

**THE ROLE OF DEVELOPMENTAL SUPPORT GROUPS (DSGs) IN IMPLEMENTING
INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)
IN SELECTED SECONDARY SCHOOLS IN LIBODE CIRCUIT 3**

By

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ABSTRACT

The purpose of this study was to examine the role played by Development Support Groups (DSGs) in implementing the Integrated Quality Management System (IQMS) in the secondary schools of Circuit 03 of Libode district of Eastern Cape Province.

The scope of research was restricted to three secondary schools in circuit 03. The research methodology was qualitative in which multiple case study strategy was employed. The sampling strategy was purposive sampling and it included principals, educators serving in DSG and educators who have been evaluated in the previous years. Data were collected through semi-structured interviews to get information from principals. Questionnaires with open ended questions were used to obtain information from educators serving in DSGs and educators who have been evaluated in the previous years.

The findings of this study were that; the DSGs did not receive training that specifically explained their role. Timing is a problem in evaluation of educators as it is performed in the fourth term when educators are busy preparing for final examinations and planning for the next coming year. The infrastructure condition cripples the performance of DSGs. The interpretation of evaluation instruments for educators poses a challenge to DSGs. The awarding of scores by DSGs tends to be more subjective. DSGs mainly have to use their discretion in awarding scores.

Analysis of information received from participants indicated that the role of DSGs in implementing IQMS could be improved with intensive training of DSGs on IQMS. Summative evaluation of educators has to be conducted in the third term as many activities take place in the fourth term. Learner performance has also to be a deciding factor in awarding educator scores. Subject advisors should form part of DSGs. This research is likely to benefit school principals, policy makers, educators and IQMS coordinators as it provides clarity on the role of DSGs in implementing IQMS.

KEY TERMS

Class room observation

Feedback

Evaluation

Formative evaluation

Implementation

Integrated Quality Management System

Implementation

Mentoring

Monitoring

Performance appraisal

Performance standards

LIST OF ABBREVIATIONS AND ACRONYMS USED IN THE STUDY

ANA	:	Annual National Assessment
DAS	:	Developmental Appraisal System
DBE	:	Department of Basic Education
DIP	:	District Improvement Plan
DoE	:	Department of Education
DSG	:	Development Support Group
DTT	:	District Task Team
ELRC	:	Education Labour Relations Council
EMD	:	Education Management Development
GM	:	Grant Maintained
HOD	:	Head of Department
LEA	:	Local Education Authority
NTT	:	National Training Team
PGP	:	Professional Growth Plan
PM	:	Performance Measurement
SADTU	:	South African Democratic Teachers Union
SGB	:	School Governing Body
SDT	:	Staff Development Team
SIP	:	School Improvement Plan
SMT	:	School Management Team
TPA	:	Teacher Performance Appraisal
TQM	:	Total Quality Management

DECLARATION

I, MANALANDILE ABEL MAZOMBA, declare that this master's dissertation entitled: THE ROLE OF DEVELOPMENTAL SUPPORT GROUPS (DSGs) IN IMPLEMENTING INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN SELECTED SECONDARY SCHOOLS IN LIBODE CIRCUIT 03 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  DATE 22/10/2014

TABLE OF CONTENTS

PAGES

ACKNOWLEDGEMENT	ii
ABSTRACT	iii
KEY TERMS	iv
LIST OF ABBREVIATIONS AND ACRONYMS USED IN THE STUDY	v
DECLARATION	vi

CHAPTER ONE

INTRODUCTION AND PROBLEM STATEMENT

1.1. INTRODUCTION	1
1.2. PERSONAL INVOLVEMENT	2
1.3. STATEMENT OF THE PROBLEM	7
1.4. AIM OF THE STUDY	7
1.5. DEFINITION OF TERMS	8
1.6. RESEARCH DESIGN AND METHODOLOGY	9
1.6.1 Research design paradigm	9
1.6.2 Research approach	10
1.6.3 Research type	12
1.6.4 Research methods	13
1.7 ETHICAL CONSIDERATION	14
1.8 CHAPTER DIVISION	14
1.9 SUMMARY	16

CHAPTER TWO

THE ROLE OF DEVELOPMENTAL SUPPORT GROUP IN IMPLEMENTING IQMS

2.1. INTRODUCTION	17
2.2. MEANING OF THEORETICAL FRAMEWORK	17

2.3.	EXPLANATION OF VAN DER WESTHUIZEN MODEL OF APPRAISAL	18
2.3.1.	Input	18
2.3.2.	Course of events	19
2.3.3.	Output of final evaluation	19
2.3.4.	Concept that guide educator evaluation	20
2.4.	ADVOCACY & TRAINING	21
2.4.1	Advocacy	21
2.4.2	Training	21
2.5.	STRUCTURES RESPONSIBLE FOR TRAINING IN IQMS	22
2.6.	PLAN OF ACTION TO BE FOLLOWED IN IMPLEMENTING IQMS	23
2.6.1.	Self evaluation by individual educator	23
2.6.2.	Pre-evaluation conference of an educator and developmental support group	24
2.6.3.	Classroom observation	26
2.7.	FEEDBACK GIVEN EDUCATORS REGARDING THEIR PERFORMACE EVALUATION	27
2.8.	TECHNIQUES OF GIVING FEEDBACK TO EDUCATORS	28
2.9.	WHAT SHOULD BE DONE AFTER FEEDBACK	29
2.10.	DEVELOPMENT OF DISTRICT IMPROVEMENT PLAN	29
2.11.	CONCLUSION	30

CHAPTER THREE
IMPLEMENTATION OF IQMS IN SCHOOLS

3.1.	INTRODUCTION	31
3.2.	EXPLANATION OF THE CONCEPT IQMS AND THE HISTORICAL OVERVIEW	31
3.2.1	The South African model of IQMS	31
3.2.2	Development approach system (DAS)	32

3.2.3	Performance measurement (PM)	33
3.2.4	Whole school evaluation (WSE)	33
3.3	PURPOSE OF IQMS IN SOUTH AFRICAN SCHOOLS	34
3.4	STRUCTURES RESPONSIBLE FOR IMPLEMENTATION OF IQMS IN SCHOOLS	35
3.4.1	A school management team (SMT)	35
3.4.2	Staff development team (SDT)	36
3.4.3	Development support group (DSG)	36
3.5	DUTIES OF DEVELOPMENT SUPPORT GROUP	37
3.5.1	Baseline and summative evaluation	37
3.5.2	Development support group engages in classroom observation	38
3.5.3	Purpose of classroom observation	39
3.5.4	Development support group has to provide developmental support to the educator	45
3.5.4.1	Mentoring	48
3.5.4.2	Monitoring	49
3.6	THE CHALLENGES IN PROVIDING MENTORING AND MONITORING IN EDUCATORS	51
3.7	TOTAL QUALITY MANAGEMENT IN THE UNITED STATES OF AMERICA	52
3.7.1	Indicators of quality in different stakeholders	52
3.7.2	Performance areas that educators have to be judged on	53
3.7.3	Significant abilities that tqm can offer to educators	54
3.8	STAFF APPRAISAL IN ENGLAND	55
3.8.1	Origin of staff appraisal in England	55
3.8.2	Aspects on which educators are evaluated	55
3.8.3	Role of the school governing body in appraisal for grant maintained schools (GM)	56
3.8.4	Role of head teacher	56
3.8.5	Implementation of staff appraisal in England	56

3.9	STAGES IN IMPLEMENTATION OF EDUCATOR APPRAISAL IN ENGLAND	57
3.10	COMPARISON OF MODELS OF DEVELOPMENTAL APPRAISAL	59
3.11	CONCLUSION	60

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1	INTRODUCTION	61
4.2	RATIONALE FOR EMPIRICAL RESEARCH	61
4.3	RESEARCH DESIGN	63
4.3.1	Research paradigm	63
4.3.2	Research approach	65
4.3.3	Research type	66
4.4.	RESEARCH METHODS	67
4.4.1	Selection of participants	67
4.4.2	Data collection methods	69
4.4.2.1	Interviews	69
4.4.2.2	Questionnaires	73
4.4.2.3	Procedure for data collection	76
4.4.3	Data processing	77
4.5	ACHIEVING TRANSFERABILITY AND CREDIBILITY	78
4.6	ETHICAL MEASURES	79
4.7	SUMMARY	80

CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF DATA

5.1	INTRODUCTION	81
5.2	RESEARCH PROCESS	81
5.3	DATA ANALYSIS	82
5.3.1	Biographical data of respondents	83
5.3.2	Teaching experience of all the respondents	84
5.3.3	Educational qualifications of all respondents	85

5.3.4	Age of all respondents in interviews and questionnaires	86
5.3.5	Questionnaire findings	87
5.4	DATA INTERPRETATION	107
5.5	CONCLUDING REMARKS	108
5.6	SUMMARY	109

CHAPTER SIX

SUMMARY, RECOMMENDATION AND CONCLUSION

6.1	INTRODUCTION	110
6.2	RESEARCH SUMMARY	110
6.3	SUMMARY OF RESEARCH FINDINGS	111
6.3.1	Literature findings	111
6.3.2	Empirical study findings	112
6.4	RESEARCH CONCLUSION	113
6.5	RECOMMENDATIONS	118
6.6	LIMITATIONS	120
6.7	AVENUES FOR FURTHER RESEARCH	121
6.8	CONCLUDING REMARKS	121
	REFERENCES	122
	APPENDIX A: QUESTIONNAIRE FOR EDUCATORS CURRENTLY SERVING AS DSG MEMBERS	125
	APPENDIX B: QUESTIONNAIRE FOR ALL EDUCATORS NOT SERVING AS DSG MEMBERS	128
	APPENDIX C: INTERVIEWS FOR PRINCIPALS	131
	APPENDIX D: APPRAISAL INSTRUMENT FOR EDUCATORS	133
	APPENDIX E: LETTER TO CIRCUIT MANAGER	134

APPENDIX F:
CONSENT LETTER 135
APPENDIX G:
PERMISSION TO CONDUCT STUDY 136

CHAPTER ONE

INTRODUCTION AND PROBLEM STATEMENT

1.1 INTRODUCTION

The South African experience of educator evaluator in the school system has not been a positive one. Among the most important factors that contributed to the defiance campaign of 1989 were the ways in which the evaluation and inspection of educators, mainly in black schools were perceived and experienced. Educators felt that they were being policed and victimized through inspections (Mathula 2004:1).

After 1994 new policies for educator evaluation that were to replace the inspection system were introduced. One of those new policies was a programme introduced in 2003 known as the Integrated Quality Management System (IQMS) which was aimed at enhancing and monitoring performance of the education system. IQMS is the product of the collective agreement number 8 of 2003 between teacher unions and the government. The following are structures involved in implementing IQMS (Department of Education 2003:5):

- School Development Team (SDT)
- Developmental Support Group (DSG)
- School Management Team (SMT)

The researcher decided to embark on a study concerning the role of DSGs in implementing the IQMS so as to explore the extent to which the DSGs in selected secondary schools in the Libode Circuit 03 perform this role. DSGs are focused upon because they are the only group according to the Department of Education (2003:13) who has a responsibility to do classroom observation for performance evaluation of individual educators for the purpose of IQMS. Furthermore, in all studies that were conducted pertaining to IQMS, none has been done concerning the role of DSGs in implementing IQMS in Libode Circuit 03. The rationale for this study is to establish

whether the DSGs are able to perform educator evaluation in order to improve educator performance and ultimately learner performance.

Since the first democratic elections in South Africa in 1994, several pragmatic innovations have been introduced into the education system with the aim of improving the quality of teaching and learning in all schools. Among the innovations introduced is IQMS; the researcher believes it is necessary to explore the role and responsibilities of DSGs in implementing IQMS.

The current chapter presents personal involvement, statement of the problem, sub-problems, aims and objectives, terminology and the research design and methodology of the study. The division of chapters and summary will also be presented.

1.2 PERSONAL INVOLVEMENT

Recent evaluation research studies, as well as the Department of Basic Education's (DBE) documents have indicated that teacher performance in South African schools remains low and has contributed significantly to the poor academic results of the learners in the last decade (DBE 2012; De Clercq 2008:7). The following table, which reflects performance of grade 12 learners in the past ten years, serves as proof of the above assertion.

TABLE 1: EASTERN CAPE PASS RATE FOR THE LAST TEN YEARS

(Daily Dispatch 2010 and Department of Basic Education 2014)

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
% pass	53.5	56.7	59.3	57.2	50.6	51.0	58.3	58.1	61.6	64.9

Beard and Shindler (as quoted by Nela 2005:146) assert that the poor performance may be attributed to employment of under-qualified educators. Under-qualified educators are those who have a degree but no teaching diploma (ACE, FDE, HDE) and there are

about 16950 of these educators in South Africa (City Press 2008:2). The other category of under-qualified educators are those who are teaching out of subject specialization; for instance an educator whose major subject was geography at university may be forced to teach English which he /she never studied at university or teacher training college level. Allowing educators to teach out of subject specialization may be caused by a shortage of educators in that particular school. The resultant negative effect of employing under-qualified educators is observed by Jansen (cited in Mbeki 2011:107) wherein he argues that it is possible in external examination grade twelve scripts to find the same error in all learners of a particular school which is indicative of the educator's lack of knowledge in that aspect of the curriculum. According to the Daily Dispatch (2007:2), there are more than 12000 teachers in South Africa who have only grade ten or grade twelve certificates and are referred to as unqualified educators. About 6040 educators have only a matric certificate while another 6053 have the old standard eight pass and have received an additional two years' teacher training. Many of the unqualified educators are appointed to teach in rural areas that are battling to attract qualified educators. Most of the unqualified educators teach grades R, 1, 2 and 3 (City Press 2006:3). The effect of unqualified educators is noticeable in the low pass rate in mathematics and literacy in grades 3, 6 and 9 as revealed by a DBE's programme of Annual National Assessment (ANA) aimed at providing standardized measurement of the quality of teaching and learning below grade twelve. The evaluation of grade 3, 6 and 9 was performed in 2001, 2004, 2007, 2009 and 2011.

The following table shows the national results of grade 3 and 6 in the years 2009 and 2011:

TABLE 2: (DEPARTMENT OF BASIC EDUCATION 2012)

Year	Grade	Subject	% pass rate
2009	3	Literacy	33
	3	Numeracy	41
	6	Language	20
	6	Maths	13
2011	3	Literacy	35
	3	Numeracy	28
	6	Language (Eng)	28
	6	Maths	30

The following problems regarding maths and literacy were noted in examination scripts of grade 3, 6 and 9 by examiners who are in the DBE (2011:10).

- Learners were unable to handle basic numeracy operations such as subtraction, multiplication, division and addition.
- Seriously limited or distorted conceptions of fractions; for example comparing fractions according to size and arranging them from the smallest to the biggest and vice versa and this is caused by inappropriate methods of introducing these concepts to learners.
- General lack in basic literacy skills including basic grammar, correct spelling of frequently used words, proper use of language forms such as correct use of prepositions, plural forms and tense.
- Illegible handwriting caused by neglect of training in this important skill or inadequate practice in doing written work.

The Minister of Basic Education maintains that the other cause of poor learner performance in the past ten years could be attributed to the high absentee rate of educators at school. The study commissioned by the Minister of Basic Education in 2009 found that 10, 5% of educators absent themselves from school annually and this is caused by:

- The high number of activities such as workshop, sport and music.
- Poor management and accountability at school.
- Inadequate sanctions or consequences for absenteeism.
- Insufficient incentives for teachers
- Constant upheavals within the education system arising from educator strikes, go-slows and educator union meetings (Daily Dispatch 2010:3).

De Clercq (2008:8), states that studies of factors contributing to poor learner achievement in developing countries include factors such as the socio-economic background of the learners and their communities, the context of schooling, inadequate leadership and quality resources. However, they also point to the importance of quality teaching.

One of the roles of the DSG is to evaluate the performance of the teacher at the end of the year. To evaluate educator performance, DSGs use information from files containing evidence of what the educator and learners have done in class throughout the year. Files containing such information are referred to as portfolios. It is presumed that the educator's portfolio and the learners' portfolios are in order especially that during the year the DSG has been monitoring and supporting the teacher.

Also, the IQMS objective is to improve the quality of teaching and learning. If the learners' performance does not improve it becomes necessary to look at whether DSGs are fulfilling their role and responsibilities. The researcher wants to look at how the DSGs appraise teachers in the new learning areas such as technology, art & culture and

life orientation for which many teachers have never been trained since these subjects were introduced after 1994 (Sunday Times 2010:4). Although the learning areas changed to subjects in the new Curriculum and Assessment Policy Statement (CAPS), learning areas were still applicable during the time when this study was conducted.

Lastly, the researcher decided to embark on this study after having been puzzled by the Department of Education (DoE) (2008:4), when it was stated that a campaign for learner performance improvement is launched in response to national and international studies that have shown over a number of years that South African children are not able to read and write and count at expected levels. As a result of poor performance of South Africa's schooling system the President of South Africa, J. G. Zuma in his 2010 State of the Nation Address, made a commitment toward an independent national system of standardized testing in grades three, six and nine and set improvement targets of 60% minimum performance for learners in literacy and numeracy. The targets set by the President have to be achieved in 2014. Presently (2014) Annual National Assessment (ANA) is administered in all public schools in grades one to six and nine and grade three or six in independent schools (Department of Basic Education 2013:3).

Jansen (cited in Mbeki 2011:102), concurs that every national and regional test of comparison on basic competencies in reading, literacy and numeracy consistently places South Africa at the bottom of the performance scale. For example, the Trends in International Mathematics and Science Study (TIMSS) placed South Africa at the bottom of the scale. South Africa is performing even below countries such as Phillipines, Botswana and Ghana. Daily Dispatch (2007:4), reported that in 1999 South Africa came last out of 38 countries in an international maths test for grade six and in 2003 it was bottom in a table of 50. It is further stated by the Department of Education (2008:4), that for the duration of the campaign South Africa will not participate in any regional or international studies which assess learner competency levels in literacy and numeracy.

1.3 STATEMENT OF THE PROBLEM

The problem investigated is “Do the developmental support groups play their role in conducting the Integrated Quality Management System (IQMS) in selected secondary schools in Libode Circuit 03”?

The following sub-questions can also be asked to enhance and help to understand the problem in a more appropriate way;

- What types and frequency of mentoring and monitoring do the DSGs provide to educators?
- What are the challenges facing the DSGs in supporting educators?
- Are the DSGs giving quality feedback to educators?
- Are the DSGs capable of conducting effective evaluation of teacher performance?
- What assistance is provided by DSGs to educators in formulating a Professional Growth Plan (PGP)?

1.4 AIM OF THE STUDY

The aim of the study is to investigate the role of DSGs in implementing IQMS in selected secondary schools in Circuit 03 in the Libode District. In order to achieve this, the following objectives are applicable.

- Determine the types/frequency of mentoring and monitoring the DSGs provide to educators.
- Examine the challenges facing the DSGs in supporting educators.
- Investigate the feedback given to educators by DSGs.
- Examine the kind of evaluation done by DSGs pertaining to educators.
- Explore the kind of assistance given by DSGs to educators in formulating Personal Growth Plans (PGPs).

1.5 DEFINITION OF TERMS

Implementation: According to Hornby (2005:748), to implement is to make something that has been officially decided start to happen. In this study implementation is the effective use of an appraisal tool to assess the competence of educators.

Performance Appraisal: Performance appraisal may be defined as a formal and systematic process by means of which the job-relevant strengths and weakness of employees are identified, observed, measured, recorded and developed (Noe, Hollenbeck, Gerhart & Wright 2006:724).

Role: According to Hornby (2005:1231), the word role, means the function or position somebody has or is expected to have in an organization. In this study role will be based on the theoretical framework for this study which is included in the literature review. In this research, we are concerned with the position, function or responsibilities performed by DSGs in evaluating educators in the IQMS process in schools.

Feedback: According to Noe et al (2006:368), feedback is the process through which employees are made aware of their performance according to the organization expectations. In this study, feedback will serve as a requirement for an appraisal system and the criteria for judging the work performance of educators.

Monitoring: De Clercq (2008:10), defines monitoring as a line management supervision which can be done either by departmental subject advisors or internally by the school management team. For the purpose of this research monitoring involves, supervision, giving direction and evaluating performance.

Mentoring: Blankstein (2004:119), defines mentoring as a way by which educators are supported by their colleagues through close supervision of work and practice.

Integrated: According to Hornby (2005:775), this means to combine two or more things so that they work together; for this research it refers to a combination of Developmental Appraisal, Performance Measurement and Whole School Evaluation to bring about one effective system that will investigate developing educators.

Formative Evaluation: According to the Department of Education (2004:39), this is an emphasis on continuous improvement and treatment of a quality management system as a foundation for ongoing learning and development.

Performance Standards: The Department of Education (2004:40), explains performance standards as agreed criteria to describe how well work must be done. They clarify the key performance areas of a job by describing what working well means.

1.6 RESEARCH DESIGN AND METHODOLOGY

1.6.1 Research paradigm

Cresswell (2003:77), defines research paradigm as philosophical assumptions that guide and direct thinking and they are related to the ontology (nature of reality), the epistemology (the relationship of the inquirer to that being researched), the axiology (the role of values in the study) and the methodology (process of the research). Reinforcing Cresswell's assertion, Lambert (2012:19), maintains that the conscious and subconscious beliefs which lie beneath the questions we ask and ways we carry out research, and which shape the kind of conclusions which emerge from our investigations.

Myers (2001:2), suggests the following paradigms based on the underlying research epistemology:

Positivist: This paradigm assumes that there is an objective truth existing in the world which can be revealed through the scientific method where the focus is on measuring relationships between variables systematically and statistically.

Post positivism: It refers to the thinking after positivism and it challenges the traditional notion of the absolute truth about knowledge.

Critical paradigm: It assumes that social reality is historically constituted and that it is produced and reproduced by people.

Interpretive: This paradigm holds that reality is socially constructed and there are always multiple interpretations of constructions that can be made in an inquiry. The interpretive paradigm generally makes use of qualitative research methods such as interviews, observations and document reviews in order to capture the meaning people assign to phenomena.

The researcher has adopted an interpretive paradigm hence the study consists of participants' views as well as information that is found in documents. The approach that is adopted for this study takes note of Packer's assertion (2000:231), that interpretive inquiry aims to characterize how the people experience the world, the way they interact together, and the settings in which these interactions take place. In the case of this study attention would be given to the way the participants perceive the role of DSGs in implementing IQMS in a school setting by examining types and frequency of support that the DSGs provide to educators, challenges facing the DSGs in supporting the educators and the actions that can be implemented to overcome the challenges.

1.6.2 Research approach

Previous research conducted on the implementation of the IQMS in schools in South Africa employed a qualitative approach. Data was gathered by means of interviews, observation and document analysis. In a related study, Kanyane (2008:41), applied a

mixed approach which combined the qualitative and quantitative approaches in order to examine the politics of resistance in the implementation of the IQMS in nine schools in the Moretele District, North West Province. In a different but related study, Sambumbu (2010) adopted a qualitative approach to explore the implementation of IQMS in Queenstown District schools. Although the methodological approaches and methods employed by these studies are suitable, none of these studies examined the extent to which the DSGs assist educators to make a smooth transition into the real-world classroom, and none was conducted using samples from the Libode District and in particular, Circuit 03.

The present study's aim and objectives would be pursued through the literature review as well as interviews and questionnaires. The literature review component of this study provided in Chapter 3 involves a study of primary and secondary sources with the aim of illuminating the opinions of writers on the research topic and laying a sound theoretical basis on which the rest of the study will be based. Primary sources yield most accurate information because they provide first-hand information, while secondary sources are citations picked from a primary source (Le Roux 2002:26). Primary sources that are reviewed in this study include books, newspapers, journal articles, conference papers and unpublished dissertations. A review of these sources of information will assist in laying a sound theoretical foundation on which the empirical study component will be anchored.

The present study employs a qualitative rather than a quantitative approach. Researchers using a qualitative approach believe that multiple realities are represented in participants' perspectives, and that, context is critical in providing an understanding of the phenomenon being investigated (Lauer 2006:271). The researcher considers a qualitative approach to be a suitable option because analysis of the research questions would involve drawing meaning from recorded human experience or opinions through language; that is, words and sentences rather than the objective mathematical descriptions that are typical of the quantitative approach. The qualitative approach is based on the assumption that there are "multiple realities" that need to be described in

detail in order to reach a complete and deep understanding of the phenomenon being investigated (McMillan and Wergin 2002:119), meaning that an incident cannot be attributed to one cause, there may be other underlying or salient factors contributing to a certain incident. In order to expose the multiple realities that need to be described, the present study employs qualifying words or descriptions to elicit the opinions of the participants.

1.6.3 Research type

Case study research is “an in-depth analysis of one or more events, settings, programs, social groups, communities, individuals or other bounded systems in their natural context” (McMillan & Schumacher 2006:288). Rather than studying all 16 junior secondary schools in Circuit 3, the present study involves three cases or three schools. Yin (2004:94), listed four key designs used in case-study research as a single or a multiple case study (based on the number of units) and holistic or entrenched (based on the number of units of analysis within each case). Choosing to conduct this study in three selected schools implies that this study should adopt a multiple case study strategy. The unit of analysis would be holistic as there would be multiple participants in each case.

Each case (School) would be examined thoroughly in an attempt to trace consistency or relationships between the various units. The researcher’s idea of employing multiple cases (many Schools) instead of one case (one School) is motivated by the fact that the application of multiple cases would enhance transferability and trustworthiness of this study; this also conforms to Stake’s (1995:101), recommendation which states that in addition to identifying a ‘case’ or ‘object’ of a case study, a case study is defined by its interest in individual cases rather than the methods of inquiry. Even though the present study involves three secondary Schools selected from the list of secondary Schools in Circuit 03, the results of this study would not be generalized to the entire 23 Schools in Circuit 03 in the Libode District but rather limited to the three secondary Schools studied. Details of the criteria for selecting the three schools are presented in Section 4.2.

This study would be conducted in selected secondary schools in Circuit 03 in the Libode District in the Eastern Cape Province, South Africa. Circuit 03 is a small administrative unit in the Libode District, consisting of 23 Schools, two senior secondary Schools (start from grade 10 to 12) and 16 junior secondary schools (start from grade R to nine), 5 senior primary Schools (start from grade R to six) and a learner population of 8695). A majority of the learners in these schools come from rural communities in this circuit. Most teachers in these schools live in Mthatha and commute to School daily from Mthatha. Concentrating this study on as small an area as Circuit 03 justifies a case study. The researcher's decision to use a case study is consistent with Gillham's (2000:101) recommendation that case study research must identify a "case" which is the object of the study. Case study research focuses on a contemporary phenomenon within its real-life context, especially when the boundary between the phenomenon and the contexts is not clearly defined (Lambert 2012:15). The contemporary phenomenon as applied to this study is the IQMS which is currently implemented in all primary and secondary schools in South Africa with the aim of improving the quality of teaching and learning. The real-life contexts as they apply to this study are the schools in Circuit 03 in the Libode district currently implementing the IQMS.

1.6.4 Research methods

The participants of this study will include the educators that are currently serving as DSG members, certain educators not serving as DSG members, and the principals of the three selected schools (refer to Appendices 1, 2 and 3). Data will be gathered from the participants by means of questionnaires and interviews as revealed in Appendices 1, 2 and 3. Both closed and open -ended questions will be included in the questionnaire and spaces left for participants to write down their responses. Analysis of data would focus on drawing meaning from the participants' opinions, similar opinions will be grouped together as well as different opinions and comparisons between the various categories of participants will be made. Results of the analysis of data will be used to answer the sub research questions. Conclusions will be based on the results on the main research question.

1.7 ETHICAL CONSIDERATIONS

Honest attempts will be made to consider ethical issues in the research to protect human rights and privacy of individuals. Smit (quoted by Dlamini 2009:126) indicates that participants need to give informed consent in order to participate. The researcher will therefore seek informed consent from research participants. No undue influence like, for example, promising of rewards, will be exercised over participants in order to obtain consent. All collected data will be stored in such a way that no unauthorized persons can obtain access to them. All participants will remain anonymous. Participants will be ensured of confidentiality, that is, no confidential information will be released without the permission of participants. Information collected will in no way be distorted and the researcher will try to maintain integrity at all times.

1.8 CHAPTER DIVISION

Having clarified the key concepts used in this research, the following is an outline of the study.

Chapter one: Introduction and problem statement

This chapter consists of the overview of the study. It entails introduction, statement of the problem, personal involvement, emphasizes the importance of the research statement of the problem, sub-problems, aims and objectives of the research, definition of terms, method of research, design of the study, division of chapters and summary.

Chapter two: The role of Developmental Support Groups in implementing IQMS

Firstly, the models from various sources on the role of DSGs as appraisers will be explored to lay the basis of a theoretical framework. Secondly, the role and responsibility of DSGs will be elaborated upon in this chapter. Examination of the kind of support DSGs give to educators will be examined. The aim of this chapter is to lay a sound

theoretical background against which the empirical study will take place. A conclusion will be drawn on all views mentioned in the chapter and the challenges faced by DSGs in implementing IQMS will be highlighted.

Chapter three: Implementation of IQMS in schools

The emphasis in this chapter will be on the literature review regarding implementation of IQMS in schools. The literature review will attempt to cover the introduction, origin of IQMS in South Africa and the reasons for the introduction of this programme. Models of teacher appraisal in other countries such as Britain and the USA will be explored.

Chapter four: Research design and methodology

This chapter will describe the research design and methodology and the methods used to collect data. Sampling, data collection and data processing will also receive attention in this chapter.

Chapter five: Analysis and interpretation of data

In this chapter the data analysis and summary will be presented. Comparison of findings with literature will be undertaken. Diagrams, tables and figures revealing research findings will be provided.

Chapter six: Summary, recommendation and conclusion

In this chapter a synopsis of literature, methodology and findings will be made. Necessary recommendations and conclusion will be made and areas that still need to be researched will be highlighted.

1.9 SUMMARY

This chapter introduced and highlighted the background to the study. It also covered the aims of the research, objectives of the research, problem statement, research questions, assumptions, definition of terms and method of research. Previous studies conducted in South Africa have investigated the politics in the implementation of the IQMS and none of the studies examined the extent to which the DSGs support the educators. The present study employs a qualitative case study strategy to examine the extent to which the DSGs in three selected junior secondary schools in Circuit 03 in the Libode District in the Eastern Cape Province support the educators in order to provide quality teaching and learning. The participants in this study include all the educators who are currently serving as DSG members, all other educators in the School that are not members of the DSG, and the principals of the three selected junior secondary Schools. In chapter two a theoretical framework which would serve as a criterion for judging the performance of DSGs will be discussed.

CHAPTER TWO

THE ROLE OF DEVELOPMENTAL SUPPORT GROUPS IN IMPLEMENTING IQMS

2.1 INTRODUCTION

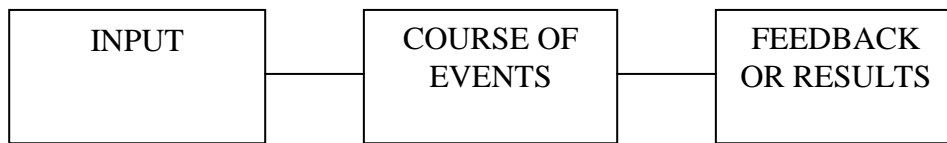
In chapter one a background to the study has been dealt with. The present chapter provides a theoretical basis for the role of DSGs in implementing IQMS, thus giving a detailed account of what the DSG is expected to do in implementing IQMS.

2.2 MEANING OF THEORETICAL FRAMEWORK

For this research, a theoretical framework serves as a mental representation of how the researcher perceives the role of a DSG. The researcher is of the view, that a theoretical framework is a criterion to be used in shaping the study and its progress and is used as a lens against which empirical data is evaluated.

The appraisal model devised by Van der Westhuizen (1999:258), is used as a criterion to evaluate the role played by DSGs in implementing IQMS in selected junior secondary Schools in the Libode District. IQMS is an evaluation system that combines educator monitoring and appraisal for development by DSGs hence one of the study's objectives is to evaluate the monitoring of educators by DSGs. Castetter, Howson and Peach (cited by Van der Westhuizen 1999: 255) state that the primary aim of personnel evaluation is the improvement in the work achievements of the staff. The following is Van der Westhuizen's (1999:259) model for evaluation in which the purpose and the method of evaluation are reflected.

TABLE 3: VAN DER WESTHUIZEN'S MODEL



Van der Westhuizen (1999:259)

2.3 EXPLANATION OF Van der WESTHUIZEN'S MODEL OF APPRAISAL

Van der Westhuizen's model provides a frame of reference to establish where the emphasis should be put when evaluation is undertaken.

2.3.1 Input

What happens before an evaluation is regarded as an input. The following fall under what can be regarded as inputs:-

Goals of educator evaluation: The primary aim of educator evaluation is improvement in the work of the educator. The secondary aim is to give recognition to proven achievements, identifying future education leaders and determining whether the educator is ready for promotion.

Resources that are required for educator evaluation: In order for IQMS to be implemented and for DSGs to be able to play their role the following resources have to be available;

- People to be involved; that is, the educators to be involved, peer and immediate senior of educator to be appraised.

- Time has to be allocated to conduct classroom observation, giving feedback to educators and supporting the educators.
- Funds have to be set aside for teacher development and for purchasing teacher-support material.

2.3.2 Course of events

Evaluation starts when what was planned in the input phase comes into operation. More time has to be allocated for evaluation of the educator in class. This kind of evaluation is termed formative since its purpose is to continually change and re-change behaviour in order to achieve desired objectives. Both the educator and DSG are involved in the planning of follow-up actions and determining future aims. The importance of this type of evaluation is that the school managers and DSG become aware of the strong and weak points of educators regarding teaching and recommend relevant training programmes.

2.3.3 Output of final evaluation

Output evaluation is a type of evaluation that usually takes place at the end of the year, in contrast to the input evaluation that is conducted before the IQMS programme starts and formative evaluation is done in the course of the IQMS programme. The purpose of final evaluation is to determine whether the goals that have been set in the input stage have been achieved. The information obtained in the final evaluation is mainly used for recognizing achievement through merit awards and increase in salary. In educator evaluation there have always to be some guiding concepts (Van der Westhuizen 1999:259).

2.3.4 Concepts that guide educator evaluation:

Values

The concept of value is used in evaluation to judge whether the work of an educator is good, bad or not in line with the predetermined set of norms (rules and standards) (Van der Westhuizen 1999:261).

Norms

Norm refers to normal distribution, where an educator performance is measured against that of a norm group (average, mode, standard deviation). Norm does not indicate whether the performance is poor, satisfactory or good but only whether performance is poorer, the same or better than the norm. A norm is not used directly to evaluate the performance of an individual, but is used to compare the individual's achievement with that of the group. In the case of IQMS it is only an individual's performance that is evaluated (Van der Westhuizen 1999:261).

Criteria

A criterion is a standard or gauge which makes up the frame of reference against which the performance of an individual is measured and not that of the norm group.

For evaluation to take place, not only norms and criteria should be available but also information regarding the person being evaluated; that is, his/her qualifications, subject specialization, teaching experience and job description.

DSGs, educators and SMTs are involved in the implementation of IQMS, it is therefore necessary that they receive training in order to know the goals, aim and the procedure for implementing IQMS. All those who are involved in the appraisal process have to be trained. The reason for training is to ensure that every educator understands the main

components of the appraisal and what will be expected of them. Training would provide educators with goal-setting skills, observation skills, mastery of evaluation procedures and an ability to make competent judgements about standards and criteria that govern the IQMS process (Jantjies, cited by Kamlawathee, 2009:19). Concurring with Jantjies, the DBE recommends that all those who are to implement IQMS have to be trained. It is necessary therefore to discuss how the training will be conducted and who will do it.

2.4 ADVOCACY AND TRAINING IN IQMS

2.4.1 Advocacy

According to the Department of Education (2003:6), the first step in implementing IQMS is that, advocacy has to be done by training teams from national, provincial and district offices of the DBE. The aim of advocacy is to raise awareness of what IQMS is. Advocacy focuses on achieving a large scale buy-in to the process and the questions “what?” and “why?” will be answered at meetings, workshops and in documents explaining IQMS processes. Advocacy should relate to what the IQMS is and what the benefits will be for educators and school? Benefits that educators may get through IQMS are, professional growth, pay progression, support from DSG, quality teaching and learning. It is further stated by the Department of Education (2003:6), that advocacy should explain the reasons for the approach adopted in implementing an IQMS, particularly regarding such aspects as alignment of three developmental processes (WSE, DA and PM).

2.4.2 Training

In training for educators it should be explained how IQMS would be implemented in all schools. All officials and educators must have a thorough understanding of the IQMS principles, processes and procedures as explained in Chapter three. Training must enable officials and educators to plan and administer IQMS in a uniform and consistent manner; that is, evaluating educators in the same way, subjecting them to the same

procedures and making use of the same instruments in order to achieve equal treatment for all educators and to ensure fairness. The concerns of educators about IQMS will be addressed, for example, educators may have questions, such as who will see their performance results (confidentiality), who chooses the lesson in which the educator will be observed, who will observe them in the classroom (Wilcox & Gray 1996:128). Training responsibilities are entrusted to a National Training Team (NTT), Provincial Training Team (PTT), District Training Team (DTT) and SMT, in the following paragraph their composition and modus operandi is discussed.

2.5 STRUCTURES RESPONSIBLE FOR TRAINING IN IQMS

The National Training Team (NTT), consisting of officials from the National Department of Education, Provincial Departments of Education and officials from the three educator unions, as represented in the ELRC, must develop the necessary guidelines for training and must train the Provincial Training Teams (PTTs).

PTTs consist of provincial officials, including officials from region/district/area department offices, since they are the actual drivers of the IQMS programme in the Province and the Regional, District, and Area managers have to train SMTs and educators. PTTs include those officials who work directly with schools in their regions/areas/districts as well as education support services personnel (sections within the education department dealing with special needs, HIV/AIDS and school sport and music section); provincial unions as represented in the provincial labour Relations Council (PELRC) should also be included in the PTTs.

Regional/district/area officials supported by the provincial departments and trade unions lead training in schools. Since advocacy and training must precede implementation of IQMS in schools, the staff development teams will not yet have been identified. If regional/district officials are unable to train all the educators in schools within their area then the SMTs and nominated senior teachers from each school must be trained so that

they can be able to start advocacy and train all the educators in their schools. (DoE 2003:7).

2.6 PLAN OF ACTION TO BE FOLLOWED IN IMPLEMENTING IQMS

According to Department of Education (2003:8), the following steps have to be followed in implementing IQMS:-

2.6.1 Self-evaluation by individual educator

Immediately after the initial advocacy and training, each educator evaluates himself/herself using the same IQMS appraisal instrument that is used for both developmental appraisal and performance measurement. Use of the IQMS appraisal instrument in self - evaluation enables the educator to be familiar with the instrument. According to Department of Education (2003:21), other reasons for self evaluation are:

- The educator is compelled to reflect critically on his/her own performance and to set own targets and timeframes for improvement. The educator may, for example, videotape himself/herself while teaching and may check one aspect such as involving learners in his/her lesson and if he/she finds that he/she did not involve them next time he/she may decide to use the discursive method in teaching so that learners may participate.
- Evaluation through self - evaluation becomes an ongoing process which is more sustainable in the long term because fewer outside evaluations (involving other people) will be required, thus saving on time and human resources.
- The educator is able to measure progress and successes and build on these without becoming dependent on an evaluation that comes at the end of the year to point out weaknesses.

Self-evaluation is followed by a pre-evaluation meeting in preparation for classroom evaluation by DSG.

2.6.2 Pre-evaluation conference of an educator and developmental support group

The evaluator begins the process of classroom observation by holding a meeting with the educator to be evaluated. In the meeting the educator has an opportunity to state personal concerns, needs and aspirations, for example the educator may indicate that there is no laboratory equipment and then would be unable to make practical experiments in his/her lesson. Van Deventer and Kruger (2003:215), reinforcing the above statement, state that anything unclear should be clarified during the pre-discussion in order to reduce as far as possible the unhealthy tension that uncertainty brings. During pre-evaluation discussions the educator has an ideal opportunity to provide the appraisal panel with the necessary background regarding the class and the learners in the class so that the panel will have a better understanding of what is going on in the class. Van Deventer and Kruger further state that the pre-evaluation discussion provides an opportunity to create sound and healthy relationships that are essential if the observation is to be effective and post appraisal discussion is to be meaningful.

Clarifying one's job specification is another aspect to look at in a pre-evaluation conference because it is virtually impossible for an evaluator to evaluate someone's work if he/she does not know his/her job description (Department of Education 2004:7).

According to the Department of Education (2003:7), the following issues have to be clarified in the pre-evaluation discussion:-

- Whether 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 as discussed in Chapter Two.
- The DSG informs the educator about processes and procedures that will be followed throughout the IQMS cycles, such as classroom observation, feedback, crafting PGP and support to be given.

- The DSG explains to the educator that lesson observation involves performance standards one to four.
- The DSG explains to the educator that the evaluation in respect of the remaining performance standards (five to seven for a post level one educator) will be based on general ongoing observation by the DSG and on documentary evidence and other information (certificates of workshops attended or training undergone, minutes of developmental meetings attended) that the educator may provide to the DSG.

Concerning a pre-evaluation discussion, Jones, Jenkins and Lords (2006:22), maintain that an educator can be fairly or helpfully appraised only if the context within which she or he works is known by the appraiser. The conditions under which the educator works have to be taken into consideration; that is the learning space, equipment and learning resources at his/her disposal have to be known by evaluators. In conducting pre-evaluation discussions, the DSG has to use the IQMS appraisal instrument. The instrument provides a pre-evaluation checklist to establish the profile of any educator who is being evaluated (DoE 2003:7). There are structured questions for post level one, two and three educators. Those questions are used as a framework for a professional discussion between the evaluator and evaluatee; for example, these questions appear on the checklist:

- Has the educator ever been evaluated for Developmental purposes?
- Does the educator have a PGP?
- Has the educator received any assistance from his/her DSG?
- Is there anything that the educator needs that could help him/her to develop and become effective (DoE 2003:8)?

On completion of the pre-evaluation checklist the DSG proceeds with the appraisee to the classroom for the purpose of classroom evaluation.

2.6.3 Classroom observation

The appraiser is required to record observations as clearly as possible in the appropriate columns that are in the IQMS instrument.

In the column “strength”, the strengths that have been taken into account in the assessment rating are recorded. High ratings are indicative of strengths.

Low ratings are indicative of areas in need of development and therefore recommendations for development have to be made.

Contextual factors that have influenced the assessment rating have to be recorded. Contextual factors may consist of :

- **Personal:** It may happen that the educator was not well (sick or emotionally stressed) when evaluated and that resulted in poor.
- **Socio-economic problems:** Problems like hunger, poverty and disease experienced by learners may influence educator effectiveness. Educators are not qualified to deal with socio-economic problems and that should be taken in to account by evaluators.
- **Political:** As organizations, schools are political entities; there are educator unions in operation and they sometimes conflict with the Department of Basic Education on a number of issues (payments, employments and working conditions). Disputes that take place in schools may cause poor performance on the part of the educator and that fact must be taken into consideration by evaluators.

Without classroom observation an appraisal will lack real evidence of teaching skill and provide little that can be built upon to secure improvement. Observation is a powerful tool for assessing and monitoring a teacher’s progress. The purpose of classroom observation is discussed at length in section 3.5.3.

2.7 FEEDBACK GIVEN TO EDUCATORS REGARDING THEIR PERFORMANCE EVALUATION

It is one of the study's objectives to examine the feedback given to educators by DSGs. According to the DoE (2003:9), feedback should focus on:

- Performance and not personality: The observer has to talk about what the educator has done in the class rather than his/her character.
- Observations and not assumptions: Describe things that have happened in the class, based on evidence rather than making general and unsubstantiated statements.
- Objectivity and not subjectivity: The comments or judgments made have to be based on events recorded in the IQMS appraisal instrument and not on observers' preferences, interests or perceptions.
- The specific and the concrete and not the general and the abstract: In commenting tell specifically what happened and not the general; for example, if there was a learner misbehaving at the back of the class and the educator reacted by moving the learner to the front desk, in commenting about the incident the observer instead of saying the educator is a disciplinarian should say that placing the learner in the front desk was an effective way to handle the problem.
- Sharing information and not giving instructions: The observer should discuss areas where the educator did not do well and those in which he/she has to improve on. The observer must only give advice to the educator and not impose his/her ideas.
- Provide alternatives, and not what you should do: It is best to discuss a few alternatives that can help the educator to improve his/her work and not give one solution.

- The individual's needs: The educator must be given the opportunity to identify improvement needs before the observer gives his/her own views. The observer has to look first at what the educator needs for his/her professional growth. In the following section the techniques of giving feedback to educators are discussed.

2.8 TECHNIQUES OF GIVING FEEDBACK TO EDUCATORS

Acheson and Gall (2003:136), assert that many educators feel defensive as they enter the feedback conference because they view it as a platform where they are condemned and only told about their faults and shortcomings. Their defensiveness worsens if they perceive the observational data to be subjective, inaccurate, or irrelevant. In order to achieve objectivity, the use of video tapes, audio tapes, quoting verbatim is very important. The information that the observer brings from classroom observation will be accepted as valid by the educator since videotaping provides an excellent record of classroom events.

Acheson and Gall (2003:136), add that analysis of events in the classroom should be more descriptive rather than judgmental. Descriptive analysis is done in the feedback meeting by allowing the educator to review the observational record. During or after review of the observational record, the evaluator can ask the educator what the record reveals about the lesson and not evaluate what the record reveals; for example suppose a teacher looks at a video recording and comments that she/he took a long time to get the class settled down, the response of the evaluator would be that an educator must count how many minutes passed from the time the educator and evaluator entered the classroom and teaching began. Once the minutes are known the evaluator and educator can discuss whether the settling-down time was too long and what a reasonable time limit should be for settling the class. By asking the educator to focus on description, the evaluator is demonstrating that it is important to look at the raw facts before rushing to conclusions. Acheson and Gall further state that the careful descriptive analysis reduces the fear of the feedback conference for the educator and provides a better foundation for

developing a plan for improving an educator's teaching performance. After feedback PGP has to be developed by educator and DSG.

2.9 WHAT SHOULD BE DONE AFTER FEEDBACK?

PGP is developed by the educator in consultation with the DSG. After all educators have formulated their PGPs they will be submitted to the SDT. The SDT will look at the needs of educators as specified in their PGPs and compile a School Improvement Plan (SIP) which is a document containing all the needs of educators in the school. The SIP is a plan of action and processes needed to be undertaken in order to improve school performance. The SIP makes it easy for educators to measure progress in the school by looking at aims that have been achieved and needs that are met. Again, the SIP enables the SDT to monitor progress and improvement of educators in the school by looking at whether timeframes set for achieving set goals are met. The SIPs will be submitted to the local departmental office for the officials to base their planning and deployment of support staff on.

2.10 DEVELOPMENT OF DISTRICT IMPROVEMENT PLAN

Once the district office has received SIPs from schools, it can develop its own improvement plan. The District Improvement Plan (DIP) is developed by grouping together schools that have identified similar needs or aspects of development, for example some may have identified training in computer literacy as a need; those educators will then be grouped together in order to provide them with their training needs (DoE, 2003:23). Needs that are not within the competency of district officials (such as cases of under and unqualified educators) are referred to the provincial office. The district officials are guided by the DIP in monitoring, coordinating and supporting schools in their area. The needs of districts are subsequently submitted to the Department of Basic Education's provincial officials to formulate a work place skills plan and inform the Human Resource Development section. Funding is provided by the

provincial office to provide an educator with the opportunity to embark on a short course or skills programme (DoE, 2004:14).

2.11 CONCLUSION

It has been revealed in this chapter that it is of paramount importance that the DSGs should have a thorough understanding of their role in implementing IQMS. The whole programme can lose its credibility if the DSGs are not capacitated in performing their role and carrying their responsibility. DoE (2009:20), states that the extent to which the appraisees will be prepared to acknowledge and accept the validity of the process will depend on the skills displayed by appraisers and the quality of their relationship. The researcher wants to know if the DSG could perform its role efficiently in order to improve educator performance. Efficiency in the DSG is measured by checking whether the educator receives individualized advice and counseling from the DSG, the number of classroom observation sessions conducted by the DSG, support meetings held and utilization of budget allocated for the educator's professional development. The researcher therefore investigates the role played by the DSGs in implementing IQMS in selected secondary schools in the Libode District circuit 03. In the next chapter a literature review is presented outlining the role of DSGs in implementing IQMS. An account of what has been published regarding the role of DSGs is also explored in the literature review.

CHAPTER THREE

IMPLEMENTATION OF IQMS IN SCHOOLS

3.1 INTRODUCTION

In chapter two a theoretical framework of the study was dealt with. This chapter reviews pertinent literature on key concepts underpinning the research title, research problem, and subsidiary research problems. This chapter discusses the origins of IQMS in South Africa and the reasons for its introduction. The role of DSGs as a structure involved in implementing IQMS is explored. Models of performance appraisal in countries such as Britain and the United States of America (USA) are also discussed.

3.2 THE CONCEPT OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) AND HISTORICAL OVERVIEW

3.2.1 The South African model of IQMS

IQMS is a programme which was introduced in 2003 in the South African education system. IQMS is based on the Educators Employment Act no 76 of 1998. IQMS is the product of the collective agreement number 8 of 2003 between teacher unions and the government. Between 1985 and 1990 it became almost impossible for inspectors and subject advisors to go to schools as teacher union members did not want to be evaluated by them (Department of Education 2004:66). According to Davidoff and Lazarus (2003:149), educators refused to be evaluated by inspectors and subject advisors because they felt the evaluation process was managed in a top-down, hierarchical way; this process was seen as a way of maintaining control and keeping surveillance over teachers and educator's own preferences and views were never asked for. In 1993 teacher organizations and ex-departments of education were involved in negotiations which sought to develop a new appraisal system. In 1994 a conference on teacher development and support was held, and the following issues were to be resolved at the conference:

- General agreement of the guiding principles.
- Overall consensus on the nature of the instrument to be used in appraisal.
- General agreement on the need to pilot the new appraisal system.

Resolution four regarding educator evaluation was concluded in 1998 and that resulted in the developmental appraisal system. Resolution one concerning educator evaluation was agreed to in 2003 and its aim was to appraise teachers for salary and grade progression, rewards and incentives and, in the same year, a whole- school evaluation resolution was reached and it aimed at evaluating the overall performance and effectiveness of the school and the quality of teaching and learning. The above three different quality management programmes (to be explained below) were aligned as to have integrated quality management system which includes:

3.2.2 Developmental Appraisal System (DAS)

DAS is meant to appraise individual educators in a transparent manner with a view to determining areas of strength, that is, aspects of work in which the educator has performed well. If weaknesses are identified through the developmental appraisal in an educator's performance, meaning areas of work in which the educator struggles, programmes for individual educator development are drawn up by the educator and DSG . According to Steyn (1997:69), DAS is intended to:

- Help individual educators with professional development.
- Review current educator practices and performance and develop ways to improve those practices and performance.
- Identify training and support needed by an educator.

3.2.3 Performance measurement (PM)

PM is conducted at the end of the year. The purpose of performance measurement is to evaluate individual educator performance for salary progression. The performance of an educator is measured through classroom and out-of classroom observation (Department of Education 2003:5). How performance measurement is done is discussed extensively in section 3.5.1.

3.2.4 Whole-school evaluation (WSE)

The aim of Whole-School Evaluation is to evaluate the overall effectiveness of a school including the support provided by the district. According to DoE (2002:9), WSE is meant to establish a system for monitoring and evaluating school performance on a continuous basis and suggests nine areas of evaluation which are:

Basic functionality of the school: This involves school attendance rates of both educators and learners. Looking at contact time, that is, time spent by educators on teaching and extramural activities involving learners.

Leadership, management, and communication: This focuses on staff development, recordkeeping, administration and a code of conduct.

Governance and relationships: This examines the training of governing bodies and their functionality and checks to see if the stakeholders (parents, learners and community) are satisfied with the quality of education.

Quality of teaching and learning: Its main concern is to check commitment of teachers to their work and to call for teachers to undergo in-service training to develop their knowledge or skills.

Curriculum provision and resources: WSE monitors the use of resources by learners and checks the learner- educator ratio and educator qualifications.

Learner achievement: The performance of learners is assessed on pass rates by looking at the performance of learners in external examinations (grade 12 and ANA grade 3, 6, 9).

School safety, security and discipline: This deals with the safety and security of the school and discipline.

School infrastructure: This analyses the condition of buildings and toilet facilities and checks use and availability of media and resource centre.

Parents and community: Parents and community involvement in school activities is assessed (DoE 2009:11).

According to the DoE (2003:3), the reasons for the alignment of these three management programmes are:-

- To enhance and monitor the performance of the education system.
- To enable the different Quality Management Systems programmes to inform and strengthen one another.
- To avoid unnecessary duplication in order to optimize the use of human resources.

Having discussed the aspects of WSE a component of IQMS, then in the following section the purpose of IQMS will be dealt with.

3.3 PURPOSE OF IQMS IN SOUTH AFRICAN SCHOOLS

According to the DoE (2004:1), the purpose of IQMS is to:

- Identify specific needs of educators, schools and district offices for support and development.
- Provide support for continued growth
- Promote accountability
- Monitor an institution's overall effectiveness.
- Evaluate an educator's performance

Having tabulated the purpose of IQMS, it is necessary to discuss the structures that are responsible for implementation of IQMS.

3.4 STRUCTURES RESPONSIBLE FOR IMPLEMENTATION OF IQMS IN SCHOOLS

The DoE (2003:11), requires the following structures to be in existence in schools for IQMS to be implemented:

3.4.1 A school management team (SMT)

The School management team is composed of a school principal, deputy principal and heads of departments (HODs). This structure has to ensure the efficient and effective operation of the school with emphasis on:

- Seeing to it that the School Improvement Plan (SIP) is developed taking into cognizance the Personal Growth Plans (PGP) of all educators.
- Reporting to the district office on all IQMS issues, for example to state the number of educators that have been evaluated and those who have not been evaluated, educator performance scores and the SIP.
- Informing educators regarding training on IQMS and making the necessary arrangements for educators to attend inservice training workshops.

- Assisting with the planning and implementation of IQMS by ensuring that there is time allocated for IQMS activities in the school's year plan.

3.4.2 A staff development team (SDT)

The SDT is composed of educators and members of the SMT. The educators decide on the member numbers of those who will serve in the SDT. The SDT has a number of responsibilities:-

- Coordinates activities pertaining to staff development, such as workshops, classroom observation and it also organizes teacher support material.
- Facilitates and gives guidance on how DSGs have to be formed.
- Oversees mentoring and support given to educators by the DSGs.
- Ensures that all educators are trained in the procedures and processes of IQMS.
- Together with the SMT, develops the SIP based on information gathered during Developmental Appraisal.
- Deals with differences between appraisees and their DSGs in order to solve them.

3.4.3 Development support group (DSG)

The focus of this study is on the role of DSGs in implementing IQMS in schools; it is therefore necessary to elaborate on and do an in-depth examination of their composition, role and responsibilities. The DoE (2003:22), stipulates that the DSG must be composed of the educator's immediate senior (education specialist/Head of Department/subject head) and another educator referred to as a "peer". An educator has to select in the school where he/she teaches an educator to be referred to as "peer" who will be in her/his DSG because they are colleagues and therefore have a better understanding of each other as they spend much time together. Acheson and Gall (2003:97), view "peer" as an educator who holds discussions with his/her colleague, observes him/her while teaching and who then provides feedback in order to enhance

professional growth of the colleague. A “peer” has to reinforce correct behaviour and identify errors. Santiago and Fransisco (2009:), assert that appraisal is a function of management and so it should also involve the person directly responsible for the educator’s work for instance an HoD or subject head.

3.5 DUTIES OF DEVELOPMENT SUPPORT GROUP

According to the DoE (2003:13), the DSG has to perform the following duties regarding educator evaluation:

3.5.1 Baseline and summative evaluation

Baseline evaluation is conducted by DSGs at the beginning of the year to assess the areas of an educator’s work where assistance is required for his/her professional growth. The performance of an educator at the beginning of the year is then compared with the performance at the end of the year. Therefore, a new educator has to be evaluated twice a year (DoE 2003:26). On the other hand, summative evaluation is held at the end of the year for purposes of pay progression. In the following years summative evaluation will serve as a baseline from which subsequent evaluation will be compared in order to determine progress. The above definition is affirmed by Santiago & Fransisco (2009:3), who states that any evaluation of an educator is summative if it is not meant to help the educator but to determine whether he/she qualifies for promotion or a salary increase.

The DSG is the structure responsible for appraisal in a school in that it has to do the baseline evaluation of the educator as well as the summative evaluation at the end of the year for performance measurement. Jones (2006:22), states that the appraiser must be able to make allowances for the school and class circumstances (e.g. level of resources available, ability of the learners) and must have professional expertise; that is he/she must have taught the subject the appraisee is teaching in the same phase where the educator will be observed for the assessment to be valid and useful. Nash

(2010:50), add that if the appraiser is not conversant with the subject to be appraised he/she may give the appraisee weak or inappropriate advice and if that happens the appraisee is likely to lose faith in the whole appraisal process. As has already been stated, DSG members are appraisers and therefore have to be acknowledged as capable by appraisees.

3.5.2 Development Support Group engages in classroom observation

Firstly, the appraiser must be acknowledged by appraisees as the best practitioner in the subject area which is being appraised; for example, if the area to be appraised is classroom management then the appraiser must have well organized classes. If it is known that an appraiser has poor management skills, educators are unlikely to take seriously, comments made by the particular appraiser about their classroom management skills. Confidence in the appraisal system is undermined if the appraiser's expertise is in question.

Secondly, it is necessary that the appraiser must have experience relevant to the subject to be appraised. For example, if an appraiser is to appraise a special needs educator it is necessary that the appraiser must have experience in dealing with learners that have special needs. A special needs educator might take the view that an appraiser without experience in this area is unable to make valid judgements or give worthwhile support and therefore conclude that she/he will not receive proper guidance.

Thirdly, the appraiser is supposed to possess the necessary authority to be able to implement recommendations coming from the appraisal process. For instance, there may be a recommendation that a computer has to be bought to facilitate learning in class; the appraiser has to use his/her authority to convince school management, governors and the finance committee to see the need for the computer and thus purchase it (DoE 2009:16)

Lastly, the appraiser should allocate ample time for an appraisal. If time allocated for an appraisal is insufficient, the appraiser might rush the appraisal process and that may result in inadequate information gathering and hurried preparation for the classroom observation sessions. One of the roles of DSG is to conduct classroom observation and observe educators in practice (DoE 2003:23) The reasons for classroom observation are to be examined in the following paragraph.

3.5.3 Purpose of classroom observation

The purpose of classroom observation is to monitor the quality of curriculum delivery as well as to identify best practices and areas in need of improvement and to strengthen classroom teaching by providing support and development to educators (Department of Basic Education 2012:47). Horne (1998:118), in concurring with the assertion above states that the focus on appraisals must be related to improvements in learner achievement and in teaching and learning. The ability of educators to help learners to learn has to be appraised and that is done through classroom observation. Bell (1989:156), agrees with Horne in that the classroom is where an educator's influence is direct and immediate; the effectiveness of the educator may be judged by what the educator does in the classroom and looking at the educator's lesson presentation, lesson plans, communication with learners and paying individual attention to the learners.

According to the DoE (2003:23), reasons for classroom observation by DSG are:

- To confirm, through classroom observation, the educator's perception of his/her performance as arrived through the process of self-evaluation (the educator evaluates his/her teaching methods and identifies areas in his/her work that need to be improved). What is unknown to the educator, but known to the appraisers, may well be revealed to the educator through the extra pair of eyes and ears which the process of appraisal provides.

- To enable discussion regarding strengths, that is, areas that have been performed well and areas in need of development in order to reach consensus regarding the scores of individual criteria under each of the performance standards and in order to resolve any differences of opinions that may exist. After classroom observation, an educator is given feedback and afforded time by DSG to seek clarity and justify himself/herself where necessary and also contest unfair criticism.
- To provide an opportunity to discuss what the educator needs to do for himself/herself in order to improve his/her work performance, such as preparing lessons before going to class, keeping assessment records in order and what needs to be done by the school in terms of mentoring and support.
- To enable the DSG and the educator to develop a Personal Growth Plan that shows targets and time frames for performance improvement of an educator. The educator must develop the PGP with refinements done by the DSG.

According to Department of Education (2003:23). The PGP has to address:-

- Those areas in need of improvement over which the educator is in full control such as punctuality, regular school attendance, and participation in extracurricular activities.
- Those areas for which the DSGs have to provide guidance, for example assistance in dealing with learners that have special needs.
- Those areas for which the department should provide training.
- Those areas where the educator needs re-skilling in order to teach new subjects and new topics in a subject. For example, there are those topics introduced after 1994 for which some educators were never trained such as global warming, organic chemistry and electronics in physics (Sunday Times 2010:4). The DSG has to be aware of what is to be observed in the classroom.

Bell (1989:159) contends that the appraisers mostly observe content mastering and delivery of lessons, but some appraisees may want appraisers to concentrate on voice

projection, position in classroom or use of teaching aids. The DoE (2003:10), stipulates clearly in the IQMS instrument what is to be observed in the classroom. The IQMS instrument is a document that contains performance standards. Performance standards are defined by DoE (2003:36), as agreed criteria to describe how well work must be done and clarify the key performance areas of a job by describing what 'working well' means. The IQMS appraisal instrument consists of two parts. The first part is made up of four performance standards used for the observation of educators; in practice, that is appraising educators' performance inside the classroom on the following aspects:-

- Performance Standard 1: Creation of a positive learning environment. The educator has to create a positive learning environment that enables the learners to participate actively and to achieve success in the learning process.
- Performance Standard 2: Knowledge of curriculum and learning programmes. The educator has to possess appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.
- Performance Standard 3: Lesson planning, preparation and presentation. The educator has to demonstrate competence in planning, preparation, presentation and management of learning programmes.
- Performance Standard 4: Learner assessment. Educator has to demonstrate Competence in monitoring and assessing learner progress.

The second part of the IQMS appraisal instrument is for appraising the educator in aspects outside the classroom which are:-

- Performance Standard 5: Professional development in the field of work/career and participation in professional bodies. The educator has to engage in professional developmental activities which are demonstrated in willingness to acquire new knowledge and additional skills.

- Performance Standard 6: Human relations and contribution to school development. The educator has to engage in appropriate interpersonal relationships with learners, parents, and staff and contribute to the development of the school.
- Performance Standard 7: Extra-curricular and co-curricular participation means that the educator has to participate in extra-curricular and co-curricular activities to enhance the holistic development of the learners.
- Performance Standard 8: Administration of resources and records. The educator is expected to administer resources and records in an effective and efficient manner to enable the smooth functioning of the institution.
- Performance Standard 9: Personnel. The educator has to manage and develop personnel in such a way that the vision and mission of the school are accomplished.
- Performance Standard 10: Decision making and accountability means the educator has to establish procedures that enable democratic decision-making and accountability within the institution.
- Performance Standard 11: Leadership, communication and servicing the governing body. The educator has to demonstrate well- developed leadership qualities.
- Performance Standard 12:- Strategic planning, financial planning and Education Management Development (EMD). The educator has to display competence in planning and education management development.

The Performance Standards above are applied in accordance with the rank of an educator, for example:

- Performance Standards 1 to 7 apply to all post- level- one educators.
- Performance Standards 1 to 10 are applicable to Heads of Department
- Performance Standards 1 to 12 are applied to deputy principals and principals.

The IQMS appraisal instrument has columns where the observer has to record:

- Strengths that have been noted in teacher performance during classroom observation; for example, if the educator has displayed outstanding knowledge of subject content that observation has to be recorded as strength.
- Recommendations for professional development: In this column the observer notes down what the educator has to do in order to improve in the areas where he has not performed well.
- Notes on contextual factors: these can consist of personal, social, economic and political factors.

The IQMS appraisal document provides performance criteria which are standards that are used to describe and assess effective performance. For each criterion descriptors are provided that vary from unacceptable to outstanding. These descriptors come from rating scale:-

Rating 1 Unacceptable: This level of performance does not meet minimum expectations and requires urgent intervention and support.

Rating 2 Satisfies minimum expectations: This level of performance is acceptable and is in line with minimum expectations, but development and support are still required.

Rating 3 Good: Performance is good and meets expectations, but some areas are still in need of development and support.

Rating 4 Outstanding: Performance is good and exceeds expectations. An educator who achieves this level may be used at circuit, district and provincial level to develop other educators in that aspect.

If observations and comments are recorded clearly in each of the above columns of the IQMS appraisal instrument then the instrument itself will serve as a documented report to be tabled to school authorities and it will not be necessary to write a separate report. (DoE 2003:5). The DSGs as appraisers have to possess the necessary skills.

According to Goddard and Emerson (1996:25), the appraiser has to possess the following skills:

- Have a clear understanding of the areas, that is, the performance standards on which to focus as observers.
- Appraisers have to view objectively what they hear and see, by recording only what is happening in the classroom and focusing on stated areas to be observed.
- Appraisers ought to understand and be able to interpret what they observe happening in classroom; for instance understand that an educator's physical location in the classroom is a part of an educator's non-verbal communication with the class and influences behaviour and attention of the learners (Bennet 1992:69).
- Appraisers should be able to comment in a way that promotes willingness to learn. If the appraiser discovered that the lesson was not clearly presented instead of saying "your lesson was poorly presented" can suggest that they together visit a class of an expert educator who teaches the same subject to see what they can learn from that particular educator.
- Appraisers should perform their role without unduly influencing what is happening in the classroom, such as movements inside the classroom or talking to learners.

- Appraisers must be able to analyse information received from various sources such as:
 - Work schedule: Checking that it shows work to be covered, when that work should be covered and what are expected learning outcomes.
 - Lesson plans: Looking at whether different learning styles are catered for and whether learners are to be engaged as groups, partners, and individuals?
 - Recording of work done: Are learner results and work done by learners (classwork, homework, assignments and tests) properly recorded?
- Appraisers should act as facilitators, helping the educators to access the resources they need for their professional development. Educators have to be allowed to attend workshops in and out of school, also teaching aids that the educator needs have to be made available.
- An appraiser has to be someone who is acknowledged as competent in the subject in whom the appraisee will be appraised, that is, she/he must have taught the subject in the same phase as appraisee. After the DSG has performed classroom observation feedback has to be given to the educator.

3.5.4 Development Support Group has to provide development support to the educator

The DoE (2003:6), stipulates that DSGs must discuss their evaluation with the educator and provide feedback in a meeting situation. Feedback is a very important part of educator appraisal as the PGP will be derived from comments and recommendations that will be made by the DSG (DoE 2006:26). Van Deventer and Kruger (2007:211), maintain that feedback has to be prompt by way of discussions and written communications. It is at this stage that the DSG has to reflect on the performance of the teacher. When giving feedback it should be constructive, in the sense that one should start by praising the educator on areas where he/she has performed well before

commenting about areas which have been done less well. Critical comments would be made about the work of the educator but have to be positive in that advice has to be given to the educator who has to be shown what he/she ought to do in order to improve in that area. It is necessary to focus on specific aspect of performance that can be easily changed or improved when giving feedback (Foot & Hook 1999:173).

Van Deventer and Kruger (2007:215), argue that in the post-appraisal stage it is easy enough to say “well done” to people, but it is often much harder to continue pointing out deficiencies. Members of the panel are often reluctant to spell out the negative, either because they fear a hostile and defensive reaction, or they want to retain a positive image. The support plan (Personal Growth Plan) which is supposed to ensue from feedback, targeting the weakness, may not be developed if the deficiencies are not spelt out. A support plan would specify exactly which area is to be improved and when and how it would be improved. PGP is crafted by an educator and the DSG in the form of a table containing the following aspects:

Performance Standard: The Performance Standard on which the educator needs assistance has to be indicated for example, knowledge of curriculum and learning programmes.

- **Criteria:** Standards to be used to assess performance for example if the educator lacks content knowledge it will have to be stated in the PGP. Content knowledge is a criterion that falls under the above Performance Standard.
- **Activities:** What will be done in order to assist the educator in improving his/her performance. It may be a workshop, in- service training or guidance.
- **Resources:** What resources will be needed for the development of the educator? For example, it could be money, teacher support material or text books.
- **Performance indicators:** What will be an indication that will show that the educator is improving? An indicator in the case of the example above would be the fact that an educator has developed an understanding of the subject.

- **Addressed by whom:** This refers who is going to help the educator to improve on the identified weakness will it be DSG, SMT, District or Provincial office? It follows that after the PGP has been completed the DSG has to support the educator.

TABLE 3: STRUCTURE SHOWING AN EXAMPLE OF PGP

PERFORMANCE STANDARD	CRITERIA	AREA FOR DEVELOPMENT	DEVELOPMENT ACTIVITIES	RESOURCES	PERFORMANCE INDICATORS	ADDRESSED BY WHOM
2	A	KNOWLEDGE OF LEARNING AREA	WORKSHOP	R500	ABILITY TO USE KNOWLEDGE TO EXTEND KNOWLEDGE OF LEARNERS	

One of the responsibilities of the DSG as stipulated by the DoE is to give developmental support to educators. According to Calitz, Fuglestad and Lillejord (2002:123), the purpose of developmental support is to assist educators to identify their professional needs so that appropriate support can be provided in order for them to develop the knowledge and skills they require in creating quality learning environments in the classrooms. Van Deventer and Kruger (2005:252), assert that the purpose of support is:

- To improve teaching and learning practices by, for example, having monthly meetings and looking at best methods of presenting lessons.
- To nurture the professional development of educators such as engaging in team teaching and educator planning lessons with DSG.
- To ensure a sound culture of learning and teaching by taking cognizance of punctuality, school attendance and discipline of both educators and learners.

Developmental support would be achieved through mentoring and monitoring the educator performances as will be elaborated on in the following paragraph.

3.5.4.1 Mentoring

Blankstein (2004:119), defines mentoring as a way by which educators are supported by their colleagues through close supervision. Mentoring is about establishing a supportive relationship for teachers based on trust and confidentiality. Mentoring involves all staff members as they all need to feel supported in their endeavours to meet the challenges they face in education today; for example a teacher may have changed a grade or learning area and therefore wants to be mentored. Mentoring affords educators the opportunity to access the wisdom and expertise of their colleagues. The following qualities have to be possessed by a mentor for educators.

Willing to be a role model for other teachers: Allows other educators to learn from him. Displays good conduct always punctual at school and behaves in an exemplary manner.

Eager to share information and ideas with colleagues: Allows other educators to use his/her strategies in performing their work and discusses new teaching methods with other educators.

Exhibits strong commitment to the teaching profession: Attends school regularly and his/her work is of good quality.

Able to articulate effective instructional strategies: Sometimes conducts workshops on new methods of lesson delivery and shares new information.

Offers critiques in positive and productive ways: Builds on what is done well to correct mistakes. If the educator has committed an error he/she gives the assurance that errors are not unique; the educator has to learn from them.

Is regarded by colleagues as an outstanding teacher: Learners enjoy his/her lessons. Guides and supports other teachers when necessary.

Has excellent knowledge of methodology and subject matter: He/she knows the subject content very well and possesses skills to transfer knowledge.

Demonstrates excellent classroom management skills: Maintains high levels of discipline in class, encourages learners to discuss and ask questions and gives praise where it is deserved.

Feels comfortable being observed by other teachers: Allows the other educators to observe him/her in practice

Understands the procedures and policies of the school: Contributes to the formulation of school policies and explains policies to other educators and learners.

Is a meticulous observer of classroom practice: Listens attentively, keeps to the agreed areas of focus. Observes with an open mind and leaves out prejudices (Dreyer, Sonnekus & McDonald 2006:21).

In the following section the monitoring role that has to be played by DSGs is explained.

3.5.4.2 Monitoring

According to DBE (2009:13), the DSG performs two key monitoring roles, namely:

- Conducting baseline evaluation of the educator: For new educators baseline evaluation is conducted at the beginning of the year and serves as a benchmark against which subsequent evaluation will be compared to determine progress. Cangelossi (1991:12), states that the purpose of baseline evaluation is to obtain

information about an educator's present performance which will be useful in guiding and giving appropriate support to the educator. Evaluated at the beginning of the year, new teachers will be evaluated twice a year.

- Summative evaluation is conducted at the end of the year for performance measurement (for pay or grade progression). Summative evaluation is aimed at assessing whether an educator's performance has complied with the required performance standards. The required performance and expectations are clearly spelt out in advance so that the educator may be prepared for final evaluation. Monitoring entails measurement of performance by checking indicators of success, assessing grounds that have been covered towards the realization of set goals, ensuring that things are going according to plan and meeting the identified needs of an educator (if it has been identified that the educator lacks content knowledge relevant books have to be purchased to address the need for and in-service training has to be arranged. Mji (2011:17), in quoting Fletcher asserts that monitoring should take place from the outset in order to modify and correct any deficiencies at the earliest possible stage.

Due to the demanding nature of monitoring, some instructional leaders concentrate only on performance appraisal rather than developing professional competence.

Van Deventer and Kruger (2007:217), are of the opinion that DSGs have to concentrate more on developing the professional competence of the educators. Calitz (2002:25), contends that effective monitoring promotes self reflection inquiry and formative assessment. A requirement in the implementation of IQMS is that an educator should first evaluate himself/herself and reflect on his/her strengths and areas in need of development. The purpose of self-evaluation is to enable each teacher the opportunity to identify his/her DSG that should evaluate him/her for the purpose of determining a baseline performance on which subsequent performance can be compared so as to determine the progress of the educator.

3.6 THE CHALLENGES IN PROVIDING MENTORING AND MONITORING TO EDUCATORS

Although the purpose of mentoring and monitoring is to improve teaching and learning their implementation is no less demanding. Mentoring and monitoring of educators is an IQMS imperative. IQMS as policy brought change in schools. According to DoE (2012:18), the appraisal has been resisted by educators because they regarded it as a direct attack on their own professional autonomy and therefore they refused to be observed in a classroom and to show their lesson plans and work plans to anybody whether it was a senior or colleague. Bell further states that educators feel that they are placing themselves in a highly vulnerable position if they indicate areas in which they are experiencing problems or requiring help; and they fear that it will reduce their chances of getting promotion.

Another challenge in providing support to educators is time constraints. Supporting educators in improving their performance requires time. In some schools mentors have loaded teaching time and do not have extra time to interact with mentees. Some school managers focus on teaching time and do not see the need to make time available for addressing the needs of the mentees. Where the school deems professional development essential and has included it in the time table, by having time specifically allocated for teacher development, teachers use such periods to address other concerns such as marking learners' assignments, completing attendance registers and administering outstanding assessments (Alliance for Excellence in Education 2004:20).

Having examined the role played by DSGs in implementing the IQMS in the case of South Africa, a brief account of United States of America and England models of educator development are briefly explored in order to have a source of comparison.

3.7 TOTAL QUALITY MANAGEMENT IN THE UNITED STATES OF AMERICA

Total Quality Management (TQM) was developed by Deming on the basis of his experience before, during and after the Second World War. As a philosophy, Deming's TQM was experimented with and deemed a tremendous success in post World War II economic reconstruction of Japan and the USA (Mukhopadhyay 2008:33). TQM philosophy provides an overall concept that fosters continuous improvement in an organization. TQM stresses a systematic involvement of all personnel employed in an organization working together as teams in order to improve performance of the organisation and taking into consideration the conditions under which the organization operates. According to this philosophy, more emphasis has to be placed on the satisfaction of the customers whom the organization serves. Owing to the positive gains in implementing TQM in business organizations, the US education system embraced the concept (TQM) with a view to improve the quality of education.

3.7.1 Indicators of quality in different stakeholders

According to Malcolm and Gaunt (1994:204), parents, administrators, educators and learners have their own different indicators of quality which are:

Quality in parents is indicated by: good performance in external examinations by learners. Learner assessment activities such as homework and classwork have to be done. There always has to be open communication between parents and educators such as holding meetings and writing letters. High standards of learner behaviour that includes good discipline levels, satisfactory character and conduct have to be observed. Quality of school facilities, that is, well- maintained school buildings and ablutions is also noted.

Good parent-teacher relations, meaning understanding of each other's needs, respect for each other, and valuing the dignity of each other are also noted.

Quality in administrators is indicated by: discipline and punctuality of educators and learners. Cleanliness of the school grounds and maintenance of school buildings. Excellence in academic achievement by learners. Satisfaction of parents, learners and education authorities with how the school operates (implementation of policies, plans and systems).

Quality in educators is indicated by: open communication in the school through meetings, memoranda and circulars. Professional support offered to the educators, that is, mentoring and monitoring is done by school management. There should be a clearly defined role of the school governing body so as to avoid clashes with management and staff. Quality in educators will be indicated by high standards of professionalism shown through working together and assisting each other.

Quality in learners is indicated by: quality of teaching and learning, that is, getting assistance in studies and being taught well. Satisfaction with staff because learners are not discriminated against, their rights are upheld and their dignity is respected. High standards of learner behavior are shown by high levels of discipline and good conduct of learners. Quality of school infrastructure, that is, well-maintained school buildings, school grounds, ablutions and laboratories and success in social, sporting and cultural opportunities are noteworthy in this regard.

3.7.2 Performance areas that the educators have to be judged on

- **Performance in classroom:** This involves the teaching and learning processes which are the teaching method, evaluation techniques and classroom management
- **School-level performance:** In this area the participation of educator in organizing morning assembly is observed by the principal. The educator's role in organizing celebrations has to be checked as well.

- **Performance in out-of-school activities:** An educator's involvement in organizing field visits, tours, excursions and sports activities is taken into consideration.
- **Performance related to parental contact:** The school principal will look at whether the educator holds meetings with parents regarding their children's academic progress.
- **Performance related to community contact and cooperation:** The principal will check on whether or not the educator plays a leading role in community development projects such as cooperatives, agriculture, and farming (Malcolm & Gaunt 1994:205).

The principal has to keep a private diary and rate each educator in every quarter, half yearly, and annually, based on the performances stated above. Classroom observation has to be conducted by the immediate senior and the peer, educators stand to benefit from classroom observation as stated in the following section.

3.7.3 Significant abilities that TQM can offer to educators

Mukhopadhyay (2008:44), is of the opinion that TQM may result in a development of technique in an educator that he/she may use in a continuous search for quality and excellence. TQM is above all else about the empowerment of individuals to work creatively in a team environment based on mutual trust. Malcolm and Gaunt (1994:156), claim that the following results may be seen after the implementation of TQM:

- Improved results of learners.
- More satisfied parents.
- Happier and more productive educators and learners.
- Continuous improvement of learner performance.

3.8 STAFF APPRAISAL IN ENGLAND

3.8.1 Aims and objectives of staff appraisal in England

According to the Teacher Evaluation Conceptual Framework (2009:29), the aims and objectives of school teacher performance measurement are as follows:

- It is meant to assess performance of a teacher or headteacher in the context of the educator's job description
- It should help in making plans for the individual's future development in accordance with the school's improvement plan
- It is meant to develop a culture where teachers and headteachers participate fully in performance measurement of educators.
- Education of learners has to be improved through teacher performance measurement.

3.8.2 Aspects on which educators are evaluated

- Teachers are evaluated on their professional attributes such as judging a teachers' relationship with the learners and looking at how the teacher interacts and treats the learners.
- Teachers' professional knowledge and understanding: Professional knowledge includes knowledge of subject and curriculum and knowledge of teaching and learning.
- Teacher's professional skills: focus is more on assessing teacher ability to plan and present a lesson, assess and give feedback to learners.

Unlike South Africa, where the structures involved in implementing IQMS are in the school, in England, appraisal is overseen by an appraising body; for example, in the Grant Maintained schools, the SGB is responsible for devising and overseeing its implementation.

3.8.3 Role of the school governing body in appraisal for grant maintained (GM) schools

- Establish the school's performance management policy
- Inform the headteacher of the standards against which his/her performance in that appraisal period will be assessed.
- Ensure that evaluators of headteacher receive appropriate training.
- Review headteacher's performance each year.
- Review the appraisal policy each year.
- Appoint an external adviser (education consultant or headteacher of another school) to provide advice to the school's governing body in relation to the performance management of the headteacher.

3.8.4 Role of the headteacher

- Plays an active role in their own performance management and professional development
- Informs the teacher of standards against which his/her performance in that appraisal period will be assessed.
- Evaluates standards of teaching and learning.
- Ensure that proper standards of professional practice are established and maintained.

3.8.5 Implementation of staff appraisal in England

Goddard and Emerson (1996:38), state that wherever possible, the person carrying out the appraisal should have direct management responsibility for the educator involved. Appraisers should not be responsible for more than about four educators as this may cause some educators to be neglected by their direct managers. In such circumstances, the head teacher should appoint someone with the necessary experience and

professional standing to carry out the appraisal. For the deputy head teachers, the appraising body may require that there should be two appraisers. The head teacher should be one of the appraisers. Appraisal should be set within the context of the duties of the educator, as stipulated in the conditions of employment. Appraisal should take into account the policies of the school and, in particular, the objectives set down in the school development plan.

3.9 STAGES IN IMPLEMENTATION OF EDUCATOR APPRAISAL IN ENGLAND

According to School Teacher's appraisal Regulations (2012:13), the basic appraisal process for classroom teachers includes the following stages.

Initial planning meeting

At this meeting all factors against which the teacher's performance will be reviewed at the end of the 12- months cycle should be made clear. Appraisees must ensure that they receive an appraisal report at that meeting which contains the outcome of the review of the previous cycle. Recommendations with regard to salary increment for those who are eligible has to be included in the appraisal report. The appraisal report should also assess the appraisee's professional development needs and identify any action that should be taken to address the needs. In the planning meeting the appraisee should be informed of the standards against which his/her performance in the next cycle will be assessed. Uncertainties that the educator may have concerning the appraisal process will have to be clarified. Educators may have suspicions concerning appraisal; it will therefore be important to allay those suspicions before the appraisal process commences.

Classroom observation and feedback

In the School Teachers Appraisal Regulations it is stipulated that there should be a limit of three hours in any review cycle for classroom observation. The programme for

classroom observation, detailing particular aspects of the lesson to be observed should be agreed to at the review planning stage. Other kinds of classroom observation such as drop-ins and learning walks should be planned. Following the classroom observation, verbal feedback has to be given within 24 hours and if it is going to be written feedback, it has to be given within a week.

Written Report

As soon as practicable, following the end of each appraisal period, a written report should be provided to the teacher by the head-teacher. Head-teachers take account of review outcomes in school planning and ensure that there is an effective plan for the professional development of educators. The school development plan ensues from review outcomes.

Follow-up

The appraiser should, from time to time throughout the cycle, give feedback to the appraisee concerning his/her development. There should be brief but regular follow-ups to discuss the achievement and any concerns that the appraiser and appraisee may have. If any event occurs which hinders implementation of agreed plan, a meeting should be convened by the appraisee at the earliest possible time rather than waiting for a review meeting.

Review meeting

At the end of the appraisal cycle the appraiser and appraisee meet to review performance of the appraisee. The appraisal report, which will be the outcome of the meeting, should be discussed between the appraiser and appraisee. The appraisee will be given an opportunity to identify any issues which impacted adversely or positively on his/her performance. If there are circumstances beyond the appraisee's control that cause poor performance, a plan will be devised to improve performance. In the following

section a comparison of models of appraisal for England, South Africa and USA is made.

3.10 COMPARISON OF MODELS OF DEVELOPMENTAL APPRAISAL

The three models discussed seem to have one common factor in that the primary purpose of any model of appraisal is to enhance educator performance. In concurring with the above assertion, Swanepoel, Van Wyk & Shenk (2003:384), state that the maintenance of the appraisal system entails activities such as monitoring (by educators, educator unions and departmental officials) the consistent application of performance rating, reviewing remuneration decisions and recommended disciplinary actions and devising and arranging training and development interventions indicated by review results. Developmental appraisal is not meant to intimidate and victimize educators, rather, by being developmental, it is intended to enrich, strengthen and develop potential and overcome weakness.

Another similar aspect in the teacher appraisal models of the three countries discussed, is that developmental appraisal is meant to enhance the professional development of the educator and support the educator in his/her professional growth. Developmental appraisal aims to give educators more confidence in their teaching practices (lesson presentation, classroom control, learner disciplining), recognize their professional abilities and develop their potential DoE (2004:62).

Lastly the only difference in the three discussed models is that in England the School governing body oversees the appraisal of headteacher and is responsible for inviting an external adviser to appraise the headteacher, whereas in South Africa the School governing body does not play any role in IQMS. In USA it is headteacher who appraises educators whereas in South Africa and England there are structures responsible for appraising educators.

3.11 CONCLUSION

This chapter has covered the historical overview of IQMS and also investigated the models of quality management in the USA and educator appraisal in England. The researcher came to the conclusion that performance appraisal is the key to the development of educators. The literature explored reveals that performance appraisal has a direct impact on quality teaching and learning. The above review gives an overview of the role that should be played by DSGs in IQMS. The researcher is interested in evaluating the role played by DSGs in implementing IQMS. In the following chapter the research design and methodology are discussed. The research approach is explained, the sample is detailed and research instruments described in the following chapter.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Chapter one reflected on the problem and objectives of this study in the context of the role of DSGs in implementing IQMS in secondary schools in Libode Circuit 03. In chapter two and three theory and literature concerning the role of DSGs in implementing IQMS has been explored. The present chapter outlines design and methodology used to investigate whether the DSGs play their role in implementing IQMS in Circuit 03 in the Libode district. The objectives as stated in chapter one will also be examined through research design and methodology. In the sections that follow the researcher explains the rationale for the study, research design, research methods, data collection technique, transferability and credibility, procedure for data collection, data analysis and ethical measures.

4.2 RATIONALE FOR EMPIRICAL RESEARCH

Educators are the largest single occupational group and profession in the country, numbering 425167 in public and private schools (Department of Basic Education 2014:4). The role of educators is of strategic importance for the intellectual, moral and cultural preparation of learners. Educators work in extremely complex conditions due to new policies that were introduced (Mathula 2004:1). In view of the above the researcher felt it necessary to investigate the role of DSGs in implementing IQMS.

Since 1994 three policies that seek to address teacher development have been formulated. The first evaluation policy for educators after the inspectors were chased away from schools by educators during the apartheid era was the Developmental Appraisal System (DAS) which aimed at facilitating the professional development of educators in order to improve quality of teaching and education management. The

implementation of DAS policy was not successful due to an unrealistic implementation plan and unclear role and responsibilities of the implementers (Mathula 2004:6)

Whole School Evaluation (WSE) was then introduced to replace DAS. WSE aimed at improving the overall quality of education in schools and ensuring that all learners are given an equal opportunity to make the best use of their capabilities. WSE failed because the level of readiness was not established before implementation (Mathula 2004:9). IQMS was negotiated with the teacher unions in the ELRC and subsequently signed as the ELRC collective agreement no 8 of 2003. Fullan cited by Mathula (2004:5) is of the opinion that more research is needed to unravel the complexities of the implementation process in a policy and this has prompted the researcher to examine the role played by DSGs in implementing IQMS.

There has been very little empirical research to investigate whether the DSGs play their role in implementing IQMS. Khumalo (2008:82), conducted an investigation into the challenges facing the DSGs in implementing IQMS in the Vryheid District of KwaZulu-Natal Department of Education and recommended that DSGs should be capacitated in classroom observation and listening skills. Then it became necessary to explore the role of DSGs in implementing IQMS as they have to do classroom observation when evaluating the educator.

The role of DSGs in implementing IQMS is paramount to educators' professional development. The researcher decided to embark on this study after it was argued by DBE that IQMS is not well implemented in schools such that there was a proposal to replace IQMS with the new educator development programme which is Teacher Performance Appraisal (TPA). (Department of Basic Education 2011:5). Subsequently it became necessary to investigate whether DSGs fulfill their role in implementing IQMS.

The problems and challenges experienced by DSGs in implementing IQMS which may have been unforeseen by policy makers would be explored. The inconsistencies and different interpretations that may exist between the departmental officials and educators

will be revealed. This study will afford the educators an opportunity to express their views and experiences concerning the role of DSGs in implementing IQMS in a free setting that is non-threatening to them. Lastly, the study is significant as it may provide findings that will make valuable contributions to enhance the performance of DSGs in implementing IQMS. In the following section a research design indicating how the study will be conducted is discussed.

4.3 RESEARCH DESIGN

A research design is a plan or blue print of how one intends to conduct the research (Mouton 2001:55). A research design is like the plan of a building, which indicates the steps or processes the builder will follow until the house is completed. In its context, a research design indicates the procedures that will be followed so that the appropriate data will be collected to address the research problem. Following is the discussion of research paradigm of this study.

4.3.1 Research paradigm

According to Lambert (2012:19), paradigms are models, perspectives or conceptual frameworks that help in organizing thoughts, beliefs, views and practices into a logical whole. The basic belief systems are the starting points that determine what inquiry is and how it is to be practised (Guba1990:18). Durheim (1999:36) maintains that the paradigm acts as a perspective that provides a rationale for the research and commits the researcher to particular methods of data collection, observation and interpretation. Paradigms are, therefore, vital to the research design because they impact both on the nature of the research question, that is what is to be studied and also on the manner in which the question is to be studied. By ensuring that the research and methods used fit logically within the paradigm, the principle of coherence can be preserved when designing a research study.

The researcher has adopted interpretive paradigm for this study. Cohen and Manion (2002:19), believe that in interpretive research, individual behaviour can be understood by the researcher sharing their frame of reference, that is, understanding of individual's interpretations of the world around them has to come from inside, not from the outside. Durheim (1994:124) is of the view that the interpretive approach relies on first hand information, tries to describe what it sees in rich detail and presents its findings in evocative language. Lambert (2012:20), states that an interpretive paradigm holds that reality is socially constructed and there are always multiple interpretations of constructions that can be made in an inquiry.

The interpretive paradigm makes use of qualitative research methods such as interviews, observations, document reviews and idiographic descriptions in order to capture the meaning people assign to phenomena. Within interpretive paradigm researchers acknowledge that there is no single objective reality and that different versions of events are inevitable. Interpretivists maintain that knowledge is constructed not only by observable phenomena, but also by descriptions of people's intentions, beliefs, values and self-understanding (Taylor, Wilkie & Baser 2006:3)

The researcher perceives the interpretive paradigm to be suitable for this study because it is concerned with experiences of individuals. In this study principals and educator views concerning the role of DSGs in implementing IQMS were analysed. Henning (2004:17), maintains that the interpretive paradigm does not concern itself with finding the truth and proving it through empirical means, but rather emphasizes a deep interpretive understanding of social interactions. This study focuses on understanding the views and experiences of educators, principals and DSGs regarding the role of DSGs in implementing IQMS.

The researcher is investigating the role of DSGs in implementing IQMS as perceived by the participants. The intention is not to make generalizations, but to gain the persuasive voices of the participants regarding the role of DSGs in implementing IQMS. Cresswell (2003:200), maintains that in qualitative research, the role of the researcher as the

primary data collector warrants the identification of personal values, assumptions and biases at the outset of the study. In this study the bias, perceptions and judgements of the researcher were accordingly set aside to allow the interpretation of the participants' views on the phenomena being studied to speak for themselves. The participants were given an opportunity to present their own views concerning the role of DSGs in implementing IQMS.

4.3.2 Research approach

Basically there are two main research approaches, namely, qualitative and quantitative approach methods. Then there are also mixed methods, where qualitative and quantitative approaches are both used. In this research a qualitative study utilizing a multiple case study strategy has been adopted. Despite qualitative method being used in this study a questionnaire which is a data collection method used in quantitative approach method has been administered to educators and DSGs as to strengthen the qualitative research approach. Creswell (1994:2), defines qualitative study as an inquiry process of understanding a social or human problem based on building a holistic picture reporting detailed views of informants and it is conducted in a natural setting. In this study the views of principals, educators and DSGs will be sought in order to ascertain whether the DSGs perform their role adequately in implementing IQMS in schools.

Qualitative researchers are concerned with interpreting data rather than to count and measure. Qualitative researchers analyse their data in an inductive way focusing upon people's perceptions, interpretations and meanings (McMillan & Schumacher 2006:316). In this study the data was only analysed and not counted. Perceptions and interpretations of principals and educators with regard to the role of educators in implementing IQMS were analysed. McMillan and Schumacher (2006:317), further state that more often than not qualitative researchers deal with only a small number of cases hence this study dealt with the DSGs from only three schools.

In support of the use of a qualitative approach in the field of education Hitchcock and Hughes (1995:25), assert that processes of teaching and learning are so complex and multifaceted that to focus only upon cause and effect, products and correlations will not yield much value, and the most productive approach is a qualitative one. As a result there has been a move towards employing qualitative research techniques in school-based research.

4.3.3 Research type

A multiple case study has been used in this study to conduct the research on the role of DSGs in implementing IQMS. In a multiple case study the researcher studies multiple cases at the same time as part of the overall study (Fraenkel, Noman and Wallen 2006:439). The multiple case study type or strategy is one of the designs used in qualitative research because it is an approach which provides the opportunity for one aspect of a study to be studied in some depth within a limited scale. Case studies opt for analytic rather than statistical generalization, they develop a theory which can help researchers to understand other similar cases, phenomena or situations. Case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts (Cohen, Manion and Morrison 2007:253).

Fraenkel et al (2006:439) contend that one of the advantages of a multiple case study is that its results are often considered more compelling and they are transferable. In addition to the above assertion, Cohen et al (2007:256), state that results of case studies are easily understood by a wide audience as they are written in clear language. Case study results provide insight into other similar situations and cases thereby assisting in interpretation of similar cases. They can be undertaken by a single researcher without needing a full research team.

Despite the fact that case studies focus on a small area, the method allows for an in-depth, holistic interrogation of a research problem and employs a variety of methodological tools to collect data. Case studies utilize multiple methods and tools for

gathering of data. Data sources in case studies include documents such as archival records, interviews, direct observation, participant-observation, transcripts and notes (Freebody 2003:82). For the purpose of the present study, two methods of data collection were utilised, namely: questionnaires to be administered to post-level-one educators, deputy principals and HoDs for principals interviews were conducted.

4.4 RESEARCH METHODS

Research methods in social research are ways of proceeding in the gathering and collection of data, a method is therefore a technique employed to gather a data. Methods consist of either listening to subjects, observing what people do and say or collecting and examining documents which human beings construct. Methods are the tools and techniques of social research (Hitchcock and Hughes 1995:19).

4.4.1 Selection of participants

Purposive sampling was used to select three secondary schools from 16 secondary schools that are in Circuit 03. The sample consisted of three principals, 50 educators in the selected schools who had been evaluated, 10 of the 50 educators serve as peers in DSG and five immediate seniors serving in DSGs (three HODs and two deputy principals). The researcher employed purposive sampling which, according to McMillan and Schumacher (2006:126), requires selection of participants who are knowledgeable about the issue in question because of their involvement and experience of the situation. The three schools were selected based on two main criteria: Firstly, the schools were accessible to the researcher, since the researcher is a principal of a school in Circuit 03. Accessibility of the school was a positive factor that enabled the researcher to gather a large amount of data in order to address the research problem. Secondly, teachers in those schools were familiar with the IQMS, therefore the participants were in a position to provide rich information that the researcher would use to describe the extent to which the DSGs supported educators.

Despite the fact that purposive sampling has been criticized for its reliance on the subjective judgment of the researcher rather than on objective considerations, purposive sample has some value, especially if used by an expert who knows the population under study, as this technique often leads to non-representative samples (Bless, Higson & Kagee 2011:106). In the context of the present study, the researcher is a principal of a secondary schools in Circuit 3 and familiar with the population under study. That familiarity with the population of the study was an advantage for ensuring that the schools selected were those that would yield the information required. For ethical reasons, the real names of the schools selected were not disclosed, instead pseudonyms were used to identify the schools as: School A, School B, and School C.

As far as McMillan and Schumacher (2006:165), are concerned, the participants should be a group of individuals, objects or events, elements or cases that can conform to specific criteria. It is for that reason that the participants in this study included individuals who are directly involved in the implementation of IQMS, that is, the DSGs and those individuals who are well informed regarding the role of the DSGs in implementing the IQMS. The logic of purposive sampling is that the participants selected usually express the best understanding and insight on the topic (Johnson & Christensen 2008:239).

The researcher's decision to select the participants of this study on judgmental ground is consistent with the views of Bless et al (2011:97), who states that without doubt, if one wants to collect accurate information about a group of persons or objects, the best strategy is to examine every single member or element of the group. The participants in this study included five immediate seniors (two deputy principals and three HoDs) currently serving as DSG members, and 50 post-level one educators who have once been evaluated (10 of the 50 post-level one educators serve as peers in DSG) and three Principals. The researcher's view was that the opinions of these participants would yield adequate information that could be utilized to determine the extent that the DSGs perform their role.

4.4.2 Data collection methods

The data for this study was collected by interviews and questionnaires from the three selected schools. These instruments enabled the researcher to pose questions to the participants in his search for answers to the research question. This method of collecting data in as many ways and from as many sources as possible assisted the researcher to obtain a better understanding of the phenomenon by approaching it from different angles.

4.4.2.1 Interviews

Interviews were employed to gather data from three school principals. Interviews were meant to gather data through conversations between the researcher and interviewees with the researcher asking questions which the interviewees answer or discuss (Lambert 2012:104).

For the purpose of this study there was a face-to-face interaction between the researcher and the participants. Interviews are particularly useful for getting the story behind a participant's experiences or interpretations of the world in which they live, and to express how they regard the situation from their own viewpoint (Lankshear and Knobel 2005:198)

The questions were tailored for the achievement of the objectives of this study and intending to obtain in-depth information regarding the extent to which the DSGs perceive IQMS; the types and frequency of the support the DSGs provided to educators; the challenges that the DSGs encountered while supporting educators and suggestions for overcoming the challenges. Open-ended questions were posed to the participants as to express themselves freely as opposed to closed questions that will confine them to certain answers. The interviews were recorded through audio-recording that enabled the researcher to capture an interviewee's intonation, voice quality, hesitations and self-

corrections (Walker 2004:198). Qualitative research interviews seek to describe the meaning of central themes in the life world of the subjects.

Rather than using structured interviews based on an established set of questions with fixed wording and sequence of presentation as more or less precise indications of how to answer each question, the semi-structured interview was used in this study, as it was the most appropriate. Semi-structured interviews involve many open-ended questions and that allows participants the freedom to express their views in their own terms (Elton, Hansen & Twiselton 2008:77). Semi-structured interviews made it possible for participants to fully describe their experiences. The researcher prepared a list of specific points on which information was sought. Semi-structured interviews yield rich data as participants are able to raise their views without the influence of the researcher and it allows for spontaneity (Henning, Stone & Kelly 2009:96). In a semi-structured interview the interviewee has the leeway to talk freely about the topic; the researcher's role is to discover meaning by asking questions and that leads to better understanding of the interviewee's point of view, semi-structured interview gives the interviewer more freedom to probe with follow up questions, for example when unexpected or interesting information comes out during the course of interview, interviewer can seek clarification and elaboration on answers given (Henning et al 2009:96). One of the advantages of interviews is that it reduces the incidence of misinterpretation or misunderstanding of questions by the respondents, because the interviewer is there to clarify, repeat or rephrase the question until the participant understands it (Bless et al 2011:132).

A letter asking for the consent of those who were to be interviewed was written, and appointments to meet the interviewees in person arranged. In the letter asking for an appointment the duration of the interview was stated and the specified time for the interview was not to be exceeded. However, Lankshear and Knobel (2005:209), claim that researchers need to be alert that interviewees may require more than the pre-arranged time to respond to questions as fully as they would like. In order to avoid interruptions of the school time-table the interview session may be scheduled for another time for the interviewer to respond to remaining questions if necessary.

Despite the numerous advantages of semi-structured interviews, interviews in general are costly and time-consuming to execute, particularly personal interviews. This is because the researcher has to travel long distances to meet the participants and this involves money and time. Secondly, unless the interviewer is adequately trained to conduct interviews, there is the danger that the answers provided by the respondents may be subtly affected. Unless, they are properly handled, the participants may conceal some information due to the presence of the interviewer (Bless, Higson-Smith and Kagee 2011:229).

The interview for school principals consisted of four sections, those being A, B, C, and D consistent with the questionnaires for the DSGs and educators respectively. Each section focused on a particular concept consistent with the research problem and conceptual framework of this study. A sample of the interview is in Appendix 3.

Section A asks for background information of the school and principal. This section focuses on:

- Sex
- Area specialization
- Highest qualification obtained
- Number of years in teaching
- Number of years as a school principal
- Number of years in the present school
- Number of teachers with over four years' teaching experience
- Number of teachers less than four years teaching experience

Answers to these questions provided insight into the background of the school and the principal.

Apart from Section A that focuses on background information of the school and the principal, each of the remaining sections addresses a specific sub-research question. Section B focuses on the perceptions of teachers regarding the IQMS. The items are:

- What is your view concerning implementation of IQMS in your School?
- How were the educators in your school trained on IQMS?
- Does each educator in your school have a personal copy of the document on Collective Agreement No. 8 of 2003?
- How often are workshops/seminars on IQMS organized for educators in your school?
- Do you think IQMS is a solution to the problems that educators encounter in their teaching profession? Give reasons for your answer.

Section C focuses on types and frequency of support provided to educators. The questions asked are:

- What type of support do DSGs provide to educators?
- How frequent do the DSGs provide support to educators?
- How does IQMS impact on teaching and learning?
- Who in your school serve as DSG members?

Section D addressed the issue of challenges facing the DSGs in assisting educators and the steps that can be taken to overcome these challenges. The items are:

- What are the main challenges the DSGs in your school face in assisting educators?
- What actions would you recommend for enhancement of the performance of the DSGs in assisting educators in your school?

4.4.2.2 Questionnaires

A questionnaire is a self-report instrument for measuring and quantifying how intensely people feel about issues as opposed to what they know or can do (Black 1999:210).

Self-reporting means that the participants complete the questionnaires themselves in their own words. McMillan and Schumacher (2006:149), highlighted the advantages of using the questionnaire as a research instrument:

- The questionnaire may be completed at the participant's convenience.
- It provides greater assurance of anonymity since there is no interviewer present who can identify him or her later.
- It is time-saving as it can be administered to many people at the same time.
- The data provided by the questionnaires can be more easily analysed.

Based on these advantages the researcher decided that questionnaires be used for data gathering from the DSG members and the educators.

Despite the afore-mentioned advantages of the questionnaire, McMillan and Schumacher (2006:149), outline the disadvantages of using the questionnaire as a method of data gathering:

- Lack of flexibility in that if the participant misunderstands the question he/she cannot be corrected.
- Restricted to participants who can read and write.
- People are generally better able to express their views orally than in writing.
- Inability to probe and clarify.
- Researcher cannot record spontaneous answers.

The researcher took note of these disadvantages and decided that the questions or items of the questionnaire should be presented in simple language so that the

participants easily understand the questions. In order to avoid a low response rate or losing questionnaires, the researcher decided that the questionnaires be distributed to the participants through the managers of the schools. In order to lure the participants into answering all the questions on the questionnaire, the researcher designed the questionnaire in such a way that factual questions are mixed together with controversial questions. Sufficient space is provided for items that would require participants to elaborate.

Taking into account the categories of the participants in this study, two types of questionnaires will be utilized:

- Questionnaires for 40 post-level one educators who have undergone evaluation and 10 post-level one educators serving as DSG members (peers).
- Questionnaires for three HODs and two deputy principals (immediate seniors)

Both questionnaires consist of four sections, namely Section A, B, C and D. Section A of the questionnaire probes the background of the participants. Section B focuses on the perceptions of the DSGs regarding IQMS. Section C probes the types/frequency of support that the DSGs provide to educators. Section D examines the challenges that the DSGs face in providing support to educators and the actions that can be taken to address these challenges. Using two different questionnaires that address similar issues will make it possible to use data triangulation.

The questionnaires for 15 DSG members (five immediate seniors and 10 peer educators) and 40 educators who have been evaluated respectively consists of four sections: A, B, C, and D. Apart from Section A that concentrates on background information of the teacher, each of the other sections focuses on a specific sub-research question. Section A probes the educator's characteristics such as the sex, subject specialization, highest qualifications, number of years in teaching, number of years in the present school and current teaching grade(s).

Section B focuses on the perceptions of the educators regarding the IQMS. The items in this section include:

- Why is it important for an educator to have DSG?
- Why do the DSGs have to be trained in implementing IQMS?
- Have you attended any workshops on how to implement the IQMS?
- How does possession of a copy of the Collective Agreement No. 8 of 2003 document assist educators in understanding IQMS process?
- Explain how do the DSGs assist educators in solving problems they encounter in schools?

Section C concentrates on types and frequency of support provided to the educators. The items are:

- Explain how do you assist educators to improve their performance in school?
- Explain how do you observe educators during lesson presentation?
- Describe how do you give feedback to educators?
- How do you assist educators in developing their PGPs?

Section D centers on the challenges facing the DSGs in assisting the educators and the actions that can be taken to overcome these challenges. The items addressing this concept include:

- What challenges do you encounter in supporting the educators?
- What actions could be taken to overcome the challenges you encounter in supporting the educators?

Samples of questionnaires for DSGs and questionnaire for educators are shown in Appendices A and B respectively.

4.4.2.3 Procedure for data collection

Data was collected in two phases, namely, the pilot phase and main phase. The pilot phase focused on trying out the questionnaires and interviews at one of the junior secondary schools in the Circuit, other than one of those selected for the study. The purposes of trying out the questionnaires and interviews prior to their final use was to identify the inherent weaknesses of the data collection tool so that necessary modifications are made before the tools would be used for the final phase. That step was taken to ensure that the tools accurately measured what they were designed to measure.

The main or final phase of the study commenced as soon as the pilot study was completed and the tools were in place. The final phase involved gathering data from the participants in the three selected secondary schools for the purpose of answering the research questions. Since there were three selected schools, the researcher drew a schedule indicating dates, days and time for data collection from the various schools. Prior to drawing up the schedule, the researcher contacted the principals of the selected schools to determine the suitable date and time for data collection.

Questionnaire administration and interviews proceeded in tandem. Questionnaires for the DSG members and educators were administered through the principal or a member of the senior management team and collected using the same channel. The idea of seeking the assistance of the principal to distribute the questionnaires was to ensure a high response rate from the participants. All completed questionnaires were returned to the researcher for analysis. Interviews were conducted with the three principals. The researcher chose the venue and informed the principals regarding the setting or where the interview would take place and informed the principals in advance. The researcher undertook a visit to each of the schools to identify possible venues for the interviews. The interviews were to be held in the library or any empty classroom in the school and not in the principal's office as telephone calls and administrative matters might interrupt progress of the interview or distract both the interviewer and the principal. Prior to

commencement of the interview the researcher explained the purpose of the interview to the principal. The purpose of that explanation was to reassure the principal that the interview was for academic purposes only.

The researcher also explained the format and the anticipated duration of the interview to the principal. The researcher provided his contact information to the principals for future contact, should the need arise. The researcher also allowed the principal to raise any doubts he or she had. Those doubts were clarified before the interview began. The method for recording data was prepared in advance. The researcher drew-up a schedule indicating the date and time of interviews for each school principal.

The researcher began the interview by asking factual questions and gradually delved into controversial issues. The reason behind that choice was that factual questions are easy and attractive to answer and boost the morale of the interviewee. Starting with controversial questions may unnerve the interviewee and that may impact negatively on the perception of the interviewee and derail the entire course of the interview. The researcher also interspersed fact-based questions throughout the interview. Questions on the present were asked first before questions about the past or future and the purpose was to achieve variability. The last questions allowed participants to provide any other information they preferred to add and give their impressions of the interview. A notebook and a tape-recorder were used for recording the interviews. The use of a tape-recorder during the interviews enabled the researcher to play back the interview sessions at some point in the analysis of data and in that way the researcher ensured that important points raised by the respondents were not missed. Recording data using paper and pen enabled the researcher to take note of salient points that needed to be explained further by the principals.

4.4.3 Data processing

Multiple case study research seeks to find relationships between the objects of study based on the research questions (Hitchcock & Hughes 1995:79). For the purpose of this

study data collected were organized around the key concepts identified in the theoretical and conceptual framework in chapter 2. Rather than quantitative analysis, qualitative analysis was to be employed since the researcher's focus was on the meaning in the participants' own words. To enable comparison between the schools, data from each school were presented and analysis discussed in the following order:

- Data from the DSG members;
- Data from other educators not serving as DSG members; and
- Data from principals,

The results of the analysis were used in answering the sub-research questions and conclusions were based on the answer to the main research question. The findings of this study would give some insights into the situation in other schools.

Individual in-depth interviews were conducted with the principals of schools A, B and C. Permission was received from the circuit manager was received to make use of the schools as research sites. Before the interviews commenced, it was first explained to the principal that the interviews were purely for academic purposes and the information received would be kept confidential. After the explanation, use of a tape recorder was requested. The principal agreed to be part of the process and preferred to use English as the medium of communication. The same was done with principals of schools B and C.

4.5 ACHIEVING TRANSFERABILITY AND CREDIBILITY

The data are credible if they are trustworthy and the results can be verified. One of the ways which are employed in this study in order to achieve credibility is triangulation – corroborating data from the three cases or sites which are the schools, the three categories of participants who are principals, educators serving in the DSG and those educators who were evaluated once and the two methods of data collection which are questionnaires and interviews. Gathering data from multiple sources allows for

triangulation and enhances the trustworthiness of the data and the conclusions that will be drawn from the results (Cohen et al 2002:112).

Transferability refers to the degree to which the results may be generalized to a wider population, cases or situations in qualitative research (Cohen et al 2002:109). Schoefield (1990:209), suggests that in qualitative research it is important to provide, clear, detailed and in-depth descriptions so that readers are able to decide on the extent to which the findings from one piece of research are generalisable to another situation. Lincoln and Guba (1985:316), argue that it is not the task of the researcher to provide an index of transferability but they suggest rather that researchers should provide rich data for readers and users of the research to determine whether the findings are transferable. The researcher in this study provided sufficient data on the views of the participants about the role of DSGs in implementing IQMS in schools.

4.6 ETHICAL MEASURES

Leedy & Ormrod (2001:106), state that whenever human beings are the focus of investigation the researcher must look closely at the ethical implication of what they are proposing to do. In line with what Leedy and Ormrod suggests the researcher had to ensure that ethical measures of conducting the study were observed. Before conducting the study the researcher had to obtain letters of consent from the district manager and the school principal, granting permission to conduct the study at the schools where the investigation was to take place.

After receipt of letters granting permission from the district manager and principal the researcher had to get permission from the participants to engage themselves in interviews and respond to questionnaires, and informed them in writing of their right to withdraw during any moment if they felt uncomfortable and that each one's involvement in the study was voluntary. The participants were assured that they would not be exposed to undue physical or psychological harm.

The participants were assured of confidentiality and anonymity. The researcher stated clearly that no one would have access to any of the participants' responses and the study was strictly confidential. The researcher coded names of schools as school A, B and C. Responses and personal details were kept confidential.

4.7 SUMMARY

This chapter indicates that this study was conducted in three secondary schools in Circuit 03. The researcher selected those schools based on accessibility and availability of rich information. The participants of this study included five immediate senior educators currently serving as DSG members (two Deputy Principals and three HODs), 40 educators not serving as DSG members, 10 post-level one educators serving as DSG members (peers) and three principals. Data were collected from the DSG members and the educators using the questionnaires, while data from principals were gathered using interviews. The research approach was qualitative rather than quantitative. Collection of data focused on drawing meaning from the opinions of the participants and discovering relationships among the three schools regarding the extent to which the DSGs play their role in implementing IQMS. In chapter five the findings of the research conducted are dealt with. Focus is on the analysis of the collected data as well as the interpretation thereof.

CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

In this chapter findings about the assistance given by DSGs in formulating PGPs, mentoring and monitoring provided to educators, evaluation of educator performance, challenges facing DSGs in supporting educators and feedback given to educators are analysed and interpreted. These findings are based on the data collected from the questionnaires and interviews. The research participants in this study were the three principals, two deputy principals, three HODs and 50 post-level one educators. Questionnaires were administered to three HODs and two deputy principals, 10 post-level one educators who are DSG members (peers) and 40 post-level one educators.

5.2 RESEARCH PROCESS

The process followed was to assemble research questions and to break down the research questions into mini research questions. The researcher intended conducting semi-structured interviews with participants during his site visits. The aim was to understand the role of DSGs in implementing IQMS in their respective schools. Letters of consent to conduct research in the selected schools were obtained from the district manager and principals of the selected schools. All educators who were to be participants in the research were given consent letters to sign stating clearly that they were not obliged to take part in the study, they participate out of their own free will. Interviews were conducted with the three principals as explained in Chapter 4 (section 4.4.2). Questionnaires were given to principals after their interviews who were to hand them to deputy principals, HODs, all other DSG members and educators in the schools. The return date for submission of all the questionnaires was communicated to the principals. All educators failed to return questionnaires on the given date, but principals helped to encourage them to complete the questionnaires.

5.3 DATA ANALYSIS

Vithal and Jansen (2001:27), state that the aim of data analysis is to make sense of the accumulated data. In qualitative data analysis data are organized into categories, patterns and relationships identified between categories. White (2003:115), describes data analysis as a systematic process of selecting, categorizing, comparing synthesizing and interpreting in order to provide explanations for a single phenomenon of interest. For the analysis of interview data, the oral interviews were transcribed into text. The newly-acquired data were compared with the existing categories from the literature. To facilitate the analysis and discussion of findings, information was taken and reduced to certain categories and then the information was interpreted. The interview data were subcategorized by grouping the responses of the participants into similar topics, making use of ideas, differences of opinions and suggestions made by participants. Although the research approach adopted is qualitative method an aspect of quantitative method (questionnaire) is employed as to strengthen the qualitative approach method. In order to achieve more clarity in the interpretation of data, tables are drawn indicating figures. Questionnaires were analysed through frequency count. Frequency count means the system of transforming information obtained from the questionnaires to numbers by counting the number of participants who give a particular response.

The information obtained from interviews and questionnaires was interrelated and complements each other. Themes that emerged from interviews will first be discussed then followed by those from questionnaire. After the interviews with the principals and analysis of the questionnaires from the educators of School A, B and C the ideas were grouped into trends and relationships. The following relationships and trends emerged:

- Training of DSGs.
- Support given to educators by DSGs.
- Impact of DSGs on teaching and learning.
- Actions to enhance DSG performance.

The following are sub-categories which emerged from the general comparison drawn from the experiences of the principals about the role of DSGs in the three schools, which are:

- Similar ideas about DSGs
- Differences in opinion
- Suggestions to improve DSG performance

Most of the themes that emerged suggest that the DSGs are not performing their role in implementing IQMS at the schools in which this study was based. There are several reasons that cause DSGs not to perform well and they are discussed in this chapter.

5.3.1 Biographical data of participants from interviews and questionnaires

TABLE 5: BIOGRAPHICAL DATA

GENDER	NUMBER	%	POST LEVEL	NUMBER	%
Female	36		1	33	57
			2	2	3
			3	1	2
			4	0	0
Male	22		1	17	29
			2	1	2
			3	1	2
			4	3	5
Total	58			58	100

Post levels in the Department of Education refer to the ranks accorded to educators in which post-level one is an educator at the lowest rank, post-level 2 is an HOD, post-level 3 is a deputy principal and post- level 4 is a principal.

The table indicates that in the management positions there were more males (9%) than females (5%) as opposed to the post- level one position where there were many females (57%). According to the Eastern Cape Department of Basic Education, there are more females than males in the teaching profession, hence the research sample more or less

corresponding the Department of Basic Education profile. Naidoo (2006:83) asserts that females view teaching as an occupation that affords them time in the afternoon to attend to their household chores. The researcher has gathered from the conversation with principals during interviews that the reason for females to outnumber males in their schools is that it is easier for male educators to transfer to other schools that are in urban areas. What makes it easy for male educators to transfer is that they are much sought after by principals of schools in urban areas because they find them helpful in learner discipline and extra-mural activities. However, this imbalance does not affect the analysis of the findings and the role of DSGs in implementing IQMS.

5.3.2 Teaching experience of all the participants from interviews and questionnaires

TABLE 6: TEACHING EXPERIENCE OF RESPONDENTS

YEARS	NUMBER	%
0-5	22	40
6-10	14	24
11-15	12	20.
16-20	5	8
21-25	5	8
26-30	0	0
31 and above	0	0
Total		100%

Two of the principals interviewed have vast experience hence they had been holding these positions for more than fifteen years. One Principal has two years' experience; it means the majority of principals had been holding their positions of being principals when the IQMS was introduced. From the questionnaires it is evident that the majority of educators (37%) had six to ten years' teaching experience.

5.3.3 Educational qualifications of participants from questionnaires and interviews

TABLE 7: EDUCATIONAL QUALIFICATIONS

QUALIFICATIONS	NUMBER	%
DEd	0	0
Med	0	0
BEd Hons Degree	11	19
4 Year Degree	9	16
diploma & 1 year certificate	24	41
3 Year Diploma	14	24
Total	58	100%

It is noteworthy that most of the participants held the necessary academic and professional qualifications. Educators have improved their qualifications in order to keep up with the rapid change of pace in knowledge, the advancement of technology and the increasing demands imposed upon them. In order to be an efficient educator one has to set an example by developing oneself to ones highest potential, both professionally and academically. Lack of suitable qualifications may result in inadequate execution of responsibilities by the educator, which may have a negative impact on the culture of teaching and learning (Naidoo 2006:85). The Department of Education advised all educators to improve their qualifications. Those who had completed two year teaching diplomas were given bursaries to enroll for the National Professional Diploma in Education (NPDE) and those who had three-year diplomas were encouraged to enroll for one-year diplomas and the entry level for post level one educator was raised to a four-year diploma instead of a three-year diploma.

The principals in the sample, however, did not have higher education qualifications in education management when asked why are they not furthering their studies in education management, one principal said, "I have passed my masters degree in theology and I am on my way out of the education department". The other principal said,

“I want to get into the legal profession as I am tired of the department of education”. The reasons they advanced for wanting to leave the teaching profession were the constant changes that take place in the education department. One principal said Christianity did not change because the bible on which it was based did not change. Eagerness of principals to leave department of education corroborates Van Deventer & Kruger’s assertion (2003:252) that changing syllabi, changing approaches to teaching, changing approaches to school management and governance, changing laws about forms of discipline mean that teachers are constantly having to adjust to new circumstances and that demoralizes the educators.’

5.3.4 Age of all respondents in interviews and questionnaires

TABLE 8: AGE OF PARTICIPANTS

AGE	NUMBER	%
20-25	1	1,7
26-30	5	8,6
31-35	6	10,3
36-40	12	20,6
41-45	16	27,5
46-50	14	24,1
51-55	4	6,8
56-60	0	
Total	58	100%

The largest single proportion of participants (27,5%) were in the age group of 41 to 45 and this corresponds to the Eastern Cape Department of Education statistics released in 2011 where it was shown that the majority of educators were in this age group. Younger educators usually have more to offer in terms of time, energy and productivity. The younger educators would remain in the teaching profession for longer thus ensuring long-term stability in the schools. The dominant age group (41-45) consisted of Educators who were flexible enough and receptive to change.

5.3.5 Questionnaire findings

All together 55 questionnaires were distributed to the three schools and and all were returned. Five of these questionnaires were given to immediate seniors serving in the DSG (two deputy principals and three HODs). The information, obtained from educators serving in the DSG as immediate seniors and educators who were in post-level one is interrelated, the elements of it complementing one another. Therefore the findings are combined in the discussion to follow. Categories that emerged from questionnaire of educators and DSGs are.

5.3.5.1 Training of DSGs on IQMS

TABLE 9: ARE YOU IN POSSESSION OF ELRC 2003 IQMS DOCUMENT?

HAVE IQMS DOCUMENT	NUMBER	PERCENTAGE
Yes	12	22
No	43	78

Only twelve of the 55 educators confirmed that they had received the IQMS document, while 43 did not receive it. The DBE stipulates that every educator is supposed to have an IQMS document. The performance measurement instrument is in the IQMS document and has to be kept in the IQMS file of an educator. If the educator does not have the collective agreement of 2003 for self-evaluation and summative evaluation then it can be assumed that the educator has not done self-evaluation since one performance measurement instrument is used for self-evaluation and summative evaluation. The role of the DSG and educator is spelt out in the collective agreement (Department of Education 2003:13). It is therefore necessary that every educator must have a copy of the collective agreement.

TABLE 10: DID YOU RECEIVE ANY TRAINING ON IQMS?

TRAINED ON IQMS	NUMBER	PERCENTAGE
YES	52	94
NO	3	6
TOTAL	55	100

In this research it had been noted that 52 educators had received training on IQMS. The IQMS workshops were conducted in the schools by educators who attended the district workshop. Principals have a responsibility to train all educators in their schools on IQMS. It becomes problematic if the principal is not well versed in the IQMS concept and that can easily result in IQMS not being implemented in the school.

The above assertion is in concurrence with the findings of Mestry et al (2009:475) who state that the following reasons have caused IQMS not to be successfully implemented:

- The Provincial Departments are not providing sufficient training to teachers in the field of IQMS.
- Most of the educators undergo a once-off training session.
- In some provinces training was outsourced to institutions of higher learning and private consultants who themselves had inadequate knowledge and practical experience to undertake such training.
- The cascading model of training led to teachers' lack of understanding of IQMS practice.

In the literature it has been revealed that training for the appraiser is essential and such training should come through a structured programme of professional development.

5.3.5.2 Support given to Educators by DSGs

TABLE 11: DO YOU THINK IQMS IS A SOLUTION TO THE PROBLEMS THAT EDUCATORS ENCOUNTER IN SCHOOL?

RESPONSES	NUMBER	PERCENTAGE
YES	39	71
NO	16	29
TOTAL	55	100

A total of 39 educators felt that IQMS was a solution to the problems that the educators encountered in their profession. This supports the ultimate aim of IQMS which is the professional development of educators. Many challenges were experienced by educators in discharging their duties, such as learner disciplining, content gap, continuous curriculum and education policy changes and therefore a need for constant support. In addition, Mestry et al. (2009:490) claim that IQMS could be a powerful strategy to improve the knowledge and skills of educators in order to enhance the quality of teaching and learning. Seventeen educators responded by saying that IQMS was not a solution to the problems that educators experienced at school. The reason they put forward was that IQMS was not properly implemented in their schools and DSGs were not functional. According to Wazare cited by Steyn and Niekerk (2008:249) educator appraisal is of great importance since its main objective is to improve educator performance and ultimately learner performance. For an educator to improve his/her performance the DSG has to help in bringing solution to the problems that the educator encounters in discharging his/her duties.

Does your DSG observe you in the classroom?

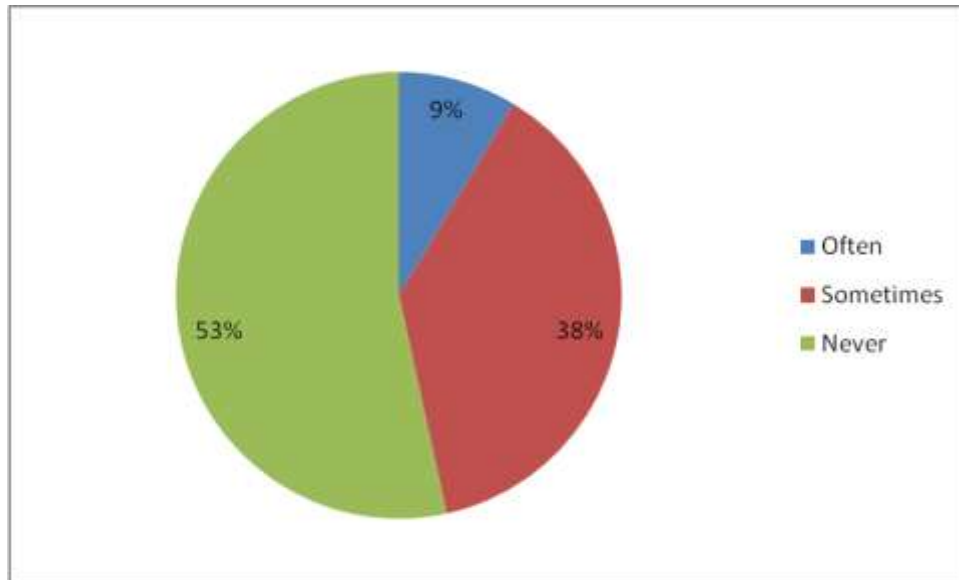


Figure. 1: Being observed by DSGs in the classroom

The pie chart indicates that 31 educators out of 55 had never been observed in the classroom by their DSGs. Performance Standards 1-4 have to do with what is happening in the classroom. The information from the classroom about the educator's performance can only be known through the DSG. It is mandatory that educators have to do self evaluation and summative evaluation has to be done at the end of the year. Bennet (1992:51), states that classroom observation can encourage more reflective teaching, exchange of ideas and techniques which keep the activity of teaching fresh and stimulating and above all classroom observation provides the kind of support which reassures teachers that effective teaching is a communal responsibility rather than a lone battle against insuperable odds.

The principal of school C raised the view that those educators who refused to be evaluated felt that 1% notch increase was too small for the effort they had to put in, educators had other means of augmenting their salaries. Secondly, it may be that IQMS was just not being implemented correctly in the school. Van der Westhuizen (1999:255), maintains that the primary aim of personnel evaluation is improvement in the work of educator a secondary goal of evaluation is to give recognition to proven achievement,

determining attitudes to work, and determining whether the educator is ready for promotion. The above assertion by Van der Westhuizen can be a better alternative than giving a 1% increase to educators.

Do you get feedback about your performance after classroom observation?

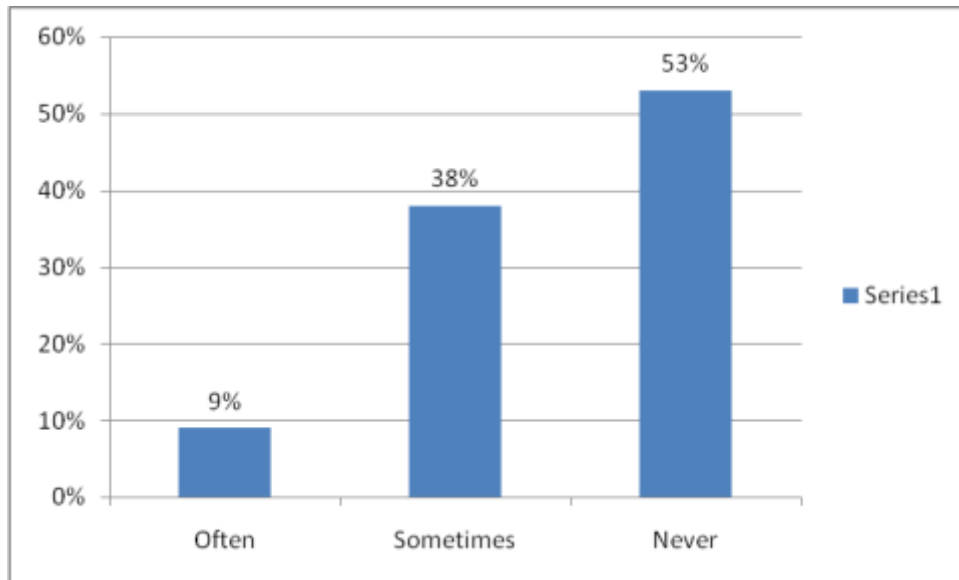


Figure 2: Feedback on performance

The graph shows that 31(53%) of participants from 55 had never been given feedback, 22(38%) had sometimes been given feedback and five (9%) were often given feedback. After the classroom observation, the DSG has to give feedback to the educator in a meeting situation. It is in the feedback situation where the strengths and weaknesses of educators are discussed. The peer and immediate senior then show the scores to the educator. The performance measurement instrument has columns in which to write comments about the performance of the educator. The comments made by DSG will justify the scores awarded to the educator. Naidoo (2006:95), quoting Fuller asserts that feedback' by way of discussions and written communication to those who are being appraised, should be one of the indispensable elements of appraisal. Bennet (1992:51), maintains that even the most independent and competent of teachers need feedback on their performance, they need to feel genuinely valued in terms of the contribution they

make. The researcher is of the view that feedback gives an opportunity for both teacher and DSG to develop a long-term programme that will be followed for the development of the evaluated educator.

TABLE 12: ARE YOU CURRENTLY GETTING SUPPORT FROM YOUR DSG TO IMPROVE YOUR PERFORMANCE?

GET SUPPORT	NUMBER	PERCENTAGE
YES	44	80
NO	11	20
TOTAL	55	100

The majority of respondents (80%) indicated that they were not getting support from their DSGs to improve their performance. Educators indicated that they are not allocated time to discuss development matters with their DSGs. The response given by educators supports what has been stated by the Minister of the Department of Basic Education (02/03/2012) who contended that the educators are not provided with the necessary mentoring, support and development in schools. The educators have to get support from their DSGs through mentoring and monitoring as discussed in the literature review. Support measures have to be in the form of having a support plan specifying exactly which area is to be improved and when will that take place. Steyn and Niekerk (2008:270) maintain that one of the aims of appraisal is to support the appraisee in professional development.

TABLE 13: DOES YOUR DSG HELP YOU IN DEVELOPING YOUR PGP?

RESPONSES	NUMBER	PERCENTAGE
YES	15	28
NO	40	72
TOTAL	55	100

The educator has first to craft his/her PGP after self-evaluation. It is in self-evaluation where the educator has to honestly reflect on his/her strengths and weaknesses and set goals for his/her development. The educator will therefore be able to make a meaningful contribution in the discussions that will be held after classroom observation. The DSG will have to refine the educator's PGP. Questionnaires from 40 educators indicated that the educators were not assisted by their DSGs in formulating their PGP. Only 15 educators indicated that they were assisted by their DSGs in formulating their PGP. The five educators serving in DSG as immediate seniors (deputy principals and HODs) all indicated that they did not assist educators in refining PGPs because they do not have time and moreover there are many kinds of templates used for PGP and that confuses them. The responses from questionnaires were consistent with the principals' views that IQMS was only done for compliance purposes and the processes of IQMS were not carried out as stipulated by the DBE. In the PGP it is where it is stated whether the needs of an educator have to be addressed by educator, DSG, district office or provincial office. Needs of an educator may range for example from:- teaching methodology problems, lack of subject knowledge, or communication problems. The DoE (2003:13), stipulates that the PGP forms an important record of needs and progress of individual educators as discussed in the literature review. The researcher believes that it is therefore impossible to guide the development of an educator if there is no plan in the form of a PGP.

TABLE 14: DOES DSG ENSURE THAT PGP IS INCORPORATED INTO THE SIP?

PGP INCOPORATED TO SIP	NUMBER	PERCENTAGE
YES	55	100
NO	0	0
TOTAL	55	100

In all 50 questionnaires, educators agreed that their PGPs were incorporated into the SIP. The five immediate seniors confirmed in their questionnaires that they incorporated

PGPs to SIP. The SIP makes IQMS operational in the sense that the strength of an educator is enhanced and weaknesses improved during the year. The SIP is a strategic plan which the school has adopted for professional development of educators. The responses of educators and immediate seniors in this item did not tally with the views of the principals who maintained that during the year they did not see any activity by DSGs; who were apparently only active at the end of the year. The responses of educators and immediate seniors is also in conflict with the views expressed by Department of Education official responsible for IQMS who complained in a workshop held on 29 August 2012 that almost all schools in the circuit do not submit quarterly progress reports concerning educator development to the district office. According to DoE (2003:14) the SIP enables the school to measure its own progress through a process of ongoing self evaluation as discussed in the literature review. The researcher is of the view that absence of SIP in a school indicates that IQMS is not well implemented.

TABLE 15: DOES YOUR DSG EVALUATE YOUR PERFORMANCE AT THE END OF THE YEAR AND MAKE RECOMMENDATIONS?

EVALUATED BY DSG	NUMBER	PERCENTAGE
YES	55	100
NO	0	0
TOTAL	55	100

The DSGs have to conduct a summative evaluation at the end of the year. The performance measurement instrument is used in evaluating the educator as explained in the literature review. The 50 educators confirmed that DSGs did evaluate their work at the end of the year. Also, the five immediate seniors serving in DSGs agreed they did evaluate educators at the end of the year. This is consistent with the views expressed by the Minister of the DBE, Angie Motshekga, that the DSGs only become functional during the last quarter of the year when summative scores are collated for submissions. According to DoE (2003:5), developmental appraisal and performance measurement

have to be linked to an annual cycle which has to be completed within a year. One of the roles of the DSGs is to evaluate the performance of the teacher at the end of the year as discussed in the literature. But the time at end of the year on which the evaluation is done tends to be problematic as it is time for examinations.

TABLE 16: DOES YOUR DSG ENSURE THAT THE INFORMATION PROVIDED FOR EDUCATOR PERFORMANCE MEASUREMENT IS ACCURATE BEFORE FORWARDING TO THE DISTRICT OFFICE?

RESPONSES	NUMBER	PERCENTAGE
YES	55	100
NO	0	0
TOTAL	55	100

The 50 educators and five immediate seniors agreed that DSGs ensured that the information provided for educator performance measurement was accurate before forwarding it to district office. The responses of educators and immediate seniors contrasted with the views expressed by the principals who said that at times one would find that an educator was awarded a rating of four which was the highest score that an educator can get but the DSG's comment would be that the educator had to improve in that specific area. The principals also said that it was possible to even discover that an educator who did not participate in any school activities is awarded a high score in Performance Standard Seven that deals with extra mural activities. One principal commented that at the district office in the previous year they did not accept the composite sheet that indicated scores and SIP, because they had contradictory information. The areas in which the educators had performed well according to the composite sheet were indicated as areas that needed development in the SIP. The information submitted to the District office had to be accurate because the District office would be guided by the SIP in formulating the District Improvement Plan.

Challenges that DSGs encounter providing support to Educators

- **Reluctance to be observed in the classroom:** The 50 educators felt that classroom observation was not necessary because they were qualified and they knew what they were doing in class. The arguments by educators corroborate the views of Naidoo (2006:95) who states that classroom observation does not take place in many schools. Also the DSGs expressed the view that the educators did not want to be observed in classroom. What is expressed by educators corresponds to what has been discussed in the literature review, namely that educators are reluctant to be observed in class as they viewed classroom observation as a factor undermining their professionalism.
- **Awarding of scores:** The 50 educators and five immediate seniors concurred that DSGs experience challenges in awarding scores to educators. The DSGs felt obliged to award scores that would ensure that the educator gets the salary notch increase without regard to educator performance. If the DSGs award less marks to an educator a conflict may ensue, because it could be interpreted by an educator as a refusal to give a one percent increase to that educator. In the literature review it has been stated that linkage of performance appraisal to salary increase may create problems in any performance measurement system. The views of the educators and immediate seniors were echoed by principals who commented that the DSG simply awarded scores without genuinely looking at the performance of educators in order to avoid conflict. Therefore the scores awarded were not necessarily a true reflection of an educator's performance. The Minister of the DBE contended (24 May 2012) that the Provincial IQMS coordinators provided support to the DSGs so that scores allocated were fair, reliable and valid, but despite the support provided, many educators were still being given inflated scores. It is for this reason that De Clercq (2008:14), suggests that there should be a different appraisal for rewards and for educator development.

- **Lack of infrastructure resources:** The 50 educators and five immediate seniors indicated that the performance of DSGs was hampered by lack of resources. For instance, Performance Standard 1 requires that a proper learning space has to be organized, but in the three sampled schools the classrooms were overcrowded to the extent that it was not easy to group the learners or move in between the desks. At times the charts could not be mounted on the wall because the walls were made of mud. In all three schools there were no libraries, computer rooms and laboratories. This is in consistent with the statistics released by DBE on 24 May 2012 that out of 24793 schools: 16516 do not have adequate administration blocks for educators and the Eastern Cape has 395 mud-built schools. Educators and immediate seniors felt that the unavailability of infrastructure resources hampered the work of DSGs.
- **Shortage of human resources:** It had also been noted that there was also a shortage of human resources. In school A there was no deputy principal and no HODs. In the other two schools there was also a shortage of HODs and that forced one HOD to serve in a number of DSGs. The HODs who served in a number of DSGs complained that it was impossible for them to do their evaluation properly because they had other responsibilities and what was worse was that the summative evaluation had to be done at the end of the year when there were examinations to be written and marking of scripts to be done. The shortage of senior managers in schools resulted in the SMT asking some senior educators to act in the positions of deputy principal and HOD. The Principals reported that the managers who were acting could not effectively evaluate the educators as it was known that they were not employed as managers and therefore did not have full authority.
- **Paperwork:** According to the DBE, there should be IQMS documents in each school. An educator has to have a file that has the following contents:

- Personal details:- stating qualifications, experience in teaching and subject taught.
- PGP: The document has to state clearly the development needed as informed by Performance Standards relevant to educators' post level.
- Performance evaluation instrument: Instruments used for each evaluation, that is self-evaluation, instrument used by immediate senior and the one used by a peer have to be kept in a file.
- Profile of development: This is evidence of development which may be in the form of a certificate of developmental training undergone, an agenda or programme of a development workshop.

Educators felt that IQMS resulted in an unnecessary increase in an educator's already overloaded workload. For example in these three schools, school A had a shortage of ten educators, school B had a shortage of five educators and school C has a shortage of three educators. According to the principals of the three schools, the cause of the shortage was that for the past ten years the Department of Education in the Eastern Cape did not employ post-level one educators on a permanent basis rather are employed on temporary basis with a renewable contract of three months.

TABLE 17: DO THE DSGS PLAY THEIR DEVELOPING ROLE TOWARDS EDUCATORS?

DEVELOPED BY DSGs	NUMBER	PERCENTAGE
YES	10	19
NO	45	81
TOTAL	55	100

Of the 55 educators 45 felt that the DSGs were only there to criticize the performance of educators and failed to play their developing and supporting role. This supports the findings of Naidoo (2006:95) who stated that educators expressed suspicion about the

ability of their colleagues in middle or senior management to carry out an effective appraisal process or to implement such a process impartially.

On the other hand, the immediate seniors mentioned that it was not easy to assist educators in their work because educators did not want to show their weaknesses. Educators also stated that because of a shortage of HODs and deputy principals, they found themselves supervised by senior managers who were not well versed in the subjects that they were teaching. Therefore it stands to reason that no quality advice can be given to the educator as discussed in the literature review. Most educators found that their DSGs did not know how to conduct an effective analysis of an educator's performance and had not been given sustained high-quality training. The interpretation of the instrument itself is a problem to DSGs. De Clercq (2008:14) maintains that it is doubtful whether the education system can produce evaluators who can interpret the evaluation instrument well. The fact that DSGs cannot interpret the evaluation instrument renders them ineffective in educator professional development.

Actions to enhance DSG performance DSG performance

What actions can be taken to overcome the challenges facing the DSGs?

In all 53 questionnaires the educators, in answering this question, stated that training of all educators in IQMS had to be done. Educators are of the view that DSGs had to be given separate comprehensive training that would provide them with details of their roles. For example DSGs should be shown how to complete the SIP template, how classroom observation is supposed to be conducted and how the feedback is supposed to be done. The DSGs cannot be adequately trained by principals who themselves attended only a one- day workshop. Training of DSGs will help to minimize conflict and disputes that arise after summative evaluation. It is also the view of educators that training of DSGs should be an ongoing activity; it should not only be done once a year but rather at least quarterly.

Immediate seniors and educators agree that DSGs should not only be composed of an educator and immediate senior. There should be other people as the needs of educators may demand for example social workers and religious leaders who may be roped in for the emotional development of the educator.

Interviews with Principals

Training on IQMS

TABLE 18: AS A PRINCIPAL DID YOU RECEIVE ANY TRAINING ON IQMS?

RESPONSES	NUMBER	PERCENTAGE
Yes	3	100%
No	0	0 %

When IQMS was introduced the principals of schools and an educator were called to a one-day workshop conducted by a departmental official who is an IQMS coordinator. The principals and educator who attended were expected to train educators in their schools on IQMS. One principal said, “The trainers did not go into details of how we are supposed to implement the IQMS; for example, in the IQMS instrument there is terminology I do not understand and performance standards which I cannot interpret therefore do not know how to evaluate them.” The principal further stated that he had his own DSG wherein, during evaluation, he was scolded by his senior because his IQMS file was not covered. The evaluator was evidently not concerned about what was inside but about the outward appearance, which clearly indicates that the evaluator was not aware of what to evaluate.

Complaints of the principals about training are consistent with the findings of Naidoo (2006:75) who stated that the quality of training sessions was a huge disappointment. They were too brief and this compromised the quality of the training and that impacted negatively on educators’ perceptions of IQMS. Only the principal and educator were

given the task to see to it that the DSGs and SDTs are formed in schools so that IQMS could be implemented. These two structures were only informed about their duties by the principal and educators themselves were not well versed in what to do. The workshop conducted by the District Training Team was never adequate according to the principal of School B. Kamlawathee (2009:6), contends that adequate training plays a pivotal role in the implementation of IQMS. The principal in School C who had two years in the position commented that when he became a principal he was never oriented on the running of IQMS “I only take the documents that the educators bring to me and just sign at the end of the year” said the principal of School C. The comments of the principal in School C are in line with the findings of the DBE external moderation report (2012:36), wherein it is stated that the district support is very low regarding the evaluation of principals and there is little attempt by circuit managers to mentor principals. In the theoretical framework (section 3.5.4.1) Blankstein (2004:119), defined mentoring as a way by which educators are supported by their colleagues through close supervision. The researcher is of the opinion that it could be impossible to implement IQMS if the principals who are accountable for all programmes taking place in the school are not supervised and given all the necessary support. Van der Westhuizen (1999:274), maintains that an educational leader, who in this case is a principal, should regard it as part of his task to be in the forefront of new developments and changes in the school in order to be able to inspire those he/she leads (educators).

Support given to Educators by DSGs

TABLE 19: ARE THE DSGS GIVING ANY DEVELOPMENTAL SUPPORT TO EDUCATORS?

RESPONSES	NUMBER	PERCENTAGE
Yes	0	0%
No	0	0%
Not sure	3	100%

In responding to the above question, the principals said it was not easy to judge whether or not any kind of developmental support was given by DSGs to educators because no report was forwarded to the principal about the activities of the DSG. There was confidentiality between the DSG and an educator, in that all they are doing is a matter kept between them. The principal of School B, in describing the secrecy that existed in DSGs, said, "It is just like a relationship of wife and husband where an outsider cannot tell how much the husband loves his wife and vice versa". The researcher finds the above scenario to be in conflict with the document of DoE (2003) where it is stated that the principal, as accounting officer, is accountable for IQMS implementation in his/her school (see 2.4.1.) Furthermore, the SMT of which the principal is a member has to see to it that educators are developed in accordance with their needs as identified through the process of IQMS.

The DSGs were not clear about the kind of support they had to provide to educators. The principal of school C said:- "In my school there is no evidence of developmental support given to educators as there is no record of meetings of DSGs and educators. In the school's year plan there is no indication of any DSG activity". The Principal of school A said "To demonstrate that the DSGs are not operational in schools it is a common sight at the end of the year to find some educators completing the IQMS forms in the corridors of departmental offices. It can therefore be deduced that the DSGs do not do, let alone complete their work in school". The above situation corroborates the assertions made by the Minister of Basic Education (2012:1), in that the IQMS scores were recorded without relevant comments to justify the scores. In some instances sporadic comments were made on the evaluation instrument; the reason being that the whole exercise was done hastily only for the sake of compliance, no value was attached to it.

The principal of School A said it was not easy for DSGs to give support to educators as they were unable to hold meetings because of time constraints resulting from heavy teaching loads and other responsibilities. Educators who needed to be developed in a number of areas seemed not to be assisted to improve; for example, some teachers did not attend school regularly and some were regular late comers, yet the DSGs did not

seem to care about that. What compounds the problem is the fact that some of the educators serving in the DSGs appeared to be a group who themselves needed to be developed. The principal of school B commented that what was done by DSGs was not accurate or ethical because one would even find that a teacher who was known for poor performance during the course of the year obtained a high score after summative evaluation. According to the principal of School B, DSG was only there to ensure that the friends were giving each other scores that would ensure that they got salary increases. Lastly, one principal said in my school I have to guide and mentor many educators hence we do not have enough HoDs and that is a heavy load which I am unable to carry. The researcher is of the view that the aim of educator evaluation has to be made known by DSGs and all educators in the school. Van der Westhuizen (1999:257), asserts that the goal of teacher evaluation is to improve educator performance.

Impact of DSGs on teaching and learning

Do the DSGs have any impact on teaching and learning?

The principals of the three schools agreed that DSGs were not contributing towards the improvement of teaching and learning in schools. The principal of School B said that during the course of the year one would not hear anything from DSGs: It was only at the end of the year when one would be given scores by DSGs. The principal of school C said that since the implementation of IQMS in his school there had been no remarkable improvement in teacher and learner performance. DSGs are meant to provide support systems to educators, in order to improve their performance.

Teaching and learning is the core business of the school, therefore the structures that exist in the school have to impact on teaching and learning. The three principals concurred that the educators during summative evaluation are doing what they did not do in the course of the year. For instance, one would notice that educators were carrying teaching aids to classrooms whereas during the year they would teach without taking all

the necessary apparatus to the class. Educators whose classes were known to be noisy and disruptive would be orderly and quiet during summative evaluation. The observations of the principals are in line with the findings of Dlamini (2009:121), who states that the educators prepare everything very well only to impress during summative evaluation after that they relax. The summative evaluation is only for mere window dressing. Bell (1988:155), asserts that educators spend most of their time in the classroom and this is where their influence upon learners is direct and immediate and where the development of learners is affected. It is due to the assertion above that the researcher believes that the professional development of educators has to impact on teaching and learning in school

Similar perceptions of DSGs by Principals

TABLE 20: TRAINING OF DSGS

<i>ADEQUACY OF TRAINING OF PRINCIPALS</i>	<i>NO</i>	<i>PERCENTAGE</i>
Adequate	0	0%
Inadequate	3	100%

The principals of the three schools held a similar view about the training on IQMS. The principals of the three schools concurred that the training of educators on IQMS was insufficient. Educators who are serving in DSGs get training once a year which according to the principals is not sufficient. Furthermore, the principals stated that in the workshop they do not do interpretation of the evaluation instrument in order to understand the terminology and other details instead they focus on how to form IQMS structures and told about date of submission of educator evaluation forms to district office. The views of the principals are in line with the views expressed by Mestry et al. (2009:475), who stated that the DBE should provide adequate training for all stakeholders in order for IQMS to be implemented effectively in schools. The DSGs in

schools were to date not conversant with their role in implementing IQMS. It was not only the educators who were not sure about IQMS but also the departmental officials.

Impact of DSGs on teaching and learning

TABLE 21: CONTRIBUTION OF DSGS TO TEACHING AND LEARNING

DSG helps in teaching and learning	Number of principals	Percentage
Yes	0	0
No	3	100%

It was a common view of the principals that the DSGs were not contributing at all to effective teaching and learning as there was no visible educator development plan in their schools. Principals commented that DSGs do not even hold discussions with their mentees, who are conducting themselves in an unprofessional manner (coming late to school, not having lesson preparation or absent at school without valid reason). During the course of the year DSGs do not conduct classroom observation or give any kind of assistance to educators as to enhance teaching and learning in school. The researcher is of the view that the educator and DSG have to work together as to improve teaching and learning in school. The educator has to share his problems with the DSG in order to receive support and assistance. Working together of DSG and educator may result into effective contribution of DSGs to teaching and learning.

Different perceptions of DSGs by principals

TABLE 22: ARE THE DSGS ACTIVE DURING THE COURSE OF THE YEAR

Responses	Number	Percentage
Yes	1	33%
No	2	77%

Only one of the three principals commented that the DSGs were active during the year. The principal of school B commented that DSGs were an important structure in the school because it was easy for educators to share their problems with their colleagues rather than their supervisor. However, the views expressed by the principal were in conflict with those of the educators who stated in the questionnaire that the DSGs were not active during the year.

Actions to enhance DSG performance

It is the view of the principals of the three schools that an external evaluator has to be involved in the evaluation of educators. Subject advisors who are experts on the subject on which the educator will be evaluated have to be involved in summative evaluation especially in performance standards one to four, dealing with practice in the classroom. This is consistent with the views expressed by Nkambule (2010:10). In quoting Jansen, states that both internal and external evaluation have to be done, and suggests that the government should focus on internal peer-driven teacher development and then follow it up with external evaluation.

However, Nkambule (2010:10), in quoting Coleman and Early, states that the disadvantage of external evaluation is that external evaluators are rarely trusted because they intimidate and stress educators and the possibility exists that some educators might be named and shamed. On the other hand, internal evaluators such as peers or head educators are good for teamwork. According to the principals external evaluators would minimize disputes that occur because of disagreement on scores allocated after evaluation. The views of the principals corroborate the findings of Cele (2008:93), in that the introduction of money, as an incentive, made IQMS more controversial and could create personal enmity.

Also, it is the view of the principals that the teaching loads of educators who are serving in DSG has to be manageable and some tasks have to be taken from them. Immediate

seniors (HoD, deputy principal and principal) must not be responsible for evaluation of more than two educators. Lastly, the DSGs have to be superiors in the subject they teach so as to be able to give sound advice to educators.

After the interviews were conducted and transcribed the need for questionnaires aimed at DSG members, and those not serving in the DSGs, became necessary to corroborate statements made by interviewees. The items in the questionnaire related to the role of DSGs in implementing IQMS in Secondary Schools in the Libode District.

5.4 DATA INTERPRETATION

DSGs exist in the three schools where the research was carried out. The HODs serve in a number of DSGs as there are few HODs in the three schools. It has been noted that in some cases the 'peer' educator is not teaching the same subject taught by the appraisee since there is shortage of educators handling the same subject in one school. The Majority of educators in the three schools where the research was based do not possess the ELRC IQMS document. It is in the IQMS document where the role of DSGs is stipulated. The researcher is of the view that inadequate resources may hinder the DSGs in performing their role.

All the principals and educators involved in this study expressed the view that DSGs are not performing their role in implementing IQMS. According to participants one of the reasons for failure of the DSGs to perform their role is the financial reward that is linked to performance appraisal. Participants contend that DSGs inflate scores to ensure that educators qualify for salary progression. Kyriacou (1992:188), argues that the attempt to link teacher performance with merit pay or some other form of reward for outstanding work has been largely unsuccessful. The researcher has observed that DSGs seem to be keen to see to it that all educators get the financial reward as to avoid divisions in the staff. Also it has become apparent that DSGs do not want to be seen hindering an educator from getting the salary progression.

The experience of participants also reflect that the DSGs have no clear understanding of the role they have to perform in implementing IQMS. In order for the IQMS policy to be effective it should be well communicated and understandable to educators. Principals indicated that they attended a once-off training of which they consider that to be an insufficient training. Principals who were inadequately trained were expected to train DSGs.

Educators contend that they are not getting support and mentoring from DSGs as is prescribed by the Department of Education (IQMS document 2003). The above statement is corroborated by the DBE (2012:488) by stating that DSGs are unable to provide the necessary internal mentoring, support and development to educators because they were not adequately trained by districts to provide support to educators in their respective schools.

The responses in the interviews and questionnaires indicate that there is not enough time allocated for development of educators. Bennet (1992:20), states that appraisers should allocate ample time for teacher development. The DBE (2012:53), asserts that in most schools, IQMS is implemented as an event at the end of the year only for summative evaluation. The researcher is of the view that there should be constant monitoring by circuit managers of the implementation of IQMS by DSGs.

Lastly, the participants are of the view that DSGs do not have any impact in teaching and learning. According to the Department of Basic Education (2012:46), the DSGs have to do classroom visits in school. The aim of classroom visits is to monitor the quality of curriculum delivery as well as to identify best practices and areas in need of improvement. The DSGs have to strengthen classroom teaching by providing support and development to educators. In the literature, Horne (1998:118), asserts that the focus on appraisals must be related to improvements in learner achievement and in teaching and learning.

5.6 CONCLUDING REMARKS

In the present chapter the researcher endeavoured to give some order to the range of information provided by educators and principals as participants in their answers to the questions in the questionnaire and interviews. Based on the responses of the participants it has become evident that the DSGs do not play their role in implementing IQMS since they do not give the support they are supposed to give to educators . Reasons cited by principals and educators for failure of DSGs to play their role are; inadequate training of DSGs, linking of IQMS with pay progression, lack of resources and time constraints. It emerged from the findings that the role played by DSGs in implementing IQMS needs to be given urgent attention so that every participant or recipient can benefit from it. It has been noted by the researcher that the DSG has never been trained on conducting IQMS and as such the policy makers never ensured that the policy is well understood by those to implement. The following chapter presents the summary, recommendations and conclusion of the study.

CHAPTER 6

SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

This chapter presents the summary, recommendations, conclusions of the research and the suggestions for future research that are related to the role of DSGs in implementing IQMS in secondary schools. The research question was: Do the Developmental Support Groups play their role in conducting the Integrated Quality Management System in selected secondary schools in Libode Circuit 03. The ultimate goal was to gain insight into how DSGs perform their role in implementing IQMS and all other possible inhibiting factors that may prevent DSGs from performing their role.

6.2 RESEARCH SUMMARY

Chapter One provided an introduction, the background and also covered the aims of the research, objectives of the research, statement of the problem, method, definition of terms and research method used. In Chapter One it is argued that teacher development is central to learner achievement and the DSG, in turn, is the only structure that has the responsibility of developing educators. It became quite evident that quality learning and teaching could only be realized by providing educators with the necessary support through mentoring and monitoring.

In Chapter Two a theoretical basis for the role of DSGs in implementing IQMS was explored by giving an account of what the DSG is expected to do in implementing IQMS. The appraisal model devised by Van der Westhuizen (1999:258), is adopted as a criterion to be used in evaluating the role of DSGs in implementing IQMS. It was noted by Bennet (1992:90), that if the DSGs were not well versed in their role, the whole IQMS programme would be a futile exercise. Empirical data corroborates the above statement as it has been revealed that successful implementation of IQMS largely depends on the ability of DSGs to perform their role.

Chapter Three presented a comprehensive literature review wherein the importance of capacitating DSGs was explored. Sambumbu (2010:109), contends that evaluator training is a prerequisite and lays a foundation for successful implementation of a teacher appraisal. The literature reviewed revealed that DSGs play a pivotal role in the implementation of IQMS. Van Deventer and Kruger (2005:252), state that the DSG has to nurture the professional development of educators. Details of the role played by DSGs in implementing IQMS were provided in Chapter Three.

Chapter Four described the research design and methodology adopted in this study. This chapter described the methods which would be employed to explore the role of DSGs in implementing IQMS in Circuit 03 of Libode district. Two data collection methods were used: interviews and questionnaires.

Chapter Five consisted of data presentation, findings and discussions. Opinions and ideas of the principals, DSG members and post-level one educators, based on their experiences and practices regarding the role of DSGs in conducting IQMS, were presented.

6.3 SUMMARY OF RESEARCH FINDINGS

6.3.1 Literature findings

The findings presented in this chapter are based on the literature review regarding the role of DSGs in implementing IQMS.

- The main purpose of a DSG is to provide mentoring and support and be responsible for educator development DoE (2003:8). According to Blankstein (2004:119), mentoring is a way by which educators are supported by their colleagues through close supervision.
- Dreyer (2006:21), states that mentoring affords educators the opportunity to access the wisdom and expertise of their colleagues. It is implied therefore that

by playing a mentoring role, the DSGs have to maintain regular contact with the educators.

- Regular contact with the educators may be sustained through classroom observation. Classroom observation provides an opportunity for an educator and DSG to discuss the needs of an educator and develop a PGP (DBE 2003:8).
- Van Deventer and Kruger maintain that prompt feedback has to be given to the educator after classroom observation, reflecting on the performance of the educator.
- According to DBE (2009:13), the DSG has to conduct two monitoring roles which are: baseline and summative evaluation. Cangelosi (1991:12), asserts that the purpose of baseline evaluation is to obtain information about educator's present performance and summative evaluation is meant to assess whether an educator's performance has complied with the required performance standards.
- Although DSGs are meant to assist educators in their professional development, they are not accepted by educators because, according to Bell (1989:18), they regard evaluation as an attack on their professional autonomy.

6.3.2 Empirical study findings

Findings from questionnaire

- The data reveals that DSGs do not have time to mentor educators as it has been noted that DSGs are only active at the end of the year during summative evaluation. The reasons for DSGs not performing their mentoring role are, as stated in the literature; time constraints, loaded teaching time and no extra time to interact with educators (as it is revealed in section 3.6.)
- Data reveal that the training given to DSGs is inadequate and this renders the DSGs ineffective in implementing IQMS. In section 2.4.2 it is stated that the DSG needs to have expertise in order to be able to deal with all aspects pertaining to educator development in order to be able to administer IQMS in a consistent manner.

- Lastly, it has become evident through the data that educators feel that DSGs can play a vital role in their professional development.
- The data revealed that the majority of educators are not given feedback by their DSGs after performance evaluation, as stipulated by DoE in section 2.7.

Findings from interviews

- The principals are not conversant with IQMS in implementing IQMS although they are expected to ensure that IQMS is implemented in their schools hence they have to coordinate all IQMS activities. The training which the principals received is insufficient as they cannot confidently interpret the IQMS document which they have to use in evaluating educators.
- Principals cannot confirm whether there is any developmental support given to educators by DSGs hence it is a matter that between the educator and his/her DSG. At the same time, it is also indicated that the DSGs are not clear about their role in implementing IQMS either.
- The principals are in agreement that DSGs do not contribute towards improvement of teaching and learning in schools as they are supposed to do according to the literature reviewed (section 3.5.3). DSGs are only concerned with summative evaluation only at the end of the year.
- Principals have a similar view; that the composition of DSG has to allow for an external evaluator to be involved in the DSG.

6.4 RESEARCH CONCLUSIONS

The purpose of this section is to present the conclusions of this research in accordance with the five research questions underpinning this study.

Research question 1

What types and frequency of mentoring and monitoring do the DSGs provide to educators?

Mentoring and monitoring by DSGs for educators is lacking. Those Principals, DSGs and educators not serving in DSG all confirmed that there is no time to monitor and mentor educators hence there is no time allocated for that purpose. Davidoff & Lazarus (2003:147), purport that if there is no mentoring and monitoring given to educators in order to deal with the changes, and no help in adjusting to new circumstances it causes stress for the educators involved. The schools do not have mentoring and monitoring programmes because the IQMS document does not provide for such or give guidance in that regard. The IQMS document provides guidance only for baseline and summative evaluation and in between these two evaluations there is no follow-up support.

Research question 2

What are the challenges facing the DSGs in supporting educators?

Timing of summative evaluation

Timing is a problem in evaluation of educators as it is performed at the end of the year in the fourth term. At that time examinations are imminent for both internal and externally-examined classes therefore teachers are busy with examination papers and invigilating duties (once examinations start, the classes are terminated and all educators have to be engaged in invigilation of exams). The other reason for halting classes is that those learners who are not writing examinations have to vacate their classrooms for those who are sitting for examinations due to a shortage of classrooms. Most important though is that all educators have to prepare continuous assessment marks, learner marking schedules and learner reports. Principals have to work with all the relevant structures to produce annual reports that are requested by the circuit managers such as the budget for the next year, financial reports for parents, the school's annual report, the year plan

for the following year and they have to ensure that everything is in order before the schools close.

The infrastructure challenge

The status of the infrastructure also cripples the performance of DSGs; for example, in performance standard one of teacher evaluation it is prescribed that the educator has to create a positive learning environment and climate for learning and teaching. The criterion to be used to judge performance standard one is to investigate whether the educator creates learning space that is conducive to teaching and learning. The DSG, however, may find it difficult to penalize an educator for failure to create a positive learning space because:

- The classrooms are so overcrowded to an extent that the educator cannot move freely between the desks in the classroom. In some cases it is not possible to group learners so that they may work together in assisting each other.
- There are often no solid buildings; schools are mostly built of mud, such that it is impossible for a teacher to use wall charts to stimulate the mind of a child. In the morning the educator sometimes has to sweep the droppings of livestock that were sleeping there overnight because the doors could not close properly.
- The latest technology cannot be used since there is no electricity.

As a result of the above, the DSGs cannot give low scores to the educators in performance standard one even if they feel that the educator has performed poorly because his performance can be attributed to contextual factors. The DSG will be rendered helpless as it is often not able solve the problems experienced by educator. Very oftenthe problem lies at the door of Basic Education.

Research question 3

Do the DSGs give quality feedback to educators?

The DSGs do not give quality feedback to educators. One of the reasons for lack of quality feedback is that, the awarding of scores tends to be subjective at times because educators choose their friends to be their DSGs and not the peer who is knowledgeable (as has been prescribed by DBE). The Principals articulated the view that the DSGs get reduced to a level of ordinary friends who gather to give each other scores so that they may qualify for a one percent increase in their salary notch. In some schools it sometimes happens that there may be only one educator who teaches a particular subject, for example, maths. Therefore that particular educator may not have a peer in the school; in that case he/she is supposed to appoint one from a neighbouring school or in any other school. In the schools with which the researcher did the study educators did not appoint peers from other schools even though there were cases of one educator in a school for the subject. Van Deventer and Kruger (2007:211), maintain that DSGs are often reluctant to spell out the negative, either because they fear hostile and defensive reaction, or they want to retain a positive image.

Research question 4

Are the DSGs capable of conducting effective evaluation of teacher performance?

DSGs are not capable of conducting effective evaluation of educator performance, reason being that DSGs do not receive training that specifically explains; their role. DSGs were initially trained when all other educators were trained and as such were not told what was expected of them and how they were supposed to go about performing their duties. In some instances only the principal and one educator were trained by departmental officials; these trainees were then expected to train other educators at their school. The cascading system; as noted in other studies about IQMS is deemed to contribute to inadequate understanding of IQMS and non-implementation thereof. The

instrument itself that is used to evaluate educators poses a challenge to DSG members: the interpretation and understanding of terminology used in the instrument is problematic. The criteria used to check the performance standards are vague and too broad. For example, regarding the criterion about lesson presentation one can be awarded a rating of 2 for a lesson that is not presented in a professional manner. The question to be asked is: How does one judge when the lesson is not presented according to professional standards, if it is not specified what the educator has to do for the lesson to be regarded as being of a professional standard? The uncertainty about the interpretation of the evaluation instrument which exists among DSGs and educators causes educators to be reluctant to be observed in their classrooms by their DSGs.

Research question 5

Do the DSGs assist educators in formulating PGPs?

The DSGs do not assist educators in formulating PGPs. It is not easy for DSGs to help educators in formulating PGPs because teachers present themselves in the best possible light during summative evaluation. Goddard and Emerson (1996:107), contend that it is not in the educators' interests to expose their weaknesses in the hope of receiving help and support; such difficulties are swept under the carpet. No longer is appraisal a partnership between the appraiser and appraisee discussing professional practice; instead, teachers need to market themselves. In support of the above assertion the principals have noted that when the educators are to be observed in classroom for summative evaluation they will use learning aids, charts and all the necessary documents something that does not happen during the course of the year and they do this only to impress the DSGs. The PGP which is supposed to ensue from feedback targeting the weaknesses, may not be developed if the deficiencies are not spelt out. The DoE (2012:36) states that when the PGPs are available they are mostly of a poor quality and as a result educator development from PGPs is not taken seriously.

6.5 RECOMMENDATIONS

In view of the above- mentioned findings, the following recommendations are suggested:

Recommendation 1

There should be intensive IQMS training of all educators conducted by a District Training Team

Intensive training relating to IQMS is recommended. There should be In-service training workshops for all educators regarding IQMS conducted by a District Training Team (DTT). DSGs, after they have been formed should receive training that will capacitate them in performing their role conducted by DTT. The concepts have to be expanded upon and each role explained thoroughly to the DSGs. It is not sufficient to train DSGs with all educators and it is unreasonable to trust the principals in training of DSGs. It could also help if at the universities could incorporate IQMS into the educator training programmes.

Recommendation 2

Educator evaluation should be conducted in the third term by DSGs

Summative evaluation for educators should be conducted during the third term by DSGs as it has been indicated that in the last term many activities take place. Also, a follow-up programme (frequent visits paid by IQMS coordinators to Schools) has to be provided by IQMS coordinators in the district office so that IQMS may not be regarded as a once off event by the DSGs. Monitoring and mentoring programmes have to be implemented by DSGs and approved by SDTs. The DSGs should therefore not only be active at the end of the year and be perceived only as a group that has to recommend a notch increase at the end of the year. It is further recommended that the DSG activities have to feature in the school's year plan and timetable. In the school's timetable time

should be allocated for the relevant DSG to meet educators in order to share their views, discuss best practices and educator concerns and also evaluate programmes. Thus educator evaluation will not just be an event but seen as a programme embedded in the School culture.

Recommendation 3

Subject advisors should form part of DSGs

Policy makers should see it necessary that subject advisors or subject specialists form part of DSGs. The presence of a knowledgeable person who is an outsider will assist in attaining objectivity when awarding scores. It will no longer be friends awarding friends scores to qualify for notch increases. The advice that will be given by DSGs to educators will therefore be respected and accepted, hence there will be somebody regarded as an authority on the subject. The presence of an outsider will guarantee validity of the scores awarded to educators and the DSG will regain its credibility as a structure responsible for educator development.

Recommendation 4

Learner performance should be a deciding factor in awarding scores to educators

Performance of learners in class should also be a deciding factor in awarding educator scores. Whilst it is appreciated that there are many factors that influence learner performance, the literature reviewed in this study places the educator at the center of learner performance. For example, it would be inappropriate to award an educator a rating of 4, which is the maximum score an educator can get, whilst the learners are all failing the subject he/she teaches. When most learners fail an educator's subject, but pass subjects taught by other educators it is a clear indication that the problem lies with the educator concerned (content gap, quality of teaching, poor class attendance). In a

way taking into consideration learner performance when awarding scores will reduce the cheating by educators colluding with DSGs.

Recommendation 5

Policy makers should consider contextual factors in educator evaluation

Contextual factors should be taken into consideration by policy makers in formulating an evaluation programme for educators in order to avoid confusion on the part of DSGs. For instance, in some schools there are no HODs and deputy principals to serve as immediate seniors to educators in the DSGs, as a result the principal has to serve in all the DSGs in the school as an immediate senior and this is onerous as he/she has to evaluate all educators in the school and give them the necessary support as required by the IQMS programme. Even the circuit managers find it difficult to support all the principals under their authority as they sometimes have more than forty schools in their circuits. The DSG of a school may find itself hamstrung when challenged by educators on the basis that, what was to help educators in their teaching profession was not provided (classrooms, electricity, furniture and books). The educator evaluation document does not give guidance regarding what should be done when educator performance is hindered by lack of teaching resources, the DSG will therefore use its discretion in awarding scores and it is in such instances that the DSGs and educators arbitrarily decide on scores to be awarded without actually having evaluated educators in the affected performance standard.

6.6 LIMITATIONS OF THE STUDY

Time constraints posed a serious challenge since the interviewed principals did not have time to elaborate on some assertions they had made. It was also noted that in the questionnaire participants tended to have similar answers written in similar wording and that raised suspicion they may have influenced each other. Moreover DSGs and

educators were found to be reluctant to reveal their shortcomings concerning the role of DSGs as they wanted to be seen in the best possible light.

6.7 AVENUES FOR FURTHER RESEARCH

There are several aspects in need of research arising from this study. For example the study provided insight into the role of DSGs in implementing IQMS. This could provide the basis for investigating the quality of training that DSGs get in order to be able to perform their role. It is further recommended that research be conducted on the monitoring role of DSG in implementing IQMS. The impact of DSGs in teaching and learning also warrants further research.

6.8 CONCLUDING REMARKS

This chapter concludes the study by summarizing the importance of the DSG in implementing IQMS. Principals and educators agreed that DSGs could play a major role in their professional development. However, there is still a need to re-investigate the composition of the DSGs. The method of capacitating DSGs has also to be reviewed. If DSGs were well capacitated they would be able to empower educators. When the educators are given the necessary support by DSGs, the goal of achieving quality teaching and learning by the DBE will soon be realized. Suggestions and recommendations to assist those responsible for policy formulation were also made in the present chapter.

The study posed a challenge to the researcher as the participants were sceptical of the fact that their schools were selected as research sites. The DSG members were reluctant to provide the true reflection of their activities and wanted to portray themselves in a positive light. Another challenge for the researcher was that there is a scarcity of South African literature regarding educator evaluation

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Appendix A

QUESTIONNAIRE FOR EDUCATORS CURRENTLY SERVING AS DSG MEMBERS

SECTION A

Subject specialization	
Highest Qualification	
Number of years in teaching	
Number of years in the present school	
Current Teaching Grade(s)	

SECTION B

Explain how did you become a DSG member?
Briefly explain the role played by DSGs in solving the problems that educators encounter in school?
Can you comment about the kind of training you obtained concerning implementation of IQMS?
How does possession of copy of the Collective Agreement No. 8 of 2003 document assist you in implementing IQMS?

SECTION C

Explain how do you assist some educators to improve their performance?

Explain how do you observe educators during lesson presentations as to identify areas where they need support?

Briefly describe how do you give feedback to educators?

How do you assist educators in developing their Personal Growth Plans (PGP)?

How do you ensure that plans for educator development are included in the School Improvement Plan?

SECTION D

2. What challenges do DSGs encounter in providing support to the educators?

3. Suggest some actions that can help to overcome the challenges mentioned above?

Appendix B

QUESTIONNAIRE FOR ALL EDUCATORS NOT SERVING AS DSG MEMBERS

SECTION A

Subject specialization	
Highest Qualification	
Number of years in teaching	
Number of years in the present school	
Sex	
Current Teaching Grade(s)	

SECTION B

How is your DSG composed?
Why is it important for you to have DSG?
Why would you regard training of DSGs in IQMS implementation as important?
How does possession of a copy of the Collective Agreement No. 8 of 2003 document assist you in understanding IQMS processes?
Explain how do the DSGs assist educators in solving problems they encounter in schools?

SECTION C

Briefly explain how does your DSG assist you to improve your performance?

Describe how does DSG observe your lesson presentation?

How does your DSG ensure that plans for your development are included in the School Improvement Plan?

Explain the kind of assistance DSG give you in developing educator Personal Growth Plans (PGPs)?

SECTION D

1.What are the challenges the DSGs encounter in providing support to the educators?

2.Suggest some actions that can be taken to overcome the challenges facing the DSGs in supporting educators?

Appendix C

INTERVIEWS FOR PRINCIPALS

SECTION A

1. Sex
2. Area of specialization
3. Highest Qualification obtained
4. Number of years in teaching
5. Number of years as a school Principal
6. Number of years in the present school
7. Number of teachers with over five years experience in teaching
8. Number of teachers with less than five years experience in teaching

SECTION B

1. Briefly comment on the quality of training you received concerning implementation of IQMS?
2. Do all DSG members in your school have a personal copy of the document on Collective Agreement No. 8 of 2003?
3. Do you think the DSGs in your school are conversant with the role they have to play in implementing IQMS? Give reasons for your answer.

- 4 Explain how do the DSGs assist educators in solving the problems that educators encounter in your school?

SECTION C

1. Are the DSGs active during the course of the year?
2. Can you describe the kind of impact that DSGs have on teaching and learning?
3. What types of support do DSGs provide to the educators?
4. How would you describe extent of the support that the DSGs in your school provide to the educator?

SECTION D

1. What are the main challenges facing the DSGs in your school in supporting educators?
2. What actions would you recommend to enhance the performance of the DSGs in supporting educators in your school?

Appendix D
Appraisal instrument for educators

LEVELS OF PERFORMANCE	STRENGTH	RECOMMENDATIONS FOR DEVELOPMENT	CONTEXTUAL FACTORS		

Appendix E

QANDA J.S.S

P.O.BOX 323

MTHATHA

5099

31/08/2012

The Circuit Manager

Circuit 03

Libode

I, Mr. M.A. Mazomba, a Master's student of the University of South Africa hereby request to conduct research in Circuit 03 Schools. I am conducting research on the topic "THE ROLE OF DEVELOPMENT SUPPORT GROUPS (DSGs) IN IMPLEMENTING INTEGRATED QUALITY MANAGEMENT SYSTEM IN SECONDARY SCHOOLS IN THE LIBODE DISTRICT CIRCUIT 03.

The purpose of this research is to explore the role of D.S.G. in implementing IQMS. Interviews of approximately 45 minutes with each principal will be scheduled. Questionnaires that will take 30 minutes to complete will be given to educators.

Confidentiality and anonymity of the participants will be considered and the school's name in the study will not be disclosed. The information required from the participants and schools is to help the researcher in this research.

Thanking for your understanding and co-operation.

Yours truly

M.A. MAZOMBA

Appendix F

LETTER TO THE RESEARCH PARTICIPANT

QANDA J.S.S

P.O.BOX 323

MTHATHA

5099

31/08/2012

Dear Participant

REQUEST FOR YOUR PARTICIPATION IN THE RESEARCH PROJECT

I am currently studying for Masters in Education at the University of South Africa. I am required to conduct a research as part of my studies. I therefore kindly request your participation in my research project. The title of the research is "THE ROLE OF DEVELOPMENT SUPPORT GROUPS (DSGs) IN IMPLEMENTING INTEGRATED QUALITY MANAGEMENT SYSTEM IN SECONDARY SCHOOLS IN THE LIBODE DISTRICT CIRCUIT 03.

The project involves teacher questionnaires conducted with all the educators in the school and interviews with the principal. The duration of the interviews shall be approximately 45 minutes. The questionnaire shall take twenty minutes to complete.

I(Full names of participant) hereby confirm of the research project and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire. My decision to participate or to withdraw will not result in any disadvantage to me.

Signature Participant.....Date.....



Province of the
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* Website: ecprov.gov.za * Office No. 245
Enquiries: **A.M MKENTANE** Date: 15-08-2012
DISTRICT DIRECTOR

TO : MR M.A MAZOMBA

FROM : MR A.M MKENTANE

SUBJECT: RE: PERMISSION TO CONDUCT STUDY

In response to your letter dated 12/07/2012, I hereby grant you permission to conduct the study in the schools you listed in your letter of request. This office hopes that the findings of your study will be of benefit to the District at large.

I wish you a good luck in your envisaged study.

Yours in Education


A.M MKENTANE (DISTRICT DIRECTOR)

