear Association	2.358	1	.125
N of Valid Cases	301		

a. 15 cells (60.0%) have expected count less than 5. The minimum expected count is .22.

• **Top management * Customer satisfaction**

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	17.959 ^a	16	.326
Likelihood Ratio	19.812	16	.229
Linear-by-Linear Association	.052	1	.820
N of Valid Cases	301		

a. 15 cells (60.0%) have expected count less than 5. The minimum expected count is .26.

• **Top management * Continuous improvement**

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	12.591 ^a	16	.702
Likelihood Ratio	14.143	16	.588
Linear-by-Linear Association	.022	1	.882
N of Valid Cases	301		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .29.

The results from the chi-square above indicate that variables are independent (the variables are not associated) since the p-values are greater than the 5% level of significance. As a result, the variables are analysed independently below.

The frequency tables are used.

Table 5.48: Empowerment through the self-directed supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	123	40.9	40.9	40.9
Agree	120	39.9	39.9	80.7
Undecided	6	2.0	2.0	82.7
Valid Strongly Disagree	39	13.0	13.0	95.7
Disagree	13	4.3	4.3	100.0
Total	301	100.0	100.0	

Table 5.48 indicates that of the 301 respondents, 40.9% (n=123) and 39.9% (n=120) strongly agreed and agreed respectively that self-directed supervision complies with the TQM principle of empowerment. The results indicate that self-directed supervision gives teachers more responsibility in the decision making regarding curriculum planning and implementation (Glickman *et al.* 2004:315). Previous analysis of Table 5.2, 5.3, 5.5 and 5.9 has shown that there is relatively good correlation between decision making, empowerment, and commitment and teacher performance. This confirms that self-directed supervision is a developmental supervision strategy that can also be effectively applied during implementation of empowerment as a TQM principle.

Table 5.49: Total involvement through the self-directed supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	100	33.2	33.2	33.2
Agree	152	50.5	50.5	83.7
Undecided	15	5.0	5.0	88.7
Valid Strongly Disagree	29	9.6	9.6	98.3
Disagree	5	1.7	1.7	100.0
Total	301	100.0	100.0	

The findings in this section indicate that the highest percentage represented by 50.5% (n=152) of the respondents agreed that self-direct supervision complies with the TQM principle of total involvement. This was followed by 33.2% (n=100) who strongly agreed. The results seem to contrast with the purpose of “total involvement” considering that the educator during self-supervision is working as an individual. One of the possible explanations to the responses is that though during self-directed supervision, teachers are free

to develop their own development; whatever is the outcome, is for the benefit of the whole school including other teachers and the learners as characterised by the descriptions of self-directed supervision analysed in the above table. By doing this, the individual educator is part of the total development of the whole school. These results are consistent with Sergiovanni and Starrat (2007: 274) who claim that during self-directed supervision, teachers are free to develop their own yearly plan that includes targets or goals derived from the assessment of their own needs which may be shared by the supervisor and other educators for continuous improvement (Sergiovanni & Starrat, 2007: 274).

Table 5.50: Top management and commitment through the peer supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	116	38.5	38.5	38.5
Agree	131	43.5	43.5	82.1
Undecided	13	4.3	4.3	86.4
Valid Strongly Disagree	30	10.0	10.0	96.3
Disagree	11	3.7	3.7	100.0
Total	301	100.0	100.0	

Table 5.50 shows that of the 301 respondents, a high percentage of 43.5% (n=131) of the respondents agreed that self-directed supervision complies with top management principle of TQM. This was supported by 38.5% (n=116) of the respondents who strongly agreed. These responses can be attributed to the fact that even if the approach stresses on ‘self’, this does not mean that the individual teacher is not left alone to operate in isolation without the interference of the supervisor. There is always consultation with the manager and constant feedback for support. Top management provides and allocates necessary resources for successful application of self-directed supervision. The implication of these results is that self-supervision can be applied to effectively implement the TQM principle of top management support and commitment.

Table 5.51: Team building through the self-directed supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	111	36.9	36.9	36.9
Agree	136	45.2	45.2	82.1
Undecided	14	4.7	4.7	86.7
Valid Strongly Disagree	28	9.3	9.3	96.0
Disagree	12	4.0	4.0	100.0
Total	301	100.0	100.0	

Results of table 5.51 indicate that of the 301 respondents, 45.2% (n=136) and 36.9% (n=111) agreed and strongly agreed respectively that self-direct supervision complies with team building principle of TQM. As analysed in the above table (5.49), it was expected that the respondents could not associate self-directed supervision with team-work because of the emphasis on the “self”. The best explanation to the responses could be attached to the fact that apart from working with the managers during the supervision process in terms of consultation and providing feedback on curriculum issues, teamwork is also expressed by way of consulting with other fellow teachers and sharing outcomes for their professional development. Glickman *et al.* (2004:314) confirm that self-directed supervision does not have to be done in isolation since video-tapes, survey or interviews results, journals, student achievement data, and teacher portfolios can be analysed and discussed collaboratively with a supervisor or peers, and in some cases with students or parents.

Table 5.52: Democratic leadership style through the self-directed supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	108	35.9	35.9	35.9
Agree	138	45.8	45.8	81.7
Undecided	8	2.7	2.7	84.4
Valid Strongly Disagree	33	11.0	11.0	95.3
Disagree	14	4.7	4.7	100.0
Total	301	100.0	100.0	

The results of Table 5.52 indicate that of the 301 respondents, a high percentage of 45.8% (n=138) of the respondents agreed that self-directed supervision complies with democratic leadership style principle of TQM. These were strongly supported by 35.9% (n=108) who strongly agreed. The supervision strategy is characterised by decision sharing, empowerment

and participation of employees with the aim of improving the effectiveness of the entire organisation. In support of this view, self-directed supervision allows teachers freedom to develop their own yearly plan that includes targets or goals derived from the assessment of their own needs which may be shared by the supervisor (Sergiovanni & Starrat, 2007: 274). This implies that self-directed supervision as a developmental supervision strategy can be applied to effectively implement the democratic leadership style.

Table 5.53: Training and retraining through the self-directed supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	84	27.9	27.9	27.9
Agree	172	57.1	57.1	85.0
Undecided	11	3.7	3.7	88.7
Valid Strongly Disagree	26	8.6	8.6	97.3
Disagree	8	2.7	2.7	100.0
Total	301	100.0	100.0	

Table 5.53 shows that the highest percentage represented by 57.1% (n=172) of the respondents agreed that self-directed supervision complies with training and retraining as a principle of TQM. This was followed by 27.9% (n=84) who strongly agreed. The reason for these responses can be explained in terms of the following viz.: the self-directed supervision activities that are characterised by continuous training and self-development for the purpose of improving quality of teaching. Analysis of table 5.49 confirms these results.

Table 5.54: Customer satisfaction through the self-directed supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	99	32.9	32.9	32.9
Agree	145	48.2	48.2	81.1
Undecided	9	3.0	3.0	84.1
Valid Strongly Disagree	35	11.6	11.6	95.7
Disagree	13	4.3	4.3	100.0
Total	301	100.0	100.0	

Table 5.54 reveals that of the 301 respondents, 48.2% (n=145) agreed that self-directed supervision complies with the TQM principle of customer satisfaction. This was followed by 32.9% (n=99) of the respondents who strongly agreed. The results indicate that whatever is

the outcome of the self-supervision process with regards to teacher and learner performance, the main aim is to satisfy the needs of the educators, learners and all the other beneficiaries of the educational process.

Table 5.55: Culture change and self-directed supervision

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	82	27.2	27.2	27.2
Agree	147	48.8	48.8	76.1
Undecided	15	5.0	5.0	81.1
Strongly Disagree	37	12.3	12.3	93.4
Disagree	20	6.6	6.6	100.0
Total	301	100.0	100.0	

Table 5.55 indicates that 48.8% (n=147) agreed that self-directed supervision complies with TQM principle of cultural change. This was followed by 27.2.2% (n=82) who strongly agreed. The reasons of the responses can be associated with the literature study which suggests that organisational culture is characterised by a leader who applies a supervision strategy that shows the workers a non-coercive, non-adversarial atmosphere in which they are self-motivated to do the job Wiles and Bond (2000:239). This means that continuous improvement emerges when employees feel ownership of the process as characterised by the self-directed supervision strategy.

Table 5.56: Continuous improvement through the self-directed supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	97	32.2	32.2	32.2
Agree	140	46.5	46.5	78.7
Undecided	14	4.7	4.7	83.4
Strongly Disagree	35	11.6	11.6	95.0
Disagree	15	5.0	5.0	100.0
Total	301	100.0	100.0	

Table 5.56 shows that of the 301 respondents from the survey, 46.5% (n=140) agreed that self-directed supervision complies with continuous improvement principle of TQM. This was supported by those 32.2% (n=97) who strongly agreed. According to literature research, self-directed supervision in other words refers to the individual being active and taking the

initiative in his/her own development for continuous improvement (Terhoven, 2012:11). The implication is that self-supervision can be effectively utilised to foster continuous improvement among workers.

5.2.3.6 Section H: Perceptions regarding the level of compliance of the implementation of the IQMS self-evaluation process with the TQM principles

The researcher investigated perceptions on the extent to which school-based managers and educators agree that implementation of the IQMS self-evaluation process complies with the TQM Principles based on:

- Empowerment;
- Total involvement;
- Top management support and commitment;
- Continuous improvement;
- Training and retraining;
- Team building;
- Customer satisfaction;
- Democratic management style;
- Culture change.

Table 5.57: Empowerment through the IQMS self-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	22	7.3	7.3	7.3
Agree	54	17.9	17.9	25.2
Undecided	6	2.0	2.0	27.2
Strongly Disagree	96	31.9	31.9	59.1
Disagree	123	40.9	40.9	100.0
Total	301	100.0	100.0	

Table 5.57 shows that of the 301 respondents, 40.9% (n=123) disagreed and 31.9% (n=96) strongly disagreed respectively that IQMS self-evaluation complies with the TQM principle of empowerment. When combined, the results indicate that the majority of the respondents have a feeling that the IQMS self-evaluation process does not empower educators. The

reason for the responses could be that the self-evaluator is still forced to comply with the bureaucratic and prescriptive rules and regulations as characterised by the scientific model of supervision where standards and measuring instruments are prescribed (Refer to figure 5.13).

Table 5.58: Total involvement through the IQMS self-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	4.7	4.7	4.7
Agree	53	17.6	17.6	22.3
Undecided	5	1.7	1.7	23.9
Strongly Disagree	110	36.5	36.5	60.5
Disagree	119	39.5	39.5	100.0
Total	301	100.0	100.0	

Table 5.58 indicates that of the 301 respondents, 39.5% (n=119) disagreed that self-evaluation complies with the TQM principle of Total involvement. This was followed by 36.5% (n=110) strongly disagreed. The results could be ascribed to the fact that the educators are not fully involved in planning and implementation of the evaluation processes and the measuring instruments. The implication is that they are requested to implement teacher evaluation policies that are monitored and guided by the SMT/ DSG (IQMS Training manual (2008:121).

Table 5.59: Top management support and commitment through the IQMS self-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	4.3	4.3	4.3
Agree	48	15.9	15.9	20.3
Undecided	5	1.7	1.7	21.9
Strongly Disagree	136	45.2	45.2	67.1
Disagree	99	32.9	32.9	100.0
Total	301	100.0	100.0	

The findings of table 5.59 indicate that a high percentage of 45.2% (n=136) of the respondents strongly disagreed that self-evaluation complies with the TQM principle of top management support and commitment. This was followed by 32.9% (n=99) who disagreed. It is well-known that the commitment of the top management is generally a preliminary point

for implementation and practising TQM to enhance performance of an organisation. This means that it is not practical to adopt the TQM philosophy and expect to improve performance without having strong top management support and commitment. The IQMS reflects that top management is only applied to check if stipulated evaluation procedures are being followed and implemented. As already highlighted, Marczely (2002:152) maintains that research has long shown that the recognition of needed change must come from within the teacher, not imposed from the outside.

Table 5.60: Team-work through the IQMS through the IQMS self-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	5.6	5.6	5.6
Agree	48	15.9	15.9	21.6
Undecided	10	3.3	3.3	24.9
Valid Strongly Disagree	130	43.2	43.2	68.1
Disagree	96	31.9	31.9	100.0
Total	301	100.0	100.0	

Table 5.60 above indicates that 43.2% (n=130) of the respondents strongly disagreed that self-evaluation as part of IQMS complies with the team work principle of TQM. This was followed by 31.9% (n=96) who disagreed. When combined, the results show that the majority of the respondents have a negative feeling of the chances of the IQMS self-evaluation towards promoting building a spirit of team-work.

Team-work is known as a fundamental element of total quality because it is not an individual organisation that produces products or services but it is much easier through team-work (Refer to table 5.5). The reasons of the responses can be linked to a lack of involving the educators in designing their supervision strategies that suit the school according to the prevailing socio-economic status as well as contextual factors.

Table 5.61: Democratic leadership style through the IQMS self-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	5.6	5.6	5.6
Agree	57	18.9	18.9	24.6
Undecided	9	3.0	3.0	27.6
Valid Strongly Disagree	118	39.2	39.2	66.8
Disagree	100	33.2	33.2	100.0
Total	301	100.0	100.0	

The results of table 5.61 indicate that 39.2% (n=118) and 33.2% (n=100) of the teachers and school-based managers strongly disagreed and disagreed respectively that self-evaluation as part of IQMS complies with the democratic leadership style. The results must be interpreted with caution since IQMS (Section A: 2003:21-22) states that the emphasis on self-evaluation “The educator is compelled to reflect critically on his/her own performance and to set own targets and time frames for improvement. The educators take control of improvement and are able to identify priorities and monitor own progress.” This statement echoes some forms of democracy. In view of the above responses, it can be associated with the level of participation that seems to be entirely centred on prescriptions. The inputs that the educator is expected to make seem not to alter the measuring instrument or performance standards to suit the prevailing situation or circumstances. Employees should be willing to support and able to assist each other in achieving peak performance.

Table 5.62: Training and retraining through the IQMS self-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	27	9.0	9.0	9.0
Undecided	27	9.0	9.0	17.9
Valid Strongly Disagree	132	43.9	43.9	61.8
Disagree	115	38.2	38.2	100.0
Total	301	100.0	100.0	

Results of table 5.62 indicate that of the 301 respondents, 43.9% (n=132) strongly disagreed and 38.2% (n=115) disagreed respectively that self-evaluation as part of IQMS complies with the concept of training and retraining as a principle of TQM. These results when combined comprise the opinions of the majority of the participants. These responses could be as a result of the negative perceptions attached to the whole self-evaluation exercise and lack of proper

implementation of self-directed supervision strategies that are found stimulating continuous improvement (Refer to tables 5.39-5.46).

Table 5.63: Customer satisfaction through the IQMS self-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	19	6.3	6.3	6.3
Agree	65	21.6	21.6	27.9
Undecided	15	5.0	5.0	32.9
Valid Strongly Disagree	115	38.2	38.2	71.1
Disagree	87	28.9	28.9	100.0
Total	301	100.0	100.0	

Table 5.63 indicates that of the 301 respondents, 38.2% (n=115) strongly disagreed and 28.9% (n=87) disagreed respectively that self-evaluation as part of IQMS complies with the TQM principle of customer satisfaction. These results when put together comprise of the opinions of the majority of the respondents.

The responses could be as a result of the fact that TQM concept is considered as involving a form of co-operation where everyone in an organisation can produce results which meet the needs and satisfaction of all customers (Refer to table 5.8). TQM self-evaluation seems to lack total co-operation of the individual teacher as there is much compliance to evaluation procedures. The implication from previous analysis is that when total involvement, empowerment and full commitment are realised, customers are satisfied (Refer to table 5.8).

Table 5.64: Culture change through the IQMS self-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	21	7.0	7.0	7.0
Agree	33	11.0	11.0	17.9
Undecided	12	4.0	4.0	21.9
Valid Strongly Disagree	137	45.5	45.5	67.4
Disagree	98	32.6	32.6	100.0
Total	301	100.0	100.0	

Results of table 5.64 indicate that of the 301 respondents, 45.5% (n=137) and 32.6% (n=98) strongly disagreed and agreed respectively that self-evaluation as part of IQMS complies with culture change, a principle of TQM. When combined, the results reflect the feelings of

the majority of the school-based managers and educators. The responses can be associated with the fact that self-evaluation from previous analysis lacks full participation of the educator as well as collegiality and collaboration (Refer to tables 5.39-5.46). The blame is still focused on its association with prescriptions and directives that hinder a culture of continuous improvement (Refer to Table 5.37).

Table 5.65: Continuous improvement through the IQMS self-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	6.0	6.0	6.0
Agree	36	12.0	12.0	17.9
Undecided	14	4.7	4.7	22.6
Valid Strongly Disagree	158	52.5	52.5	75.1
Disagree	75	24.9	24.9	100.0
Total	301	100.0	100.0	

The results of table 5.65 indicate that of the 301 respondents, majority, 52.5% (n=158) strongly disagreed that IQMS self-evaluation complies with the TQM principle of continuous improvement. These were supported by 24.9% (n=75) of the participants who disagreed. One of the reasons could be related to the above analysis (Refer to table 5.64).

5.2.3.7 Section I. Perceptions regarding the level of compliance of the implementation of the IQMS peer-evaluation process with Glatthorn’s (1999) peer supervision performance improvement strategies

The researcher wanted to investigate perceptions on the extent to which school-based managers and educators agree that implementation of the IQMS peer evaluation process complies with the Glatthorn’s (1999) peer supervision performance- improvement strategies based on:

- Professional dialogue among teachers featuring guided discussion and focusing on teaching as a process of thinking;
- Curriculum development featuring teachers working together on such themes as operationalizing the existing curriculum;

- Peer supervision featuring observation of each other’s teaching followed by an analysis and discussion;
- Peer coaching featuring the study of problems being faced and the development of feasible solutions that result in changes in one’s teaching methods and skills;
- Action research featuring the study of problems being faced and the development of feasible solutions that result in change in one’s teaching practice.

Individual analysis is used to reveal the perception of teachers with regard to the above.

Table 5.66: Professional dialogue among teachers featuring guided discussion and focusing on teaching as a process of thinking during the IQMS peer-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	4.0	4.0	4.0
Agree	14	4.7	4.7	8.7
Undecided	19	6.3	6.3	15.0
Valid Strongly Disagree	107	35.5	35.5	50.5
Disagree	149	49.5	49.5	100.0
Total	301	100.0	100.0	

Table 5.66 indicates that 49.5% (n=149) of the participants disagreed and 35.5% (n=107) strongly disagreed that there is professional dialogue among teachers featuring guided discussion and focusing on teaching as a process of thinking during the IQMS peer evaluation process. The results when combined reflect the opinions of the majority of the respondents. The possible explanation to the responses could be that IQMS peer-evaluation has a type of dialogue that is only focused on strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the performance standards and to resolve any differences of opinion that may exist (IQMS manual Section A, 2003:13).

Table 5.67: Curriculum development featuring teachers working together on such themes as operationalizing the existing curriculum during the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	40	13.3	13.3	13.3
Agree	24	8.0	8.0	21.3
Undecided	12	4.0	4.0	25.3
Valid Strongly Disagree	146	48.5	48.5	92.0
Disagree	79	26.2	26.2	100.0
Total	301	100.0	100.0	

As indicated in table 5.67, 48.5% (n=146) strongly disagreed that implementation of the IQMS peer evaluation process complies with the peer supervision process of curriculum development featuring teachers working together on such themes as operationalizing the existing curriculum. Another 26.2% (n=79) of the respondents disagreed. The reason for these responses can be related to the IQMS manual (Section A, 2003:13) which points out that the Developmental Support of the individual teacher is restricted and controlled by the outcome of the evaluation of the performance standards and the measuring instrument. The document seems to lack guidance on curriculum developmental issues conducted through action research (Refer to table 5.32). Sergiovanni and Starratt (2007:262) support this and they state that: “peer supervision goes beyond classroom observation. It provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing lessons, exchange tips, and provide support to one another” with issues pertaining to curriculum development, implementation and innovation.

Table 5.68: Peer supervision featuring observation of each other’s teaching followed by an analysis and discussion during the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	28	9.3	9.3	9.3
Agree	14	4.7	4.7	14.0
Undecided	15	5.0	5.0	19.0
Strongly Disagree	141	46.8	46.8	65.8
Disagree	103	34.2	34.2	100.0
Total	301	100.0	100.0	

Table 5.68 indicates that a high percentage of 46.8% (n=141) of the respondents strongly disagreed that IQMS peer evaluation complies with peer supervision featuring observation of each other’s teaching followed by analysis and discussions. The same perception is held by 34.2% (n=103) of the participants who disagreed that there exists observation of each other’s teaching followed by analysis and discussion during peer evaluation. The results seem to contradict the IQMS peer evaluation which stipulates that “The DSG observes the lesson using the prescribed instrument and discusses the outcomes of all the lesson observation with the educator observed/appraised” (IQMS manual Section A, 2003:8). The response could be based on the fact that unlike peer supervision which is more developmental, the IQMS peer evaluation is based on the analysis and discussions based on the comparison of the evaluation for Performance Measurement standards against the actual lesson observed in which the peer is also a member of the DSG.

Table 5.69: Peer coaching featuring the study of problems being faced and the development of feasible solutions that result in changes in one’s teaching methods and skills during the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	225	74.8	74.8	74.8
Disagree	76	25.2	25.2	100.0
Total	301	100.0	100.0	

Table 5.69 indicates that majority of the respondents represented by 74.8% (n=225) strongly disagreed that implementation of the IQMS peer evaluation process complies with the peer

supervision process characterised by peer coaching featuring the study of problems being faced and the development of feasible solutions that result in changes in one’s teaching methods and skills. This was followed by 25.2% (n=76) who disagreed. A possible explanation for these responses is the fact that a thorough analysis of the IQMS document shows that teachers have not been given opportunities to democratically and voluntarily form educational inquiry teams as peers or group subject committees which according to Sergiovanni and Starrat (2007:274) initiate action research aimed at solving curriculum challenges.

Table 5.70: Action research featuring the study of problems being faced and the development of feasible solutions that result in change in one’s teaching practice during the IQMS peer-evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	225	74.8	74.8	74.8
Disagree	76	25.2	25.2	100.0
Total	301	100.0	100.0	

Table 5.70 produced same results with table 5.69. The results indicate that of the 301 respondents, majority, 74.8% (n=225) strongly disagreed that there exists a form of action research featuring the study of problems being faced and the development of feasible solutions that result in change in one’s teaching practice during the implementation of the IQMS peer evaluation process. The same perception was supported by 25.2% (n=76) of the respondents who disagreed. With reference to the analysis of table 5.69, lack of an inquiry-based approach during IQMS peer evaluation seems to deprive educators of their opportunity to be involved in action research to solve problems they may encounter while teaching for performance improvement.

5.2.3.8 Section J: Perceptions regarding the level of compliance of the peer-supervision strategy with the TQM principles

The researcher investigated perceptions on the extent to which educators and school based managers agree or disagree that the peer-supervision strategy complies with the TQM principles based on:

- Empowerment;
- Total involvement;
- Top management support and commitment;
- Team building;
- Democratic leadership styles;
- Training and retraining;
- Customer satisfaction;
- Culture change;
- Continuous improvement.

The researcher looked at the individual frequency table to confirm the extent to which they agree that peer supervision complies with the TQM principles.

Table 5.71: Empowerment through the peer supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	78	25.9	25.9	25.9
Agree	154	51.2	51.2	77.1
Undecided	17	5.6	5.6	82.7
Valid Strongly Disagree	36	12.0	12.0	94.7
Disagree	16	5.3	5.3	100.0
Total	301	100.0	100.0	

Table 5.71 shows that the majority of the respondents represented by 51.2 % (n=154) agreed that the peer supervision strategy complies with the TQM principle of empowerment followed by 25.9% (n=78) who strongly agreed. One of the possible reasons of the responses could be associated with Sergiovanni and Starrat (2007: 263) who found that peer supervision “empowers teachers to gain greater control of their own teaching.” This implies that the peer supervision strategy can be applied to implement the TQM principle of empowerment. It can be deduced from a previous analysis that there is a positive relationship between empowerment and improvement of quality of teaching (Refer to table 5.3). In other words, the results confirm that peer supervision is an empowering tool for quality improvement.

Table 5.72: Total involvement through the peer supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	100	33.2	33.2	33.2
Agree	127	42.2	42.2	75.4
Undecided	16	5.3	5.3	80.7
Valid Strongly Disagree	40	13.3	13.3	94.0
Disagree	18	6.0	6.0	100.0
Total	301	100.0	100.0	

The results of the table 5.72 indicate that 42.2% (n=127) of the respondents agreed and 33.2% (n=100) strongly agreed that the peer supervision strategy complies with the total involvement principle of TQM. When combined, the results comprise of the opinions of the majority of the participants. The responses could be due to the interpretation of the peer supervision by participants which according to the questionnaire is described as a moderately formalised process authorising employees to work together by giving each other feedback about the observations of problems in the organisation. The results are in line with the TQM approach which is a customer driven concept with total involvement of all employees in the organisation (Refer to table 5.3 and 5.8).

Table 5.73: Top management support and commitment through the peer supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	92	30.6	30.6	30.6
Agree	123	40.9	40.9	71.4
Undecided	6	2.0	2.0	73.4
Valid Strongly Disagree	55	18.3	18.3	91.7
Disagree	25	8.3	8.3	100.0
Total	301	100.0	100.0	

Results of table 5.73 indicate that of the 301 respondents, 40.9% (n=123) and 30.6% (n=92) agreed and strongly agreed respectively that the peer supervision strategy complies with the TQM principle of top management support and commitment. According to Olivia and Pawlas (1997:426) top management, support and commitment can be in the form of an experienced person (the mentor) being attached to the less experienced and playing a supportive role on one-to-one basis with mutual levels of commitment. A supervisor then

teams up with mentors to monitor the mentoring process. It is the responsibility and commitment of top management during the TQM process to ensure improved performance in the organisation. This confirms that peer supervision can be applied to actively implement the principle of Top management support and commitment.

Table 5.74: Teamwork through the peer supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	84	27.9	27.9	27.9
Agree	140	46.5	46.5	74.4
Valid Strongly Disagree	45	15.0	15.0	89.4
Disagree	32	10.6	10.6	100.0
Total	301	100.0	100.0	

The findings of table 5.74 reveal that 46.5% (n=140) of respondents agreed that peer supervision complies with TQM principles of team-work. This was followed by 27.9% (n=84) of the respondents who strongly agreed. One of the explanations of the responses could be the interpretation of the descriptions of peer supervision which is characterised by team work and collaboration. These findings comply with the literature study which indicates that peer supervision provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing lessons, exchange tips, and provide other support to one another (Sergiovanni & Starrat, 2007: 263). The implication is that peer supervision can be applied as a strategy of team building. In other words, it can be utilised to effectively implement the TQM principle of team building.

Table 5.75: Democratic leadership style through the peer supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	99	32.9	32.9	32.9
Agree	144	47.8	47.8	80.7
Valid Strongly Disagree	38	12.6	12.6	93.4
Disagree	20	6.6	6.6	100.0
Total	301	100.0	100.0	

Table 5.75 indicates that 47.8% (n=144) of the participants agreed that the peer supervision strategy complies with the democratic leadership style of TQM. This is followed by 32.9% (n=99) who strongly agreed. One of the explanations to these results is the fact that the peer supervision strategy is characterised by collegiality, decision sharing, consultation, participation and collaboration (Sergiovanni & Starrat, 2007:262). From previous analysis, a positive correlation was found between these characteristics, democratic leadership styles and performance improvement (Refer to table 5.9). The findings of the table reveal that peer supervision is a form of the democratic leadership style. This implies that peer supervision can be applied to effectively implement the TQM principle of democratic leadership.

Table 5.76: Training and retraining through the peer-supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	37	12.3	12.3	12.3
Agree	186	61.8	61.8	74.1
Undecided	3	1.0	1.0	75.1
Valid Strongly Disagree	50	16.6	16.6	91.7
Disagree	25	8.3	8.3	100.0
Total	301	100.0	100.0	

Table 5.76 shows that of the 301 respondents, 61.8% (n=186) agreed and 12.3% (n=37) strongly agreed respectively that the peer supervision strategy complies with the TQM principle of training and retraining. This is because training can create awareness and can build employees' commitment to quality policy and strategy (Refer to table 5.13). With regards to workshops and staff development sessions as part of training, Sergiovanni and Starrat (2007:262) confirm that peer supervision involves "curriculum development featuring teachers working together on such themes as how to operationalise the existing curriculum, adapt the curriculum to the wide variety of students and situations faced in the classroom, and enriching the existing curriculum by inventing and developing new curriculum units and materials." It is therefore apparent that peer supervision can be applied to effectively implement the TQM principle of empowerment.

Table 5.77: Customer satisfaction through the peer supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	34	11.3	11.3	11.3
Valid Agree	200	66.4	66.4	77.7
Valid Strongly Disagree	45	15.0	15.0	92.7
Valid Disagree	22	7.3	7.3	100.0
Total	301	100.0	100.0	

Based on the results of table 5.77, 66.4% (n=200) agreed and 11.3% (n=34) agreed respectively that the peer supervision strategy complies with the TQM principle of customer satisfaction. These participants from the majority of these responses seem to be in line with Olivia and Pawlas (1997:426) who believe that principles of peer or collegial supervision are introduced when classroom teachers call on their departmental heads, grade co-ordinators, and team leaders, lead teachers, and other classroom teachers for assistance in order to satisfy their educational needs and those of the large community.

Table 5.78: Culture change through the peer supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	70	23.3	23.3	23.3
Valid Agree	181	60.1	60.1	83.4
Valid Undecided	6	2.0	2.0	85.4
Valid Strongly Disagree	29	9.6	9.6	95.0
Valid Disagree	15	5.0	5.0	100.0
Total	301	100.0	100.0	

Results of table 5.78 shows that of the 301 respondents, majority comprising of 60.1% (n=181) of the participants agreed that the peer supervision strategy complies with the cultural change TQM principle. This was followed by 23.3% (n=70) who strongly agreed. The responses could be due to the interpretation of the descriptions of the peer supervision approach as indicated on the questionnaire. This is characterised by an atmosphere of collaboration, and a participatory approach. This could also be in collaboration with research findings which indicated that supervision empowers teachers to gain greater control of their own teaching as the teachers are given opportunities to share openness and trust with their peers in a collegial and participative environment (Sergiovanni & Starrat, 2007: 263; Marczely, 2002:107). A supervision approach should create an atmosphere conducive to

working for teachers to adopt essential knowledge, values, objectives and all necessary tools and techniques through working freely together for professional growth.

Table 5.79: Continuous improvement through the peer supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	117	38.9	38.9	38.9
Agree	130	43.2	43.2	82.1
Undecided	6	2.0	2.0	84.1
Valid Strongly Disagree	29	9.6	9.6	93.7
Disagree	19	6.3	6.3	100.0
Total	301	100.0	100.0	

Table 5.79 shows that a high percentage of 43.2% (n=130) agreed that the peer supervision strategy complies with continuous improvement associated with TQM. This was followed by 38.9% (n=117) who strongly agreed. Training is a process of updating the knowledge, developing skills and improving the abilities of educators and managers to perform task efficiently and effectively for continuous improvement refer to (table 5.7). According to Marczely (2002:107) a peer-implemented approach is designed to be formative and developmental. This means that peers critique each for the purpose of improving performance continuously. This seems to confirm that peer supervision can be applied to effectively implement the TQM principle for continuous improvement not only of the individual teacher, but the whole organisation.

5.2.3.9 Section K: Perceptions regarding the level of compliance of the practical implementation of the IQMS peer-evaluation with the TQM principles

The researcher investigated perceptions on the extent to which school-based managers and educators agree or dis-agree that practical implementation of IQMS peer-evaluation complies with TQM principles.

Table 5.80: Empowerment through the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	3.0	3.0	3.0
Agree	40	13.3	13.3	16.3
Undecided	23	7.6	7.6	23.9
Valid Strongly Disagree	86	28.6	28.6	52.5
Disagree	143	47.5	47.5	100.0
Total	301	100.0	100.0	

Table 5.80 indicates that a high percentage of 47.5% (n=143) of the respondents disagreed that the implementation of peer-evaluation as part of IQMS in education complies with the empowerment principle of TQM. This was followed by 28.6% (n=86) who strongly disagreed. Though a higher percentage disagrees, the theoretical content of IQMS peer-evaluation allows participation of peer teachers as a form of empowerment during the evaluation process according to the IQMS manual (Section A, 2003:13).

This is probably the reason why 13.3% and three percent of the participants indicated that they strongly agreed and agreed respectively that peer evaluation complies with the TQM principle of empowerment. However, the reasons for the respondents who strongly disagreed could be associated with lack of flexible structures as characterised by the peer supervision strategy (Refer to table 5.71).

Table 5.81: Total involvement through the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	1	.3	.3	.3
Agree	46	15.3	15.3	15.6
Undecided	13	4.3	4.3	19.9
Valid Strongly Disagree	126	41.9	41.9	61.8
Disagree	115	38.2	38.2	100.0
Total	301	100.0	100.0	

Table 5.81 shows that of the 301 respondents, 41.9% (n=126) and 38.2% (n=115) of the participants strongly disagreed and disagreed respectively that the implementation of peer-evaluation as part of IQMS does not comply with the TQM principle of total involvement. The reasons for such responses could be associated with the previous analysis that both the

school-based managers and the classroom educators are not involved in the policy planning of the IQMS evaluation processes (Refer to Tables 5.11 to 5.18).

They only receive prescribed documents and it becomes a challenge to implement programmes where there is no total involvement (IQMS manual Section C, 2003:2). According to consulted literature study, Daresh (2007:10) questions the origins of the standards that are set as indicators of quality of the education system. Daresh supports the view that if the standards have been provided from the top educational officials, it therefore indicates that scientific management still exists in schools.

Table 5.82: Top management support and commitment through the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	3.0	3.0	3.0
Agree	23	7.6	7.6	10.6
Undecided	21	7.0	7.0	17.6
Valid Strongly Disagree	120	39.9	39.9	57.5
Disagree	128	42.5	42.5	100.0
Total	301	100.0	100.0	

Table 5.82 shows that of the 301 respondents, 42.5% (n=128) and 39.9% (n=120) strongly disagreed and dis-agreed respectively that the implementation of the IQMS peer evaluation complies with the top management support and commitment principle of the TQM. This can be attributed to the negative support due to lack of total involvement and full participation as analysed in the above table (5.81). The reason of the 7.6% who agreed and 3% who strongly agreed that peer evaluation is characterised by the TQM principle of top management and commitment could be that the educators are supported by way of engaging with the management through the Developmental Support group (DSG) (IQMS, Section A, 2003:13).

Table 5.83: Team building through the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	24	8.0	8.0	8.0
Undecided	17	5.6	5.6	13.6
Valid Strongly Disagree	129	42.9	42.9	56.5
Disagree	131	43.5	43.5	100.0
Total	301	100.0	100.0	

Results of table 5.83 indicate that of the 301 respondents, a high percentage of 43.5% (n=131) disagreed that IQMS peer-evaluation complies with the TQM principle of teamwork. This was followed by 42.9% (n=129) of the respond who disagreed. The results seem to contradict the IQMS Manual (Section A, 2003:26) which stipulates that the DSG and the educator should work together to develop a Personal Growth Plan (PGP) which includes targets and time-frames for improvement.

One of the possible explanations to the responses could be that practical implementation of IQMS at school level is not complying with the teacher evaluation policy with regards to teamwork. The other explanation could be that it is difficult to effectively inspire team-work where teacher evaluation procedures are prescribed.

Table 5.84: Democracy through the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	6.6	6.6	6.6
Agree	24	8.0	8.0	14.6
Valid Undecided	23	7.6	7.6	22.3
Strongly Disagree	132	43.9	43.9	66.1
Disagree	102	33.9	33.9	100.0
Total	301	100.0	100.0	

Table 5.84 shows that a higher percentage of 43, 9% (n=132) of the participants strongly disagreed that the implementation of the peer-evaluation complies with the democratic principle of TQM. This was followed by 33.9% (n=102) of the respondents who strongly disagreed. This was not an expected response since IQMS theoretical content indicates that during the peer evaluation process, there are discussions around strengths and areas in need

of development and to reach consensus on the scores of individual criteria under each of the performance standards and to resolve any differences of opinion that may exist (IQMS manual, Section A, 2003:26). One of the explanations for the responses is the fact that theoretical principles of evaluation policies are not practically implemented. Another explanation could be that IQMS peer evaluation is restricted to stipulate procedures whose originality does not conform to freedom and contribution of both educators and school-based managers.

Table 5.85: Training and retraining through the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	2.3	2.3	2.3
Agree	22	7.3	7.3	9.6
Undecided	11	3.7	3.7	13.3
Strongly Disagree	126	41.9	41.9	55.1
Disagree	135	44.9	44.9	100.0
Total	301	100.0	100.0	

Results of Table 5.85 indicate that of the 301 respondents, 44.9% (n=135) strongly disagreed that the implementation of peer-evaluation complies with the training and retraining principle of the TQM. This was followed by 41.9% (n=135) who disagreed. However, the results seem to contradict the theoretical content of the IQMS document which stipulates that an opportunity is given to the educators with curriculum implementation problems to embark on “short courses” or “skills programmes” (IQMS training manual, 2008:122). The reasons for the responses may still be associated with practical implementation which is not conforming to the policy document or lack of acceptance of prescribed training procedures.

Table 5.86: Customer satisfaction through the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	4.0	4.0	4.0
Agree	55	18.3	18.3	22.3
Undecided	43	14.3	14.3	36.5
Strongly Disagree	90	29.9	29.9	66.4
Disagree	101	33.6	33.6	100.0
Total	301	100.0	100.0	

Table 5.86 indicates that a high percentage of 33.6% (n=101) of the respondents disagreed that the implementation of IQMS peer-evaluation complies with customer satisfaction. This was followed by 29.9 % (n=90) who strongly disagreed. The results are contrary to the IQMS document which highlights the need for quality education for all (customer satisfaction). The results reveal that IQMS peer evaluation is ineffectively implemented to such an extent that educational beneficiaries do not seem to be satisfied. An effective teacher developmental appraisal should be contextual and subject to negotiations (De Clercq, 2008:14).

Table 5.87: Culture change through the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	18	6.0	6.0	6.0
Undecided	19	6.3	6.3	12.3
Valid Strongly Disagree	188	62.5	62.5	74.8
Disagree	76	25.2	25.2	100.0
Total	301	100.0	100.0	

Results of table 5.87 indicate that the majority of the respondents comprising of 62.5% (n=188) strongly disagreed that the implementation of IQMS peer evaluation complies with the TQM principle of culture change. This was followed by 25.2% (n=76) of the respondents who disagreed. These responses indicate that the IQMS peer evaluation process is not being implemented in a collegial, participative and democratic environment which stimulates motivation and trust (Refer to table 5.66-5.70). It has been confirmed from previous discussions, that there is a positive relation between collegiality, collaboration, participation and performance improvement (Refer to table 5.2, 5.3, 5.5, 5.9 and 5.10).

Table 5.88: Continuous improvement through the IQMS peer evaluation process

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	21	7.0	7.0	7.0
Agree	30	10.0	10.0	16.9
Undecided	19	6.3	6.3	23.3
Valid Strongly Disagree	115	38.2	38.2	61.5
Disagree	116	38.5	38.5	100.0
Total	301	100.0	100.0	

Table 5.88 indicates that of the 301 participants that 38.5% (n=116) strongly disagreed that peer supervision complies with the TQM principle of continuous improvement. This is followed by 38.2 (n=115%) who disagreed. This could be attributed to the negative way the evaluation processes is being conducted. With reference to the analysis of the above table (5.87), one of the reasons could be that IQMS peer evaluation is not being implemented in a collegial, participative and democratic environment which stimulates motivation and trust for continuous improvement.

5.2.3.10 **Section L:** Perceptions regarding the level of compliance of the qualities of the SMT/SDG with connoisseurship supervision performance improvement strategies

The researcher investigated the perceptions on the extent to which educators and school-based managers agree or disagreed that the qualities of the SMT or SDT comply with Eisner's (1998) connoisseurship supervision performance- improvement strategies during IQMS implementation based on:

- Knowledge and experience of the subject area;
- Knowledge and techniques of classroom observation and conferencing skills;
- Possesses vision, motivation and organisational skills;
- Knowledge and techniques in diagnosing levels of educators' expertise and commitment, and matching with the appropriate developmental supervision strategies.

The respondent had to choose one of the options between strongly agree to strongly disagree. The frequency tables are used as follows:

Table 5.89: Knowledge and experience of the subject area and the qualities of the SMT/SDG

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	20	6.6	6.6	6.6
Agree	38	12.6	12.6	19.3
Undecided	14	4.7	4.7	23.9
Strongly Disagree	150	49.8	49.8	73.8
Disagree	79	26.2	26.2	100.0
Total	301	100.0	100.0	

Table 5.89 indicates that of the 301 participants, a high percentage of 49.8% (n=150) of the participants strongly agreed that their SMTs/DSG at the school where they belong demonstrate knowledge and experience of the subject area. This was followed by 26.2% (n=79) who disagreed. These responses could be based on the fact that in the South African education system, HODs at primary schools unlike high schools and the DSG are appointed not on the grounds of subject specialisation but according to grade phases.

Close analysis of the IQMS indicates a tension between the primary school HoDs and their real expertise in terms of mentoring, coaching and supporting a teacher; and the level of Education Specialisation which is highly questionable (IQMS Manual, (Section A, 2003:13).

Table 5.90: Knowledge and techniques of classroom observation and conference skills and the qualities of the SMT/SDG

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	11	3.7	3.7	3.7
Agree	31	10.3	10.3	14.0
Undecided	4	1.3	1.3	15.3
Strongly Disagree	171	56.8	56.8	72.1
Disagree	84	27.9	27.9	100.0
Total	301	100.0	100.0	

Results of table 5.90 indicate that of the 301, majority of the respondents represented by 56.8% (n=171) strongly disagreed that the SMT/DSG have the required knowledge and techniques of classroom observation and conferencing skills. This was followed by 27.9% (n=84) who disagreed. There are several explanations to these responses. One could be the

fact that appointments of managers to their current posts of responsibilities did not consider subject specialisation and appropriate management qualifications which can enable them to apply proper lesson observation skills in a subject that they have expertise in. Another explanation can be that the school based managers/DSG has never had exposure to proper techniques of classroom observation and conferencing. The responses can also be associated with lack of knowledge about the clinical supervision strategy which according to research findings is associated with effective techniques of classroom observation and conferencing skills. In support of this view, Glickman *et al.* (1995:6) contend that effective supervision is characterised by a leader who is knowledgeable and possesses both “interpersonal” skills and “technical skills” demonstrated by way of assisting teachers in professional and curriculum development.

Table 5.91: Vision, motivation, organisational skills and the qualities of the SMT/SDG

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	5.0	5.0	5.0
Agree	71	23.6	23.6	28.6
Undecided	13	4.3	4.3	32.9
Strongly Disagree	135	44.9	44.9	77.7
Disagree	67	22.3	22.3	100.0
Total	301	100.0	100.0	

The findings of table 5.91 indicate that 44.9% (n=135) of the respondents strongly disagreed that school-based managers and educators during IQMS implementation have vision, motivation and organisational skills. This is followed by 22.3% (n=67) of the respondents who disagreed. This negative view may be attributed to the fact that practical implementation of IQMS can be related to the results of the analysis of figure 5.19 to 5.28 which indicate the prescriptive nature of the IQMS policy document characterised by imposing, controlling and directives during the teacher evaluation process. This does not reflect any form of vision, motivational attitude and good organisational skills on the part of the school based managers and the DSG. The implication is that any evaluation approach that restricts these three aspects is not associated with boosting teacher performance (Refer to table 5.2 and 5.3

Table 5.92: Knowledge and techniques in diagnosing levels of educators’ expertise and commitment, and matching with the appropriate developmental supervision strategies and the qualities of the SMT/SDG

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	4.7	4.7	4.7
Agree	36	12.0	12.0	16.6
Undecided	4	1.3	1.3	17.9
Valid Strongly Disagree	169	56.1	56.1	74.1
Disagree	78	25.9	25.9	100.0
Total	301	100.0	100.0	

Table 5.92 indicates that of the 301 respondents, the majority of the respondent represented by 56.1% (n=169) strongly disagreed that the school-based managers and DSG do not have knowledge and techniques in diagnosing levels of educators’ expertise and commitment, and matching with the appropriate developmental supervision strategies. This was followed by 25.9% (n=78) who disagreed. A possible explanation for these results is that both educational managers and educators do not have knowledge and exposure of the developmental supervision approaches that recognise that teachers need different leadership styles according to their developmental stages of commitment and expertise for improving quality of education according to research.

5.2.3.11 Section M: Perceptions regarding the level of compliance of connoisseurship supervision with the TQM principles

The researcher investigated perceptions on the extent to which school-based managers and educators agree or disagree that connoisseurship supervision complies with the TQM principles based on:

- Empowerment;
- Total involvement;
- Top management support and commitment;
- Team building;
- Democratic leadership styles;
- Training and re-training;
- Customer satisfaction;

- Culture change;
- Continuous improvement.

Table 5.93: Empowerment through connoisseurship supervision

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	74	24.6	24.6	24.6
Agree	151	50.2	50.2	74.8
Strongly Disagree	57	18.9	18.9	93.7
Disagree	19	6.3	6.3	100.0
Total	301	100.0	100.0	

The results of table 5.93 indicate that majority of the respondents represented by 50.2% (n=151) agreed that connoisseurship supervision complies with the TQM principle of empowerment. This is followed by 24.6% (n=74) of the respondents who strongly agreed. It seems possible that these results are due to the fact that a connoisseurship is associated with proper skills of lesson observation (refer to table 5.89-5.92). These qualities according to clinical supervision advocates reflect forms of human empowerment which is associated with performance improvement (Madziyire, 2000:39).

Table 5.94: Total involvement through the connoisseurship supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	55	18.3	18.3	18.3
Agree	181	60.1	60.1	78.4
Undecided	5	1.7	1.7	80.1
Strongly Disagree	32	10.6	10.6	90.7
Disagree	28	9.3	9.3	100.0
Total	301	100.0	100.0	

Table 5.94 shows that the majority comprising of 60.1% (n=181) of the respondents agreed that connoisseurship complies with the TQM principle of total involvement. The same perception was supported by 18.3% (n=55) who strongly agreed. It seems the results link a connoisseur to a leader who has a vision as well as good motivational and organisational skills in totally involving educators during the supervision process (Refer to table 5.91).

According to research, there is a positive relationship between good organisational skills and total involvement (Refer to table 5.3 and 5.10).

Table 5.95: Top management support and commitment through the connoisseurship supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	70	23.3	23.3	23.3
Agree	153	50.8	50.8	74.1
Undecided	7	2.3	2.3	76.4
Strongly Disagree	43	14.3	14.3	90.7
Disagree	28	9.3	9.3	100.0
Total	301	100.0	100.0	

Table 5.95 indicates that the majority of the respondents comprising of 50.8% (n=153) agreed that connoisseurship complies with the TQM principle of top management support and commitment. This was followed by 23.3% (n=70) of the respondents who strongly agreed. The reasons for the results are probably based on the fact that the purpose of connoisseurship, according to research, is to develop the supervisor and teacher who possess qualities and skills of appreciation, inference and disclosure, with full support and commitment (Eisner, 1998).

Table 5.96: Team-work through the connoisseurship supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	48	15.9	15.9	15.9
Agree	252	83.7	83.7	99.7
Undecided	1	.3	.3	100.0
Total	301	100.0	100.0	

Table 5.96 indicated that the majority of the respondents comprising of 83.7% (n=252) strongly agreed that connoisseurship supervision complies with the TQM principle of teamwork. This is followed by 15.9% (n=48) who agreed. The results are probably based on the analysis of table 5.90 and 5.91 which indicate that if a supervisor possesses vision, motivational skills and organisational skills during classroom observation and conferencing, team work plays an important part. According to literature study, there is a correlation

between team-work, motivation and performance improvement (Sergiovanni & Starrat 2007:262).

Table 5.97: Democratic leadership styles through the connoisseurship supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	47	15.6	15.6	15.6
Agree	176	58.5	58.5	74.1
Undecided	16	5.3	5.3	79.4
Strongly Disagree	49	16.3	16.3	95.7
Disagree	13	4.3	4.3	100.0
Total	301	100.0	100.0	

Results of table 5.97 indicate that the majority of the respondents comprising of 58.5% (n=176) agreed that connoisseurship supervision strategy complies with the TQM principle of democratic leadership styles. This was followed by 16.3% (n=49) who strongly agreed. The responses can be linked to the fact that application of democratic leadership styles is one of the good techniques and skills of classroom observation and conferencing (Refer to table 5.11-5.18). With reference to the analysis of table 5.89 implies that a connoisseur is able to apply democratic leadership styles to suit the prevailing situation during the supervision process.

Table 5.98: Training and retraining through the connoisseurship supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	41	13.6	13.6	13.6
Agree	197	65.4	65.4	79.1
Undecided	4	1.3	1.3	80.4
Strongly Disagree	39	13.0	13.0	93.4
Disagree	20	6.6	6.6	100.0
Total	301	100.0	100.0	

Table 5.98 indicates that the majority of participants represented by 65.4% (n=197) agreed that connoisseurship supervision complies with the TQM principle of training and retraining. These were followed by 13.6% (n=41) of the respondent who strongly agreed. Eisner (1998:63) clarifies that the supervisor should also possess adequate experience in a teaching-

learning situation, which affords him/her opportunities to make repeated and continuous observation and training in essential principles. This implies that training and re-training will boost the capacity to improve the quality of learning and teaching.

Table 5.99: Customer satisfaction through the connoisseurship supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	31	10.3	10.3	10.3
Agree	185	61.5	61.5	71.8
Undecided	1	.3	.3	72.1
Strongly Disagree	50	16.6	16.6	88.7
Disagree	34	11.3	11.3	100.0
Total	301	100.0	100.0	

Table 5.99 indicates that the majority of the participants represented by 61.5% (n=185) who agreed that connoisseurship supervision complies with the TQM principle of customer satisfaction. This was followed by and 10.3% (n=31) who strongly agreed. A possible explanation to the responses could be attributed to the fact that the purpose of the supervision strategy is to fulfil the needs of the beneficiaries, the learner, the teacher and the community at large (Refer to table 5.8).

Table 5.100: Culture change through the connoisseurship supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	52	17.3	17.3	17.3
Agree	184	61.1	61.1	78.4
Undecided	9	3.0	3.0	81.4
Strongly Disagree	39	13.0	13.0	94.4
Disagree	17	5.6	5.6	100.0
Total	301	100.0	100.0	

Table 5.100 indicates that the majority of the respondents represented by 61.1% (n=184) agreed that connoisseurship supervision complies with the TQM principle of culture change. This view was supported by 17.3% (n=52) of the respondents who strongly agreed. The results are also in consistence with what Murtgatroyed and Morgan (1994:65-66) who found out that good organisational skills and motivational skills which are characterised by a connoisseur portrays a good school culture that holds the organisation together for

continuous improvement. According to Stoner *et al.* (1995:67) organisational culture is the most important principle in shaping and maintaining an organisation's identity. He also explains that culture is a primary force in guiding employees to stay with an organisation.

Table 5.101: Continuous improvement through the connoisseurship supervision strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	81	26.9	26.9	26.9
Agree	147	48.8	48.8	75.7
Undecided	10	3.3	3.3	79.1
Valid Strongly Disagree	44	14.6	14.6	93.7
Disagree	19	6.3	6.3	100.0
Total	301	100.0	100.0	

Table 101 indicates that 48.8% (n=147) agreed and 26.9% (n=81) strongly agreed respectively that continuous improvement complies with the connoisseurship supervision strategy. These responses have a direct link with the results of table 5.93 to table 5.101 which reveal a clear trend that communicates continuous improvement to be closely associated with connoisseurship qualities in terms of good lesson observation skills characterised by collegiality, total involvement, democratic leadership styles, teamwork and empowerment. The implication is that all developmental supervision strategies can be successfully implemented by a supervisor who has qualities of a connoisseur.

5.2.3.12 Section N: Perceptions regarding the application of the developmental supervision implementation strategies according teachers' levels of expertise and commitment.

The researcher investigated perceptions of the South African primary school-based managers and educators regarding the effectiveness of the developmental supervision implementation strategies as a possible tool for improving quality of teaching by means of the clinical supervision, self-directed supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment?

Table 5.102: Application of self-directed supervision strategy to teachers or groups functioning at generally high developmental levels of expertise and commitment

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	117	38.9	38.9	38.9
Agree	116	38.5	38.5	77.4
Undecided	5	1.7	1.7	79.1
Strongly Disagree	48	15.9	15.9	95.0
Disagree	15	5.0	5.0	100.0
Total	301	100.0	100.0	

Table 5.102 indicates that of the 301 respondent in the survey, 38.9% (n=117) of the respondent strongly agreed and 38.5% (n=116) agreed respectively to the application of self-directed supervision to teachers functioning or groups functioning at generally high developmental levels of expertise and commitment improves performance. Heystek (2011:456) contends that teachers functioning or groups functioning at generally high and moderate developmental levels of expertise, and commitment are ready for the self-direction (self-supervision). Glickman (2007:157) notes that “a non-directive orientation ultimately assumes that the teacher makes the wisest and most responsible decisions for his or her own behaviour; thus the final determination is still left with the teacher.” Analysis of the previous tables shows that there is a positive relationship between a self-motivated teacher because of autonomy and improvement of performance (Refer to table 5.48, 5. 51, 5. 52 and 5. 55).

Table 5.103: Application of the peer supervision strategy to teachers functioning or groups of teachers functioning at generally high developmental levels of expertise and commitment

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	177	58.8	58.8	58.8
Agree	68	22.6	22.6	81.4
Undecided	19	6.3	6.3	87.7
Strongly Disagree	27	9.0	9.0	96.7
Disagree	10	3.3	3.3	100.0
Total	301	100.0	100.0	

Results of Table 5.103 indicate that the majority of participants comprising of 58.8% (n=117) strongly agreed that application of peer- supervision strategy to teachers functioning or

groups functioning at generally high and moderate developmental levels, of expertise, and commitment improves performance. This is followed by 22.6% (n=68) of the educators and school-based managers who agreed. Glickman *et al.* (2007:329) acknowledge this view by pointing out that teachers functioning or groups functioning at generally high developmental levels of expertise and commitment are ready for self-direction (self-supervision, peer-supervision) because they are creative, explorative and autonomous. By relating to the analysis of the above table (5.102), it is clear that teachers operating at such high levels of performance contribute positively to the quality of education not only in the classroom but also to the whole school at large.

Table 5.104: Application of the clinical supervision strategy to teachers functioning at low, moderate and high developmental levels of expertise and commitment

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	151	50.2	50.2	50.2
Agree	93	30.9	30.9	81.1
Undecided	9	3.0	3.0	84.1
Strongly Disagree	36	12.0	12.0	96.0
Disagree	12	4.0	4.0	100.0
Total	301	100.0	100.0	

Table 5.104 shows that the majority of the respondents represented by 50.2% (n=151) strongly agreed that application of the clinical supervision to teachers functioning at low, moderate and high development level of expertise and commitment improves performance. This was followed by 30.9% (n=93) who agreed. Results of the analysis of table 5.11 to table 5.18 have indicated that unlike the IQMS evaluation process, the supervisor strategically interacts with all teachers at different levels of development for the mere purpose of improving performance during the clinical supervision cyclical stages. This could be the reason of the responses in this table. The literature study has also confirmed that directive informational, collaborative and non- directive supervisory approaches are all consistent with clinical model (Glickman et al., 2007:329). This could be because of the different backgrounds and experiences that teachers operate at for professional development. This implies that self-directed supervision, peer supervision and connoisseurship are all linked to clinical supervision in an effort to upgrade levels of expertise, and commitment for quality performance.

Table 5.105: Application of the connoisseurship supervision strategy to teachers functioning at low, moderate and high developmental levels of expertise and commitment

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	130	43.0	43.0	43.0
Agree	121	40.4	40.4	83.4
Undecided	12	4.0	4.0	87.4
Disagree	26	8.6	8.6	96.0
Strongly Disagree	12	4.0	4.0	100.0
Total	301	100.0	100.0	

Table 105 shows that a high percentage of 43% (n=130) of the respondents strongly agreed that application of the connoisseurship supervision to teachers functioning at low, moderate and high development level of expertise and commitment improves performance. This was followed 40.4% (n=121) who agreed. The responses could be in line with the results of table 5.93 to 5.101 which confirm that if a supervisor possesses knowledge and experience of the subject area, knowledge and techniques of classroom observation and conferencing skills, vision, motivation and organisational skills; then the chances of improving teacher performance are great during the supervision process. To support this view, the literature research has revealed that connoisseurship supervision refers to the perception that uses knowledge and experience to analyse essential and significant occurrences of an event or situation under study (Eisner, 1998:6).

5.2.3.13 Section O: Perceptions regarding the effectiveness of developmental supervision as a tool for improving quality of teaching.

The researcher investigated the perception of school-based managers and educators on the extent to which they agree or disagree that developmental supervision effectively improves teaching quality based on:

- Incorporating elements and components of the clinical supervising, self-supervision, peer supervision, and connoisseurship supervision strategies;

- Recognising teacher performance improvement strategies according to different levels of expertise and commitment;
- Effective implementation of TQM principles.

Table 5.106: Incorporating elements and components of the clinical supervising, self-supervision, peer supervision, and connoisseurship supervision strategies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	211	70.1	70.3	70.3
Valid Agree	89	29.6	29.7	100.0
Total	300	99.7	100.0	
Missing System	1	.3		
Total	301	100.0		

Results of table 5.106 indicate that majority of the respondents comprising of 70.1% (n=211) strongly agreed that the developmental supervision model incorporates and integrates all five proposed supervision strategies into one main supervision approach. This is followed by 29.6% (n=89) who disagreed. These responses could be in collaboration with the findings of table 5.11 to table 5.105, which reveal performance improvement strategies linked to clinical supervising, self-supervision, peer supervision, and connoisseurship supervision strategies in terms of teacher development and improvement of quality of teaching.

Table 5.107: Recognising teacher performance improvement strategies according to different levels of expertise and commitment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	175	58.1	58.1	58.1
Valid Agree	126	41.9	41.9	100.0
Total	301	100.0	100.0	

Table 5.107 indicates that the majority of the respondents comprising of 58% (n=175) strongly agreed that the developmental supervision model recognises that teachers improve performance according to their levels of expertise and commitment, followed by 41.9% (n=126) who agreed. The responses could be in accordance to the analysis of table 5.102 to 5.105 which reflect a positive link between application of each developmental supervision implementation strategy according to suitable performance level of the teacher and

improvement of quality of teaching in general. This implies that school-based managers and educators are of the perception that recognition of teachers' professional levels of expertise and commitment during implementation of teacher performance improvement strategies is one of the aspects that makes developmental supervision a tool for improving quality of teaching.

Table 5.108: Effective implementation of TQM principles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	211	70.1	70.3	70.3
	Agree	89	29.6	29.7	100.0
	Total	300	99.7	100.0	
Missing	System	1	.3		
Total		301	100.0		

Results of table 108 indicate that of the 301 participants, the majority comprising of 70.1% (n=211) strongly agreed that application of the developmental supervision effectively implements TQM principles. This is supported by 29.6% (n=89) who agreed. The responses could be in line with the view that the developmental supervision incorporates all the characteristics of clinical supervision, self-directed supervision, peer supervision and connoisseurship supervision. These types of supervision embody the strategies to implement TQM principles effectively according to analysis (Refer to table 5.19 to 5.28; 5.47 to 5.56; 5.71 to 5.79 and 5.93 to 101). Results of tables 5.2 to 5.10 confirmed that effective implementation of TQM principles positively influence teachers' performance. This implies that school-based managers and educators are of the perception that developmental supervision is an effective tool for quality improvement based in its compliance to TQM principles. In other words, there is an indication that the participants are of the perception that developmental supervision is an effective approach to implement TQM principles to ensure improved quality of teaching.

In summary, analysis of 5.102 to table 5.108 confirms that both school-based managers and educators perceive that the developmental supervision model is a possible tool for improving quality of teaching based on the following aspects:

- It incorporates elements and components of the clinical supervising, self-supervision, peer supervision, and connoisseurship supervision strategies;
- It recognises teachers' performance improvement strategies according to different levels of expertise and commitment;
- It effectively implements the TQM principles.

5.2.3.14 Summary

In this section, results of the quantitative survey involving 49 principals, 49 vice principals, 52 HODs, and 151 class teachers (educators) giving a total of 301 respondents have been presented and discussed. To fully answer the research questions, these quantitative results are to be complimented and triangulated by the themes emerging from the focus group interviews that are to be discussed separately in the following section and are later integrated and synthesized.

5.3 PRESENTATION OF THE QUALITATIVE FINDINGS

5.3.1 Focus group interviews

In-depth information was shared by three focus group interviews each comprising of two principals, two vice principals, two HODs and three teachers giving a total of nine participants per group. In case of verbatim comments, participants' pseudonyms are used.

5.3.1.1 Influence of TQM principles on improving quality of teaching/teacher performance

When asked to share views regarding the influence of TQM principles on improving quality of teaching/teacher performance, large numbers of participants in the focus groups were very supportive of the view that the characteristics of the TQM principles have a positive role in improving teachers' performance and quality of teaching. They also indicated an understanding of the theoretical content of The Integrated Quality Management System as linked to the TQM philosophy. When the participants were asked to describe the characteristics of the TQM principles as linked to teacher's performance, three categories of comments were distinguishable. The first category, though not asked for, sparked off an

interesting debate and significant contributions relating the negative impact of traditional supervision and evaluation systems on teacher performance before the introduction of the TQM systems in the South African education system. Edmore, one of the principals gives the following comment: “It is understood that there are reasons why the TQM philosophy was adapted here in South Africa and we must start with that”. This statement stimulated the recorded comments below, some of which indicated that teacher evaluation systems were associated with threats, distress, strict control and intimidation

Edmore (Principal): “Most supervisors could not give good comments for good work done ... tracking for mistakes was the only purpose of their visits.”

Emma (Educator): “One thing that you must realise is that if you look for faults you find them...”

Esther (HOD): “supervision was threatening my teaching career. In the past, inspectors could come like thunder and lightning with an intention of striking and leaving you professionally dead. “

Joe (Educator): “During class visits, we were treated like small children with a lot of threats and intimidation for very minor issues such as failing to pick up a microscopic piece of paper from the floor.”

Rebecca (Vice principal): “They could do nothing except intimidating teachers.”

Another educator, Emilda, likened supervisors to “Hitler” whom she described as “...autocratic, dictatorial, and a merciless killer.” This educator continued to say: “Professionals are not supposed to be controlled like moving vehicles which entirely depends on the driver for performance and maintenance.”

Susan said: “A teacher has a lot to contribute to the teaching fraternity with regards to performance of learners and curriculum development.”

Another educator Meriam compared the supervisor to a “judge” and said:

Educators cannot be evaluated and judged like a car-hijacker in a court of law awaiting imprisonment. I am the manager of the classroom and no one from outside is supposed to come and evaluate, measure and judge my performance and give acidic critics....that is being inconsiderate.

The following are the emerging themes from the above comments: autocracy, dictatorship, fault finding, and inhuman, inconsiderate, evaluative, fault finding, unmerciful and controlling. Referring to the literature study, such themes are associated with the inspection and scientific mode of supervision (Sergiovanni & Starrat, 2007:15). When asked to relate such forms of teacher evaluation systems to teacher performance, the following comments were noted:

Wilson (Principal) explained that:

I experienced this type of teacher evaluation system ...teachers were always de-motivated to work. I felt depressed ...and nearly resigned. It was that type of evaluation where one could not be devoted to work to full capacity. That's why I resigned from teaching and only re-joined five years later.

Jim (Educator) said:

One thing that I have discovered is that once a teacher is not given responsibilities and authority to work independently and even advise on professional matters, they tend to be complacent, inactiveand fail to conform to expected standards. There is no particular training provided and inspectors are not competent.

The comments indicate that such type of approaches to supervision and evaluation were characterised by poor performance as a result of lack of the following aspects: empowerment, democracy, team-work, professional training and developmental, participation, collegueship and collaboration. It therefore means that the introduction of the Integrated Quality Management (TQM) which was characterised by the TQM philosophy was adopted to get rid

of the previous experiences of supervision and evaluation. It is therefore important to also investigate if this dream was fulfilled because there are still challenges encountered in as far as the South African integrated Quality management System (IQMS) is concerned.

The second category gave positive comments with regards to the influence of the TQM principles on improving teacher's performance. It was also noted that such type of comments were coming from both educators and the School Management Team (SMT) who indicated that they had an understanding of the TQM principles not only through reading of books and policies available in their schools but also attending workshops based on quality related topics.

Edmore (Principal) had this to say:

Even at home, every member of the family must be seen working and contributing towards improving quality of life for the whole family. I don't see anything wrong with the idea of pursuing the quality route. Unless you don't understand what quality means. If you ask yourself what the word 'Total' means, then you would realise that every educator and every school manager must be taking a role in contributing to the improvement of results in schools.

Emily, one of the HoDs supported the above comment by pointing out that:

I don't know how many of you have attended the SAQI workshops? You can show me by raising your hand if you want? (Majority of the participants raise their hands) Fine! You can bear with me that the road to quality is a nightmare unless all educators work as teams with a common goal of continuous improvement. It's only that we (Educators and school based managers) don't understand the need for co-operation and unity when it comes to school related issues. It is sad to realise that some schools are characterised by rival groups of educators and School Management Teams with conflicting ideas and perceptions towards school

development. This is the reason why implementation of leadership and management styles found in industries are failing in schools.

John (Principal) added by commenting that:

If you want know more about 'Quality Management 'or 'Total Quality Management', just read a book by Hayward. If you get a chance, just browse it. I believe it has been distributed in all the schools. Just to support what you are saying, the reason why the term 'Total Quality Management' has been converted to 'Total Quality Education' is just to make sure that everyone at school understands the need for co-operation and participation as a way of initiating involvement of every member of the school to work as one entity with a common goal.

Rosemary (Vice principal) responded to the above comment by contextualising the TQM philosophy in the South African theoretical framework as indicated by the following comment:

Even if you carefully read the IQMS policy document, you will find that it supports ongoing improvement to ensure quality by putting more emphasis on empowering and motivating the teaching personnel with the purpose of constantly improving the quality of learning and teaching. I don't know how many of you have ever come across that section. What I am experiencing at my school is totally against what this document says.

Ellen (Educator) put it this way:

We (Educators and school managers) must not forget that working together and achieving is all about building strong teams. Team-work at school has proved to encourage team members to actively contribute as they get fully involved in school activities to improve results.

The following are representative selections of supportive comments in the same category from both educators and school-based managers:

Joe (Educator) said:

Empowering a teacher is like adding paraffin to burning wood. This is just like re-fuelling the teacher for more energy to work with commitment and willingness. Without force or push...teachers are determined to prove their competence. Just give a teacher a leading role and you will see how innovative and creative they are. It's not an issue of telling them (educators) what to do but also listening to what they (educators) say to reach meaningful consensus if you need meaningful progress.

Themba (Principal) commented:

A spirit of hard work is not about instructing and giving orders.... Participation, sharing and encouraging is the only answer.... After that, allow them to share and contribute their findings to everyone. Of course, in any school organisation, team-work is about sharing of ideas.... If you want to get into trouble with teachers, take the autocratic route as your management style...you get stiff resistance that you will hate the profession for ever....

Esther (HOD) commented:

They don't work, they don't plan, they don't teach and they don't listen to instructions. In fact, determination and perseverance to achieve curriculum goals are some of the good fruits of a democratic leadership style. Lack of enough training restricts teachers from acquiring needed teaching knowledge and skills to solve teaching problems.... Lack of motivation and good communication skills discourage teachers from performing willingly and effectively.

The above-mentioned category of comments, suggest that the following are the emerging themes: total involvement, continuous improvement, top management support and commitment, training and re-training, teamwork. This confirms that most participants understood the underlying principles which according to Psychogios (2007:44) are the key principles mostly found in the TQM theoretical literature associated with improvement of performance. Apart from that, most comments indicated that motivation; confidence; willingness to perform; self-determination; self-esteem, problem solving skills and decision making power; participation, co-operation, collaboration; commitment, collaboration and empowerment are the common characteristics of the TQM principles associated with performance improvement.

However, in the third category, a small number of comments were negative or uncertain concerning influence of TQM principles on teacher performance. It was noted that these selected comments were coming from the principals who were probably unwilling to share power with educators. Below are some of the recorded comments:

Maria explained:

According to my experience as a principal, I do not believe in empowering teachers because they tend to be too relaxed and complacent for Sometimes sharing powers and authority with teacher results in teachers failing to respect and follow orders....

Edmore said:

I belong to the School Management Team and there are always conflicting ideas that are discouraging. Democratic leadership styles do not work always and sometimes teachers need it the hard way, the autocratic route to make things move....

Although these few comments seem to support the traditional way of teacher evaluation systems, the first two categories of comments reveal that educators and school-based managers perceived that TQM principles have a positive influence on teachers' performance.

The findings indicate that a supervision approach ensured of enhancing performance must comply with the characteristics of the TQM. In other words, a supervision approach that is characterised by the TQM principles guarantees effective implementation of TQM principles.

5.3.1.2 Perceptions regarding the effectiveness of the application of the developmental supervision strategies on improving quality of teaching

According to the literature, researchers maintain that developmental supervision should promote teamwork through peer coaching (peer supervision, clinical supervision), to encourage professional dialogue (Stoltenberg, 1981; Blasé & Blasé, 2000). Barnes, Gorell, Down and McCann (2000) points out that to enhance such professional development and effectiveness of the teaching staff, supervisors must be well-skilled and have enough expertise and knowledge in supervision theories and strategies (connoisseurship).

School-based managers and educators in the focus group interviews were asked to comment on the application of the developmental supervision model to improve quality of teaching through the application of the following approaches: clinical supervision, self-directed supervision, peer supervision, and connoisseurship. Each strategy was discussed separately by analysing its characteristics and descriptions which were then related to the characteristics and descriptions of the TQM principles mostly focusing on performance improvement. This was then related to the practical implementation of the South African IQMS.

5.3.1.3 The clinical supervision strategy

Clinical supervision is as collegial practice, a peer-to-peer activity which gives a provision of supervisory help to the individual teacher to improve instruction.

Cogan (1973)'s eight step design of the clinical supervision model comprises of the following:

- Establishing the teacher-supervisor relationship;
- Planning a lesson, series of lessons or a unit with the teacher and this planning could involve framing learning objectives or anticipated instructional problems materials,

methods, learning processes and provisions for feedback as well as anticipated learning processes and provisions for feedback as well as learning outcomes.

- Planning strategies for observation;
- Observing instruction;
- Analysing the teaching-learning process;
- Planning the strategies of the supervisor-teacher conference;
- Conducting the supervisor-teacher conference;
- Renewed planning encompassing agreed changes in the proceeding conferences.

The participants were asked to give their views on the characteristics of the clinical supervision approach according to the definition as related to the characteristics of the TQM principles. A variety of interesting topics emerged from the focus group interviews viz.; participation, collaboration, friendliness, motivation, autonomy, co-operation, decision sharing, collegiality and empowerment. These were the key themes that emerged from the selected comments that identified characteristics of the clinical supervision:

Judith (school principal) said:

One thing that I understand is that a clinic is where the nurse or doctor openly communicates with a sick person in a free environment to diagnose and treat the disease successfully. Similarly, clinical supervision seems to take the scenario of a clinic whereby a supervisor must be patient by giving the teacher opportunity to fully share concerns with regards to curriculum problems in a collegial approach in order to come up with amicable solutions.

Tom (educator) is of the opinion that:

I am so lucky that my principal mostly consults me with respect and dignity when we make curriculum strategies. To me, he is like a colleague when it comes to professional matters. I respect him very much, he also respects me, and I am always encouraged to work willingly.

Meriam (educator) commented in relation to the characteristics and work performance:

It is true that if managers give us room for solving problems in a co-operative manner like the clinical supervision strategy, that will reduce the boss-worker type of relationship and teachers will always display a high morale when working.

Philip (educator) responded from a practical experience of performance evaluation background:

I have an experience of one school where the HOD could just pay unannounced class visits for lesson observation. All I remember was just getting the final score for the performance. I always received a low rating for my performance. I was never encouraged to engage in any formal discussion, despite all my effort. I ended up not doing my classroom work for lack of appreciation. I suggest that such type of managers should be subjected to a clinical supervision approach, as this appears to be more encouraging and developmental.

Susan (educator) gave an analysis of the clinical supervision process:

I can't blame managers because they have been exposed to tyrannical type of supervision from the past that they cannot leave their traditions. What they fail to understand is the fact that such type of clinical approaches to supervision seems a continuous process of developing the teacher in a collaborative manner. Both the teachers have participative stages where problems are identified and solutions are willingly rectified with regards to improving the quality of teaching for the benefit of the learner. My fear is that even if they can be forced to apply clinical supervision, they will still resort back to inspection.

Stanford (HOD) added:

I have realized that clinical supervision makes both the teacher and the manager monitor the process of teaching and learning; it determines the strengths and weaknesses ...and if there are any weaknesses, they improve for the better.

Another educator, Cindy concurred that:

It equips teachers with skills and knowledge in order to cope with instructional issues in their schools. It further instills desired attitudes in teachers was so happyIf you are told positive things about yourself, you get motivated to work.

Apart from being developmental, there was acknowledgement across the focus groups that the clinical supervision strategy is characterized by the following emerging themes associated with boosting teacher performance: motivation; confidence; willingness to perform; self-determination, problem solving skills, participation, co-operation, collaboration, motivation, empowerment, consultation, high levels of participation, decision sharing, motivation, willingness to perform, empowerment; self- motivation, open channels of communication; self-determination, self-esteem, problem solving skills and decision making power.

The same characteristics match the following characteristics of the TQM principles: total involvement, top management commitment, teamwork, training and re-training and customer satisfaction, culture change, continuous improvement and democratic leadership styles.

5.3.1.4 Application of clinical supervision with reference to IQMS

Most lesson observations follow the clinical supervision approach in one way or the other. These include:

- Pre-observation conference;

- Observation: the supervisor observes the teacher;
- Analysis and strategy;
- Post conference analysis.

When asked to share their views by means of application of clinical supervision stages to the implementation of IQMS during lesson observation, there were mixed feelings although there was consensus among the great number of participants that just like the clinical process. The evaluation process according to the IQMS document involves the following three distinct stages:

- Pre-evaluation discussion;
- Lesson observation;
- Feedback and discussion.

Susan, an educator reported that:

Comparing clinical supervision and IQMS lesson observation is like comparing fire and water. The fire burns and water stops the fire burning. IQMS is hot in approach and keeps teachers burning and crying whereas clinical supervision keeps teachers smiling, cool and motivated if you look on the approaches.

Thompson (Deputy Principal): pointed out that:

I wouldn't take it from that way. Close analysis can tell that IQMS and clinical supervision share certain similarities. They all include the pre-observation, lesson observation, feedback and discussion stages ...if you clearly read the IQMS policy document.

Peter, a classroom educator commented:

I would like to believe that the IQMS principles were borrowed from the clinical supervision approach. What is more distinguishable is that IQMS puts more emphasis on assessing performance of teachers.

The following section intends to provide clear elaboration of the above-mentioned comments in connection with the school-based managers and the educators in terms of the level of compliance of the IQMS stages of lesson observation to the clinical supervision approach.

5.3.1.5 Perceptions on the extent to which IQMS lesson observation cycles comply with the clinical supervision performance improvement strategies

In order to examine the IQMS evaluation process fully, the participants shared their views of the extent to which the SMT or the DSG recognises the IQMS stages of lesson observation by relating to the application of clinical supervision stages. All the recorded comments indicate that there is no collegiality and collaboration between the teacher and the school management during all the IQMS stages of lesson observation. Lesson observation comprises of the pre-observation, lesson observation, feedback and analysis. This is clear by studying the following selected comments coming from educators:

Peter: “No planning is done except being informed of the day for classroom visit for the purpose of performance evaluation.”

Jim: “No prior notice of the time of evaluationsits at the back ...is unfriendly and takes notes. The atmosphere is very tense during lesson observation.”

Susan: “The HOD is always too serious. I hate being observed.”

Emelda: “The discussions are normally between the peer and the HOD during lesson observation...looks for errors.”

Tom: “I feel very nervous each time I am observed even during the lesson feedback. The school management team always gives discouraging remarks even when I deliver a good lesson.

Ellen: “The evaluation team is very strict and disturbing during lesson observation. At one time my HOD ended up taking over my lesson for a subject that she did not even know.

Emma “I feel very nervous in front of the pupils because I know she will be busy looking for the faults I make when teaching. It’s really terrifying. ”

Cindy: “When the HOD visits my class for lesson observations, he will be seeing my lesson plan for the first time. Sometimes the lesson plan is condemned for no apparent reasons.”

Close analysis of the above comments also makes one wonder if there is any difference between the traditional performance evaluation systems in the South African education system and the implementation of IQMS lesson observation approach since the approaches seem to share the same characteristics of fear, intimidation and control (Reddy, 2005:2). Collegiality and collaboration, in planning lessons and establishment of cordial relationships, cause a heavy reliance on the performance-measuring instrument, which seems to be in full control of all the IQMS stages of lesson observation activities in compliance with the stipulated standards. Compare following selected comments:

Emelda (an educator) explained:

If there is imposing of ideas, then there is no fairness. We (Educators) are not happy at all. It is obvious that performance standards deprive our (Educators) freedom of expression to circumstances that do not suite our conditions of work.

Susan, (educator) commented:

It is a waste of time comparing the IQMS lesson observation and clinical supervision. Evaluation procedures of the IQMS document lack flexibility on the part of the educator and a school-based manager as compared to the

supervisor-teacher consensus. There is nowhere the evaluator can divert from what the IQMS document stipulates.

Ellen (educator) said:

Just imagine, no one even the school managers could give a clear interpretation of the performance standard during a school training session. They (Educators and managers) were arguing and arguing with no consensus reached. This is the reason why conflict arises when using the IQMS principles. During the use of the clinical supervision strategy, you can plan all activities together.

Emma (an educator) exclaimed:

I suggest that, whatever is decided, teachers must be consulted, before policies are finalised for implementation. The teacher-performance evaluation systems do not recognise our input. I suggest that programmes should be created at school, because each school is different in terms of resource allocation, socio-economic status and individual differences and personalities.

It was also interesting that most of the comments analysed above mostly came from the educators who blamed the SMT for applying negative approaches to lesson planning, observation and feedback in comparison to the clinical supervision approach. Most members of the SMT accepted the blame while others denied as indicated by the following recorded comments:

Esther, who is a currently an HOD and a member of the DSG admitted the above-mentioned blame by commenting that:

The workload in terms of the administrative work does not give us room to follow all the procedures of IQMS implementation. We only do everything when the District Office needs the final ratings.

Thompson, one of the vice-principals said:

There is no need to blame each other. A vertical line is not slanting to the right or left. You all know the structure of the department of education is like this vertical line. The district receives prescriptions from the head office and the schools from the district and teachers from the SMT when it comes to IQMS implementation. There are legal evaluation procedures that I cannot change as a manager. For your information, even those who give us instructions do not even know how the IQMS document is supposed to be implemented as evident in our trainings and workshops. This is the reason why we get such challenges as resistance from educators, which end up in tensions...some of the educators, do not even want us in their classrooms anymore.

Primrose (HOD) commented:

I do not see anything wrong in planning the lesson with the teacher if it is a Social Science lesson because that's my area of specialisation. It becomes a challenge when it is a Maths lesson or any another different subject that I have never taught. Therefore, I do not see the idea of planning together working unless of course I study the planning template first.

In support, Judith, a school principal concurred:

How can you expect us to establish a good relationship with the educators when our relationship with educational officials from the national and district level is bad when it comes to IQMS implementation? In the last IQMS training that I attended with the District and provincial officials, I discovered that they were also failing to interpret the IQMS evaluation procedures. How can one expect effective implementation and good relationships in such confusion? The district officials also evaluate us in our performance.

Therefore, we share the same sentiments that the evaluations are not procedural and do not even follow the stipulations of the policy document.

Close analysis of the comments generally indicate that stages of the cycles of the IQMS lesson observation process cannot match the clinical supervision. It is interesting to note that school-based managers and the teachers shared common sentiments that the performance improvement strategies of clinical supervision are not practically matching IQMS lesson observation activities. Firstly, the comments indicated that once cordial relations lack right from the first stage of supervision, all the other stages are affected. Secondly, what commonly emerged from the comments is that IQMS lesson observation stages lacked participation, shared decision, collegiality and total involvement.

Too much compliance to the performance measuring instruments also emerged as the major contributing factor to the negative feelings of the IQMS implementation strategies. It has been confirmed that IQMS does not match the clinical supervision strategy that strongly regard planning lessons, series of lessons or units with the teacher including formulation of objectives activities, materials to be used, methods, as well as feedback strategies.

5.3.1.6 Self-directed supervision strategy

Self-directed supervision puts more emphasis on the teacher's full responsibility in decision making regarding curriculum planning and implementing as well as the instructional improvement plan. Glickman *et al.* (2004:315) advocate the following performance improvement strategies during implementation of the self-directed supervision strategy:

- Making visits to the classroom of several expert teachers for the purpose of comparing expert teaching to one's own teaching, and identifying self-improvement goals based on such comparison;
- Videotaping one's own teaching across several lessons, and then analysing teaching performance while reviewing the videotape;
- Making surveys or questionnaires administered to students or parents;
- Interviewing supervisors, peers, students, or parents about effective teaching and learning or about one's own instructional performance;

- Keeping a journal of teaching experience, problems, and successes, accompanied by critical reflection for the purpose of instructional improvement;
- A comprehensive review of student achievement on traditional tests as well as student projects, presentations, portfolios, social behaviour, and so on;
- The development of teacher portfolios and self-reflection and self-analysis are crucial.

When asked to share their views about the descriptions and characteristics of the self-directed supervision according to the definition and the related stages of the supervision process, a common view expressed across by the focus groups was that the self-directed supervision is characterized by empowerment, total involvement, top management, team building, democratic leadership style, training and re-training, customer satisfaction, culture change and continuous improvement. These were the common themes that emerged from the comments. This is confirmed by the following recorded comment: one of the principals:

Edmore said:

Each time I look in the mirror before going to work, I see myself and not anybody else. This is when I realize that any improvement for my better 'self' must start with me. If I check again in the mirror after some time and I find that the image is still the same and there are no signs of physical developments, something is wrong somewhere and somehow. At school, I see self-directed supervision as an effective tool that can make me change my current professional mirror image for the better as a principal by way of self-research, self-training, self-motivation, self-discipline and self-control as well self-determination. It is that self-identity that gives me inspiration.

In response to the above comment, Thembi, one of the principals is against self-directed supervision when she made the following comment:

What I have experienced is that educators behave like school children to such an extent that they can hardly do anything without constant

monitoring. Adopting self-directed supervision is like promoting laziness and incompetence...rarely have I seen teachers working on their own and producing results.

In response to the above comment, below are recorded comments from school-based managers.

Nyasha (HOD):

If you closely analyse the description of self-directed supervision, it does not necessarily show that educators are supposed to work entirely by themselves. I can see the educator working along with colleagues by consulting and sharing ideas with the learners, expert teachers, managers and parents as a way of solving curriculum problems and come out with solutions. From experience, if teachers work with no push, they feel empowered and are always willing to perform. The teacher works in a free atmosphere that forces him to work committedly.

Edmore (Principal):

The idea of the self-directed teacher working and consulting with managers, expert teachers, students, and parents for the purpose of improving curriculum related issues calls for team spirit. The idea of having an educator involved in all stake holders for instructional improvement benefits not only the educators but the whole school and the community at large. I have, at my school, such teachers who are just committed and responsible enough to work by themselves without the interference of the managers. Even at my school, I have seen such type of teachers losing morale and courage each time I interfere with their curriculum programmes without their permission.

Below are two supportive comments from educators.

Cindy:

Self-directed supervision has its own benefits that must not be overlooked. The educator as an individual gains a lot of expertise and new knowledge through curriculum research and feedback. It's not only the individual teacher who benefits but the other educators and the learners as well. You will see the results of the school continuously improving.

Joe said:

The good thing about self-directed supervision is that it is a democratic way of supervision that creates room for everyone to participate and benefit. It gives some form of individual authority to work and achieve independently.

The above comments indicate that school-based managers and educators perceived that the self-directed supervision complies with the Total Quality Management principles. It could be one of the supervision strategies used as a tool for assuring quality.

5.3.1.7 Perceptions regarding the application of self-directed supervision with special reference to the practical implementation of IQMS self-evaluation process

When asked to share their views on the application of the self-directed supervision strategy with special reference to the IQMS self-evaluation process, the response was that there was no harmony between the two approaches. Many contradictions between IQMS self-evaluation and self-directed supervision approaches have been identified as related to empowerment, motivation and training apart from other TQM principles in terms of practical implementation. According to this study, it appears that for as long as there are unresolved theoretical and practical problems of bureaucracy, hierarchical structures, inspections, prescriptions in IQMS procedures in terms of the evaluation instruments, planning and lesson observations, self-evaluation is difficult to implement following the self-directed supervision procedures. This is evident by the following selected comments from the focus group interviews:

The following observations surface throughout the spectrum of educators:

Ellen:

It is not my intention to be a great liar but sometimes circumstances force. When it comes to IQMS self-evaluation, I hope it's not only me who always give false information by indicating positive ratings and comments even in areas where I know I don't meet the expected standards considering that negative comments will expose a negative reputation of me to my managers. Honestly speaking, self-evaluation can only work on curriculum goals and objectives that I have set and designed myself. It is then when I have to review my progress after a period to see and find out if I am still on track or not.

Edmund, one of the educators from the focus group interviews commented:

The self-evaluation form, to determine strengths and weaknesses against pre-scribed standards in IQMS self-evaluation, does not work. After all, many educators at my school are always complaining.

Peter, one of the educators banging the table and shouting emotionally gave this comment:

I have heard enough of stress, enough is enough, and I told my SMT that if they want to take legal action, I do not mind. I have thrown that self-evaluation form away and I don't want things that stress me anymore. In my class, I have ignored external orders that do not apply to me considering that my learners are not the same in terms of performance and my school is operating with scarce resources as compared to other schools. I do my own plans that suit my learners and my school. I am not interested in any form of IQMS evaluation anymore that forces me to stick to pre-scribed standards that do not apply to me. Even if I don't get my 1% salary increment, I don't care.

Emmanuel shared the same sentiments:

Honestly speaking, I am restricted to explore my own abilities in curriculum planning in many ways during the IQMS self-evaluation. One of these is the measuring instrument with targets that I have to follow strictly. There is no opportunity to contribute to curriculum planning and improvement by consulting other teachers and through research as compared to self-directed supervision. It is obvious that the IQMS-self-evaluation cannot be compared with the self-directed supervision approach.

Tom said:

I hate instructions that come from the top that do not benefit anyone. Each time I am asked to do self-evaluation, I give myself high ratings, because I know I perform much higher than the DSG that comes to evaluate me.

The above comments indicate that these participants all identified as educators, opted for a self-directed supervision strategy where the teacher assumes full responsibility for decision making regarding planning and implementing curriculum issues including the instructional improvement plan.

Susan pointed out that:

One thing that you must realize from the other speaker is that there is an indication that the educator does not work alone. There is consultation with the managers, teachers, learners and the community. With me it seems there is more of research and findings by the individual teacher. What is more important is the feedback that is shared.

In support of this view Tom one of the educators said: “Not only can self-directed supervision end as a peer support, the findings and outcomes are used for school-based staff development sessions which benefit all other educators.”

Not all educators were against the IQMS self-evaluation. A few indicated that IQMS self-evaluation gives room for educator's participation and contribution in evaluating their performance and deciding on areas of improvement according to the following selected comments:

Philip:

Personally, I don't see anything wrong with the process of self-evaluation. Look, the educator is expected to reflect his/her own performance and to set own targets and periods for improvement. The educators take control of improvement and is able to identify priorities and monitor own progress. You cannot tell me that self-evaluation is a waste of time.

Meriam:

Educators are allowed to give input, based on the outcome of self-evaluation. By so doing, they become participatory towards self-improvement of their own performance. The educator is able to measure progress and success and build on these without becoming dependent on cyclic evaluations.

Another educator, Edmund, acknowledged this by saying:

After completing self- evaluation forms, I was able to determine my strengths as well as areas in need of development. Self-evaluation has given me guidance by consulting on my personal development with members of the DSGB.

Apart from the few positive comments about IQMS self-evaluation process, the majority of the educators are of the opinion that the educator's level of participation seems to be entirely centred on prescriptions. The input is that the educator is expected not to alter the measuring instrument or performance standards to suit the prevailing situation or circumstances. The

level of creativity and initiation appears limited in an attempt to implement a programme that lacks personnel contribution. Marczely (2002:152) maintains that the recognition of needed change must come from within the teacher, and must not be imposed from the outside. It is therefore evident from the above comments that practical implementation does not fully comply with TQM principles.

What emerges from the above is that IQMS self-evaluation is not fully complying with the TQM principles because of a lack of collaboration, participation, collegiality, decision sharing, democratic leadership style, and motivation. As a result, educators are demoralized and cannot perform at their best.

5.3.1.8 Peer supervision strategy

Peer supervision is a moderately formalized process by which two or more teachers agree to work together for professional growth, usually observing each other's classroom performance giving each other feedback about the observations and discussing shared professional concerns (Glatthorn, 1999). Sergiovanni and Starrat (2007:262) outline Glatthorn's peer supervision strategies as follows:

- Professional dialogue must be encouraged among teachers featuring guided discussion and focusing on teaching as a process of thinking, as the purpose of professional dialogue is to enhance reflective practice;
- Curriculum development should be aimed at inspiring teachers working together on such themes as operationalising the existing curriculum, adapting the curriculum to the classroom, and enriching the existing curriculum by inventing and creating new curriculum units and materials;
- Peer supervision must focus on observation of each other's teaching followed by analysis and discussion;
- Peer coaching entails the study of problems being faced and the development of feasible solutions that result in amending one's teaching methods and skills;
- Action research involves the study of problems faced and the development of feasible solutions that result in a change in teaching practice.

When asked to share their views on the descriptions and characteristics of peer supervision from the definition and the stages of peer-supervision, participants identified the following themes: empowerment, teamwork, democracy, continuous improvement and training. This is also associated with collaboration, participation, self-motivation, collegiality, consultation, total involvement and culture change. The following are comments on the stages of the peer supervision:

Thembi (Principal) said that:

Some of the school-based managers associate team work or peer supervision with rivalry groups which end up as gossiping teams that disrupt compliance to authority. This is a wrong perception I tell you. By entirely basing on the definition and descriptions of peer supervision, I can easily pick up very important elements of mutual understanding whereby educators work as colleagues and professional teams by consulting each other in teaching and learning matters. Just like self-directed supervision, teachers work independently and freely without much interference from the school-managers.

In addition Esther (HOD) said:

Peer supervision prompts a desire to explore and prove teachers' hidden capabilities not only to their peers but to the whole education system. In actual fact, what I have noticed with peer supervision is that educators are empowered to gain greater control over their own teaching. Furthermore; teachers are given opportunities to share openness and trust with their peers. Educators from experience tend to hide their expertise and bright ideas whenever their views are suppressed.

While peer supervision seems to provide the much needed psychological support for supervisees, some school-based managers are against the idea as indicated by the following selected comments:

Judith (Principal): “Educators work better when authority from above is imposed and directed.”

Thompson: “Humans are like animals that need to be controlled and directed in order to work.”

In contradiction, Tom, an educator pointed out that: “What is important about peer supervision is that team members meet and discuss procedures for observing each other willingly and democratically without pressure from the top.”

Esther (HOD) supported the above comment by saying:

I have realised that if teachers are given a chance to collaborate and share ideas in a professional way, better ways of improving new teaching methods and skills through workshop training sessions, demonstrations and actual teaching conditions help improve quality of teaching.

Mary (HOD) added:

Such activities as action research are geared towards improving and solving curriculum problems being faced by educators. This leads to development of possible solutions that result in improving teaching practice.

The comments indicate that school-based managers and educators perceive that peer supervision complies with the TQM principles to a large extent. This indicates that they are mostly of the view that peer supervision can be used as a tool for improving quality of teaching.

5.3.1.9 Perceptions regarding the application of the peer- supervision with special reference to the practical implementation of the IQMS peer-evaluation process

When asked to give their views about the application of the peer-supervision strategy with special reference to the practical implementation of the IQMS peer evaluation process, based on practical experience, the following are recorded comments from educators:

Jim:

I have never discussed anything with my peers during or after the IQMs evaluation process. All I know is just measuring and ratings and the final judgment comes from my HOD.

Susan:

To me it's a barrier to professional development if educators have no room for professional dialogue in terms of curriculum development; implementation and innovation. IQMS self-evaluation does not accord educators such opportunities.

Sharing the same sentiments, Emelda, one of the educators pointed out that:

Each time during peer-evaluation in my class, there is no analysis and discussion done. I only get feedback of final evaluation scores from the HOD after a couple of weeks. Sometimes they tell you that they are doing it hurriedly just to meet deadlines for scores that will be due for submission. This means that peer-evaluation does not have a developmental purpose, but is done to please people and the district officials.

Other educators concurred as indicated by the following recorded comments:

Peter: "I am worried about how IQMS peer-evaluation is conducted."

Philip: "There is completely nothing like peer coaching where curriculum problems are studied in order to come up with workable solutions."

Ellen: "IQMS peer-evaluation does not give us provision for action research as the case with peer supervision. The presents of the HOD makes it even worse. What does he want?"

Emma: "We don't want army commanders in our classrooms."

Compare the following remarks by principals:

John:

It is the policy which guides us the way we should conduct peer supervision. IQMS policy document basically stipulates that whoever is chosen as the peer cannot observe the lesson without the accompaniment of a manager (HOD).

Maria:

Peer-evaluation is not done as an independent process but incorporated during the IQMS implementation process.

John:

Yes we (School-based managers) understand that under normal circumstances, the manager is more influential in terms of power and authority. The only thing managers can do is to avoid imposing conditions that can negatively influence the peer evaluation process.

Cindy, one of the educators responded:

The enforced presence of one of the HOD during peer-evaluation is a reflection of a rigid policy which may as well be associated with violation of the peer-supervisory procedures.

The interview comments above indicate that educators perceive that there is no practical formal peer-evaluation during IQMS. A peer is only included in the evaluation team but does not take any role in terms of decision sharing, participation and contributions directly to the educator being observed. The comments reflect that the practical implementation of peer supervision does not comply with TQM principles. The comments also indicate that peer evaluation as part of IQMS does not match the peer supervision strategy.

Few educators argued that the value of the presence of the peer during the IQMS evaluation process cannot be overlooked. This is clear by studying the following interview comments:

Joe:

During my last performance evaluation process, my peer contribution a lot in making a fair judgment of the evaluation outcome in coming up with a final score.

Edmund:

When I had differences with my HOD with regards to the outcomes of my lesson delivery, my peer helped in resolving the disagreement by giving advisable suggestions.

The interview comments above indicate that mostly participants perceive that there is no practical formal peer evaluation during IQMS. A peer is included in the evaluation team but does not usually have any role in terms of decision sharing, participation and contributions directly to the educator being observed. The comments reflect that the practical implementation of peer supervision does not comply with TQM principles. The comments also indicate that peer evaluation as part of IQMS does not align with the peer supervision strategy.

5.3.1.10 Connoisseurship supervision strategy

A connoisseur is an individual who has a broad knowledge, expertise and experience of the supervision process and good judgemental skills including specialisation in a particular subject (Eisner, 1998: 6-63; Madziyire, 2000:39; Sergiovanni & Starrat 2007). In other words, the same authors seem to agree that a connoisseur has the following qualities:

- Knowledge and experience of the subject area;
- Effective teacher supervision approaches for teacher improvement;
- Knowledge and techniques of classroom observation;
- Knowledge of curriculum development, innovation and implementation skills;
- Vision, motivation and organisational skills;
- Observation and conferencing skills;
- Sensitivity to cultural and economic conditions of teacher's environment;
- Sensitivity to teacher's differences in the levels of development in terms of expertise and commitment.

When asked to share their views about the extent to which the school-based managers and the IQMS SMT/DSG in their schools demonstrate from the definition and the qualities of a connoisseur, it emerged that a connoisseur is someone who has the following qualities: Relevant qualifications and experience in educational management and teaching, be committed, should be fair in dealing with educational personal, must have concern in professional development of teachers and must be able to implement TQM principles, as indicated below. The following are supportive comments from both school-based managers and educators:

Meriam (Educators):

A connoisseurship cannot be run by someone who does not have proper qualifications relevant to the teaching and learning process of children and managerial courses.

Peter (Educators):

Should have high qualifications in educational management.

Jim (Educator):

Several years of experience at that level and in that subject area including supervision experience.

Thompson (Principal):

A supervisor should demonstrate commitment to teaching and must be concerned with teachers' development.

Primrose (HOD):

A school-based managers must exercise fairness and justice.

Thompson (Vice principal):

Generally seen to be an exemplary educator.

Wilson (Principal):

Both school-based managers and educators should have proper training in the implementation of TQM approaches.

5.3.1.11 Perceptions regarding the application of the connoisseurship-supervision strategy with special reference to the practical implementation of the IQMS by the SMT

Most focus group educators seemed to have lost confidence in their school-based managers regarding their capability of performance evaluation during the implementation of IQMS.

The incapability is linked to lack of knowledge and expertise in the supervision process as well as proper supervisory procedures. This is indicated by the following selected comments from the interviewed educators:

Meriam:

During the implementation of IQMS from my experience, school-based managers lack content of the subject matter. They also lack proper knowledge of teaching methods and lesson planning skills.

Joe:

School-based managers lack motivational skills such as encouraging, providing rewards and reinforcement...

Educators also claimed that school-based managers lacked certain personal and professional qualities in order to conduct an effective classroom observation session. They mentioned several personal qualities, such as “being co-operative”, “diligent” “patient,” “sociable,” “wise,” “open-minded, helpful, considerate and convincing.”

Cindy said:

I believe an effective supervisor should have wisdom like Samson in the Bible in order to deal with professional issues. A manager must be a good listener, tolerant and composed when dealing with teachers.

As for the professional qualities, the participants felt that there is no successful implementation of IQMS because school-based managers have never taught all grades at school in order to gain the necessary experience and to become capable of conducting effective professional developmental activities in schools. It has already been highlighted that HODs at primary schools are appointed to manage a phase which comprises of different learning areas which do not even match his/her area of specialisation. Their level of expertise, knowledge and evaluation competence and experience (connoisseurship) is

therefore highly questionable. Experience in curriculum planning, innovation and implementation also seem to be pre-requisite qualities of a manager according to connoisseurship supervision.

The educators and school-based managers had this to say:

Stanford (Vice principal):

Based on observation and experience, it has come to our (school-based managers) attention that HODs at primary school unlike high schools are appointed not on the basis of subject specialization, evaluation and management skills. The appointments are done as per phases (Foundation, Intermediate or Senior phase).

Susan: (Educator)

I am not blaming but a spade is a spade; how can one then expect qualitative results if the same HODs are expected to take responsibility of the evaluation processes?

Both educators and school based managers agreed on certain recommendations with regards to the qualities of an effective supervisor: Here are selected comments from school-based managers:

Edmore (Principal):

Managers play a crucial role in the implementation process of the evaluation process.

Ronold (Vice principal):

A supervisor should have good interactive skills, being a positive role model, showing openness for other educators.

Nyasha (HOD):

An effective supervisor must have the knowledge and understanding of the process of supervision, being patient and flexible.

Rosemary (Principal):

Managers should have some feedback and conferencing skills that could improve the effectiveness of work performance.

Mary, an HOD said that:

“in order to be successful, I admit that we must have enough teaching and training practices. We also should be experienced in problem solving to be able to find solutions and alternatives for our teachers.”

What is emerging from the above comments is confirmation of lack of connoisseurship qualities among the teachers in the participants' schools. This is affecting improvement of quality teaching. It is also clear that IQMS is practically lacking proper implementation of TQM principles because of the ineffectiveness of the performance evaluators in terms of knowledge, expertise and experience.

5.3.1.12 Perceptions regarding the application of the developmental supervision according to levels of teachers' expertise and commitment

Teachers must be recognized as adults with different levels of expertise, experience and development, regardless of their level of training. When given a chance to share their opinions on matching the developmental supervision strategies of educators according to their levels of experience, expertise and commitment interview participants indicated that directive informational, collaborative and non-directive supervisory approaches are all consistent with a clinical strategy of supervision. The majority of the participants indicated that teachers functioning or groups functioning at generally high developmental levels of

expertise and commitment are ready for self-direction (self-supervision, peer-supervision) fostered by both collaborative and non-directive supervisory approaches.

By relating to the IQMS implementation process, Philip, an educator felt that:

Even as parents at home, we do not treat our children uniformly. We take our time to study their behaviours, strengths and weaknesses so that we vary our attention according to their different personalities and needs. During the implementation of IQMS, there is no consideration of the differences among the teachers. All educators are receiving the same treatment whereby same expected performance standards apply to everyone regardless of the indicated differences in professional expertise and commitment.

Susan, one of the educators shared the same sentiments:

The same procedures during teacher evaluation apply equally for each teacher regardless of different circumstance they are experiencing. It does not give room for teacher's opportunity to reflect their potentials.

In addition to the above comments, it seems there is consensus by participants that educators need to be treated as adults with dignity and politeness. This is apparent when viewing some of the selected comments from educators during the focus group interviews:

Peter:

Adults are focused; they can work by means of self-control and self-motivation.

Jim:

Adults just like children learn in relation to their levels of development.

Emelda:

Educators are motivated to learn from an internal push as a result of willingness, not push- push from outsiders.

Tom:

They must be given chance for creativity in order to make successful contributions in curriculum issues.

Given the limitations of the IQMS evaluation system, the participants felt that all teachers should not be evaluated using the same instrument, standards, and criteria because of their differences in experience and background. This is indicated by some of the selected comments from the school based managers:

Thembi (Principal):

I have seen that some teachers who are new in the system need certain type of supervision that is totally different from more skilled and experienced teachers.

Rebecca (Vice principal): *“Different approaches to supervision should be applied.”*

Judith, a school principal commented:

When supervising educators treat them with respect; allow participation with more attention on collaborative enquiry; the needs of the adult learner with regard to professional development, should be considered. It must be realised that there are positive implications to motivated educators in terms of their development. The act of incorporating these principles into developmental activities as a strategy to motivate teachers as adult learners to participate in their own personal development must be acknowledged as a crucial strategy.

Primrose, an HOD involved in IQMS performance evaluation said that:

It seems difficult to evaluate teachers uniformly considering that their rate of growth and development is never the same. IQMS does not consider investigating the teachers' status in terms of level of development, commitment and expertise. The teachers' status may be affected by different social, economic, political or geographical factors in order to apply appropriate supervisory approaches.

Wiles and Bond (2000:130) also realise that it is of paramount importance to note that developmental supervision takes into consideration their different backgrounds of schools in terms of resource allocation, environment, social as well as political set up. As opposed to developmental supervision, IQMS according to findings in this study seem to lack flexibility and adaptability to the prevailing or changing circumstances in the evaluation arena. This form of rigidity in all the evaluation activities seems to run the risk not only of demoralization, demotivation and dissatisfaction but also instils a spirit of resistance which may affect organisational survival. IQMS is also blamed for its reluctance in catering for individual differences in individual development and levels of commitment and expertise which seem to play an important role in upgrading performance of teachers in a holistic approach.

It is interesting to note that at the core of clinical supervision is the recognition of developmental stages of teachers. This is evidenced by the following selected comment: Esther, an HOD said: “Yes, I agree that clinical supervision can be applied to teachers functioning at low, moderate and high developmental levels of expertise-and commitment, but the question is how to identify these levels...”

In response to the above comment, Ellen (Educator) said:

I liked one of our participants who gave clinical supervision in the context of a patient and a nurse where the interaction is based on diagnosing and giving the appropriate treatment. Similarly, clinical supervision can be

utilised to diagnose educators according to their levels of performance in order to apply a suitable supervision strategy.

Based on experience, Edmore, one of the principals said:

Do you think identifying and classifying educators according to performance can be a difficult task? I do not think so. Even with the IQMS evaluation process, you can tell that this teacher is a high, moderate or a low performer. It is only that IQMS does not allow application of different supervisory strategies according to the teacher's level of development.

Thompson, one of the vice principals contradict the above statement by commenting that:

Let us not beat about the bush here. Identifying levels of teachers' performance is not an easy task, I know. Managers must also have experience and expertise in proper supervision skills in order to make thorough diagnosis. This is probably why it is important for school-based managers to have connoisseurship qualities from our previous discussions so that they can effectively conduct the clinical cycles.

There is evidence that participants believe that clinical supervision can be an approach that could be used to classify teachers according non-directive supervisory approaches, directive approaches and collaborative approaches as a way of enhancing teachers' performance. Therefore, application of clinical supervision among teachers functioning at low, moderate and high developmental levels of expertise and commitment is a way of enhancing performance. It is also clear that teachers can be exposed to more than one approach simultaneously, depending on the prevailing situation for that particular time.

There are controversial comments on the application of self-directed supervision to teachers functioning or groups functioning at generally high developmental levels of expertise and commitment only. SMT members agree that according to their experience, they discovered that teachers who are mature, experienced are self-motivated to work and fully prepared to

assume full responsibility for decision making regarding planning and implementing the instructional improvement plan. Compare the following remarks:

Judith (Principal):

From experience, I have realised that old teachers who are experienced and mature can work without close supervision. Their performance rely more on the supervisee becoming more independent in professional growth”

Mary (HOD):

Such types of educators are responsible for self-supervision and self-assessment.

Rosemary (Vice principal):

Self-directed supervision gives such individuals a high degree of individual freedom which I personally feel is a motivating factor.

A different view was evident when a few participants indicated that all teachers performing at all levels of expertise and commitment should be exposed to self-directed supervision. Ellen, one of the educators commented that:

Look here, I do not see any problem in exposing all teachers at any level to self-directed supervision. All teachers, at any level, must be granted freedom to develop their own yearly plan, which includes targets or goals derived from the assessment of their own needs, which may be shared by the supervisor. Every teacher has the potential of self-development for as long as the management initiates such a scenario.

A number of participants confirmed the view that clinical supervision supports and allows supervisors to promote an educator from low levels of performance to high levels of

performance characterised by self-autonomy. Thembi, one of the principals gave the following comments:

It is crucial to know that the ladder of progress and development comprises of one moving from one stage to the other until the highest point is reached. I can see the purpose of clinical supervision being that of moving every educator from being directed and guided by others to the position of being self-reliant and self-dependent. Depending on the level of development of the individual teacher's level of expertise and commitment, the teacher should be promoted from low levels of expertise and commitment to high levels of expertise and commitment by means of applying relevant supervision strategies.

Emma (educator) concurred:

The same teacher who is exposed to self-directed supervision can just as well be exposed to peer-supervision. It is possible that a teacher can be exposed to all supervision strategies at the same time.

What emerges is appreciation of the need to integrate all the supervision strategies during the supervisory process. This is further indicated by the following remark from Jim, an educator:

But let's not forget that this depend on the prevailing situation and current curriculum problems that need to be addressed. I feel that clinical supervision allows the supervisor to conduct all the supervisory strategies during the cyclical stages of supervision, such as peer-supervision and self-directed supervision depending on the prevailing situation according to their levels of expertise and commitment.

The above comments indicate that teachers functioning at generally high developmental levels of expertise, and commitment are suitable for a non-directive supervision which is characterised by self-directed supervision strategy which suits teachers non-directive

supervisory approaches well (Glickman, 1990). Some of the school-based managers made the following comments:

John (Principal): "In my school, there are other teachers that work without anybody making a follow up...."

Esther (HOD):

I am surprised by the way they make their plans, their teaching methodologies and even interaction with the learners.

Maria (Vice principal):

I have seen that such teachers have a high degree of maturity and commitment.

Another important factor noted is the view that developmental supervision cannot be conducted by supervisors who lack connoisseurship qualities such as high levels of supervisory expertise, knowledge, experience and judgmental skills. This view is shared by Glickman, *et al.* (1995:6) who contend that effective supervision requires knowledge, interpersonal skills, and technical skills applied through the supervisory tasks of direct assistance to teachers, curriculum development, staff development, group development, and action research. The findings indicate that there is a consensus among school-based managers and educators that the above descriptions of the developmental supervision implementation strategies improve teacher performance according to their levels of expertise and commitment.

At this point, it is very interesting and important to note from the above discussion that clinical supervision, self-assessment supervision, peer supervision, and connoisseurship, are the main identified strategies of implementing the developmental model of supervision. In other words, this supervisory model seems to embrace and integrate all the important elements, components, and characteristics of clinical supervision, self-supervision, peer supervision and connoisseurship supervision strategies.

Participants in the focus group interviews made a range of comments based on developmental supervision's ability to improve the quality of teaching by catering for differences in the levels of expertise and commitment of teachers.

Primrose (HOD) said:

One thing that I have picked up is that the developmental supervision does not stick to the same method of supervision, but caters for different strategies according to the needs of the educators, their strengths as well as weaknesses which is a different case with IQMS.

The comments below advocate for a developmental supervision approach. Compare the following remarks:

Tom (Educator):

One problem that we have been encountering is lack of a developmental supervision approach that realises issues of teacher empowering and democracy.

Ellen (Educators): *"IQMS never gave us such an opportunity."*

From previous discussions, it is clear that a developmental supervision strategy that is characterized by total involvement and a culture of collegiality is perceived to improve quality of teaching. Below are supportive comments:

Peer (Educators) said:

I recommend a supervision approach that realises that teachers need staff development for continuous improvement. My experience tells me that team-work and motivation have never been practically realised even if these are stipulated in the IQMS document.

Emily (HOD) posited that:

I think that introduction of supervision approach that will effectively implement these quality principles will ensure improvement of performance.

Participants commented that developmental supervision is characterised by continuous development and improvement of every educator. They had the following to say:

Edmore (Principal):

It empowers the educators to work on their own towards the upgrading of school standards.

Esther (HOD): *“It involves growth and development.”*

Ronold (Vice principal): *“The most interesting approach is of team work.”*

Cindy, one of the educators, was of the following opinion:

Involving every educator in school development activities creates a feeling of acceptance and belonging to the institution.

Based on the focus group results, it is valid to assume that developmental supervision is perceived to be a tool fit for improving quality of education because of its capacity to cater for individual teachers' levels of expertise and commitment. Secondly, it can be a tool for developing quality of teaching, because of its characteristics and descriptions matching the TQM principles, which have been perceived to have a positive influence on improving teacher performance. The developmental supervision model is then seen as a model that can be used to effectively implement TQM principles, which have been perceived to have a positive influence on teachers' performance. Focus group results clearly indicate that to ensure improved quality teaching in the South African context, the IQMS evaluation should

be replaced with the developmental supervision strategies comprising of clinical supervision, self-directed supervision, peer supervision and connoisseurship supervision.

5.4 SUMMARY

In this section, quantitative (questionnaires) and qualitative (focus group interviews) have been analysed separately. The following section involves synthesising both the quantitative and qualitative results based on the principle of complementarity and triangulation as highlighted in chapter 1 (see sub-section 1.16.1) and chapter 4 (see sub-section 4.2).

5.5 SYNTHESIZING OF QUANTITATIVE AND QUALITATIVE RESULTS

The aim of synthesizing the quantitative and qualitative in this study using the principle of complementarity (Greene, 2007; Desimone, 2009) in this study was to enrich, elaborate, or clarify the quantitative responses with focus group interview findings with the aim of increasing in-depth interpretation of the results (Greene, 2007; Desimone, 2009). The principle of triangulation which involves answering the same research question by making use of mixed methods, in this case, quantitative questionnaires and qualitative focus group interviews was used with the aim of enhancing of validity of results considering that combined methods, balances and biases of either of the methods (Greene, 2007; Desimone, 2009).

5.5.1 Perception of primary school-based managers and educator regarding the effectiveness of the implementation of TQM principles on improving quality of teaching

Both the survey and focus group findings confirmed strongly that TQM principles have a positive influence on teacher's performance. By means of the quantitative approach, the researcher started by finding out the strength of the relationship between two sets of ranked TQM principles with regards to improvement of teacher performance. The correlation coefficient was used as a measure of the strength of the relationship between two sets of

ranked variables. The results were all significant (P-value less than 0.05). This indicated that the relationships between the two variables existed (Refer to table 5.1).

Findings of the quantitative survey further confirmed that TQM principles comprising of empowerment, total involvement, teamwork, customer satisfaction, democratic leadership styles, culture change, training and re-training and top-management support and commitment have a positive influence on improving quality of teaching (refer to frequency table 5.1 to 5.10). To elaborate on these quantitative responses, focus group interviews identified characteristics of these TQM principles as linked to motivation; confidence; willingness to perform; self-determination; self-esteem, problem solving skills and decision making power; total participation, co-operation, collaboration; commitment, motivation, collaboration, empowerment; consultation; decision sharing; self-motivation and open channels of communication and problem solving skills all associated with performance improvement. Literature analysis has also identified a close link between the same characteristics of TQM principles and performance improvement (De Vos, 1998:407; Madziyire, 2000:50; Fennimore, 1995:216-217; Locke & Latham, 2006:265).

In order to fully understand the influence of TQM principles on teacher performance as per the survey results, the focus group interviews started by exploring the negative impact of traditional supervision and evaluation approaches on teacher performance from a historical perspective in the South African education system which was associated with demoralisation and demotivation of teachers as a result of the inspection and scientific mode of supervision applied in schools. Class visits were full of intimidation and fault finding. This was supported by the following comments:

Rebecca: “They could do nothing except intimidate teachers.”

Another educator, Emilda likened supervisors to “Hitler” whom she described as “autocratic, dictatorial, and a merciless killer”

With regards to Total Quality Management principles, the focus group results confirmed that the educators and school-based managers came to understand the Total Quality Management theoretical framework from an international perspective through the workshops conducted by

the South African Quality Institute (SAQI) which aims at promoting the Quality philosophy and its practice. Others acknowledged the presence of a booklet entitled “Making Quality Education happen” by Hayward (2006, 2008) that has been supplied in every school with the aim of upgrading the quality standards of the South African school setting. Focus group findings indicated that the term Total Quality Education (TQE) suits the educational sector well, while TQM was a term more directly linked to industries.

The focus group interviewees also went further to indicate that there was a wide agreement by participants that the South African Integrated Quality Management System (IQMS) theoretical content recognised the TQM philosophy in terms of the underlying principles. This information helped to confirm that the school-based managers and educators had a complete knowledge and understanding of the theoretical framework of the TQM from both an international and South African perspective. This is probably the reason why they had no problems in responding to both quantitative and qualitative questions as per the expectations of this study.

5.5.2 Perceptions regarding the level of compliance of the IQMS stages of performance evaluation with Cogan (1973)’s clinical-supervision performance improvement-strategies

The clinical supervision model involves cyclical stages of collegial interaction characterised by peer-to-peer and face-to-face relationships between supervisor and educators that focus on the events that take place in the classroom with the aim of improving instruction (Cogan, 1973).

In the context of this study, clinical supervision is considered as the main strategy of implementing the developmental supervision model following Cogan’s (1973)’s eight step design. The survey results indicated that there was no compliance between Cogan’s clinical lesson observation performance-improvement strategies and IQMS lesson observation cycles. The survey results indicated that there was a negative perception with regard to the implementation of IQMS in education during the lesson of observation process even though in one way or the other, the observation cyclic stages shared some similarities in terms of the pre-observation stage, observation and the post observation stage (Refer to table 5.11 to

5.18). The focus group results further complimented and elaborated the quantitative responses by indicating that unlike the clinical supervision strategy, the theoretical and practical application of IQMS lesson evaluation lacked collegiality, collaboration, motivation, autonomy, empowerment, cooperation, decision sharing, democracy, commitment and participation.

5.5.3 Perceptions regarding compliance of the clinical supervision lesson observation cycles with the TQM principles.

From the quantitative phase, the researcher wanted to determine to what extent the school-based managers and educators agree or disagree that clinical supervision complies with the principles of TQM. Firstly, the correlation coefficient was used as a means to measure the strength of the relationship between the total quality management principles with regards to the clinical supervision. With reference Table 5.18, the findings indicate that the relationships between the two ranked TQM principles exist but they were very poor. This indicated that each approach had to be analysed independently. When analysed independently, survey results indicated that majority of participants strongly agreed and confirmed that clinical supervision complies with the TQM principles. (Refer to frequency table 5.19 to 5.28).

Results emerging from focus group clarified and elaborated quantitative results by confirming that motivation; confidence; willingness to perform; self-determination; self-esteem, problem solving skills and decision making power; participation, co-operation, collaboration, commitment, empowerment, consultation, decision sharing, self-motivation and open channels of communication were the key characteristics of the clinical supervision approach which were found matching the characteristics of the TQM principles. Meriam, one of the focus group educators commented: “It is true that if managers give us room for solving problems in a co-operative manner like the clinical supervision strategy, that will reduce the boss-worker type of relationship and teachers will always a high morale when working.”

Both quantitative results and focus group interviews confirmed that there is a positive relationship between these characteristics of clinical supervision, TQM principles and performance improvement. In other words, the results confirmed that the clinical supervision

strategy could be utilised to implement the TQM principles. This also implies that clinical supervision can be used as one of the strategies of improving the quality of teaching.

5.5.4 Perceptions regarding compliance of the practical implementation of IQMS lesson observation cycles with the TQM principles.

The researcher investigated to what extent participants agree or dis-agree that practical implementation of IQMS lesson observation cycles comply with the TQM principles. By means of the quantitative approach, the researcher started by finding out if there is a relationship between TQM principles with regards to IQMS implementation. The correlation coefficient was used as a measure of the strength of the relationship between two sets of ranked variables. The results were all significant (P-value less than 0.05). This indicates that the relationships between the two variables existed but it was very poor (Refer to table 5.29).

This suggested that the perceptions of the school-based managers and educators regarding the effectiveness of the implementation of the TQM principles during IQMS implementation were a challenge. Individual analysis was then used to indicate the perceptions of the teachers. The survey results analysed independently indicated that the majority of participants strongly disagreed and disagreed that IQMS lesson observation cycles comply with the TQM principles refer to table (5.30.5.38). Results emerging from focus group clarified and elaborated quantitative results by confirming that IQMS seemed to resemble the traditional teacher evaluation systems in terms of the implementation of the lesson observation cycles. This is confirmed the following recorded comments from the educators during the focus group interviews:

Tom: “I feel very nervous each time I am observed...”

Ellen: “The evaluation team is very strict and disturbing during lesson observation.”

Emma: “It’s really terrifying.

As highlighted in the previous section, focus group comments reflect that there is no difference between the traditional performance evaluation systems in the South African

education system and the implementation of IQMS lesson observation approach since the approaches seem to share the same characteristics of fear, intimidation and control. What also seems to emanate from the other recorded set of interview comments is that collegiality and collaboration in planning lessons and establishment of cordial relationships are disrupted by too much trust put on the performance-measuring instrument, which seems to be in full control of all the IQMS stages of lesson observation activities in compliance with the stipulated standards.

The following recorded comment confirms this view:

Emelda, an educator commented:

If there is imposing of ideas, then there is no fairness. IQMS, to me, is the continuation of the old method of teacher evaluation, which was dictated and imposed by the inspectors of schools in the bygone days. We (Educators) are not happy at all. It is obvious that performance standards deprive our (Educators) freedom of expression to circumstances that do not suite our conditions of work.

Focus group responses also confirmed the quantitative results by substantiating that there is lack of total participation in planning and implementing of curriculum issues resulting in a negative influence on the performance of the teachers. It implies that lack of total involvement means lack of empowerment. Lack of empowerment and total involvement is associated with poor performance (Refer to table 5.9 and 5.10).

5.5.5 Perceptions regarding compliance of the implementation of the IQMS self evaluation process with Glickman's (2004) self-directed supervision performance improvement strategies

Self-directed supervision puts more emphasis on the teacher's full responsibility in decision making regarding curriculum planning and implementing as well as the instructional improvement plan (Glickman et al., 2004:315). According to this study, self-directed supervision is another strategy of implementation the developmental supervision model. It

has also been realised that within the IQMS implementation process is the self-evaluation strategy.

Both survey and focus group interview results agreed that the IQMS self-evaluation process does not afford teachers full responsibility for decision making regarding planning and implementing the instructional improvement plan. Teachers are not formally given an opportunity to make visits to the classroom of several expert teachers for the purpose of comparing expert teaching to one's own teaching, and identifying self-improvement goals based on such comparison. There isn't any room for teachers videotaping their own teaching across several lessons, and then analyse teaching performance while reviewing the videotape (Refer to frequency table 5.39 to 5.46). Focus group interview results also reflected that those teachers evaluated through IQMS could improve their performance if consultation with students, parents, supervisors and peers about effective teaching is observed as in the case with self-directed supervision. This is supported by the following recorded comment from Nyasha, one of the principals: "I can see the educator working along with colleagues by consulting and sharing ideas with the learners, expert teachers, managers and parents as a way of solving curriculum problems and come out with solutions."

According to both survey and focus group findings, it appears that for as long as there are unresolved theoretical and practical problems of bureaucracy, hierarchical structures, inspections, prescriptions in setting of standards and designing of evaluation instruments, planning and lesson observations, self-evaluation is difficult to implement following the self-directed supervision procedures.

5.5.6 Perceptions regarding compliance of the implementation of the self- directed supervision with the TQM principles

During the quantitative analysis, results from the chi-square indicated that the variables are independent (the variables are not associated) since the p-values are greater than the 5% level of significance. When examined independently, survey results confirmed that self-directed supervision complied with the TQM principles (Refer to table 5.39 to 5.46). Focus group results supported and elaborated on the survey results by expressing a different view that the self-directed supervision strategy is characterized by empowerment, total involvement, top

management, team building, democratic leadership style, training and re-training, customer satisfaction, culture change and continuous improvement. This was confirmed by the following selected comment from Nyasha, one of the HODs:

If you closely analyse the description of self-directed supervision, it does not necessarily show that educators are supposed to work entirely by themselves. I can see the educator working along with colleagues by consulting and sharing ideas with the learners, expert teachers, managers and parents as a way of solving curriculum problems and come out with solutions. From experience, if teachers work with no push, they feel empowered and are always willing to perform. The teacher works in a free atmosphere that forces him to work committedly.

Though there was a controversial issue during the survey on why respondents could associate team-work and total involvement with self-directed supervision considering that the word “self” depicts individualism, Edmore, one of the principals during the focus group interview clarified the issue by giving the following comment:

The idea of the self-directed teacher working and consulting with managers, expert teachers, students, and parents for the purpose of improving curriculum related issues calls for team spirit. The idea of having an educator involved in all stake holders for instructional improvement benefits not only the educators but the whole school and the community at large.

Both survey and focus group findings confirm that school-based managers and educators perceived that the self-directed supervision complies with the TQM. In other words, the results confirm that the peer supervision strategy can be utilised to implement the TQM principles effectively. This also implies that peer supervision, can be used as one of the strategies of improving quality of teaching.

5.5.7 Perceptions regarding compliance of the implementation of the IQMS self-evaluation process with the TQM principles

Quantitative results indicated that school-based managers and educators do not believe that IQMS self-evaluation complies with TQM principles (refer to table 5.57 to 5.65). To support and clarify the quantitative responses, focus group interviews results, indicated that the blame is still focused on the association with prescriptions and directives of the IQMS self-evaluation procedures. The focus group findings clearly reflect that TQM self-evaluation lacks total co-operation of the individual teacher as there is too much reliance on evaluation procedures. The quantitative responses were confirmed by focus group interviews which clearly indicated that the lack of involving the educators in designing their supervision strategies that suit the school according to the prevailing socio-economic status as well as contextual factors is a hindrance to the implementation of TQM principles. For instance, IQMS reflects that top management is only expected to check if stipulated evaluation procedures are being followed and implemented. Focus group interviews indicated that the IQMS self-evaluator is forced to comply with the bureaucratic and prescriptive rules and regulations as characterised by the scientific model of supervision where standards and measuring instruments are prescribed. (Refer to figure 5.8). This is evident when studying a remark by one of the focus group participants. Emma, an educator commented:

Honestly speaking, I am restricted to explore my own abilities in curriculum planning in many ways during the IQMS self-evaluation. One of these is the measuring instrument with targets that I have to follow strictly. There is no opportunity to contribute to curriculum planning and improvement by consulting other teachers and through research as compared to self-directed supervision. It is obvious that IQMS-self-evaluation cannot be compared with the self-directed supervision approach.

Both focus group interview results and focus group strongly disagreed that IQMS self-evaluation complies with the Total Quality Management principles. This confirms that self-evaluation is associated with a lack of supportive strategies for promoting quality improvement as compared to the self-directed supervision approach.

5.5.8 Perceptions regarding compliance of the implementation of the IQMS peer-evaluation process with Glatthorn's (1999) peer supervision performance-improvement strategies.

In the context of this study, peer supervision apart from clinical supervision and self-directed supervision is another strategy for implementation of the developmental supervision strategy. Peer supervision involves two or more teachers working together willingly for professional growth through observing each other's lessons, having constructive discussions and giving feedback regarding curriculum planning and implementing as well as the instructional improvement as advocated by Glatthorn, et al. (2007:262). It has also been realised that within the IQMS implementation process there is a peer-evaluation strategy.

The quantitative survey findings indicated that school-based managers and educators believe that practical implementation of IQMS peer-evaluation does not comply with peer supervision performance -improvement strategies (Refer to Tables 5.65 to 568). Unlike peer supervision, these quantitative results indicated that teachers, during the IQMS peer evaluations, are not given an opportunity for professional guided discussion and focusing on teaching as a process of thinking and enhancing reflective practice. Both survey and focus group results indicated that IQMS peer evaluation does not involve peers in curriculum development featuring teachers working together on such themes as operationalizing the existing curriculum, adapting the curriculum to the classroom, and enriching the existing curriculum by inventing and developing new curriculum units and materials. Teachers have no room for the analysis and discussions and peer coaching. There is hardly time to analyse the problems they face daily. There is little or no time for the development of feasible solutions that result in changes in teaching methods and skills during IQMS peer evaluation.

Focus group interviews supported the above quantitative results by confirming that the IQMS peer evaluation does not comply with the self-directed supervision strategy. Focus group interviewees explained that a peer is included in the evaluation team but does not have any role in terms of decision sharing, participation and contributions. Focus group interviewees went further by describing the prescriptive and directive nature of IQMS peer evaluation as characterized by informing, controlling and directing by means of a hierarchical structure. The following comments from the educators confirm the same view:

Peter: *“I am worried about how IQMS peer-evaluation is conducted.”*

Philip:

There is completely nothing like peer coaching where curriculum problems are studied in order to come up with workable solutions.

Emma: *“We don’t want army commanders in our classrooms.”*

Considering that the majority of the participants were not happy with practical peer-evaluation processes, it confirms that there is non-compliance with the TQM principles. The comments also indicate that peer evaluation as part of IQMS does not match the peer supervision strategy. This confirms that IQMS-peer evaluation cannot be regarded as an effective approach to improve quality of teaching as compared to peer-supervision.

5.5.9 Perceptions on the level of compliance of the peer supervision strategy with the TQM principles

Quantitative results indicated that both school-based managers and educators believed that peer supervision complies with TQM principles with the following characteristics: empowerment, teamwork, continuous improvement, training and re-training, customer satisfaction, culture change and democratic leadership styles (Refer to table 5.70 to 5.78). Focus group interviewees elaborated on the quantitative findings by clarifying that the same TQM principles are associated with collaboration, participation, self-motivation, collegiality, consultation, total involvement and culture change all linked to improvement of quality teaching . This is clear when considering the following recorded comment:

Thembi (principal) said that:

By entirely relying on the definition and descriptions of peer supervision, I can easily pick up very important elements of mutual understanding whereby educators work as colleagues and professional teams by consulting each other in teaching and learning matters. Just like self-

directed supervision, teachers work independently and freely without much interference from the school-managers. The only mistake that most managers do is to associate peer supervision or group work as some form of conflicting divisions among staff members that ends up in some form of gossiping or....

In other words, the results confirm that the peer supervision strategy can be utilised to implement the TQM principles effectively. This also confirms that peer supervision as a strategy, can be used as one of the strategies of improving quality of teaching.

5.5.10 Perceptions regarding compliance of the practical implementation of the IQMS peer evaluation with the TQM principles

Quantitative results indicated that the school-based managers and the educators perceived that practical implementation of the IQMS peer-evaluation did not comply with TQM principles (Refer to tables 79 to 87). This seemed to be in contrast with the theoretical content of the IQMS peer evaluation process which allows participation of peer teachers as a form of empowerment during the evaluation process IQMS manual (Section A 2003:13). However, the reasons for the quantitative responses were confirmed and elaborated by the focus group interview which associated lack of flexible structures with depriving educators' involvement in policy planning of evaluation processes. The focus group interviews clarified that prescribed documents are a challenge to implement particularly where there is no collaboration and participation of school-based managers and educators.

This is confirmed by the following focus group comments from a few principals:

John:

It is the policy which guides us the way we should conduct peer supervision. IQMS policy document basically stipulates that whoever is chosen as the peer cannot observe the lesson without the accompaniment of a manager (HOD).

Maria:

Peer evaluation is not done as an independent process but incorporated during the IQMS implementation process.

Despite the fact that the IQMS Manual (Section A 2003:26) stipulates that the DSG and the educator should work together to develop a Personal Growth Plan (PGP) which includes targets and time-frames for improvement, focus group interviewees insisted that teamwork is difficult to effect where teacher evaluation procedures are prescribed. Focus group interviews clearly indicated that IQMS peer evaluation practically lacks empowerment, team-work, democracy, and continuous improvement and training. Focus group interviewees elaborated on this by indicating that for professional development, the same TQM principles are associated with collaboration, participation, self-motivation, collegiality, consultation, total involvement and culture change which seem to be lacking during the IQMS peer evaluation process. This implies that IQMS peer evaluation implementation is currently not conforming to improvement of quality of teaching. These results therefore confirm that peer evaluation does not practically conform to the TQM principles. In other words, it is a strategy that has failed to uplift the performance of educators.

5.5.11 Perceptions regarding compliance of the qualities of the SMT/SDT with connoisseurship supervision performance improvement strategies

In the context of this study, a connoisseur has a broad understanding of a subject and in this respect, displays knowledge and good supervision skills (Eisner 1998). Connoisseurship supervision is one of the implementations of the developmental supervision approach according to this study.

Survey results indicated that school-based managers and educators believe that qualities of school managers and the DSG in their school organisation do not comply with that of connoisseurship supervision (Refer to table 5.88 to 5.91). These connoisseurship qualities are associated with knowledge and experience of the subject area, knowledge and techniques of classroom observation and conferencing skills, vision, motivation and organisational skills and relevant knowledge and techniques in diagnosing levels of educators' expertise and commitment, and matching with the appropriate developmental supervision strategies. Focus group comments support the quantitative findings as indicated by the following:

Joe (Educators):

Should have high qualifications in educational management and the subject/subjects of specialisation.”

Peter: (Educator)

Should have several years of experience at that level and in that subject area including supervision experience.

In comparison to the characteristics of the connoisseurship supervision strategy, the focus group participants also indicated that they lost confidence in the capability of performance evaluators in the implementation of IQMS. This incapability is linked with a lack of knowledge and expertise in the supervision process as well as proper supervisory procedures. Compare the following selected comments from educators:

Meriam:

During the implementation of IQMS from my experience, school-based managers lack content of the subject matter. They also lack proper knowledge of teaching methods and lesson planning skills.

Joe:

School-based managers lack motivational skills such as encouraging, providing rewards and reinforcement...

Findings confirm that during IQMS implementation, school managers and the other members of the performance evaluation team have less knowledge in observing and conferencing skills as determined by teachers' levels of expertise and commitment. The latter aspects are also affected by a difference in the different socio-economic backgrounds. Findings generally indicate that school-based managers and educators who lack qualities of connoisseurship

supervision conduct IQMS. The implication is that the connoisseurship strategy can be used effectively during implementation of the developmental supervision model to ensure improved performance.

5.5.12 Perceptions regarding the level of compliance of connoisseurship supervision with the TQM principles

Quantitative responses indicated that school-based managers and educators strongly agreed that connoisseurship supervision complies with TQM principles (Refer to table 5.93 to 5.101. This impacts on TQM which entails that each and every teacher in education be involved in quality improvement activities and practices. This is based on the view that if a supervisor possesses vision, motivational skills, and organisational skills during classroom observation and conferencing, there is a good chance of implementing TQM principles effectively. Focus group interviews support this view. Compare the following recorded comments:

Thompson (Principal):

A supervisor should demonstrate commitment to teaching and must be concerned with teachers' development.

Thompson (Principal): *“Generally seen to be an exemplary educator.”*

Wilson (Principal):

Both school-based managers and educators should have proper training in the implementation of TQM approaches.

5.5.13 Perceptions regarding the application of the developmental supervision implementation strategies according teachers' levels of expertise and commitment

Quantitative results indicated that the majority of respondents perceived that the developmental supervision implementation strategies can be applied as tools for improving quality of teaching according to teachers' levels of expertise and commitment based on the following (Refer to table 5. 102 to 5.105):

- Application of the self-supervision strategy to teachers or groups of teachers functioning at generally high developmental levels of expertise and commitment;
- Application of the peer supervision strategy to teachers or groups of teachers functioning at high and moderate developmental levels of expertise and commitment;
- Application of the clinical supervision strategy to teachers functioning at both low, moderate and high developmental levels of expertise-and commitment;
- Application of the connoisseurship supervision strategy to teachers operating at low, moderate and high developmental levels of expertise-and commitment.

There was consensus among focus group participants that educators need to be treated as adults with dignity and politeness taking into consideration that they have different levels of development. This is supported by some of the selected comments from educators during the focus group interviews:

Sam: *“An adult can work with self-direction.”*

Jim: *“Adults just like children learn in relation to their levels of development.”*

Emelda:

Educators are motivated to learn from an internal push as a result of willingness not push- push from outsiders.

Tom:

They must be given chance for creativity in order to make successful contributions in the curriculum issues.

Focus group interviewees also explored the subject concerning how educators' levels of expertise and commitment can be diagnosed and matched to the appropriate supervision strategy during the implementation of the developmental supervision model. Focus group interviewees indicated that the clinical supervision strategy can be effectively used for identifying and classifying teachers according non-directive supervisory approaches, directive approaches and collaborative approaches. This is clear when studying one of the following comments:

Ellen (educator) said:

I liked one of the participants who described clinical supervision in the context of a patient and a nurse where the interaction is linked with diagnosing and giving the appropriate treatment. Similarly, clinical supervision can be utilised to diagnose educators according to their levels of performance in order to apply a suitable supervision strategy.

The implication of the findings is that clinical supervision can be applied to teachers functioning at low, moderate and high developmental levels of expertise and commitment as a way of enhancing performance. It is also clear that teachers can be exposed to more than one approach at the same time depending on the prevailing situation for that particular time.

Some of the SMT members, during the focus group interviews, with regards to self-directed supervision, indicated that the strategy was only suitable for teachers functioning at generally high developmental levels of expertise and commitment because they are mature, experienced and self-motivated to work and fully prepared to assume full responsibility for decision making regarding planning and implementing the instructional improvement plan. Compare the following selected comments:

Joe (Educators):

It gives some form of individual authority to work and achieve independently.”

Nyasha (HOD)

The teachers work in a free atmosphere that forces him to work committedly.

Other focus group participants suggested that all teachers performing at all levels of expertise and commitment should be exposed to both self-directed and peer supervision. Few of the participants agreed to the suggestion though they were reminded that the main aim of the developmental supervision through the application of the clinical supervision is to promote educators from being directive to self-dependence (self-directed supervision). Furthermore, focus groups made contributions that the supervision cannot be implemented in isolation. What emerged was appreciation of the need to integrate all the supervision strategies during the supervisory process. Compare the following comment:

Jim, an educator said:

But let's not forget that this depend on the prevailing situation and current curriculum problems that need to be addressed. I feel that clinical supervision allows the supervisor to conduct all the supervisory strategies during the cyclic stages of supervision, such as peer-supervision and self-directed supervision depending on the prevailing situation according to their levels of expertise and commitment.

Another important factor noted during the focus group interviews was the view that developmental supervision cannot be conducted by supervisors who lack connoisseurship qualities such as high levels of supervisory expertise, knowledge, experience and judgmental skills.

Focus group interviewees condemned the IQMS evaluation system, for lack of considering educators' contextual factors during IQMS implementation. The participants felt that all teachers should not be evaluated using the same instrument, standards, and criteria because of their differences in experience and background. This is indicated by one of the following selected comment: Primrose, one of the HODs who is also involved in IQMS performance evaluation said that:

It seems difficult to evaluate teachers uniformly considering that their rate of growth and development is never the same. IQMS does not consider investigating the teacher's status in terms of level of development, commitment and expertise, which may be affected by different social, economic, political or geographical factors so as to apply an appropriate supervisory approach.

It is very interesting and important to note from the above discussion that clinical supervision, self-assessment supervision, peer supervision, and connoisseurship, are the main identified strategies of implementing the developmental model of supervision. The findings indicate that there is a consensus among school-based managers and educators that the above elements of the developmental supervision implementation strategies improve teacher performance according to their levels of expertise and commitment.

5.5.14 Perceptions regarding the effectiveness of the developmental supervision as a possible tool for improving quality of teaching

Quantitative results indicated that a large number of the school-based managers and educators perceived that the developmental supervision model is an effective tool or improving quality of teaching based on the following (Refer to table 5.106 to 5.108) :

- Incorporating elements and components of the clinical supervision, self-directed supervision, peer supervision, and connoisseurship supervision strategies;
- Recognising teacher performance improvement strategies according to different levels of expertise and commitment;
- Effective implementation of Total Quality Management principles.

The focus group interview results also confirm that developmental supervision is a possible tool of improving quality of education. Developmental supervision integrates all the characteristics and descriptions of the clinical supervision strategy, the self-directed supervision strategy, peer supervision and connoisseurship supervision strategy with the capacity to cater for individual teachers' levels of expertise and commitment. This tendency is echoed in the following selected comment:

Jim (Educator):

I feel that clinical supervision allows the supervisor to conduct all the supervisory strategies during the cyclical stages of supervision, such as peer-supervision and self-directed supervision..."

The focus group interviewees also agree with the quantitative survey findings that developmental supervision is a possible tool for developing quality of teaching based on its characteristics and descriptions matching the TQM principles. TQM principles may have been perceived to have a positive influence on improving the teacher's performance. The interviewees further indicated that with regard to the nature of the characteristics of the supervision strategies, the developmental supervision is characterised by continuous development and improvement of every educator. It is an empowering approach and it involves personal and collective training of staff, which eventually integrate total involvement of everyone in upgrading educational standards of the whole school. This integration is confirmed by the following comments from focus group interview participants:

Tim:

It empowers the educators to work on their own towards the upgrading of school standards.

Esther (HOD): *"It involves growth and development."*

Ronold (Vice principal): *"The most interesting approach is of team-work".*

Cindy (Educator):

Involving every educator in school development activities create a feeling of acceptance and belonging to the institution.

The focus groups also indicated that developmental supervision is the most appropriate approach for teamwork, collaboration and total participation of everyone in the organisation. The focus groups also indicated that during the developmental supervision process, there is creation of an open culture that is friendly and collegial as suggested by the management support team. Commitment is regarded as essential when carrying out the supervision strategies.

5.5.15 Summary

In this chapter, quantitative (questionnaires) and qualitative (focus group interviews) have been analysed separately. This was followed by synthesising and integrating both quantitative and qualitative results. The next chapter focuses on the discussion of the findings, recommendations, conclusion and limitations of the study.

CHAPTER 6
DISCUSSION OF FINDINGS, RECOMMENDATIONS, CONCLUSIONS
AND LIMITATIONS OF THE STUDY

6.1 INTRODUCTION

“Successful education outcomes also depend upon empowering, motivating and training...Quality Management seeks to monitor and support these processes” (IQMS document (Section A, 2003: 3). A quick review of this IQMS statement makes one to wonder as to whether this vision has been maintained or achieved in the South African education system. According to research results and literature analysis of this study, it shows that IQMS decision making processes threaten successful implementation of the TQM principles including empowerment, motivation and training. The research results indicate that the whole process seems to resemble negative forms of evaluation such as bureaucratic control, prescriptions, directives, authoritativeness characterised by inspectorate and scientific supervision. The prescribed standardised measuring instrument seems to be controlling and guiding the evaluation process in a rigid and hierarchical manner which according to the literature study affects performance negatively (Glickman, et al., 2004: 8; Daresh, 2002:4; Madziyire, 2000:15; Daresh, 2002:4; Sergiovanni & Starrat, 2007:1; Owen, 1995: 117; Nolan & Hoover, 2005:23, Hariparsad et al., 2008:8, 2013).

In line with the above assertion, there is also a problem in expecting appraisers to use the same standardised instrument to evaluate educators for developmental purposes. An important condition for effective developmental appraisal should be contextual and negotiated with educators (De Clercq, 2008:14).

IQMS implementation according to research findings is reflecting what Sergiovanni and Starrat, (2007:15) refer to as the scientific and inspection models of supervision characterised by directives, lack of creativity among workers and strict reliance on external authority in the form of prescriptive instructions (See sub-section 2.2.3)

In view of the above discussions, the following section gives a summary of the manner in which the main research question was answered.

6.2 DISCUSSION OF FINDINGS OF THE RESEARCH STUDY

Sub question 1 involved investigation of the perceptions of primary school-based managers and educators regarding the effectiveness of the implementation of Total Quality Management principles on improving quality of teaching. Both the survey findings (see section 5.5.2.) and focus group findings (see section 5.6.1.1) confirmed strongly that TQM principles have a positive influence on improving quality of teaching. The implication of the findings is that a supervision approach that complies with the TQM principles is a possible tool for improving quality of teaching. In other words, the same supervision approach can be applied to implement the TQM principles to ensure improved teacher performance effectively. The literature study confirms that there is an association between professional growth, academic achievements and democratic approaches to leadership, a supportive culture, empowerment, commitment, teamwork and total participation (Steyn, 2006, 2007; Salleh, 2007:2; Hallinger & Heck, 2010:95; Goetsch & Davis, 1994: 224; Lunenburg & Ornstein, 2004:20).

Sub-question 2 involved the investigation of the perceptions of the South African primary school-based managers and educators regarding the effectiveness of the developmental supervision approach as a possible tool for improving quality of teaching by means of the clinical supervising, self-supervision, peer supervision and connoisseurship strategies as related to IQMS implementation in compliance with TQM principles. Both survey results (see section 5.5.3.1 to 5.5.3.11) and focus group interviews (see section 5.6.1.2 to 5.6.1.10) indicated that unlike the IQMS implementation process, the developmental supervision model can be effectively used as a possible tool for improving quality of teaching through the application of the clinical supervision, self-directed supervision, peer supervision and connoisseurship supervision strategies because of the performance improvement strategies that comply with TQM principles. Both quantitative results (see section 5.5.3.1 to 5.5.3.11) and qualitative results (see section 5.6.1.2.to 5.6.1.10) also indicated that the IQMS performance improvement strategies resembled the past evaluation systems which were associated with poor quality of teaching due to performance improvement strategies that are non-developmental for lack of compliance to TQM principles. In the South African education system, literature analysis (Ntombela et al., 2010) confirms that the previous

performance evaluation systems characterised by the inspection approach were not developmental due to a lack of teacher empowerment and professional motivation. In view of this, research associates poor performance with a lack of morale, commitment, motivation and empowerment (Mestry et al., 2009:477).

Sub question 3 involved the investigation of the perceptions of the South African primary school-based managers and educators regarding effectiveness of the developmental supervision implementation strategies as possible tools for improving quality of teaching by means of the clinical supervision, self-supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment. Both quantitative survey (5.5.3.12) and focus group interviews (5.6.1.12) indicated that the developmental supervision is a possible tool for improving quality of teaching by means of catering for teachers' differences in their levels of expertise and commitment which ensures successful professional development for performance enhancement with regards to the following perceptions:

- Application of self-directed supervision to teachers functioning or groups functioning at generally high developmental levels of expertise and commitment improves performance. This is apparently because they are autonomous, explorative, and creative (Glickman et al., 2007:157);
- Application of peer- supervision strategy to teachers functioning or groups functioning at generally high and moderate developmental levels, of expertise, and commitment improves performance. According to literature, such teachers are ready for self-directedness as characterised by the self-directed supervision strategy because of being creative, explorative and autonomous (Glickman et al., 2007:329);
- Application of the clinical supervision to teachers functioning at low, moderate and high development level of expertise and commitment improves performance. Directive informational, collaborative and non-directive supervisory approaches are all consistent with clinical supervision (Glickman et al., 2007:329). In clinical supervision, the teacher and supervisor communicate as colleagues, with the teacher identifying concerns and the supervisor assisting the teacher in analysing and improving teacher performance (Wiles & Bond, 2000:276);

- Application of the connoisseurship supervision to teachers functioning at low, moderate and high development level of expertise and commitment improves performance. A connoisseur is associated with high descriptive and interpretative skills due to subject expertise and supervision experience (Eisner, 1998:6; Madziyire, 2000:39).

In other words, this part of the research findings seem to indicate that a supervision approach that also caters for teachers' differences in their levels of expertise and commitment ensures successful professional development for performance enhancement. As part of the implications of the findings, treating teachers according to their developmental stages in terms of their expertise and commitment makes the developmental supervision a possible tool for improving quality of teaching.

Sub question 4 involved investigating the perceptions of the South African primary school-based managers and educators regarding effectiveness of the developmental supervision model on improving quality of teaching by integrating the elements and components of clinical supervising, self-supervision, peer supervision, and connoisseurship strategies with regards to teachers' levels of expertise and commitment and implementation of TQM principles. Firstly, both the findings of the survey (see section 5.5.3.13) and the interviews (see section 5.6.1.12) confirmed that the developmental supervision model can be used successfully as a tool for improving quality of teaching. This is based on its capacity to intergrate the characteristics and components of of clinical supervising, self-supervision, peer supervision, and connoisseurship strategies with regards to teachers' levels of expertise and commitment. The literature analysis (Glickman et al., 2007:329; Heystek, 2011:456) also confirms that the clinical supervision, self-directed supervision, peer supervision and connoisseurship supervision approaches are characterised by effective performance improvement strategies which caters for different stages of professional development.

Secondly, the quantitative results (see section 5.5.3.13) and the qualitative results (see 5.6.1.2 to 5.6.1.10) confirms that the developmental supervision model is a possible tool for improving quality of teaching because of its characteristics that have also been confirmed to match the TQM principles. These principles are perceived to have a positive influence on improving teachers' performance according to quantitative results (see section 5.5.2.) and

qualitative findings (see section 5.6.1.1). The developmental supervision approach is then seen as a model that can be used to effectively implement TQM principles to ensure quality improvement. One important finding of this research is the realisation that a developmental supervision approach that incorporates the TQM theoretical framework seems to close the gap between past supervision approaches and the current Total Quality focused management. Literature review confirmed that there is a link between developmental supervision strategies, TQM principles and improvement in the quality of teaching (Daresh, 2007:315; Sergiovanni & Starratt, 2007:234; Glickman et al., 2007:329; Madziyire, 2000). The literature review also confirms that previous evaluation systems in the South African education failed to effectively implement TQM principles (Grobler, 1993:92; Ngwenya, 2003:31; De Clerq, 2008:1).

As part of the implications of the findings of this research, the integration of the clinical supervising, self-supervision, peer supervision, and connoisseurship strategies during the implementation of the developmental supervision model may solve both the previous and current challenges of teacher supervision and evaluation challenges not only in the South African education system but also from an international perspective to achieve better quality performance of teachers.

The research questions were thus fully answered through the research and the study contributed the following new insights. One of the major contributions of this study was the ability to shed light on the possibility of implementing the developmental supervision approach model for improving quality of teaching, particularly in the primary schools and the South African education system in general by incorporating the application of the TQM theoretical framework. It is anticipated that this form of theoretical integration can enrich the application of the developmental supervision model in order to ensure improved quality of teaching. Another important contribution of this study is the ability to inform the stakeholders of the effectiveness of the developmental supervision as a possible tool for improving quality of teaching by integrating the clinical supervision approach, self-directed supervision, peer supervision, self-directed supervision and connoisseurship supervision approaches taking into consideration different developmental needs and circumstances of educators. This implies that one cannot expect improved performance where educators are evaluated uniformly using the same instrument and standards despite their different levels of

expertise and commitment as well as different social and economic backgrounds as the case with the IQMS implementation process.

The results of this study also provide meaningful insights into the perceived roles of developmental supervision and evaluation strategies in the context of the following strategies:

- Peer supervision versus peer evaluation;
- Clinical supervision versus the whole performance evaluation process;
- Self-directed supervision versus self-evaluation;
- Connoisseurship supervision versus qualities of the School Management Team (SMT) or the Staff Development Group (SDT).

Apart from the findings of this study that support the perception that the roles of developmental supervision goes beyond evaluation of teachers' performance (Minnear-Peplinski, 2009:19) with regards to improvement of the quality of teaching, this study also maintains that developmental supervision is a an approach that can be effectively used to implement the TQM principles. Lastly, the study has been relevant to the South African teacher evaluation and supervision challenges whereby the development supervision model can be effectively used to implement the Integrated Quality Management System (IQMS) by means of performance improvement strategies that are perceived to genuinely depend upon empowering, motivating and training for continuous improvement.

6.3 RECOMMENDATIONS

In the light of the above discussions, it is recommended that The South African Department of Basic Education should promote implementation of the Total Quality principles by means of the developmental supervision model approach in order to troubleshoot teacher evaluation problems facing the South African schools according to the recommendations to be discussed in the next section. These recommendations are aligned with the principles of a combination of the developmental supervision theoretical approach (Glickman, 1980, 1981, 1985, 1990) and the Total Quality Management theoretical framework (Dale, 1999, 2003; Hayward, 2006, 2008).

6.3.1 Recommendation 1: IQMS evaluation process

It is recommended that the IQMS evaluation process characterized by the pre-evaluation stage, lesson observation and post conference analysis be replaced by Cogan's (1973) clinical-supervision process comprising the following stages for performance improvement:

- Establishing the teacher supervisor relationship;
- Planning lessons, series of lessons or unit with the teacher including formulation of objectives activities, materials to be used, methods as well as feedback strategies;
- Planning strategies for observation;
- Observing instruction in a collaborative manner;
- Analysing the teacher learning process;
- Conducting the supervisor-teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation;
- Planning the supervisor- teacher conference for feedback of the teaching and learning process by way of decision sharing and consultation;
- Renewed planning encompassing mutually agreed changes.

The above recommendation is based on the findings of this study, which suggest that application of the clinical supervision strategy to teachers operating at low, moderate and high developmental levels of expertise-and commitment improves quality of teaching. This is also based on the findings that indicate that clinical supervision complies with TQM principles.

6.3.2 Recommendation 2: IQMS self-evaluation process

It is recommended that the IQMS self-evaluation process should be replaced by the self-directed supervision characterised by the following performance improvement strategies as proposed by Glickman et al. (2004:5):

- Teacher assuming full responsibility for decision marking regarding planning and implementing the instructional improvement plan;

- Making visits to the classroom of several expert teachers for the purpose of comparing expert teaching to one's own teaching, and identifying self-improvement goals based on such comparison;
- Videotaping one's own teaching across several lessons, and then analysing teaching performance while reviewing the videotape;
- Marking surveys or questionnaires administered to students or parents;
- Interviewing supervisors, peers, students, or parents about effective teaching and learning or about one's own instructional performance;
- Keeping a journal of teaching experience, problems, and successes, accompanied by critical reflection for the purpose of instructional improvement;
- A comprehensive review of student achievement on traditional tests as well as student projects, presentations, portfolios, social behaviour, and so on;
- Development of teaching portfolio for the purpose of self-reflection and analysis.

The above recommendation is based on the research findings of this study, which suggest that application of the self-directed supervision strategy is recommended for teachers or groups of teachers functioning at generally high developmental levels of expertise and commitment. This is also based on the findings that indicate that self-directed supervision complies with TQM principles.

6.3.3 Recommendation 3: IQMS peer evaluation process

It is recommended that the IQMS peer-evaluation be replaced by the peer supervision which is characterised by the following performance improvement strategies as proposed by Glatthorn (1999) as outlined by (Sergiovanni & Starrat, 2007:262):

- Professional dialogue among peer teachers aimed at enhancing the teaching and learning process;
- Peer supervision featuring proper curriculum planning, implementation and resource development;
- Lesson observations among peers followed by analysis, discussions and feedback;
- Collaborative development among peers focusing on developing teaching strategies and skills through workshops and lesson observations;

- Conducting action research in order to come up with possible solutions for enhancing quality of teaching.

This recommendation is based on the research findings that suggest that application of the peer supervision strategy to teachers or groups of teachers functioning at high and moderate developmental levels of expertise and commitment improves quality of teaching. Research findings also indicate that peer supervision complies with the TQM principles.

6.3.4 Recommendation 4: SMT/SDG leadership qualities

It is recommended that the SMT/SDG be trained or appointed taking into consideration the following connoisseurship supervision performance improvement strategies as advocated by Eisner (1998:63):

- Knowledge and experience of the subject area;
- Knowledge and techniques of classroom observation and conferencing skills;
- Possess vision, motivation and organisational skills;
- Knowledge and techniques in diagnosing levels of educators' expertise and commitment, and matching with the appropriate developmental supervision strategies.

Connoisseurship supervision has been found suitable for teachers operating at all levels of expertise and commitment for improvement of the quality of teaching. Findings of this study also indicated that connoisseurship supervision strategies comply with the TQM principles.

6.3.5 Recommendation 5: Designing supervision policies

When planning and designing teacher supervision policies, there is a need for the South African Department of Basic Education to involve the educators in decision sharing and participation. In fact, more input should start at school level considering that school-based managers and educators are the daily implementers who understand curriculum challenges on a daily basis. They should be given a chance to contribute and set educational principles that are aligned to prevailing circumstances and contexts where teachers find themselves in,

taking into consideration their different socio economic backgrounds, school resources, and school leadership. This will avoid rigidity, directives, and bureaucratic and hierarchical structures without them being able to make any input as characterised by IQMS evaluation systems.

6.3.6 Recommendation 6: Promotional post

When deciding on promotional posts at primary school level, there is a need for the South African Department of Basic Education to consider appointing HODs and other School Management Teams based on subject specialisation, teaching experience and supervision and management qualifications preferably at honours and masters level for effective delivery of the curriculum related matters.

6.3.7 Recommendations for further research

Further research should be undertaken on how inquiry-based supervision should be incorporated formally, during the implementation of the developmental peer supervision strategy, to fully enhance the developmental supervision model. This recommendation is based on the literature study (Sergiovanni & Starrat, 2007: 274) which perceives that inquiry-based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or team of teachers work together to identify problems, test the problems and finally arrive at conclusions that they share.

6.4 CONCLUSIONS

It can, therefore, be deduced from the analysis of the quantitative survey, focus group interviews and literature study, that developmental supervision is perceived to be a tool fit for improving quality of education firstly because of its capacity to cater for individual teachers' levels of expertise and commitment. Secondly, it can serve as a tool for developing quality of teaching because of its characteristics that match the TQM principles, which have been perceived to exert a positive influence on improving teacher performance. In the South African education context, the results indicated that to ensure improved quality teaching, the IQMS evaluation process should be replaced by the developmental supervision strategies

comprising of clinical supervision, self-directed supervision, peer supervision and connoisseurship supervision.

Applications of the identified supervision strategies seem to integrate all TQM principles in the school performance improvement culture. Survey, focus group and literature analysis results have indicated that the supervision strategies comprising of the clinical supervision, self-directed supervision, peer supervision and connoisseurship supervision cannot be implemented in isolation, rather, there is need for an integrated approach into one main supervision system as reflected by the developmental supervision model (Daresh, 2007; Sergiovanni & Starratt, 2007; Goldhammer et al., 1983; Nolan 2005; Tanner & Tanner, 1987; Glickman et al.,2007; Olivia & Pawlas, 1997; Wiles & Bond, 2000).

It is therefore imperative to note that all the findings, recommendations and the conclusions reached by the researcher unlike similar studies have advanced the developmental supervision theory by incorporating the TQM theoretical framework so as to enhance quality initiatives.

Although the study succeeded in generating the findings on which the recommendations of the study are based, the following limitations were noted during the course of the study.

6.5 LIMITATIONS OF THE STUDY

The research had the following limitations:

The primary goal of this research was to investigate the perceptions of the school-based managers and educators on the effectiveness of the developmental supervision model as a possible tool for improving quality of teaching. This study, however, demonstrates both strengths and the limitations of such an investigation. Although the random sampling during the quantitative phase represented a large geographical area and representing subjects in all the 15 districts of Gauteng Province, the sample size, typical of qualitative research is the obvious limitation of the study. Because of administrative costs and time limitations, only three districts were conveniently selected in Gauteng to represent the qualitative (focus group interviews) of this research. This form of sampling is biased possibly, as different results

would have been obtained if more districts were involved to support the quantitative results. Other schools in other districts and circuits could have expressed other viewpoints with regards to the interview questions. Despite these limitations, data gathered from the focus group interviews yielded key areas that contributed to a better understanding of the quantitative research question considering that the participants of each focus group were purposefully sampled based on the participants' knowledge, experience and expertise depending on the official information collected from relevant Department of education district officials.

Although random sampling is highly representative if all subjects participate, this was not possible during the quantitative research phase of this study due to the fact that a few of the expected respondents could not return the mailed questionnaires and hence data analysis was affected. This was due to the fact that a few of the sampled schools were located in remote places (Farm schools) of Gauteng where accessibility was a problem for both hand delivered questionnaires and postal services. Another challenge was that due to work schedules and other commitments, some of the initially selected respondents were not available. This drawback was especially encountered during the collection of questionnaires. Their contribution could have given more views to enrich the necessary information in order to answer the research question.

REFERENCE

- Acheson, K. A., & Gall, M. D. 1997. *Techniques in the clinical supervision of teachers: Pre-service and in-service applications*. 4th ed. White Plains, NY. New York, NY: McGraw Hill.
- Akinwumiju, J.A. & Agabi, C.O. 2008. *Foundations of School Management*. Port Harcourt: University of Port Harcourt Press.
- Alnsour, M. & Aboyassin, N. A. 2011. Achieving total quality management using knowledge management practices: A field study at the Jordanian insurance sector. Available at <http://www.seipub.org/emr/aperInfo.aspx?ID=2545>. (Accessed on 2015/01/03)
- Anderson, G. 1990. *Fundamentals of Educational Research*, London: The Falmer Press.
- Ary, D., Jacobs, L.C., & Sorenson, C.K. 2010. *Introduction to research in education*. 8th ed. Belmont, CA: Wadsworth Publishing Company.
- Aune, A. 1992. Teams and TQM. Hertfordshire, *England*: Technical Communications.
- Avalos, B. 2011. Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1) 10-20.
- Babbie, E. 2004. *The practice of social research*. 10th ed. Belmont: Woodsworth: Thomson Learning.
- Babbie, E. 2013. *The practice of social research*. 13th ed. Belmont: Woodsworth: Thomson Learning.
- Barbour, R. & Kitzinger, J. 1999. *Developing Focus Group Research: Politics, Theory and Practice*: London.

- Barnes, G. GoreL,L., Down, G. & McCann, D. 2000. *Systemic Supervision: A Portable Guide for Supervision Training*. London: Jessica Kingsley Publishers.
- Belle, L.J. 2007. The role of secondary school principals in motivating teachers on the Flacq District of Mauritius. M.Ed. dissertation. University of South Africa, Pretoria.
- Best, J. W. & Kahn, J.V. 1993. *Research in Education*. Boston: Allyn and Brown.
- Biputh, B. & Mckenna, S. 2010. Tensions in the quality assurance processes in post-apartheid South African schools. *Compare*, 40(3) May: 279-291.
- Bisschof, T. & Mathye, A. 2009. The Advocacy of An Appraisal System for Teachers: a case study. *The South African Journal of Education*, EASA 29: 393-404.
- Blasé, J. & Blasé, J. 2000. Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. Bradford: *MCB University Press*.
- Bonstingl, J.J. 1995. Introduction: Creating schools of quality- an introductory workshop. Maryland: Centre for Schools of Quality.
- Bonsting, L.J.J. 1992. *School of quality: An introduction to total quality management in education*. Boston: Mac Graw-Hill.
- Borg, W.R. & Gall, M.D. 1989. *Educational research*, London: Longman.
- Bowring-carr, C. & West-burnham, J. 1994. *Managing Quality in Schools: A Training Manual*. London: Longman.
- Bubb, S. & Earley, P. 2010. *Helping Staff Develop in Schools*. London: SAGE.

- Burton, L., Carper, K.C. & Wilburn, V. 2011. The sociology of educational supervision and evaluation. *Journal of Cross-Disciplinary Perspectives in Education*, 4(1):24-33.
- Bush, T., Joubert, T., Kiggundu, E. & Van Rooyen, J. 2009. Managing teaching. Available at: [https://www.up.ac.za/dsplace/bitstream/2263/11085/1/Bush-Managing \(2009\). Pdf](https://www.up.ac.za/dsplace/bitstream/2263/11085/1/Bush-Managing%20(2009).pdf) [Accessed: 18/8/2014].
- Cates, W.M. 1985. *A practical guide to educational research*. New Jersey: Prentice Hall.
- Chao, C., Y., & Dugger, J.C. 1996. A total quality management model for instructional Supervision in Vocational technical programs. *Journal of Industrial Teacher Education*, 33(4):23-35.
- Christine, P. 2005. Leading Learning. Cutting edge seminar. Johannesburg Mathew Goniwe School of Leadership. (Online) Available from: <http://www.mgslg.co.za> (Accessed on 2014/01/27).
- ChishoLM, L. & Carnoy, M. 2008. Towards understanding Student Academic Performance in South Africa: A pilot study of Grade 6 Mathematic Lessons in South Africa: HSRC.
- Class Act, 2007. *IQMS implementation review, a Department of Education commissioned report*. Johannesburg: Class Act.
- Cloete, L.M. 2008. *Applied Research Methodology in Methodology in Information Science*. Pretoria: University of South Africa.
- Cohen, L., Manion, L. & Morris, K. 2000. *Research Methods in Education*. 5th ed. London: Routledge.
- Cogan, M. 1973. *Clinical Supervision*. Boston: Houghton Mifflin.
- Connelly, L. M. 2009. Mixed Methods Studies. *MEDSURG Nursing*, 18(1):31-32.

- Cord, B & Clements, M. 2010. Pathway for student self-development: A learning oriented internship approach. *Australian Journal of Adult Learning*, 50(2): 287-307.
- Cotton, K. 2004. *Applying Total Quality Management Principles to Secondary Education: Portland, Northwest Regional Laboratory.*
- Coyte R, Ricceri, F. & Guthrie, J. 2012. 'The *Management of Knowledge Resources in SMEs: An Australian Case Study*', *Journal of Knowledge Management*, 16(5): 789-807.
- Creswell, J.W. 2003. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches.* 2nd ed. California: SAGE.
- Cresswell, J.W., Plano Clark, V.L., Gutmann, M.L. & Hanson, W.E. 2006. *Advanced Mixed Methods Research Designs.* London: Sage
- Creswell, J. W. & Plano Clark, V. L. 2007. *Designing and conducting mixed methods Research.* Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. & Plano Clark, V. L. 2011. *Designing and conducting mixed methods Research (2nd edition).* Thousand Oaks, CA: SAGE.
- Cresswell, J.W. 2008. *Qualitative and Mixed Methods Research: Presentation at UKNZ, 15 October.* (Online PowerPoint presentation). Available from: <http://edstudies.uknz.ac.za>. (Accessed: 23/5/2010).
- Cresswell, J.W. 2012. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* 3rd ed. London: SAGE.
- Cresswell, J.W. 2013. *Research Design: Qualitative, and Mixed, Approaches.* 4rd ed. Lincoln: Sage publications.

- Christie, P. 2005. Leading Learning. Cutting Edge seminar. Johannesburg. Mathew Goniwe School of Leadership. (Online). Available from <http://www.mgslg.co.za/about-us/publications/cat-view/57-mgslg-publications.html>. (Accessed on 2012/05/03)
- Dahlgaard, J.J., KRISTENSEN, K., GHOPAL, K. & KHANJI, K. 2007. *Fundamentals of Total Quality Management*. Hoboken: Routledge.
- Dale, B.G. 1999. (Ed.). *Managing quality*. 3rd ed., pp. 3-33. Oxford UK: Blackwell-Business.
- Dale, B G. 2003. *Managing Quality*. (4th Ed). Oxford: Blackwell Publishers.
- Dale, H. Besterfield. 2009. 8th ed. *Quality Control*. Prentice Hall: New Jersey,
- Danielson, C. 2009. *Talk about teaching! Leading professional conversations*. Thousand Oaks, CA: Corwin Press.
- Dareh, J. C. 2001. *Supervision as Proactive Leadership*: Illinois: Waveland Press, Inc, Prospect Heights.
- Dareh, J. C. 2002. *What it means to be a principal: Your guide to leadership*. Thousand Oaks, CA: Corwin.
- Dareh, J. C. 2007. *Supervision as Proactive Leadership*: Illinois: Waveland Press, Inc, Prospect Heights.
- Darling-Hammond, L. 2006. Constructing 21st Century Teacher Education. *Journal of Teacher Education*, 57:1-15.
- Decenzo, D. A., Robbins, S. P., & Verhulst, S. L. 2010. *Fundamentals of Human Resource Management*. Danvers: Wiley plus.

- De Clercq, F. 2008. Teacher Quality, Appraisal and Development: The flaws in the IQMS. *Perspectives in Education*, 26:6-7.
- Djerdjour, M. & R. Patel. 2000. Implementation of Quality programmes in developing Countries: A Fiji islands case study. *Total Quality Management* 11(1):25-44.
- Delport, C.S.L. & Fouche, C.B. 2011. Mixed Methods Research. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. (eds.) 2011. *Research at Grass Roots for the Social Sciences and Human Service Professions*. 4th edition. Pretoria: Van Schaik.
- Deming, W.E. 1986. Out of the crisis. Cambridge: Cambridge: Cambridge University Press.
- Department of Education (DoE- Republic of South Africa). 2011. National Curriculum Statement: Curriculum and Assessments, Policy Statement (CAPS), Intermediate Phase Grades 4-6, Pretoria: Department of Education. Available at <http://www.education.gov.za/LinkClick.aspx?fileticket=cJymnBNB6FU> (Accessed on 2014.10.23)
- Department of Education (DoE-Republic of South Africa). 2011. National Curriculum Statement (NCS): National policy pertaining to the Programme and promotion Requirements of the National Curriculum Statement Grades R- 12. Available at <http://www.education.gov.za/LinkClick.aspx?fileticket=Rcf0UfEfk5s> (Accessed on 2014.10.23)
- Department of Education (DoE- Republic of South Africa). 2013. The Management Information Systems (EMIS) Directorate of the Gauteng Department of Education. Pretoria: Department of Education.
- Department of Education (DoE-Republic of South Africa). 1998. Development Appraisal for Educators, Pretoria Education Labour Relations Council: Pretoria: Government Printers.

Department of Education (DoE-Republic of South Africa). 2001a. National policy on WSE, Pretoria: Government printers.

Department of Education (DoE-Republic of South Africa). 2001b. Quality Assurance and Developmental planning, Pretoria: Government Printers.

Department of Education (DoE), 2000. Education human resource management and development. Guides for School Management Teams. Pretoria: CPT Book Printers.

Department of Education (DoE-Republic of South Africa). 2003a. Integrated Quality Management (IQMS). Pretoria: Government Printers.

Department of Education (DoE-Republic of South Africa). 2003b. Integrated Quality Management System (IQMS) Training Manual, Pretoria: Government Printers.

Department of Education (DoE-Republic of South Africa, 2003. Integrated Quality Management System (IQMS) for School-Based Educators, Pretoria: KZN Government printers.

Department of Education. 2006. *Education Statistics in South Africa at a Glance 2005*, Department of Education, Pretoria. Available at:

[Http://www.education.gov.za/emis/emisweb/statistics.htm](http://www.education.gov.za/emis/emisweb/statistics.htm): (Accessed on 07/05/2013)

Desimone, L. M. 2009. Complementary methods for policy research. Washington, DC: American Educational Research Association

De VoS A.S. 1998. Research at grass roots: A prime for caring Professions: Pretoria Van Schaik: 407

De VoS, A.S., Strydom, H. Fouche, C.B. & Delpont, C.S.L. 2005. *Research at grass roots: for the social sciences and human service professions*. 3rd ed. Pretoria: Van Schaik.

- Dhlamini, M.C. 2008. The instructional leadership role of the school principal in the improvement of the quality of education: A case study. M.Ed. Dissertation. Pretoria: University of South Africa.
- Dhlamini, J.J. 2009. The Role of Integrated Quality Management System to Measure and improve Teaching and Learning in South Africa F.E.T. Sector. University of South Africa.
- Dipaola, M.F. & Hoy, W.K. (2014). *Improving instruction through supervision, Evaluation and professional development*. Charlotte, NC: Information Age.
- Djerdjour, M. & R. Patel. 2000. Implementation of quality programmes in developing Countries: A Fiji islands case study. *Total Quality Management* 11(1):25-44.
- Downe, A. G. & Loke, S.P. 2012. "A structural Approach to integrating Total Quality management and knowledge management with supply chain learning." *Journal of Business Economics and Management*, 13(4): 776-800.
- Drysdale, L, Goode, H & Gurr, D. 2009. An Australian model of successful school leadership. *Journal of Educational Administration*, 47(6):697-708.
- Eady, C. & Zepeda, S. 2007. Evaluation, supervision and staff development under mandated reform: The perceptions and practices of rural middle school principals. *The Rural Educator*, 28(2): 1-7.
- ELRC (Education Labour Relations Council). 2003. Collective agreement number 8 of 2003, 23 August. Integrated Quality Management system. Centurion, Pretoria: ELRC.
- ELRC (Education Labour Relations Council). 2003. Integrated quality management system for school-based teachers. Centurion, Pretoria: ELRC.

- ELRC (Education Labour Relations Council), 2003. Policy Handbook for Educators. Durban: Chris Branon & Associates.
- Eisner E. W. 1998. The enlightened eye and the enhancement of educational practices. Upper Saddle River: N. J. Merrill.
- Eisner E. W. 1998. The kind of schools we need; Personal essays, Portsmouth, NH: Heinemann.
- Eng, Q. & Yusof, S.M. 2003. A survey of TQM practices in the Malaysian Electrical and Electronic industry: *Total Quality Management and Business Excellence*.14. (1) 63-77.
- Evans, J.R. & Dean, J.W. 2003. *Total Quality Management, organisation and strategy*. United States: Thomson Learning
- Fennimore, B.S. 1995. *Student- Centred Classroom Management*: Albany New York: Delmar: 216-217.
- Flick, U. 2002. *An Introduction to Qualitative Research*: Second edition. London: Sage.
- Gallie, M. 2006. *The implementation of the development appraisal in a low Functioning South African school*. Unpublished PhD thesis. Pretoria: University of Pretoria.
- Gall, M.D, Borg, W.R. Gall, JP. 1996. *Educational Research: An Introduction*: (5th edition) New York: Longman.
- Gall M.D. & Acheson K.A. 2011. *Clinical Supervision and Teacher Development*, Canada: John Wiley and Sons
- Gatiss, G.F. 1996. *Total Quality Management*. New York: Cassel.

- Gay, L.R. & Airsian P. 2003. *Educational Research: competencies for analysis and Applications: 7th Ed.* New Jersey: Merrill Prentice Hall.
- Gephart, R.P. & Richardson, J. 2008. *Qualitative Research Methodologies and International Human Resource Management.* In M. Harris (Ed.), *Handbook of research in international human resources* (pp. 29-52). Mahwah, N.J: Lawrence Earlbaum Associates.
- Gilbert, J. 2004. *How To Eat An Elephant: a slice by slice guide to Total Quality Management.* 3 rd ed. Wirral: Liverpool Business Publishing.
- Glasser, B.G. 1992. *The Quality School.* New York: Harper Perennial. 270.
- Glatthorn, A. A. 1999. Action research. *Journal of Staff Development*, 20, 22-25.
- Glatthorn, A.A. (1984). *Differential supervision.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C.D. 1980. *The Developmental Approach to Supervision.* Las Vegas Hilton: Association for Supervision and Curriculum Development. Available at www.ascd.org/ASCD/pdf/journals/ed_lead/el_198011_glickman.pdf (Accessed on 2013/11/07).
- Glickman, C. D. 1981. *Developmental supervision: Alternative practices for helping Teachers improve instruction.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C. 1985. *Supervision of instruction: A Developmental Approach.* Boston; Mass Allyn and Bacon.
- Glickman, C. D. 1990. *Supervision of Instruction: A Developmental Approach.* Boston: Mass Allyn and Bacon.

- Glickman, C. D., Gordon S. P. & Gordon J.M.R. 1995. *Supervision of Instruction: A Developmental Approach*. Simon and Schuster Company. Needham Heights, Mass.
- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M.R. 2001. *Supervision and Instructional Leadership – a Developmental Approach*. Boston: Pearson Education.
- Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M.R. 2004. *Supervision and Instructional Leadership: A Developmental Approach*. Boston: Allyn and Bacon.
- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. 2005. *The Basic Guide to Supervision and Instructional leadership*. Boston: Allyn & Bacon.
- Glickman, C.D., Gordon, S.P. & Ross-Gordon, J. M. 2007. *Supervision and Instructional Leadership: A Developmental Approach*. Boston: Allyn and Bacon.
- Glickman, C.D., Gordon, S.P. & Ross-Gordon, J. 2013. *Supervision and Instructional Leadership: A Developmental Approach*. 9th ed. Boston: Pearson Education.
- Goetsch, D. L., & Davis, S. 1994. *Introduction to total quality*. New York: Merrill.
- Goetsch, D. L. & Stanley B. D. 2009. *Quality Management: Introduction to Total Quality Management for Production, Processing, and Services*. 6th ed. Prentice Hall.
- Goetsch, D. 2011. *Developmental Leadership. Equipping, Enabling, and Empowering Employees for Peak Performance. Best Practices for Executives, Managers and Supervisors*. USA: Trafford Publishing.
- Goldhammer, R. 1969. *Clinical supervision: Special methods for the supervision of teachers*. New York: *The Clearing House*, 43: 180-183. Hoetker.
- Goldhammer, R., Anderson, R. H. & Krajewteski, R. J. 1993. *Clinical Supervision: Special Methods for the supervision of Teachers*. Orlando Florida: Holt, Rinehart and Winston. Inc.

- Greene, J. C., Caracelli, V. J., & Graham, W. F. 1989. Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11(3), 255-274.
- Greene, J. C. 2007. *Mixed Methods in Social inquiry* (1st Ed.). San Francisco, CA: Jossey-Bass.
- Greenwood, M. S. & Gaunt, H. J. 1994. Total quality management for schools. London: Cassell.
- Grisay, A. & Mahlick, L. 1991. *The quality of education in developing countries: A preview of some research studies and policy documents*. Paris: IIEP.
- Groenewald, T. 2004. A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods* 3(1). Available at: <http://www.ualberta.ca/~iiqm/bachissues/3-//groenwald.html>. (Accede on 05/03/2013).
- Grobler, B. R. 1993. *The Designing of a Multiple Evaluation System for Educators in the Secondary School*: Johannesburg. RAU.
- Gulston K. 2010. *The Challenges experienced by educators in Primary schools regarding continuous professional Development*: University of Pretoria.
- Hallinger, P. 2011. Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2): 125-142.
- Hallinger, P. & Heck, R.H. 2010. Collaborative leadership and school improvement: understanding. The impact on school capacity and student learning. *School Leadership and Management*, 30(2): 95–110.

- Hariparsad, I.D., Bisschoff, T.C.B., Conley, L.N., Du Plessis, P.G., Grobler, B.R., HLONGWANE, S., LOOCK, C. & MESTRY, R. 2008. Quality assurance in South African schools: An integrated Report, Symposium Presentation. 2008.
- Hariparsad, I.D., Bisschoff, T.C.B., Conley, L.N., Du Plessis, P.G., Grobler, B.R., Hlongwane, S., Loock, C. & Mestry, R. 2013. *Quality Assurance in South African schools: An integrated Report, Symposium Presentation*. 2013, April 22.
- Harman, G. 1998. Quality assurance mechanisms and their use as policy instruments: Major international approaches and the Australian experience since 1993. *European Journal of Education*. 33(3):331-348.
- Hatch, J. A. 2002. *Doing Qualitative Research in Education Settings*. Albany, NY: State University of New Press.
- Hayward, R. H. 2006. *Creating quality in schools*. *Management Today*, March, 2006: 32-34.
- Hayward, R.H. 2008. *Making Quality Education Happen*. Johannesburg: Axton Publishers.
- Heystek, J. 2011. *Motivation to lead, manage or govern schools for results-which results?* Unpublished inaugural lecture, University of Stellenbosch, Stellenbosch.
- Hinchey, P.H. 2010. *Getting Teacher assessment right: What Policymakers can learn from Research*. Available at <http://nepc.colorado.edu/publications/getting-teacher-assement-right>. (Accessed on 10/12/2010).
- Howard, B. & Gullickson, A. 2010. *Quest for Teacher Quality*. San Fransisco: Jessey-Bass.
- Hoyle, D. 2007. Quality Management Essentials. Oxford, UK: Butterworth-Heinemann. *International Journal of Retail and Distribution Management*, {37}: 975-992.
- Hunter, M. 1980. *Six Type of Supervision Conferences*. *Educational Leadership*, 37 (5): 408-412.

Huxtable, N. 1995. *Small Business Total Quality*. London: Chapman and Hall.

HuysameN, G.K. 1990. *Descriptive statistics for the social and behavioural sciences*. Cape Town: Van Schaik.

IQMS Training Manual. 2010. Integrated quality management system for school-based Educators. Available at <http://www.elrc.co.za/UploadedDocuments/QMS%20Training%20Manual.doc>. (Accessed on 2010/11/16).

Ivankova, N.V., Cresswel, J.W. & Plano Clark, V.L., Hanson, W.E. 2007. *Foundations and Approaches to Mixed Methods Research*. In Maree, K.D. (ed.) 2007. *First steps in Research*. Pretoria: Van Schaik.

James F., Nolan, J. & Hoover, L. 2011. *Teacher Supervision and evaluation: Theory into Practice*, 3rd ed. New York: MacMillan.

Johnson, B., & Christensen, L. 2007. *Educational research: Quantitative, qualitative and mixed approaches*. 3rd ed. Thousand Oaks, CA: SAGE.

Johnson, S. M. 2009. *How best to add value? Strike a balance between the individual and the organisation in school reform*. (Online) Available at <http://www.epi.org/publications/entry/bp249> / (Accessed on 2011/03/09).

Kadushin A. & Harkness. D. 2014. *Supervision in Social Work (Fifth edition)*. Columbia: Columbia University.

Kaplan, R.S. & Norton, D.P. 1996. *The Balanced Scorecard. Translating strategy into action*. Boston: Harvard Business school.

Katz, S. & Earl, L. 2010. Learning about networked learning communities. *School Effectiveness and School Improvement* 21(1): 27-51.

- Khan, J., Mfusi, N. & Gasa, S. 2010. KZN's unskilled teachers. *The Mercury*. 1 (175): 11-59
- Khuzwayo, M.N. 2008. *The assessment of instructional leadership in schools: Implications for whole school evaluation*. Masters Mini-Thesis. Johannesburg: University of Johannesburg.
- Kingry, M.J., Tiedje, L.B. & Friedman, L. 1990. Focus Groups: A Research Technique for Nursing. *Nursing Research*, 39(2):124-125.
- Knoll, M.K.K. 1987. *Supervision for Better Instruction: Practical Techniques for Improving Staff Performance*. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- Knowles, M. S. 1950. *Informal Adult Education*. Guide for educators based on the writer's experience as a programme organizer in the. New York: Association Press YMCA.
- Knowles, M. S. 1962. *A History of the Adult Education Movement in the USA*, New York: Krieger.
- Knowles, M. 1975. *Self-Directed Learning*. Chicago: Follet.
- Knowles, M. 1984. *The Adult Learner: A Neglected Species*. 3rd ed. Houston: TX: Gulf Publishing.
- Knowles, M. 1984. *Andragogy in Action*. San Francisco: Jossey-Bass.
- Knowles, M. 1989. *The making of an adult educator: a autobiographical journey*. San Francisco: Jossey-Bass
- Kregoski, R. & Scott, B. 1982. *Quality Circles: How to create them, how to manage them, how to profit from them*. Chicago: Dartnell Press.

- Kriek, J. & Grayson, D. 2009. A holistic professional development model for South African physical science teachers. *South African Journal of Education*, 29(2):1-15.
- Krueger, R. A. 1988. *Focus groups: A practical guide for applied research*. Newbury Park, CA: SAGE.
- Kruger, D. & Ramphal, R. 2009. *Operations Management*. Cape Town: Oxford University Press Southern Africa.
- Krueger, R.A. & Casey M.A. 2000. *Focus Groups: A Practical Guide for Applied Research*: 3rd ed. Thousand Oaks: Sage.
- Kutsyuruba, B. 2003. *Instructional Supervision: Perceptions of Canadian and Ukrainian Beginning High-School Teachers*. Ph.D. thesis, Unpublished.
- Law, S. Glover, D. 2000. *Educational leadership and Learning: Planning, Policy and research*. Buckingham: Open University Press.
- Lauer, P.A. 2006. *An Education Research Primer. How to Understand, Evaluate, and Use It?* San Fransisco: Jossey Bass.
- Latzko, W.J. & Saunders D.M. 1999. *Four days with Dr Deming adding*: Addison-Wesley: 45-115.
- Leask, M. & Terrell, L. 1997. *Development Planning and School Improvement for Middle Managers*, London: Kogan Page.
- Leedy, P.D. 1997. *Practical Research: Planning and Design*, Ohio, Mevril Publishing Company.
- Liston, C. 1999. *Managing quality and standards*. Buckingham: Open University Press.

- Locke, E.A. & Latham, G.P. 2006. New direction in goal setting theory. *Association for Psychological Science*, 15 (5): 265 – 268.
- Lovell, J. T. & Wiles K. 1983. *Supervision for Better Schools*. New Jersey: Prentice-Hall, Inc, Englewood Cliffs.
- Lunenburg, F.C. & Ornstein, A.C. 2004. *Education Administration: Concepts and Practices*. London: Thomson Wadworth.
- Lunenburg, F.C. 2011. *Goal-Setting Theory of Motivation*. *International Journal of Management, Business and Administration*, 15(1), 1–6.
- Lycke, L. 2003. Team Development when implementing TPM. *Total Quality Management*, 14 (2): 205-213.
- Macneil, A.J., Prater, D.L. & Busch, S. 2009. The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1):73-84.
- Madziyire, N.C. 2000. *Supervision of Educational Personnel Module DEA502*. Harare: Zimbabwe Open University.
- Mafora, P & Phorabatho, T. 2013. Curriculum change implementation: Do secondary school principals manage the process? Kamla-Raj. *Anthropologist*, 15(2): 117-124.
- Mankoe, J. & Maynes, B. 1994. Decentralization of educational decision making in Ghana. *International Journal of Educational Development*, 14(1):23-33.
- Martin, A. & Dowson, M. 2009. Interpersonal Relationships, Motivation, Engagement, and Achievement: Yields for theory, current issues and educational practice. *Review of Educational Research*, 79(1): 327-365.

- Marczely, B. 2002. *Supervision in Education: A differential Approach with Legal Perspectives*. Boston: Rowman and Little field Publishing group.
- Marshal, K. 2013. *Rethinking: Teacher Supervision and evaluation. How To work Smart, Build collaboration, and close the Achievement Gap*. San Francisco: John Wiley & Sons.
- Mchunu, H.T. 2014. *Appraisal with Professional Development: The Integrated Quality Management System in South African*. D.Ed. Thesis. Pretoria: University of South Africa.
- McMillan, J.H. & Schumacher, S. 1993. *Research in Education-A Conceptual Introduction: 3rd edition*. New York: Harper Collins College Publishers.
- McMillan, J.H. & Schumacher, S. 1997. *Research in Education: A conceptual introduction*: New York: Longman.
- McMillan, J.H. & Schumacher, S. 2001. *Research in Education: A Conceptual Introduction. 5th ed.* New York: Longman.
- McMillan, J.H. & Schumacher, S. 2006. *Research in Education: Evidence-based inquiry, 6th Edition*. Boston: Pearson Education, Inc.
- McMillan, J.H. & Schumacher, S. 2010. *Research in education: evidence-based inquiry. 7th ed.* Boston: Pearson.
- Mclaughlin, C., Black-Hawkins, K, Mcintire, D., & Townsend, A. 2008. *Networking Practioner Research*. New York: Routledge.
- Mestry, R., Hendricks, I. & Bisschoff, T. 2009. Perceptions of teachers on the benefits of teacher development programmes in one province of South Africa. *South African Journal of Education*, 29(4): 475-490.

- Meyer, M.H., & Bushney, M.J. 2008. Towards a multi-stakeholder-driven model for excellence in higher education curriculum development. *South African Journal of Higher Education*, 22(6): 1229-1240.
- Miles, M.B. 1969. "Planned change and organisational health: figure and Ground" in Carver, E. A., Sergiovanni, T.J.(Eds.) *Organisations and Human Behaviour*. McGraw-Hill, New York: N.Y, 375-91
- Miller, J. 2003. Critical incident stress debriefing and social work: Expanding the frame. *Journal of Social Service Research*, 30 (2), 7-25
- Minnear-Peplinski, R. M. 2009. *Principals' and teachers' perceptions of teacher supervision*. UNLVTheses/Dissertations/Professional Papers/Capstones. Paper 69. Available at http://digitalscholarship.unlv.edu/theses_dissertations/69. (Accessed on 08/06/2012).
- Monette, D.R. Suvillivan, T.J. & De Jong, C.R. 2002. *Applied Social Research: Tools For the Human Services*, 5th ed. Orland: Harcourt College Publishers.
- Morgan, D.L. 1997. *Focus Groups as Qualitative Research*: 2ND ed. Thousand Oaks: SAGE.
- Morgan, D.L. 1988. *Focus groups as qualitative research*. London: Sage.
- Morgan, D.L. & Krueger, R.A. 1998. *The Focus Group kit*. Thousand Oaks: SAGE.
- Motala, S., Dieltiens, V & Sayed, Y. 2009. Physical access to Schooling in South Africa: mapping dropout, repetition and age-grade progression in two districts. *Comparative Education*, 45(2): 251-263.
- Motlehkoe, M.E. 2003. *The Role of Empowerment in Effective Supervisory Management*. Pretoria: University of South Africa.

- Moura, E. S.A. P. & Kanji, G.P. 2003. Leadership for excellence in the Portuguese municipalities: Critical success factors measurements and improvement strategies. *Total Quality Management and Business excellence*, 14(2):131-139.
- Munro, R. A. 2003. Roadblocks to quality. *Quality Progress*, 36(2):49-54.
- Murad, A. & Shastri, R.K. 2010. Implementation of Total Quality Management in Higher Education. *Asian Journal of Business Management*, 2(1): 9-16.
- Murdock, G. 2000. Introducing a Teacher-supportive Evaluation System. *ETL Journal: An International Journal for Teachers of English Speakers of other Languages*, 54:54-64.
- Murgatroyd, S. & Morgan C. 1993. *Total Quality Management and the School*. Buckingham: Open University of Johannesburg.
- Murgatroyd, S. & Morgan, C. 1994. *Total quality Management in the public sector*. Buckingham: Open University of Johannesburg.
- Ncube, J. 2004. *Managing The Quality of Education in Zimbabwe: The internal Efficiency of Rural Day Secondary Schools*. Pretoria: University of South Africa.
- Neuman, W.L. 1997. *Social Research Methods: Qualitative and Quantitative Approaches*, 3RD ed. Boston: Allyn and Bacon.
- Neuman, W.L. 2003. *Social research methods: qualitative and quantitative approaches*, 5TH ed Boston: Allyn and Bacon.
- Neuman, W.L. 2000. *Social Research Methods: Qualitative and quantitative approaches: Fourth edition*. Boston: Allyn Bacon.
- Neville, C. 2005. *Introduction to research and research methods*. Bradford: University of Bradford, School of Management.

- Nevo, D. 1995. *School Based evaluation: A Dialogue for School Improvement*. New York: Pergamon, Pages 47-59.
- NG, T.W.H. & YIM, F.H.K. 2009. Does job satisfaction-job performance relationship Vary across cultures? *Journal of Cross-Cultural Psychology*, 40(5):761-796.
- Ngwenya, T.H. 2003. *Qualitative Assurance in South African Higher Education and its implementation*. South Africa: University of Durban Westville, P.19-43.
- Nolan, J. JR. & Hoover, L. A. 2005. *Teacher Supervision and Evaluation: Theory into Practice*. John Wiley and Sons, Inc. Hoboken, New Jersey.
- Nolan, J. & Hoover L. 2011. *Teacher Supervision and Evaluation*. New Jersey: John Wiley and Sons, Inc.
- Ntombela, M.P., Mpehle, Z. & Penciliah, Y. 2010. Implementation of the Integrated Quality Management System: A case study of the Pinetown District, KwaZulu-Natal. *Journal of Public Administration*, 45(2):361-372.
- Nyamathi, A. & Shuler, P. 1990. *Focus group interviews: a research technique for informed nursing* *Journal of Advanced Nursing*, 15: 1281-1288.
- Oakland, J.S. 1989. *Total quality Management*. Oxford: Heinemann
- Oakland, J.S. 2000. *Total quality management*. Great Britain: Genesis Typesetting.
- Oakland J.S. 1993. *Total Quality Management: The route to improving performance*. London: Butterworth Heinemann.
- Oakland, J.S. 2003. *Total Quality Management: text with cases*. 3rd ed. Oxford: Butterworths-Heinemann.

- Oakland, J.S. & OAKLAND, S. 2001. *Current people management activities in world class organisations. Total quality management*. Project Management Institute, 2008c. 4th Ed.
- Oakland, J.S. 2014. *Total Quality Management and Operational Excellence*. Text with Cases, New York: Routledge
- Olivia, P. F. & Pawlas, G. E. 1997. *Supervision for Today's Schools* .5th Ed. New York: Longman, Inc.
- Olivia, P. F. & Pawlas, G. E. 2001. *Supervision for Today's Schools* 6th ed. New York: John Wiley & Sons
- O'reilly, C.A. 1989. *People and organisational culture: A profile comparison approach to assessing person –organisation fit*. *The Academy of Management Journal*, 34 (3): 487-516.
- Oschman, J. J. 2004. *A framework for the implementation of Total Quality Management in the South African Air Force*. D. Admin thesis. Pretoria: University of South Africa.
- Owens, R.G. 1995. *Organisation behaviour in education*: Englewood Cliffs: NJ: Prentice-Hall.
- Paine, J. J., Turner, P & Pryke, R. 1992. *Total Quality in Education*. Sydney: Ashton Scholastic: 10-13.
- Patel, F. 2001. *Whole-school evaluation and developmental appraisal*. SADTU National Education policy conference. Available at <http://www.sadtu.org.za/press/speeches/2001/25-4-2001.0.htm>. (Accessed on 2003/08/22)
- Pierce, J.L. & Newstrom, J.W. 2000. *Leaders and the leader's process*. New York: Irwin McGraw-Hill.

- Pike, J. & Barnes, R. 1996. *TQM in Action: A practical approach to continuous performance improvement*, London: Chapman and Hall.
- Pintar, K., Capuano, T., & Rosser, G. 2007. *Developing Clinical Leadership Capability*. *The Journal of Continuing Education in Nursing*, 38 (3): 115-121.
- Popham, W. J. 1988. *Judgment-based Teacher Evaluation*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Popham, W.J. 1988. Eds. *Teacher evaluation: Six prescriptions for success* Alexandria, VA: Association for Supervision and Curriculum Development.
- Psychogios, A. G. 2007. *Understanding Total Quality Management in Context: Qualitative Research on Managers' Awareness of TQM Aspects in the Greek Service Industry*. *The qualitative report*, 12(1): 40-66.
- Intergrated Quality Management Systems (IQMS). 2003. *Collective Agreement Number 8 of 2003*. Education Labour Relations Council, Pretoria: Government Printers.
- .
- Ralph, E. 1998. *Developing practitioners: A handbook of contextual supervision*. Stillwater, OK: New Forums Press.
- Ralph, E. 2002. *Mentoring Beginning teachers: Findings from contextual Supervision*, A *Journal of Personal Evaluation in Education*, 16:191-210.
- Rabichund, S. 2011. *The Contribution of the Integrated Quality Management System to Whole School Development*. D.Ed. thesis. Pretoria: University of South Africa.
- Ramnarain, S. 2010. *The Integrated Quality Management System: Exploring the tension between Accountability and Professional Development*. PhD: University of KZN.
- Ramasehla, E. 2009. *Speech at the Gauteng annual conference*. *Naptosa Insight*, 3(2):5-6.

- Reddy, N.M. 2005. *The Assessment of Educator Competence: Implications for Whole School Evaluations*. Mini Dissertation. Johannesburg: University of Johannesburg.
- Reed, R., Lemark, D.J. & Mero, N.P. 2000. Total Quality Management and Sustainable Competitive Advantage. *Journal of Quality Management*, 5:5-26.
- Reyes, P. 1990. *Teachers and their workplace: Commitment, performance and productivity*. London: SAGE.
- Rinehart, G. 1993. *Quality education: Applying the philosophy of Dr. W. Edwards Deming*. Wisconsin: ASQC Quality Press.
- Rodgers, C.G. 1998. *Teacher perceptions of TQM practices in elementary schools in Maricopa County Public Schools of in the United States of America*. Lake Havasu: Arizona State University
- Robbins, S.P. & Decenzo, D.A. 2007. *Fundamentals of management. Essential concepts and applications*. 5th edition. Upper Saddle River, New Jersey: Pearson, Prentice Hall.
- Rubin, A., & Babbie, E. R. 2008. *Research methods for social work*. 6 th ed. Belmont, CA: Thompson and Brooks/Cole.
- Sallis, E. 1993. *Total Quality in Education*. London: Paul Kegan.
- Sallis, E. 1996. *Total Quality Management in Education*. London: Kegan.
- Salleh, H. 2007. *Autonomy and Teacher Learning: the embrace of critical theory. Proceedings of the Independent Learning Association 2007 Japanese conference: Exploring theory, enhancing practice*: Chiba, Japan: Kanda University of International Studies.
- Sansone, C. & Harackiewicz, J. 2000. *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*. San Diego: Academic Press.

- South African Qualification Authority, 2002. *Quality management systems for education and training providers (approved as guideline document 2001-08-15. Decision number: SAQA 0837/01)*. Pretoria: SAQA.
- South African Qualification Authority, 2000a. *The National Qualifications Framework and Quality Assurance*. Pretoria: SAQA.
- South African Qualification Authority, 2001a: *Quality Management Systems for Education and Training providers approved as guideline document 2001-08-15. Decision number: SAQA 0837/01*).Pretoria: SAQA. 11-14.
- South African Qualification Authority, 2009. *Standards generating board manual*. SAQA 1230/00. Pretoria: SAQA
- Sergiovanni, T. & Starrat, R. 1983. *Supervision: A Redefinition*, New York: McGraw Hill.
- Sergiovanni, T.J. & Starratt, R.J. 1993. *Supervision: A Redefinition*. 5th ed. New York: McGraw-Hill.
- Sergiovanni, T.J. & Starratt, R.J. 2002. *Supervision: A Redefinition*. 7th edition. Boston, MA: McGraw-Hill.
- Sergiovanni, T. J. & Starrat, R. J. 2007. *Supervision: A Redefinition*, New York: McGraw-Hill.
- Sidhu, J.K. & Fook, C. Y. 2010. *Formative Supervision of Teaching and Learning: Issues and Concerns for the School Head*. European Journal of Science Research. 39(4):589-605. Available at <http://www.eurojournals.com/ejsr.htm> (Accessed on 2012/03/15).
- Singh, P & Manser, P. 2002. Collegiality in education: a case study. *South African Journal of Education*, 22:56-64.

- Singh, P., Manser, P.G. & Mestry, R. 2007. Importance of Emotional Intelligence in Conceptualizing collegial leadership in education. *South African Journal of Education*, 27(3):541-563.
- Smit, P.J., Cronje, G.J., Brevis, T. & Vrba, M.J. 2011. *Management principles: A contemporary edition for Africa*. 5th ed. Cape Town: Juta and Company Ltd. South Africa Education Act.no76 of 1998. Government Gazette.
- Stefanou, C. J., & Sarmaniotis, C. 2003. CRM and customer-centric knowledge management: an empirical research. *Business Process Management Journal*, 9: 617–634.
- Stewart, V. 2011. Improving teacher quality around the world, *Phi Delta Kappan*, 92(8): 93-95.
- Steyn, G.M. 2001. Focusing on guiding principles of quality to redesign educational institutions. *South African Journal of Education*, 21(1):17-24.
- Steyn, G.M. 2002. A theoretical analysis of educator motivation and morale. *Educare*, 31 (1 and 2): 82-99.
- Steyn, G.M. 2006. A qualitative study of the aspects influencing the implementation of invitational education in schools in the United States of America. *Journal of Invitational Theory and Practice*, 12: 7-36.
- Steyn, G.M. 2007. Establishing a learning environment through invitational education: An exploratory study in the USA and HK. *Journal of Educational Studies*, 6(2): 26-244
- Steyn, G.M. 2009a. Using reflexive photography to study a principal's perceptions of the impact of professional development on a school: A case study. *Koers*, 74(3):1-29.

- Steyn, G.M. 2009b. Effective implementation of continuing professional development for South African teachers. *Acta Academica*, 41(2):256-279.
- Steyn, G.M. 2010. Educators' perceptions of continuing professional development for teachers in South Africa: A qualitative study. *Africa Education Review*, 7(2):156-179.
- Steyn, G.M. 2011. Implementing continuing professional teacher development: policy and practice. *Acta Academica*, 43(1):210-232.
- Steyn, G.M. & Van Niekerk, E.J. 2002. *Human Resource Management in Education*: University of South Africa.
- Steyn, G.M. & Van Niekerk, E.J. 2007. *Human resource Management in Education*. 2nd ed. Pretoria: Unisa Press.
- Stevenson, W. J. 2009. *Operations Management*. New York City: McGraw-Hill Irwin.
- Stoltenberg, C. D. 1981. Approaching supervision from a developmental perspective: The counsellor complexity model. *Journal of Counselling Psychology*, 28, 59-65.
- Stoner, J.A.F., Freeman, R.E. & Gilbert, E.R. 1995. *Management*. 6th ed. Englewood Cliffs: Prentice- Hall.
- Sullivan, S. & Glanz J. 2013. *Supervision that Improves Teaching and Learning*. 4th ed. California: Corwin.
- Sutton, J.C. 1995. The team approach in the classroom: *Business Communication Quarterly*. 58(1): 48.
- Tanner, D. & Tanner, L. 1987. *Supervision in Education. Problems and Perspectives*. New York: Macmillan.

- Tashakkori, A. & Creswell, J. W. 2007. The new era of mixed methods. *Journal of Mixed Methods Research*. 1(1): 3-7.
- Terhoven, B. R. 2012. *Motivation as a Catalyst for Staff Development in Underperforming Secondary schools*. Unpublished M.Ed. thesis, University of Stellenbosch.
- Thakurta, R. & Suresh, P. 2012. Impact of HRM policies on quality assurance under requirement volatility. *International Journal of Quality and Reliability Management* 29(2/3): 194.
- Thoonen, E., Slegers, P., Oort, F, Peetsma, T. & Geijsel, F. 2011. How to improve teaching practices: The role of teacher motivation, organisational factors, and leadership practices. *Educational Administration Quarterly*, 47(3): 496-536.
- Trompenaars, F. & Voerman, E. 2010. *Servant-leadership across cultures*. New York: McGraw Hill.
- Udechukwu, I. I. 2009. Correctional officer turnover: Of Maslow's hierarchy of needs and Hertzberg's motivation theory. *Public Personnel Management*, 38, 69-82. Available at: <http://www.ipma-hr.org/>. (Accessed on 2011/08/12)
- Umalusi. 2007. *Do we need an Inspectorate? Seminar Series on Making a Difference in Public Schooling, Umalusi*, Pretoria. Available at: www.umalusi.org.za (Accessed on 2010/05.03)
- Van Der Waldt, G. 2004. *Managing Performance in the Public Sector, considerations and challenges* Landsdowne South Africa: Juta and Co. Ltd.
- Venter, M. 2010. *More Matric Woes*. *Teacher's monthly education news*. Available at: <http://www.teachersmonthly.com/index.php/2010/02/more-matric-woes/>. (Accessed on 2011/08/15).

- Walton, M. 1989. *The Deming management method*. London: Mercury.
- Wareing, C. 1990. *Up Close: A Model of Supervision and Evaluation*. Massachusetts: Heldref Publications.
- Weinsberg, D., Sexton, S., Mulhern, J. & Keeling, D. 2009, *The Widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*. Brooklyn N.Y: New teacher project. Available at <http://widgeteffect.orr/downloads/TheWidgetEffect.pdf>. (Accessed on 2011/02/21).
- Weller, L. D. 1995. *School restructuring and downsizing: Using TQM to promote cost effectiveness*. Georgia: The University of Georgia.
- West-Burnham, J. 1992. *Managing quality in schools*. Essex: Longman.
- Wiles, J., & Bond, J. 2000. *Supervision: A Guide to Practice*. Upper Saddle River, N.J.: Prentice Hall
- Xingxing, Z., Fredendall, L.D. & Douglas, T.J. 2008. The evolving theory of quality management: The role of Six Sigma. *Journal of Operations Management*. 26: 630-650.
- Yaric, E. 2009. The appraisal of teachers' performance and its impact on the mutuality of principal-teacher emotions. *School Leadership and Management*, Nov. 29(5): 445-461.
- Zamandos, C.V. 2008. *The management of the implementation of Quality Assurance policies: The case of Integrated Quality Management System in secondary schools in KwaZulu Natal*. M Ed dissertation in Education Management. Pretoria: University of South Africa.

Zepeda, S.J & Mayers, R.S. 2013. *Supervision across the Content Areas*. New York: Routledge

Zepeda, S. J. (2007a). *Instructional supervision: Applying tools and concepts*. 2nd ed. New York: Routledge

Zepeda, S. J. (2007b). *The principal as instructional leader: Handbook for supervisors*. 2nd ed. New York: Routledge

Appendix 1

CONSENT FORM FOR QUESTIONNAIRE PARTICIPANTS

Dear Sir/Madam

As part of my academic studies through the University of South Africa, I am carrying out a research that investigates the perceptions of school-based managers and educators regarding the effectiveness of the developmental supervision model on improving quality of teaching. South African educational research has clearly indicated that educational managers and educators are struggling to understand teacher supervision and evaluation systems ever since they were introduced. Implementation is suffering in practice and the quality of teaching remains a serious concern. In the South African education system, no solution seems to have been reached so far on proper implementation strategies of teacher supervision and evaluation systems including the current Integrated Management System (IQMS). One of the challenges associated with these implementation problems according to research is the use of teacher evaluation systems which apart from being judgemental are characterised by uniform performance rating scales which disregard educators' different levels of cognitive and professional development as well as the socio-economic status of their schools.

Supervision literature claims that improving the quality of teaching by means of recognising different leadership styles according to teachers' different levels of professional development, commitment and expertise is the main aim of the developmental supervision model. From a different perspective, researchers concerned with the implementation of the Total Quality Management theoretical framework argue that anything to do with quality initiatives must consider the importance of realising quality measures. Basing on this view, this research feels that a shift from the traditional evaluation systems to the current South African Integrated Quality Management System (IQMS) aligned to the TQM theoretical framework lacked collective research on determining a non-judgemental supervision approach that incorporates the different professional developmental stages of educators and their socio-economic backgrounds as linked to Total Quality Management principles.

In my research, I am seeking to investigate the perceptions of school-based educators regarding their understanding of Total Quality Management principles, the effectiveness of Total Quality Management principles on improving the quality of teaching and the nature and characteristics of the developmental supervision implementation strategies (Clinical supervision, peer supervision, self-directed supervision, inquiry-based supervision and connoisseurship supervision) as linked to the Total Quality Management principles. This will lead to a collective examination of the perceptions of the school-based managers and educators regarding the effectiveness of the developmental supervision on improving quality of teaching with the aim of making suggestions and recommendations from the findings on effective supervision approaches in the South African education system.

I am therefore requesting you to take part in the research that I am conducting. If you give your consent to take part in the study, I will elicit your perceptions through questionnaires. All data will be kept confidential and your name/s will not be disclosed to outside parties. While there are no anticipated negative effects to

participating in this study, I recognize that you may have some reservations about involving yourself in the participation. This is perfectly reasonable, and if you wish to abstain, I will respect your wishes; you will not be discriminated against in any way, and will continue to be an important and valued member of the teaching personnel. If you give your consent but decide at a later date that you would prefer to discontinue in the participation, it will be done with no ill effects towards your decisions. The research that I am doing has the potential of improving implementation strategies of supervision approaches with the aim of promoting quality of teaching and learner performance in the South African education system. If you would like further information about this study or would like to see the results once the study has been completed, I would be happy to provide you with that information.

This project is part of my studies at the University of South Africa (UNISA)

Thank you for considering my request

Sincerely yours

Austin Musundire (Student number: 7770103)

Please ensure that you understand and agree to the following statements before you give consent to participate in the completion of the questionnaires.

- I understand the nature of the research being undertaken, and also know about the potential benefits and inconveniences that it entails. I understand that there are no anticipated risks associated with my participation.
- I understand that I am not under no obligation to participate, and that if I choose not to, they may withdraw me from the study without penalty or prejudice.
- I understand that my participation in this research study will not affect the manner in which the research is taking place.
- I understand that confidentiality will be maintained and that my name or any other information that I would allow to be identified will be removed before any data is published.

By signing below, you are agreeing to the following:

I have read the information contained above and agree to all of the conditions. I freely and voluntarily give my consent to participate in this study.

Name: _____

Signature: _____

Date: _____

If you wish to contact me regarding this study, please feel free to do so at any time. My contact information is:

Name of employer: Maths Centre

Address of the employer: 28 Juta Street, Braamfontein, Johannesburg.

Work contact number 073 531 4197

Cell number: 0735314197

Email Address: amusundire@gmail.com

If you need any other information regarding this study, feel free to contact my supervisor using the contact details below:

PROF JM DREYER

Department of Science and Technology Education

College of Education

UNISA

Cell number: 082 4628464

dreyejm1@unisa.ac.za

Appendix 2

CONSENT FORM FOR FOCUS GROUP INTERVIEWS

Dear Sir/Madam

As part of my academic studies through the University of South Africa, I am conducting research that investigates the perceptions of school-based managers and educators regarding the effectiveness of the developmental supervision model on improving quality of teaching. South African educational research has clearly indicated that educational managers and educators are struggling to understand teacher supervision and evaluation systems ever since they were introduced. Implementation is suffering in practice and the quality of teaching remains a serious concern. In the South African education system, no solution seems to have been reached so far on proper implementation strategies of teacher supervision and evaluation systems including the current Integrated Management System (IQMS). One of the challenges associated with these implementation problems according to research is the use of teacher evaluation systems which apart from being judgemental are characterised by uniform performance rating scales which disregard educators' different levels of cognitive and professional development as well as the socio-economic status of their schools.

Supervision literature claims that improving the quality of teaching by means of recognising different leadership styles according to teachers' different levels of professional development, commitment and expertise is the main aim of the developmental supervision model. From a different perspective, researchers concerned with the implementation of the Total Quality Management theoretical framework argue that anything to do with quality initiatives must consider the importance of realising quality measures. Based on this view, this research reveals that a shift from the traditional evaluation systems to the current South African Integrated Quality Management System (IQMS) aligned to the TQM theoretical framework lacked collective research on determining a non-judgemental supervision approach that incorporates the different professional developmental stages of educators and their socio-economic backgrounds as linked to Total Quality Management principles.

In my research, I am seeking to investigate the perceptions of school-based educators regarding their understanding of Total Quality Management principles, the effectiveness of Total Quality Management principles on improving the quality of teaching and the nature and characteristics of the developmental supervision implementation strategies (Clinical supervision, peer supervision, self-directed supervision, inquiry-based supervision and connoisseurship supervision) as linked to the Total Quality Management principles. This will lead to a collective examination of the perceptions of the school-based managers and educators regarding the effectiveness of the developmental supervision on improving quality of teaching with the aim of making suggestions and recommendations from the findings on effective supervision approaches in the South African education system.

I am therefore requesting you to take part in the research that I am conducting. If you give your consent to take part in the study, I will elicit your perceptions through focus group interviews. All data will be kept confidential

and your name/s will not be disclosed to outside parties. While there are no anticipated negative effects to participating in this study, I recognize that you may have some reservations about involving yourself in the participation. This is perfectly reasonable, and if you wish to abstain, I will respect your wishes; you will not be discriminated against in any way, and will continue to be an important and valued member of the teaching personnel. If you give your consent but decide at a later date that you would prefer to discontinue in the participation, it will be done with no ill effects towards your decisions. The research that I am doing has the potential of improving implementation strategies of supervision approaches with the aim of promoting quality of teaching and learner performance in the South African education system. If you would like further information about this study or would like to see the results once the study has been completed, I would be happy to provide you with that information.

This project is part of my studies at the University of South Africa (UNISA)

Thank you for considering my request

Yours faithfully

Austin Musundire (Student number: 7770103)

Please ensure that you understand and agree to the following statements before you consent to participate in the focus group interview.

- I understand the nature of the research being undertaken, and also know about the potential benefits and inconveniences that it entails. I understand that there are no anticipated risks associated with my participation.
- I understand that I am not under any obligation to participate, and that if I choose not to, they may withdraw me from the study without penalty or prejudice.
- I understand that my participation in this research study will not affect the manner in which the research is taking place.
- I understand that confidentiality will be maintained and that my name or any other information that I would allow to be identified will be removed before any data is published.

By signing below, you are agreeing to the following:

I have read the information contained above and agree to all of the conditions. I freely and voluntarily give my consent to participate in this study.

Name: _____

Signature: _____

Date: _____

If you wish to contact me regarding this study, please feel free to do so at any time. My contact information is:

Name of employer: Maths Centre

Address of the employer: 28 Juta Street, Braamfontein, Johannesburg.

Work contact numbers: 073 531 4197

Cell number: 0735314197

Email Address: amusundire@gmail.com

If you need any other information regarding this study, feel free to contact my supervisor using the contacts below:

PROF JM DREYER

Department of science and Technology Education

College of Education

UNISA

Cell number: 082 4628464

dreyejm1@unisa.ac.za

Appendix 3

MEMO TO HEAD OF SCHOOL

The Principal

Dear Sir/Madam

As part of my academic studies through the University of South Africa, I am conducting research that investigates the perceptions of school-based managers regarding the effectiveness of the developmental supervision model on improving quality of teaching. South African educational research has clearly indicated that educational managers and educators are struggling to understand teacher supervision and evaluation systems ever since they were introduced. Implementation is suffering in practice and the quality of teaching remains a serious concern. In the South African education system, no solution seems to have been reached so far on proper implementation strategies of teacher supervision and evaluation systems including the current Integrated Management System (IQMS). One of the challenges associated with these implementation problems according to research is the use of teacher evaluation systems which apart from being judgemental are characterised by uniform performance rating scales which disregard educators' different levels of cognitive and professional development as well as the socio-economic status of their schools.

Supervision literature claims that improving the quality of teaching by means of recognising different leadership styles according to teachers' different levels of professional development, commitment and expertise is the main aim of the developmental supervision model. From a different perspective, researchers concerned with the implementation of the Total Quality Management theoretical framework argue that anything to do with quality initiatives must consider the importance of realising quality measures. Based on this view, this research feels that a shift from the traditional evaluation systems to the current South African Integrated Quality Management System (IQMS) aligned to the TQM theoretical framework lacked collective research on determining a non-judgemental supervision approach that incorporates the different professional developmental stages of educators and their socio-economic backgrounds as linked to Total Quality Management principles.

In my research, I am seeking to investigate the perceptions of school-based educators regarding their understanding of Total Quality Management principles, the effectiveness of Total Quality Management principles on improving the quality of teaching and the nature and characteristics of the developmental supervision implementation strategies (Clinical supervision, peer supervision, self-directed supervision, inquiry-based supervision and connoisseurship supervision) as related to the Total Quality Management principles. This will lead to a collective examination of the perceptions of the school-based managers and educators regarding the effectiveness of the developmental supervision on improving quality of teaching with the aim of making suggestions and recommendations from the findings on effective supervision approaches in the South African education system.

I am therefore requesting you to take part in the research that I am conducting. If you give your consent to take part in the study, I will elicit your perceptions through questionnaires/focus group interviews. All data will be kept confidential and your name/s will not be disclosed to outside parties. While there are no anticipated negative effects to participating in this study, I recognize that you may have some reservations about involving yourself in the participation. This is perfectly reasonable, and if you wish to abstain, I will respect your wishes; your will not be discriminated against in any way, and will continue to be an important and valued member of the teaching personnel. If you give your consent but decide at a later date that you would prefer to discontinue in the participation, it will be done with no ill effects towards your decisions. The research that I am doing has the potential of improving implementation strategies of supervision approaches with the aim of promoting quality of teaching and learner performance in the South African education system. If you would like further information about this study or would like to see the results once the study has been completed, I would be happy to provide you with that information.

This project is part of my studies at the University of South Africa (UNISA)

Thank you for considering my request

Yours faithfully

Austin Musundire (Student number: 7770103)

RESEARCH CONSENT FORM

Please ensure that you understand and agree to the following statements before you give consent to participate.

- I understand the nature of the research being undertaken, and also know about the potential benefits and inconveniences that it entails. I understand that there are no anticipated risks associated with my participation.
- I understand that I am not under no obligation to participate, and that if I choose not to, they may withdraw me from the study without penalty or prejudice.
- I understand that my participation in this research study will not affect the manner in which the research is taking place.
- I understand that confidentiality will be maintained and that my name or any other information that I would allow to be identified will be removed before any data is published.

Please sign below if you give your consent for the research described above to be carried out:

Name of Principal of School: _____

Signature of Principal of School: _____

Date: _____

If you wish to contact me regarding this study, please feel free to do so at any time. My contact information is:

Name of employer: Maths Centre

Address of the employer: 28 Juta street, Braamfontein, Johannesburg.

Work contact numbers: 011 276 8200

Cell no: 0735314197

Email Address: amusundire@gmail.com

If you need any other information regarding this study, feel free to contact my supervisor using the contacts below:

PROF JM DREYER

Department of science and Technology Education

College of Education

UNISA

Cell number: 082 4628464

dreyejm1@unisa.ac.za

Appendix 4

Part 1

QUESTIONNAIRE

SECTION A

BIOGRAPHICAL INFORMATION

In all cases, place a cross [x] in the appropriate box. Select one option only, unless otherwise indicated.

Section 1

FOR OFFICE USE

1. POSITION OF RESPONSIBILITY

Principal	1	
Vice Principal	2	
HOD	3	
Class Teacher	4	

1

2. GENDER

Male	1	
Female	2	

2

3. AGE- GROUP

25-29	1	
30-34	2	
35-40	3	
41-45	4	
46-50	5	
51-55	6	
55+	7	

3

4. EXPERIENCE ON THE POST OF THE ABOVE RESPONSIBILITY

0 to 5 years	1	
6 to 10 years	2	
11 to 15 years	3	
16 to 20 years	4	
Over 20 years	5	

4

5. MARITAL STATUS

Married	1	
Single	2	
Divorced	3	
Widowed	4	
Separated	5	

5

6. LEVEL OF EDUCATION (PLEASE INDICATE YOUR HIGHEST QUALIFICATIONS ONLY)

FOR OFFICE USE

Diploma in education	1	
Advanced certificate in education	2	
Bachelor's degree or equivalence	3	
Honours degree or equivalent Master's degree	4	
Master's degree or equivalent	5	
Doctorate degree	6	

6

7. RACE

Black-African	1	
Coloured	2	
Indian	3	
White	4	
Other	5	

7

Definitions and explanations given in some of the sections may be helpful when answering subsequent questions. In answering the questions, you will find certain statements with which

you may agree or not. By using a 5 point lickert scale, please indicate how you feel by making a cross [x] in one of the blocks provided at each statement. You will find that some of the statements are strongly worded. This is to help you decide to what extent you agree or disagree. Please read all the statements very carefully. Answer all questions based on your current feelings.

Part 2

Perceptions of the South African primary school-based managers and educators regarding the effectiveness of the implementation of the Total Quality Management principles on improving quality of teaching

TQM is the mutual co-operation of everyone in an organisation and associated business processes to produce products and services, which meet and hopefully, exceed the needs and expectations of customers. TQM is both a philosophy and a set of management guiding principles for managing organisations (Dale 1999).

Section B

As linked to the above responses, to what extent do you agree that the following Total Quality Management Principles have a positive influence on teacher’s performance?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
		1	2	3	4	5
8.1	Empowerment					
8.2	Total involvement					

8

9

8.3	Top management support and commitment	10
8.4	Team building	11
8.5	Training and retraining	12
8.6	Continuous improvement	13
8.7	Customer satisfaction	14
8.8	Democratic leadership styles	15
8.9	Culture change	16

Part 3

Perceptions of the school-based managers and educators regarding the effectiveness of the developmental supervision implementation strategies comprising of the clinical supervision approach, self-directed supervision approach, peer supervision approach, inquiry-based supervision approach and connoisseurship supervision on improving quality of teaching as linked to TQM principles with special reference to the IQMS implementation.

Developmental supervision

Developmental supervision is a model implemented by way of appropriately employing different leadership styles with different teachers according to different circumstances which involve levels of professional development, expertise and commitment.

Section C

Characteristics of the clinical supervision strategy

The clinical supervision model involves cyclical stages of collegial interaction characterised by peer to peer and face to face relationship between supervisor and educators that focuses on the events that take place in the classroom with the aim of improving instruction Cogan (1973).

To what extent do you agree that implementation of IQMS lesson observation cycles in your organisation comply with the following cycle of Cogan’s clinical-supervision performance improvement strategies?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE
		1	2	3	4	5
9.1	Establishing the teacher supervisor relationship					
9.2	Planning lessons, series of lessons or unit with the teacher including formulation of objectives activities, materials to be used, methods, as well as feedback strategies					
9.3	Planning strategies for observation					
9.4	Observing instruction in a collaborative manner					
9.5	Analysing the teacher learning process					

17

18

19

20

21

22

9.6	Planning the teacher strategy of the supervisor-teacher conference by way of decision sharing and consultation					
9.7	Conducting the supervisor-teacher conference by way of decision sharing and consultation					
9.8	Renewed planning encompassing mutually agreed changes					

23

24

Section D

Considering the above characteristics, to what extent do you agree that clinical supervision lesson observation cycle complies with the following Total Quality Management principles?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE
		1	2	3	4	5
10.1	Empowerment					
10.2	Total involvement					
10.3	Top-management commitment					
10.4	Team-work					
10.5	Training and retraining					
10.6	Customer satisfaction					
10.7	Culture change					
10.8	Continuous improvement					
10.9	Democratic leadership styles					

25

26

27

28

29

30

31

32

33

Section E

From your experience, to what extent do you agree that practical implementation of IQMS lesson observation cycle in your organisation complies with the following Total Quality Management principles?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE
		1	2	3	4	5
11.1	Empowerment					
11.2	Total involvement					
11.3	Top-management					
11.4	Team-work					
11.5	Democratic leadership style					
11.6	Training and retraining					
11.7	Customer satisfaction					
11.8	Culture change					
11.9	Continuous improvement					

34

35

36

37

38

39

40

41

42

Section F

THE SELF-DIRECTED SUPERVISION STRATEGY

Self-directed supervision puts more emphasis on the teacher's full responsibility in decision making regarding curriculum planning and implementing as well as the instructional improvement plan (Glickman, et al., 2004)

To what extent do you agree that implementation of IQMS self –evaluation in your organisation complies with the following self-directed supervision performance improvement-strategies as proposed by Glickman?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STORNGLY DISAGREE	DISAGREE
		1	2	3	4	5
12.1	Teacher assumes full responsibility for decision making regarding planning and implementing the instructional improvement plan.					
12.2	Making visits to the classroom of several expert teachers for the purpose of comparing expert teaching to one's own teaching, and identifying self- improvement goals based on such comparison					
12.3	Videotaping one's own teaching across several lessons, and then analysing teaching performance while reviewing the videotape					
12.4	Making surveys or questionnaires administered to students or parents.					
12.5	Interviewing supervisors, peers, students, or parents about effective teaching and learning or about one's own instructional performance.					
12.6	Keeping a journal of teaching experience, problems, and successes, accompanied by critical reflection for the purpose of instructional					

43

44

45

46

47

48

	improvement					
12.7	A comprehensive review of student achievement on traditional tests as well as student projects, presentations, portfolios, social behaviour, and so on.					
12.8	Development of teaching portfolio for the purpose of self-reflection and analysis					

49

50

Section G

To what extent do you agree that self-directed supervision strategy complies with the following Total Quality Management principles?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE
		1	2	3	4	5
13.1	Empowerment					
13.2	Total involvement					
13.3	Top management					
13.4	Team building					
13.5	Democratic leadership style					
13.6	Training and re-training					
13.7	Customer satisfaction					
13.8	Culture change					
13.9	Continuous improvement					

- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59

SECTION H

To what extent do you agree that IQMS self-evaluation complies with the following Total Quality Management Principles?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE	
		1	2	3	4	5	
14.1	Empowerment						60
14.2	Total involvement						61
14.3	Top management, support and commitment						62
14.4	Team building						63
14.5	Democratic leadership style						64
14.6	Training and retraining						65
14.7	Customer satisfaction						66
14.8	Culture change						67
14.9	Continuous improvement						68

THE PEER SUPERVISION STRATEGY

Peer supervision involves two or more teachers mutually agreeing to work together for professional growth by means of observing each other's classroom; giving each other feedback about the observations, and discussing shared professional concerns (Glatthorn, 1999).

Section I

To what extent do you agree that IQMS peer -evaluation complies with the following Glatthorn (1999)'s peer supervision performance improvement strategies?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	
		1	2	3	4	5	
15.1	Professional dialogue among teachers featuring guided discussion and focusing on teaching as a process of thinking						69
15.2	Curriculum development featuring teachers working together on such themes as operationalising the existing curriculum,						70
15.3	Peer supervision featuring observation of each other's teaching followed by analysis and discussion.						71
15.4	Peer coaching featuring the study of problems being faced and the development of feasible solutions that result in changes in one's teaching methods and skills						72
15.5	Action research featuring the study of problems being faced and the development of feasible solutions that result in change in one's teaching practice						73

Section J

To what extent do you agree that peer supervision complies with the following Total Quality Management principles?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE
		1	2	3	4	5
16.1	Empowerment					
16.2	Total involvement					
16.3	Top-management support and commitment					
16.4	Team building					
16.5	Democratic leadership styles					
16.6	Training and retraining					
16.7	Customer satisfaction					
16.8	Culture change					
16.9	Continuous improvement					

74

75

76

77

78

79

80

81

82

Section K

To what extent do you agree that the implementation of IQMS peer-evaluation complies with following principles of TQM?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE	
		1	2	3	4	5	
17.1	Empowerment						83
17.2	Total involvement						84
17.3	Top management, support and commitment						85
17.4	Team building						86
17.5	Democracy						87
17.6	Training and retraining						88
17.7	Customer satisfaction						89
17.8	Culture change						90
17.9	Continuous improvement						91

Section L

Connoisseurship supervision

A connoisseur is an individual who has a broad knowledge, expertise and experience of the supervision process and good judgemental skills including specialisation in a particular subject (Eisner, 1998). In other words, the same authors seem to agree that a connoisseur has the following qualities:

To what extent do you agree that the school based managers or IQMS DSGB at your school organisation complies with the following connoisseurship supervision performance-improvement strategies?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE	
		1	2	3	4	5	
18.1	Knowledge and experience of the subject area						92
18.2	Knowledge and techniques of classroom observation and conferencing skills						93
18.3	Possess vision, motivation and organisational skills						94
18.4	Knowledge and techniques in diagnosing levels of educators' expertise and commitment, and matching these with the appropriate developmental supervision strategies						95

Section M

To what extent do you agree that connoisseurship supervision complies with the following Total Quality Management Principles?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE
		1	2	3	4	5
19.1	Empowerment					
19.2	Total involvement					
19.3	Top management support and commitment					
19.4	Team building					
19.5	Democratic leadership styles					
19.6	Training and retraining					
19.7	Customer satisfaction					
19.8	Culture change					
19.9	Continuous improvement					

96

97

98

99

100

101

102

103

104

Part 4

Developmental supervision implementation strategies and levels of expertise and commitment

Section N

To what extent do you agree that the following developmental supervision implementation strategies match the indicated levels of expertise and commitment?

FOR OFFICE USE

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE
		1	2	3	4	5
20.1	Application of self-directed supervision to teachers functioning or groups functioning at generally high developmental levels of expertise and commitment					
20.2	Application of peer supervision to teachers functioning or groups functioning at generally high and moderate developmental levels, of expertise, and commitment					
20.3	Application of the clinical supervision to teachers functioning at both low, moderate and high developmental levels of expertise-and commitment,					

105

106

107

20.5	Application of connoisseurship supervision to teachers functioning at low, medium and high developmental levels of expertise-and commitment					

Part 5

Developmental supervision performance- improvement strategies and quality of teaching

Section O

To what extent do you agree that the following performance improvement strategies of the developmental supervision model influence quality of teaching positively?

		STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE
		1	2	3	4	5
21.1	Incorporating elements and components of the clinical supervising, self-supervision, peer supervision, and connoisseurship supervision strategies					
21.2	Recognizing teacher’s levels of expertise and commitment during the supervision process					
21.3	Effective implementation of Total Quality Managements principles					

Appendix 5

FOCUS GROUP INTERVIEW GUIDE

- Please share with us your knowledge and understanding of the Total Quality Management theoretical philosophy in education and its influence on teacher performance/quality of teaching.
- Give your comments regarding the application of the developmental supervision model as a possible tool for improving quality of teaching through the application of the clinical supervising, self-supervision, peer supervision and connoisseurship strategies as related to IQMS implementation in compliance with TQM principles?
- May you please share your views regarding effectiveness of the developmental supervision implementation strategies as a possible tool for improving quality of teaching by means of the clinical supervision, self-supervision, peer supervision, and connoisseurship strategies as related to teachers' levels of expertise and commitment?
- Share your opinions regarding the effectiveness of the developmental supervision model on improving quality of teaching by integrating the elements and components of clinical supervising, self-supervision, peer supervision, and connoisseurship strategies with regards to teachers' levels of expertise, and commitment and implementation of TQM principles.

Appendix 6
UNISA REGISTRATION

0727

MUSUNDIRE A MR
1155 WYOMING COURT
16 SELKIRK STREET
GERMISTON SOUTH

STUDENT NUMBER: 0777-010-3

ENQUIRIES TEL: 0861670411

FAX: (012)429-4150

email: mandd@unisa.ac.za

2014-04-08

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: DED (EDUC MANAGEMENT) (0930X)

PROVISIONAL EXAMINATION

CODE	PAPER	S NAME OF STUDY UNIT	WEIGHT	LANG.	EXAM.DATE
------	-------	----------------------	--------	-------	-----------

CENTRE (PLACE)

Study units registered without formal exams:

DIS930X		DED - EDUCATIONAL MANAGEMENT	0.720	E	
---------	--	------------------------------	-------	---	--

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof M Mosimege

Registrar

0108 0 00 0

APPENDIX 7



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2014/084

GDE RESEARCH APPROVAL LETTER

Date:	12 June 2013
Validity of Research Approval:	12 June 2013 to 20 September 2013
Name of Researcher:	Musundire A.
Address of Researcher:	16 Selkirk Street 1 Wyomong Court Germiston 1401
Telephone Number:	073 531 4197
Email address:	amusundire@gmail.com
Research Topic:	The impact of quality assurance systems in Gauteng Primary schools
Number and type of schools:	FIFTY-SEVEN Primary Schools
District/s/HO	ALL Districts

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that provisional approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above, but to **REFRAIN from using field-workers to conduct focus group interviews**. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za

APPENDIX 8



Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

Musundire A [7770103]

for a D Ed study entitled

**The impact of Quality Assurance Systems on teacher
performance in primary schools**

has met the ethical requirements as specified by the University of South Africa
College of Education Research Ethics Committee. This certificate is valid for two
years from the date of issue.

A handwritten signature in black ink, appearing to read "CS le Roux".

Prof CS le Roux
CEDU REC (Chairperson)

lrouxcs@unisa.ac.za

Reference number: 2013 Aug/7770103/CSLR

15 August 2013