

**THE EFFECTIVENESS OF METHODS TO ASSESS TEACHERS' PERFORMANCE IN MAFIKENG
SECONDARY SCHOOLS, SOUTH AFRICA.**

by

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DECLARATION

Student number: 60822856

I Bonny Ngakane declare that "The effectiveness of methods to assess teachers' performance in Mafikeng Secondary Schools, South Africa" is my work and have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution. I further declare that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

B. Ngakane

10 November 2021

SIGNATURE

DATE

DEDICATIONS

Praise be to the Almighty God, who spread my wings to reach the greatest heights to accomplish this dissertation. There is nothing impossible with God.

I dedicate this dissertation to my daughter Gosego Portia Ngakane, who immensely supported me spiritually, physically and emotionally during the compilation of this dissertation. You are destined for success.

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ABSTRACT

The study investigated the effectiveness of methods to assess teachers' performance in Mafikeng, South Africa. As enshrined in the South African Constitution, every learner has the right to quality education. It is therefore critical to examine the effectiveness of teachers' assessment methods used in schools for quality assurance. A qualitative research approach and a case study design were used. Three secondary schools were conveniently selected to take part in the study. The population of the study was composed of Principals, Heads of Departments (HODs) and teachers with experience in teachers' performance assessment. Data was collected through focus group interviews with teachers and in-depth interviews with principals and HODs. Document analysis was also used during data collection to ensure the credibility of the study. Thematic data analysis and presentation revealed that participants understood teacher performance assessment. It also revealed benefits associated with teacher assessment such as improved quality teaching and learning, teachers' professional development and attainment of school goals. Findings further indicated that assessment timelines differ in selected schools. Principals, HODs, School Development Teams, Peer educators and concerned educators conduct teacher assessments. The methods that were used for teacher performance assessment are IQMS which consist of lesson observation, peer and self-assessments and assessments outside the classroom. Some schools used informal school-based assessment. Findings further revealed that IQMS is not an effective tool for teachers' assessment because it is associated with many challenges such as too much paperwork, lack of feedback, training, and development. The study recommended that School Management Teams should work in consultation with Circuit Managers to continuously monitor the implementation of the performance assessment for quality assurance and provide prompt and constructive feedback. The Department of Education should conduct research and benchmark with international countries on the teacher performance assessment methods. They should develop clear, accurate and coherent models for the implementation of Continuing Professional Teacher Development and Quality Management System. Stufflebeam's CIPP model of 1983 can be benchmarked with when implementing the new QMS in 2022.

KEY WORDS

Effectiveness, Teacher performance assessment, Integrated Quality Management System, Quality education, Quality Management System, Continuing Professional Teacher Development, Teacher appraisal, Teacher evaluation.

Table of Contents

DECLARATION.....	i
DEDICATIONS.....	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF TABLES	xi
LIST OF ACRYNOMS	xii
CHAPTER 1: BACKGROUND ORIENTATION AND OVERVIEW	1
1.1 INTRODUCTION AND BACKGROUND.....	1
1.2 RATIONALE OF THE STUDY.....	5
1.3 STATEMENT OF THE PROBLEM	6
1.4 RESEARCH QUESTIONS.....	8
1.4.1 Main Research Question	8
1.4.2 Sub-Research Question	9
1.5 AIM AND OBJECTIVES OF THE STUDY	9
1.6 SIGNIFICANCE OF THE STUDY	9
1.7 THEORETICAL FRAMEWORK	10
1.8 AN OVERVIEW OF TEACHER PERFORMANCE ASSESSMENT	11
1.8.1 Integrated Quality Management System (IQMS) versus QMS	13
1.8.2 Teacher Assessment Methods	14
1.9 RESEARCH METHODOLOGY AND DESIGN.....	15
1.9.1 Research Paradigm.....	16
1.9.3 Research Design	17
1.9.4 Data Collection Methods	17
1.9.4.1. <i>In-depth Interviews</i>	17
1.9.4.2. <i>Focus Group Interviews</i>	18
1.9.4.3. <i>Document Analysis</i>	18
1.9.5 Population and Sampling	18
1.9.5.1 <i>Population</i>	18
1.9.5.2 <i>Sampling</i>	19
1.9.6 Data Analysis and Interpretation.....	19
1.9.7 Trustworthiness.....	19
1.9.8. Research Ethics.....	20
1.11. LIMITATIONS AND DELIMITATION OF THE STUDY	22
1.11.1 Delimitations	22

1.11.2 Limitations	22
1.12. CHAPTER OUTLINE.....	23
1.13. CHAPTER SUMMARY	24
CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK.....	25
2.1 INTRODUCTION	25
2.2 THEORETICAL FRAMEWORK	25
2.2.1 The goal-setting theory	26
2.2.2 The control theory.....	27
2.2.3 Nexus of control and goal-setting theories.....	29
2.3 CONCEPTUAL FRAMEWORK.....	31
2.3.1 South African education system.....	31
2.3.4. Teacher appraisal system in South Africa	35
2.3.5. An international overview of teacher performance assessment.....	38
2.3.5.1 <i>Botswana</i>	38
2.3.5.2 <i>Zambia</i>	39
2.3.5.3 <i>Tanzania</i>	40
2.3.5.4 <i>China</i>	41
2.3.6 Policies and laws governing teacher assessment in South Africa	42
2.3.7 Teacher performance assessments	45
2.3.7.1 <i>Benefits of teachers' performance assessment</i>	47
2.3.7.2 <i>Teaching Quality versus Performance Assessment</i>	47
2.3.7.3 Teacher assessment versus reliability and validity.....	49
2.3.7.4 <i>The impact of collective bargaining agreements on teacher performance assessment</i> ...	50
2.3.8 Effectiveness of teachers' assessments.....	52
2.3.8.1 <i>Criteria for an effective teacher assessment system</i>	53
2.3.9. Methods of teacher assessments.....	55
2.3.9.1 <i>Teachers' Appraisal</i>	55
2.3.9.2 <i>Categories of the teachers' appraisal</i>	58
2.3.9.3 <i>Formative assessment</i>	58
2.3.9.4 <i>Summative assessment</i>	59
2.3.9.5 <i>Classroom observations</i>	60
2.3.9.6 <i>Peer assessment</i>	63
2.3.9.7 <i>Self-Assessment</i>	64
2.3.9.8 <i>Teachers electronic portfolio</i>	66
2.3.9.9 <i>Informal assessment</i>	66
2.3.10 Factors contributing to the effectiveness of teacher performance assessments	67

2.3.10.1 Stakeholder involvement	67
2.3.10.2 Specifying Evaluation System Goals	68
2.3.10.3 Contextual factors	69
2.3.10.4 Professional Teaching Standards	69
2.3.10.5. Effective Performance Assessment Methods	70
2.3.10.6 Communication	71
2.3.10.7 Training and development	71
2.3.10.8 Feedback	73
2.3.10.9 Proper monitoring and evaluation	73
2.3.11 CIPP Model	74
2.4 CHAPTER SUMMARY	76
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	77
3.1 INTRODUCTION	77
3.2 RESEARCH PARADIGM	77
3.3 RESEARCH APPROACH	79
3.4 RESEARCH DESIGN	80
3.4.1 Case Study	81
3.5 DATA COLLECTION METHODS	83
3.5.1 In-depth interviews	83
3.5.2 Focus group interviews	85
3.5.3. Document analysis	88
3.6 POPULATION AND SAMPLING	90
3.6.1 Population	90
3.6.2 Sampling	90
3.6.3 Convenience and Purposive Sampling	91
3.7 DATA ANALYSIS, PRESENTATION AND DISCUSSION	92
3.8 TRUSTWORTHINESS OF THE RESEARCH	94
3.8.1 Credibility	94
3.8.2 Transferability	95
3.8.3 Confirmability	95
3.9 RESEARCH ETHICS	96
3.9.1 Informed Consent and Voluntary participation	97
3.9.2 Harm and risk	97
3.9.3 Privacy, Confidentiality and Anonymity	98
3.9.4 Carefulness, Honesty and Integrity	99
3.10 CHAPTER SUMMARY	99

CHAPTER 4: DATA ANALYSIS, PRESENTATION AND DISCUSSIONS	100
4.1 INTRODUCTION	100
4.2 CODES NAMES OF SELECTED SCHOOLS AND PARTICIPANTS	101
4.3 MAIN THEMES	102
4.3.1 Teacher performance assessment	104
4.3.2 Benefits of teacher performance assessment	108
4.3.2.1 Performance effectiveness and quality teaching	108
4.3.2.2 School goals and objectives attainment	109
4.3.2.3 Teacher training, development and keeping abreast with changes	110
4.3.2.4 Money incentives	112
4.3.2.5 Lesson preparation and subject knowledge	113
4.3.3 Teacher assessment timelines	114
4.3.4 Professionals involved in assessment of teachers in schools	117
4.3.5 Methods of teacher performance assessment	121
4.3.5.1 Integrated Quality Management System (IQMS)	121
4.3.5.1.1 Pre-assessment meeting	122
4.3.5.1.2 Lesson observation	123
4.3.5.1.3 Self-assessment	126
4.3.5.1.4 Peer assessment	128
4.3.5.2 The assessment methods outside the classroom	129
4.3.5.3. Quality Management System (QMS)	132
4.3.5.4 Informal Assessment	133
4.3.6. Effectiveness of methods used to assess teachers in schools	135
4.3.7. Challenges faced in teachers’ performance assessment	140
4.3.7.1. Paperwork and time constraints	141
4.3.7.2 Lack of quality and stability	142
4.3.7.3 Lack of training and Support	146
4.3.7.4 COVID-19 Pandemic	148
4.3.7.5 Low incentives and lack of recognition	150
4.3.7.6 Lack of feedback	152
4.3.8. Strategies that can be used to effectively assess teacher performance	154
4.3.8.1. Developing effective assessment methods	154
4.3.8.2 Goals and value-driven performance assessment	159
4.3.8.3 Constructive and timely feedback	161
4.3.8.4. Identifying and implementing training, recognition, support and development needs .	162
4.3.8.5. Reviewing incentives for teacher performance assessment	166

4.3.8.6 <i>Proper implementation and monitoring</i>	167
4.4 DOCUMENT ANALYSIS	170
4.4.1 Pre-evaluation meeting minutes	170
4.4.2 School Improvement Plan (SIP)	171
4.4.3 Lesson observation Forms	172
4.4.4 Summative assessment Score Sheets	172
4.4.5 Performance Standard 5 of IQMS	173
4.4.6 QMS for school-based educators	174
4.5 CHAPTER SUMMARY	175
CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	176
5.1. INTRODUCTION	176
5.2. SUMMARY OF THE STUDY	177
5.3. CONCLUSIONS	183
5.4. RECOMMENDATIONS	186
5. 4.1 Internal Structures involved in the implementation of IQMS/QMS/CPTD	186
5.4.2 External structures involved in the implementation of IQMS/QMS/CPTD.	188
5.4.3 Areas for further research	189
5.5 LIMITATIONS	189
5.6 FINAL CONCLUSION	189
REFERENCES	191
APPENDIX A: RESEARCH ETHICS CERTIFICATE	210
APPENDIX B: REQUEST PERMISSION LETTER FROM NWDE	211
APPENDIX C: PERMISSION TO CONDUCT RESEARCH FROM NORTH WEST DEPARTMENT OF EDUCATION	215
APPENDIX D: REQUEST PERMISSION LETTER FROM SCHOOL PRINCIPALS	216
APPENDIX E: PARTICIPANT CONSENT FORM	219
APPENDIX F: PARTICIPANT CONSENT FORM	222
APPENDIX G: INTERVIEW GUIDE	225
APPENDIX H: DOCUMENT ANALYSIS GUIDE	227
APPENDIX I: FOCUS GROUP INTERVIEW GUIDE	228
APPENDIX J: CERTIFICATE OF PROFESSIONAL EDITING	231

LIST OF TABLES

Table 4.1. Code names for schools and participants.....101

Table 4.2: Themes and Sub-themes.....102

LIST OF ACRYNOMS

CAPS	Curriculum and Assessment Policy Statement
CDE	Centre for Development and Enterprise
CIPP	Context Input Process Product
CPTD	Continuing Professional Teacher Development
DAS	Developmental Appraisal System
DBE	Department of Basic Education
DoE	Department of Education
DSG	Development Support Group
EEA	Employment Equity Act
ELRC	Education Labour Relations Council
HOD	Head of Department
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
IQMS	Integrated Quality Management System
NAPTOSA	National Professional Teachers' Organisation of South Africa
NDP	National Development Plan
NEEDU	National Education and Evaluation Development Unit
NWP	North West Province
NWDE	North West Department of Education
OECD	Organisation for Economic Cooperation and Development
OPRAS	Open Performance Review and Appraisal System
PGP	Personal Growth Plan
QMS	Quality Management System
SACE	South African Council for Educators
SADC	Southern African Development Community
SADTU	South African Democratic Teachers Union
SIP	School Improvement Plan
SMT	School Management Team
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

CHAPTER 1: BACKGROUND ORIENTATION AND OVERVIEW

1.1 INTRODUCTION AND BACKGROUND

Education is one of the fundamental human rights and every child deserves access to quality education. This is supported by United Nations Educational, Scientific and Cultural Organization-UNESCO (2019), which mentioned that quality education is a need to be accessed by all. Oguno, Egbewole and Kleven (2018) attest that education is an essential key for individual and social development. In line with the above statement, United States Agency for International Development-USAID (2013) quotes one of the African icons, the first black president of democratic South Africa Nelson Mandela saying, “education as the most powerful weapon which people can use to change the world”. It is written in the bill of rights in the constitution of the Republic of South Africa, 1996 (No. 108 of 1996) that every child has the right to basic education. At the continental level, the Continental Education Strategy for Africa vision 2016-2025 insists on reorienting Africa’s education and training to meet the knowledge, competencies, skills, and creativity necessary to nurture Africa’s core values. On another note, the African Union agenda 2063 demands sustainable development and inclusive growth. Oguno *et al* (2018), however, argue that these cannot be achieved without quality education. This scenario is reflected in the statement of the United Nation Children’s Fund (UNICEF) which contemplates that quality education is the cornerstone of sustainable development (Ferguson, 2019). Also, amongst the six fundamental goals approved by the international declaration on human rights, quality education is recognised. Quality education is defined as the content and the technique of delivering such content which results in the learning outcome (Ferguson, 2019).

In alignment with the agenda 2063 in education, the South African government took a giant step through initiating the National Development Plan (NDP) 2030, which consists of the Sustainable Development Goal (SDG4) on inclusive, equitable quality education and promotion of lifelong learning opportunities for all. Furthermore, the vision of the NDP is that by 2030 the schooling system should be “*characterised by learners and teachers who are highly motivated and professional teachers have good knowledge of the subjects they teach; schools and teachers are supported by knowledgeable district officials*”. This vision connects well with the Education Labour Relation Council (ELRC) strategic goal of 2020/2021-2024/2025 which puts more emphasis on access to quality education. To serve the above

vision, it is imperative to note that the National Education Policy Act (NEPA) (RSA, 1996a) articulates that educators are the essential promoters of quality education which is one of the national policy directives imperatives. In line with the above, the Department of Basic Education – DBE (2018) highlights the enhancing of quality teaching and learning through accountability and development of effective teachers. DBE (2020) conducted an environmental scanning and found out that there is a need to reinforce accountability within the school's system to improve learning within the context of COVID-19.

Furthermore, DBE's annual performance plan of 2020/2021 asserts that among other factors effective teaching is extremely valuable to overcome the effects of COVID-19 in the sector of education and the country at large. They specified that among other classroom factors, learners' chances of learning are strongly influenced by the teachers' capabilities. The DBE's assertions link well with the NDP vision 2030, which calls for equitable quality teaching and learning.

In light of this background, it can be argued that quality education is the central idea for sustainable development, inclusivity and a necessity in South Africa and Africa as a continent. It is of paramount importance to note that South African education policies such as NDP 2030, ELRC and Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTED) 2011-2025 are paving the way to achieve the Africa agenda 2063 mainly on the Sustainable Development Goals on education. This is derived from their vision and goals which highlight heavily on access to quality education and effective teaching. It is also worth noting that the DBE, NEPA, NDP and ELRC focus on teachers being eligible to produce quality education through effective teaching. For this reason, one may argue that teachers cannot be driving agents of quality education desired by all without effective measures or systems developed and put in place to monitor their performance. This calls for a need to support teachers through developing an effective mechanism that can yield best practices in the teaching field as alluded to by DBE (2018), NDP and NEPA. This can be done through an assessment of teachers' performance. It is through performance assessment that teachers' effectiveness and developmental needs can be detected. The afore-mentioned notions are supported by Darling-Hammond and Hyler (2013) who attest that performance assessment in teaching is a critical strategy for developing teachers' expertise and improving

the quality of teacher preparation. It is within this background that the researcher conducted a study to discover undiluted views and opinions of teachers, HODs and principals in the effectiveness of methods that are used to assess the performance of teachers in the secondary school of Mafikeng area in South Africa.

Teachers' performance assessment is not a new exercise in South Africa, it has been around during the apartheid era before the dawn of democracy in 1994. Apartheid was defeated in 1994 in South Africa through the election of a democratic government. Drafting of the new constitution resulted in the introduction of new policies and systems in the Department of Education (DoE). Since 1994 after the attainment of democracy, the DoE introduced Development Appraisal System (DAS) in 1998. Maboya (2007:11) and the Centre for Development and Enterprise (CDE) in 2015 argue that DAS was short-lived because it was withdrawn for political reasons due to teachers' unions. South African Democratic Teachers Union's (SADTU) claims that they were not involved in the development of the DAS tool.

The discontinuation of the DAS left a vacuum in South African schools concerning teacher assessment. This vacuum meant that the Department of Education did not know during the DAS discontinuation duration how teachers performed their duties and responsibilities in schools. The Whole School Evaluation (WSE) policy was introduced in 2001, again without any consultations or negotiations with teacher unions. Ochoa, Tikly and Doyle (2018) in their International Approaches to Teachers' Assessment study, note that in South Africa all stakeholders are not consulted right from the beginning in the development of teachers' assessment systems. In most instances, stakeholders tend to reject the system that they were not part of when it was initiated and developed. The WSE and Performance Management systems (PMS) were introduced in 2002. Though teacher unions did not reject these systems they, however, felt that these systems were supposed to be integrated (CDE, 2015). It was in 2003 that these systems were integrated and rebranded to Integrated Quality Management System (IQMS). This system was concluded by the Education Labour Relations Council (ELRC) agreements in 2003 to enhance and monitor the performance of educators in schools. Worth noting is that soon after gaining independence the education system of South Africa failed to introduce a stable and grounded teacher assessment system. All teacher assessment programmes that were introduced were short-lived. They were discontinued before they

even yielded intended results. The IQMS is not an exception, it experienced its implementation challenges and the teachers' summit in 2009 called for its rebranding (CDE, 2015).

Since the inception of IQMS in 2005 empirical studies have been conducted by De Clercq, (2008 & 2010); Mahlaela (2012), Whitley (2016) and CDE (2015). The findings of the study conducted by De Clercq (2008) on the flaws of the system revealed that poor leadership capabilities at school and district levels result in ineffective implementation and management of the IQMS. The recommendations developed from this study were that a more realistic assessment system for teachers in South Africa is required. On the other hand, a research study by Whitley (2016) on teachers' perception of the implementation of IQMS found out that a qualitative study of five schools conducted in South Africa discovered that principals and teachers viewed IQMS as an unreliable system. Whitley (2016) also confirmed that schools are designing and implementing their own appraisal systems to use alongside the IQMS system in order to readdress its shortcomings. If schools design an unofficial assessment system as alluded to by Whitley (2016), it might result in the teacher assessment system which is uncoordinated and not uniform in South African schools. This revelation conveys a signal of improper management of IQMS by school policymakers as alluded to by De Clercq (2008).

The studies of Mhlalela (2012) and NEEDU in CDE (2015) share common grounds, they revealed that teachers develop negative attitudes towards IQMS, cumbersome performance standards with too much paperwork and time-consuming since the inception of IQMS. NEEDU in CDE (2015) reviewed IQMS and found no evidence that IQMS will serve as an effective system for purposes of accountability. In another point of view, ISPFTED (2011) articulate that IQMS does not assess competence adequately and deeply to help educators in identifying their needs. It goes on to argue that IQMS makes it even more complex to identify teachers' development needs accurately and transparently. Mahlaela (2012) concurs with the above view, she found out that IQMS does not develop educators. However, ISPFTED (2011) and Mahlaela (2012) posit that if lack of quality education in the system is to be addressed there is a need for a system that is non-punitive for evaluating teachers' current competence to administer curriculum and supporting them to grow in areas of their individual needs. CDE (2015) argues that it is in this manner that ELRC was given the responsibility to rebrand and

streamline IQMS. DBE and Department of Higher Education and Training (DHET) during teachers' summit in 2009 insisted that IQMS needs to be rebranded and disintegrated into QMS and CPTD. On a further note, CDE (2015) suggested that IQMS be rebranded and streamlined, and all the standards around teacher performance, assessment instruments, should be reviewed to identify their relevance. Moreover, CDE (2015) recommended the integration of educators' evaluation model with professional learning opportunities and effective feedback which can heighten educators' effectiveness and learners' achievement. The above suggestion of CDE (2015) aligns well with the current study which intends to find out the effectiveness of methods put in place to assess the performance of teachers.

The scenarios above indicate that IQMS is well researched, however the research trend from years 2008 -2015 focused more on the implementation and flaws within IQMS. The major findings of these studies indicated that the system is pinned with thorns that hinders it from being effective to the extent of the teachers' summit in 2009 calling for rebranding. Based on these findings it is very critical to point out that the flawed system is more likely to cause far-reaching consequences and harm to the education system and the society at large. The studies conducted had overlooked the teachers' assessment methods and their effectiveness and this is the gap analysis addressed by the study conducted. It is also imperative to note in 2009 that DoE and DHET allude to a revision of the performance system's assessment instruments and standards to find their relevance and this link well with the aim of the study as it is intended to find out the opinions and undiluted views of teachers, HODs and principals on the effectiveness of methods being used to assess the performance of teachers.

1.2 RATIONALE OF THE STUDY

According to the goals of the African Union agenda 2063, NDP 2030 quality education is one of the pillars critical to achieving these goals. Most significantly quality education emanates from the hands of teachers as they are the ones who deliver the teaching and learning process. They are the ones mainly responsible for proper implementation of the curriculum and desirable learning outcomes. Therefore, African countries cannot achieve 2063 goals without researching situations that concern quality education. This study is aligned to the SDG4 of African Union agenda 2063 and other related policies discussed previously. It was

conducted to find out methods that are effective to assess teachers in order to improve teachers' performance which is likely to result in the provision of quality education.

IQMS is an integration of two systems including the teacher professional development and teacher appraisal. This system is well researched by most scholars as they are cited labelling IQMS as a flawed system. Most studies conducted by CDE (2015; 2017) and De Clerq (2008; 2010) critic that the system has never achieved its intended goals and presented issues of being rejected by educators and principals. Due to these problems associated with IQMS, the teachers' summit held in 2009 decided to rebrand and delink the old system into QMS and CPTD. CPTD was implemented to run it from 2014-2019 and be evaluated thereafter to determine its strengths and areas of improvement. It is, however, not clear that the CPTD has been evaluated in the form of a formative or summative report by SACE from 2019 up to date in 2021. This is an area of concern because educators and other relevant stakeholders are not aware of the outcome of this newly introduced system.

On the other hand, QMS has been approved for its implementation in 2020. It will be executed in different phases starting with the school principals in January 2021 and school-based educators in January 2022. However, it is worth noting that in the year 2020 and 2021 educators have to use the old system and the principals and HOD's have to assess them based on the IQMS standards and criteria. Therefore, such scenarios are likely to result in discrepancies in the assessment of educators. In the prevalence of the new developments and shifting from the old system to the new QMS and CPTD as per the collective agreement No 2 of 2020, this has drawn the researcher's interest to find out the current methods put in place to assess teachers in secondary schools in Mafikeng area.

1.3 STATEMENT OF THE PROBLEM

In South Africa, from the apartheid era right up to the democratic dispensation the systems of assessing teachers have been inconsistent. CDE (2015) points out that, in the late 1980s and early 1990s education inspectors were denied access to go to schools to assess the performance of teachers. After the democratic dispensation in 1994 new policies and systems were introduced. Instead of introducing an effective and consistent teacher assessment system, the Department of Education introduced one teacher assessment system after the other. IQMS was concluded by ELRC agreement in 2003 to strengthen and monitor the

performance of schools and educators. Due to the problems associated with IQMS as mentioned in the background, CDE (2015) articulates that IQMS was disintegrated into two parallel systems named Quality Management System (QMS) and Continuing Professional Teachers Development (CPTD). South African Council of Educators (SACE) was given overall responsibility for the new CPTD and it was approved and implemented in 2014. According to CDE (2015), the visits to schools by SACE proved that Senior Management Teams (SMTs) which consists of HODs and principals within schools were not aware of the changes made to the IQMS. This scenario reveals that schools were never informed and updated on the changes done to the IQMS hence this can pose serious challenges to principals, HODs and teachers in the implementation of the new systems from the initial stage.

CPTD as the new system was implemented in isolation with QMS (CDE, 2015). On that account inconsistency and lack of uniformity is likely to be a concrete syndrome in the implementation of the new systems. If such events occur, history is likely to repeat itself because previous studies condemned IQMS by labelling it as ineffective and unrealistic. In the bargaining, ELRC Collective Agreement of 2020 emphasises that QMS is developed to identify the educators' development needs which can be taken care of by CPTD. They also declared that the two parallel systems inform each other, meaning that implementing them separately does not condone Collective Agreement No 2 of 2020. Besides this, SADTU took five years to sign the collective agreement on the implementation of QMS. This conveys a clear message that the QMS mandate has been shelved for five years and there are higher chances that it has been overtaken by current events more especially in the Fourth Industrial Revolution where there is a rapid change of events in the world. The National Professional Teachers Organisation of South Africa (NAPTOSA) and CDE (2015) argue that the QMS and CPTD are far-fetched from yielding effectiveness or educator accountability that will generate learning gains. In line with the above, CDE (2015) quotes SADTU as arguing that CPTD does not meet the individual needs of educators, because professional development needs to take place in schools where teaching occurs. The implementation of QMS will be done in stages, starting with school principals in January 2021 and educators in January 2022 (ELRC Collective Agreement No 2 of 2020). They also confirmed that IQMS will apply to educators on Post level-3 during the year 2021. Concerning this, three systems will be used to assess teachers' performance in 2020-2021 because it is evident that IQMS will be completely phased out in 2022. In this case, it

can be argued that issues of inadequacies and inconsistencies are likely to occur because of the collective operation of the new systems with the old one. It is also an area of concern because using three systems at the same time may become a burden to educators and SMTs hence likely to compromise the quality of teaching and learning.

Contrary to the above, due to challenges of poor quality associated with IQMS, Whitley (2016) argues that schools are now initiating and using their own appraisal systems alongside the IQMS system to mitigate IQMS shortcomings. The persistence of such practices in schools is likely to result in inconsistencies and compromise of national standards of teacher assessment. As indicated in the background of the study, Whitley (2016) further posits that a qualitative study of five schools in South Africa discovered that IQMS is viewed as unreliable system by principals and teachers. From this view, an unreliable assessment system becomes a challenge in the implementation process in particular to teachers, principals and HODs.

NEEDU (2015) reiterates that the performance of students continues to be poor in many schools in South Africa. From this view, one may argue that part of the causes of poor learner performance in schools is a result of a lack of a consistent and robust teacher assessment system that can hold teachers accountable and responsible for the quality of education offered to learners. Taking the above scenarios into cognisance I carried out the study on the effectiveness of methods that are used to assess the performance of teachers in Mafikeng secondary schools and came up with recommendations on how teachers could be effectively assessed in schools.

1.4 RESEARCH QUESTIONS

The study was conducted to provide answers to the following questions:

1.4.1 Main Research Question

- How effective are the methods used to assess the performance of teachers in secondary schools in Mafikeng area in South Africa?

1.4.2 Sub-Research Question

- How do teachers understand teacher performance assessment?
- Which methods are currently used to assess the performance of teachers in Mafikeng Secondary Schools?
- What challenges are faced in the current methods used to assess the performance of teachers?
- Which strategies can be used to improve the teachers' performance assessment methods in Mafikeng Secondary Schools?

1.5 AIM AND OBJECTIVES OF THE STUDY

The study aimed at finding out the effectiveness of methods used to assess teachers' performance in secondary schools in Mafikeng area, South Africa.

The objectives of the study were to:

- Find out the participants' understanding of teacher performance assessment.
- Ascertain the methods that are currently used to assess teachers in Mafikeng Secondary schools.
- Discover challenges faced within the methods used to assess the performance of teachers?
- Suggest strategies that can be used to improve teacher performance assessment methods in Mafikeng Secondary schools.

1.6 SIGNIFICANCE OF THE STUDY

UNICEF identified quality education as one of the pillars of sustainable development. SDG4 goals of the African Union agenda 2063 explicitly point out quality education as the necessity in attaining this goal. South Africa recognises this agenda through participating in NDP 2030 and ELRC goals of 2020-2025 which aligned its strategic goals to quality education accessed by all. It is therefore concluded that quality education is a pressing need right from the country to continental level. One may argue that quality education should be addressed right from

the curriculum development, teacher training up to school level. It is within the school context where teachers may deliver poor or quality education. How do we measure the quality of education? It is mostly done through teacher performance assessment. These scenarios reflect the significance of the study conducted because it is through this study that strategies for effective teacher performance were generated. These strategies will inform education policymakers and stakeholders as well as educators in South African schools. The findings of the study are set to contribute to the field of education by revealing whether the current methods that are being used to assess teacher performance in South African secondary schools in Mafikeng area are effective or need to be revised. This study is also vital because it was conducted during the phasing out of IQMS in 2021 which will be replaced by QMS in 2022.

The study contributes to the body of knowledge and has the potential to assist researchers on the same topic especially on the element of the newly introduced QMS. The study further acquainted the researcher with research skills and opportunity to find areas for future research. Following international research trends, a recent study conducted by Ochoa *et al* (2018) on the scan of international approaches to teacher assessment revealed that research on teachers' evaluation systems has been done in developed countries and there are fewer case studies conducted in Sub-Saharan Africa. From this perspective, it is of paramount importance to reiterate that quality teaching is essential for learners' outcomes in developed countries as it is in developing countries. It was therefore critical to conduct a study in South Africa as one of the developing countries at the fastest pace in Africa to bridge the gap identified by Ochoa *et al* (2018).

1.7 THEORETICAL FRAMEWORK

Anfara and Mertz (2014) define a theoretical framework as an empirical theory of social research and psychological processes that can be applied in understanding the phenomena being studied. They further reiterate that a useful theory is the one that gives the researcher new insights and a broad understanding of the phenomenon. According to Denzin and Lincon (2018), a theoretical framework is vital in a qualitative study because it determines the methodology of the study. In light of this, the study is guided by goal-setting and control theories that expand the interpretation and knowledge on the methods of teachers' performance assessment and their effectiveness in secondary schools of Mafikeng area. The

traces of goal-setting theory are found from the early works of Locke and Latham. According to Locke and Latham (2006), a goal is an action that an employee desires to achieve. The goal-setting theory originates from the concept of purposefully directed action. Consistently, over 400 research studies found out that performance is related to goal level. This includes the works of Locke and Lantham (1991) which point out that goals and feedback are motivating agents in improving performance. This does not exclude Bandura (1997) who acknowledges that goal setting is the source of motivation. Furthermore, Aguinis (2009) refers to performance appraisal as the process used for measuring individuals work in line with an organisation's strategic goals. This definition is in line with the Hay Group recommendations, which indicates that when there is goal setting the performance of teachers improves (Ross & Bruce 2007).

As the study relies on the performance of secondary school teachers, principals together with HODs should exercise the power of control over teachers to ensure that they achieve their intended goals. It is essential to set these goals with teachers at the beginning of each school calendar because the goal-setting theory implies that employees direct their efforts towards achieving the goals they were part of during the time they were rolled out. Furthermore, employees who are teachers, in this case, require motivation to execute their performance goals as desired by all. This is where the school managers such as principals are required to exercise their leadership qualities by influencing teachers to serve the institution's goals. They can also exercise control through specifications of what should be done, monitoring and evaluating the outcome. Although Anthony and Govindarajan (2007) assert that the effectiveness of an organisation is measured by goal accomplishment, it can be argued that this assertion is mainly possible through exercising management control. The above scenarios indicate that it is relevant to use the goal-setting theory in conjunction with the control theory because they share the common ground in the assessment of employees' performance in this scenario Mafikeng secondary school teachers.

1.8 AN OVERVIEW OF TEACHER PERFORMANCE ASSESSMENT

According to the National Education Association of 2010 in the USA, teacher assessment is one of the components that is essential for teacher growth and development in the education system. Teacher assessment plays a greater role in measuring the effectiveness of each

teacher. It also strengthens the classroom practices, knowledge, and skills of professional teachers. Performance systems yield substantial support and opportunities for professional growth to each teacher, and this eventually results in satisfying the needs of students, schools, and districts.

Performance assessments systems of teachers were first developed in the USA, but they are now globally used as instruments of assessing teachers' performance in schools. South Africa's Department of Basic Education has not yet developed a framework of professional teaching standards for teachers that lead to learner achievement. Without this framework, there is no collective understanding of the professional responsibilities of a teacher, the required competency profile, or what constitutes effective teaching leading to learning achievements (CDE, 2014). It can therefore be argued that there is a gap in assessing teachers' performance without the reliable set standards that guide their professional practices hence the need to develop assessment tools that are aligned to the set standards. South Africa as previously indicated has implemented the teacher assessment exercise to assess teachers' performance in schools against performance standards in IQMS. Meanwhile, an official review of the implementation of the IQMS in 2017 by DoE revealed vast differences in the interpretation of rating descriptors within the IQMS and raised serious questions about the assessment validity.

Teacher performance assessments are expected to be effective to yield positive results in the academic performance of learners. The effectiveness of the teacher is mostly embedded in the appraisal system because this is where evidence is provided according to the outcome of the performance results. Darlington- Hammond (2012) contends that teacher effectiveness is the impact that classroom elements such as instructional methods, teacher expectation, classroom management and use of teaching aids in the classroom have on the performance of students. She goes on to accentuate that, teacher effectiveness is the power to realise socially valued objectives agreed for teachers' work including among other factors enabling students to learn. It is therefore advisable for systems that are used to assess the effectiveness of teachers' performance to infuse the afore-mentioned classroom elements to promote the effectiveness of teachers' work. De Clercq (2008) differs from the above assertion on teacher effectiveness by saying that the meaning of effective teaching is complex

and context based. It is difficult to define as schools differ in their dynamic organisation and population of learners.

The World Bank's 2005 study on Secondary Education in Africa notes that the most important preconditions for effective teaching are competent and knowledgeable teachers, effective curriculum and resources as well as how teachers use these in the learning environment. Taking this assertion into the South African context, for example, the 2019-2020 budget indicated that the DBE has been arguably allocated reasonable funds that would enable it to procure adequate resources for schools, but the major challenge remains. The challenge is that the South African curriculum has never been stable since 1994. It has changed from Outcomes-Based Curriculum to Curriculum 2005, to National Curriculum Statement (NCS), to the Revised National Curriculum Statement (RNCS) and currently Curriculum and Assessment Policy Statement (CAPS). It becomes a challenge for teachers to cope up with and start performing well if the school curriculum keeps on changing and in the situation of South Africa at a faster rate. Frequent school curriculum changes also make teacher training colleges and universities struggle to align their teacher training programmes to address prevalent developments in the school curriculum. Changes in the school curriculum also necessitate changes in teacher assessment methods to accommodate and align with curriculum changes. One can argue that frequent changes in the South African school curriculum from 1994 up to date have caused teacher assessment methods to be unstable and inconsistent. On this account, there is a need to align the teacher performance assessment with the current school curriculum to breed quality teaching to South African learners in the 21st century and beyond. This notion is supported by Behrstock- Sherrat and Jacques (2012) as they posit that the alignment between performance assessment and ongoing learning is very crucial not only for educator developments but also for the learning process.

1.8.1 Integrated Quality Management System (IQMS) versus QMS

De Clercq (2008) asserts that IQMS was introduced in schools in January 2005 as an instrument based on standardised performance areas. CDE (2015) recognise IQMS as an instrument used in secondary schools to assess teachers' performance while Mahlaela (2012) view IQMS as the instrument used for professional teachers' development. Despite all the efforts done to improve its implementation, schools continued to face issues related to IQMS. This resulted in the teachers' summit which was conveyed in 2009 to discover and address

the challenges borne by its implementation. The summit agreed on rebranding and streamlining IQMS into QMS and CPTD. QMS was designed for school-based educators to evaluate their performance levels in conjunction with their job descriptions at their designated areas. Even though QMS has been there since 2014, it was approved by ELRC collective agreement in September 2020 as policy No. 2 of 2020. It is therefore essential to note that IQMS and CPTD at present in 2021 are recognised systems for evaluating teachers until complete migration to QMS in 2022. These systems form part of the study as appraisal tools generated by literature review and findings of the study. The findings of the study revealed that IQMS and CPTD are currently used in 2021 as methods of teachers' assessment and QMS has already started with school principals in 2021 and teachers will follow next year in 2022.

1.8.2 Teacher Assessment Methods

America's 2010 National Education Association Report states that the main function of teacher evaluation is to reinforce the skills, classroom practices, knowledge, and dispositions of professional teachers. These reinforcements can be implemented by evaluating teachers using methods such as self and peer assessments. There are many teacher assessment methods however the above-mentioned methods will be discussed. This is because they are commonly used in the South African school context. Self-assessment is used as an appraisal instrument for teachers' performance in South African schools. It is found in IQMS policy as self-evaluation. The policy denotes that teachers should assess themselves using the same criteria for Performance Management (PM) and Development Appraisal (DA). This method familiarises an educator with the evaluation standards and criteria to obtain the baseline requirements for pay progression. It further helps the teacher to critically reflect on their performance and set areas for improvement. The educator is liable to find priorities, manage improvement and monitor progress with no interference. This is an ideal mechanism for promoting the humour of self-belonging, ownership and self-empowerment to individual teachers. The process of self-evaluation becomes a sustainable repeated activity that saves time and human resources required to conduct the assessment. In addition to the above teaching is labelled as a demanding profession, therefore self-evaluations can save the educator's time to perform other activities instead of waiting for external evaluation which consumes a lot of time. Even though there are benefits of using self-evaluation as outlined by

USAID (2005:6), this method does not serve its intended purpose in IQMS as educators are still struggling to implement the self-assessment in South African Schools. Sekgale's (2016) findings confirmed that self-evaluation result in biasness and cheating, as the Department of Education does not involve neutral persons to entrust teachers with supervision and monitoring.

The Peer assessment instrument is particularly progressive in delivering CPTD to teachers and establishing CPTD needs (CDE, 2015). It is mostly used as part of a programme where teams of educators conduct lessons plans collaboratively and then observe each other delivering lessons. Armstrong (2014:47) however reiterates that peer assessment is unlikely to act as a catalyst in enhancing the performance of educators. He continues to argue that peer evaluation has been designed as a means of encouraging educators to improve their performance, but this is unlikely to be a success in IQMS where educators' performance is measured and recorded. The South African, Kenyan, and Zambian teacher evaluation systems highlight the need for high-quality training for peer assessors (Ochoa *et al*, 2018).

Ochoa *et al* (2018) attest that peer assessment draws its strength through enhancing team spirit amongst peer assessors, as teachers are likely to be open to indicate their professional needs to get meaningful feedback on their practice. Its limitations are that time allocation for conducting peer assessment has to be negotiated to avoid disturbances in the provision of educational needs to learners of teachers who serve as observers. Peer assessment cannot be implemented in the absence of peer observers and it requires support and well-established leadership (Ochoa *et al*, 2018).

1.9 RESEARCH METHODOLOGY AND DESIGN

Jamshed (2014) defines research methodology as an architectural design used by the researcher as an approach to problem-finding and anticipating solutions. He goes on to point out that selection of research methodology is hinged on the features of the problem identified in the study. In this section, the focus is on the following key areas: research paradigm, research approach, research design, methods of data collection, population and sampling, data analysis, and presentation. The section winds up by addressing issues of trustworthiness and research ethics.

1.9.1 Research Paradigm

The study adopted the interpretivism paradigm. Tichapondwa (2013) articulates that a research paradigm is a world view of a subject that includes its philosophy and assumptions inherent in that view. On a different angle, De Vos, Strydom, Fouche, and Delpont (2015) insist that a research paradigm is a framework build on a set of assumptions and a design for collecting and interpreting data. The research paradigms are positivist, interpretivist/anti-positivist or post-positivism (Tichapondwa, 2013). On the contrary, Anney (2014) discusses that there are distinct qualitative research approaches made up of diverse paradigms, such as interpretivism, ethnographic, phenomenology and constructivism. Glesne (2011) is of a different view as he argues that interpretivism is the same as phenomenology and constructivism. Tichapondwa (2013) highlights that interpretivists' interesting characteristics are that the researcher is used as a research instrument and that interpretivism research is holistic and expresses well-rounded views from the inside. In this regard, the study was guided by the interpretivism paradigm which gave guidance on how data was collected, analysed, and presented. The interpretivism research paradigm was relevant for the study because it made it feasible for the researcher to obtain knowledge on the effectiveness of methods used to assess teachers from principals, HODs and teachers inside secondary schools of Mafikeng area.

1.9.2 Research Approach

In order to align with the interpretivist research paradigm, the study adopted a qualitative research approach. Den Vos *et al* (2015) argue that interpretivism is connected with a qualitative research approach. McMillan and Schumacher (2010) denote that a qualitative research approach is an in-depth study that uses observations or interviews to collect data from participants in their natural settings. This notion is similar to Creswell (2015) who points out that a qualitative research approach is an inquiry of understanding a social or human problem, based on constructing a holistic picture using words, reporting comprehensive views of participants, and conducting the study in a natural setting. This approach was suitable for the study. I collected data from principals, HODs, and teachers in natural settings in their schools by interacting with them directly during the data collection exercise. This was done to obtain their thoughts, perceptions, and beliefs on the methods that are used in teachers'

performance assessment and their effectiveness at secondary schools in Mafikeng in South Africa.

1.9.3 Research Design

The study employed a case study design. Hennink, Hutter and Bailey (2020) assert that among other designs, a qualitative study adopts a case study design. In line with this assertion, since the study used a qualitative research approach, a case study was relevant design that aligned well with this approach. Maree (2016) argues that a case study is an inquiry about a phenomenon set within its real-world setting. McMillan and Schumacher (2014) reiterate that among other case studies a collective or multiple case study is used for multiple sites or settings with more than one site. Therefore, the study adopted a multiple case study design to collect data from three secondary schools in Mafikeng, each school resembled a case.

1.9.4 Data Collection Methods

Relevant data collection instruments were used in the study to collect data. Qualitative research using a case study design method uses focus groups, interviews and document analysis, as its data collection instruments (Maree, 2015). Therefore, the above-mentioned instruments were suitable for collecting data in Mafikeng secondary schools.

1.9.4.1. In-depth Interviews

Brinkmann and Kvale (2014) refer to interviews as a “favoured digging tool” of social researchers because they rely much on verbal accounts to acquire knowledge about social life. On the other hand, Taylor *et al* (2016) argue that in-depth interviewing refers to face-to-face encounters between informants and the researcher in order to get meanings of their lives, experiences, and perspectives expressed in their own words. This goes well with the citation of Seidman (2013:9): “at the root of the in-depth interview is an interest in understanding the lived experience of other people and the meaning they make out of that experience”. The interviewer is the research tool because she/he participate in the construction of meaning. I found it important to use in-depth interviews to collect data from principals and HODs in their natural settings in order to get their ideas on the effectiveness of the current methods used to assess the performance of teachers.

1.9.4.2. Focus Group Interviews

Taylor *et al* (2016) attest that focus groups interviews involve open-ended discussions by a group of people about their experiences and perspectives. Hennink (2014) postulates that focus groups interviews are constructed to use group dynamics to generate intensive information that might not be accessible without group interaction. In this way, focus groups were used to collect raw data from teachers in a school set up in Mafikeng area. I was aware that the purpose of focus group interviews is not for participants to reach consensus but express their views in their way.

1.9.4.3. Document Analysis

Document analysis was also used in conjunction with fieldwork such as interviews for triangulation purposes. Berg and Lune (2011) define triangulation as a combination of data collection methods in a single study. Glesne (2011) articulates that qualitative research relies on more than one method for gathering data and using multiple methods is known as triangulation. Triangulating data contributed to the deeper understanding of participants' multidimensional views and experiences on methods that are used to assess teachers' performance and their effectiveness.

1.9.5 Population and Sampling

The population of the study was restricted to individuals deemed by the researcher to be more knowledgeable about teacher performance assessment. I selected participants from the target population. The sampling methods and target populations are discussed as follows:

1.9.5.1 Population

McMillan and Schumacher (2014) attest that a population is a group of individuals from which a sample is selected and to which the findings can be generalised. The population of the study was composed of principals, HODs and teachers in secondary schools of Ngaka Modiri Molema District in Mafikeng area.

1.9.5.2 Sampling

Sampling is the selection of individuals who will take part in the study (McMillan & Schumacher, 2010; Creswell, 2013). They go on to reiterate that sampling is the choosing of participants with in-depth and rich information because everyone from the population cannot participate in the study. It is in this way that it became important to use purposive sampling to select the schools and participants. Creswell (2015) attests that purposive sampling is deliberately choosing those informants that the researcher deems to be having rich and detailed information about the topic being investigated. Therefore, principals, HODs and teachers who were considered to have experience, deep and detailed information on teacher assessments were purposively selected to take part in the study.

1.9.6 Data Analysis and Interpretation

The study used thematic data analysis. This entails analysis of data according to or following the themes that emerge from data coding and interpretation. Maree (2015) contends that data analysis is the interpretation of narratives generated in research to have meaning out of them. McMillan and Schumacher (2010) argue that in a qualitative study data is presented using words and analysed narratively following themes that emerge through coding and interpretation of data. In this study, data was analysed and presented narratively using the thematic approach. Themes were used as headings, in certain cases, the words of participants were recorded verbatim as they are. This enables the reader to hear undiluted views and opinions of participants discussing the methods that are used to assess teachers' performance and their effectiveness in secondary schools in Mafikeng area. Data was analysed, presented, and discussed simultaneously. Literature was used to confirm or repudiate the participants' contributions.

1.9.7 Trustworthiness

Researchers should consider issues of trustworthiness for the results of a qualitative study to be credible. This is affirmed by McMillan and Schumacher (2010), and Tichapondwa (2013) who accentuate that in a qualitative study it is vital to ensure the trustworthiness of findings. Maree (2015) declares that in a quantitative study validity and reliability are key to define the credibility of the study while in a qualitative study the term trustworthiness is used. He argues

that the assessment of trustworthiness is critical for qualitative research findings, analysis, and conclusions. As cited from Anney (2014) Guba (1981) believes that qualitative researchers should make use of four criteria as credibility, transferability, confirmability, and dependability to establish trustworthiness for their studies. Therefore, trustworthiness in the study was ensured by following some of the above-mentioned criteria cited by Anney (2014). I used the proper research methods such as qualitative research approach and data triangulation to align with the credibility and confirmability standards. The multiple case study design was used and principals, HODs and teachers participated in generating data that was deemed transferable.

1.9.8. Research Ethics

McMillan and Schumacher (2010) are of the view that ethics are important to any research and as a result, the researchers must adhere to issues of research ethics. Pajares (2007) asserts that issues of ethics cover all stages of the research process from planning up to data analysis and presentation. Taylor *et al* (2016) argue that if human beings are used as participants in the study there should be no disclosure of their identities. Confidentiality of data collected should be prioritised and guaranteed. On the contrary, Creswell (2013) attests that there should be informed consent from participants and voluntary participation should be recognised. In this way, I obtained permission to collect data from the North West Department of Education in Mafikeng. The research ethics policy of the University of South Africa played a significant role in guiding the researcher with relevant ethical standards and principles to adhere to when administering data collection exercise

DEFINITION OF KEY CONCEPTS

1.10.1 Teachers' Assessments

Looney (2011) describe teachers' assessments as an analysis of the educator's knowledge, observations of practice and measurements of learners' gains. In his definition, he also narrates that teacher assessments are used for policymaking, employment and tenure decisions, merit pay awards and inform the professional growth of educators. In this study teachers' assessments means, measuring teachers' performance in schools against performance standards set by Department of Education.

1.10.2 Teacher Appraisal

Teacher appraisal is the assessment of teachers to make judgments about their performance and to provide feedback which strengthens the improvement of their practice, and professionalism in order to enhance teaching and learning in schools (OECD, 2013). This study used the term teacher appraisal to refer to the systematic method used to assess teachers against the performance framework required by the Department of Education.

1.10.3 Teacher evaluation

Sawchuki (2015) contends that teacher evaluation is a formal process used to review teacher performance and effectiveness in the classroom. Teacher evaluation in this study denotes assessing the teachers 'performance with credential instruments.

1.10.4 Effectiveness

OECD (2013) describe the word effectiveness as the degree to which the task objectives have been achieved while the Oxford Learners' Dictionaries (2016) precisely states that it is the extent to which objectives are met and targeted problems are solved. Phillips (2014:1) clarifies effective teacher assessment "as vital for verifying and maintaining high-quality teaching and learning process to ensure that the educational goals and outcome are met, providing a focus for instructional improvement and holding educators for their instruction". Effectiveness is used in the study to describe the success of methods that are used to assess the performance of teachers in secondary schools.

1.10.5 Methods

The Oxford Learners' Dictionary (2016:366) define methods as a particular way of doing something. For this study, the term method is used to refer to the techniques and systems put in place to assess the performance of teachers in schools.

1.10.6 Teacher performance

Duze (2012) refers to the above as behaviour of a teacher in the teaching process through the application of skills and knowledge in the classroom. In this study, teacher performance explains the performance of teachers according to the standards of the performance management systems put in place in schools.

1.11. LIMITATIONS AND DELIMITATION OF THE STUDY

1.11.1 Delimitations

Dimitrios and Antigoni (2019) attach the meaning of delimitations to definitions that the researchers choose to set as the boundaries in order to achieve the objectives and aims of the study. In this regard, it can be argued that the researcher can control delimitations. Simon and Goes (2013) identified participants as the boundaries of the study. In this context, the study was carried out in Mafikeng Secondary Schools in the North West Province of South Africa. The participants of the study were principals, HODs and teachers who participated in the performance assessment activity. These participants were chosen as the scope of the study because the researcher considered them to have rich information which answered the research questions of the study.

1.11.2 Limitations

Simon and Goes (2013) briefly define limitations as occurrences or problems that emerge in a study and are beyond the researcher's control. Similarly, Dimitrios and Antigoni (2019) refer to the term as potential weaknesses which the researcher cannot control. However, I argue that things beyond the control of the researcher may be regarded as threats. This notion is consistent with the attestations of Ross and Bibler Zaidi (2019). They attest that the limitations of any study are rooted in the threats to the internal or external validity of the results and conclusions. In a qualitative study, the above mentioned is associated with research design, funding constraints, time and other factors. In this regard, I encountered difficulties in reaching participants such as principals and HODs because of their busy schedule. To mitigate this challenge I made appointments in selected secondary schools. I also encountered difficulties in focus group interviews as few teachers in selected schools than anticipated were able to take part in the study. Carrying out research generates costs and funds are never enough. I applied for research funding from the University of South Africa and strictly followed the budget done. Minimising costs where possible was also given a priority and these practices assisted me to overcome financial problems. The study was limited to a qualitative approach and case study design methods. This may affect the findings of the study because the findings of the study cannot be generalised to the entire secondary schools of South Africa. Furthermore, reaching out to participants in selected schools came

with difficulties because of COVID-19 restrictions. This challenge was overcome through strictly following procedures and protocols of the COVID-19 pandemic.

1.12. CHAPTER OUTLINE

The study consists of the following chapters:

Chapter 1

This chapter highlights the orientation, background, problem statement, rationale of the study. The significance of the study is also discussed here. The chapter explains the aim of the study and presents the research questions and objectives that guided the study. The delimitations and limitations of the study are also discussed. Furthermore, the literature review and theoretical framework, as well as the methodology of the study, are outlined. This chapter reflects the mind map of how the entire research unfolds in the next chapters.

Chapter 2

Chapter 2 reviews literature from sources such as dissertations, thesis, journal articles, research papers, internet sources and South African teacher assessment policy documents. This chapter is structured into theoretical and conceptual frameworks. The conceptual framework is presented in line with the themes that are derived from research questions. A constructive analysis and critical interpretations are employed to add a significant role in new knowledge generation and discovering gaps from previous studies on teacher assessment methods in secondary schools.

Chapter 3

This chapter provides a detailed discussion of the research methodology. It covers qualitative research methods right from the research paradigm, approach, design, instruments trustworthiness issues, and ethical considerations.

Chapter 4

Data in this chapter is analysed and presented narratively using a thematic approach that follows the themes that emerged from data interpretation. Research findings from interviews

are presented and analysed. The literature is used to confirm and dismiss findings. Document analysis was used to triangulate data collected from other instruments. Goal setting and control theories were used to inform data analysis.

Chapter 5

This chapter summarises and draws conclusions based on the findings of the study and comes up with recommendations.

1.13. CHAPTER SUMMARY

The chapter started with the introduction and background of the study to orient the reader to the phenomenon being investigated. The questions, objectives, and aims of the study were outlined. The chapter proceeded to discuss theoretical framework and reviewed the literature in brief to give an overview of the topic under study. It also addressed the research design and methods that were used to gather, present, and analyse data. Towards the end of the chapter, the researcher explained issues of trustworthiness and research ethics. The next chapter covered a detailed literature review and theoretical framework.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter critically discusses the literature review to acquire, analyse and interpret information on teacher performance assessments from the vast body of knowledge. The review of research literature is divided into two structures. It introduces the theoretical framework which discusses two relevant theories that are essential to guide the entire study. This is followed by a critical analysis and discussion of the conceptual framework. The study research questions were used to construct themes that constitute the conceptual framework. The CIPP model is explained in line with the emerging events on the assessment methods of teacher performance in South Africa.

2.2 THEORETICAL FRAMEWORK

The study was guided by goal-setting and control theories which are formulated to explain, predict and understand the phenomena being studied. Gabriel (2008) contends that theoretical framework is the structure that supports the theory of the study. Therefore, it was essential to adopt a theoretical framework that guided the study, supported analysis and presentation of findings. The theoretical framework was also vital for the generation of suitable teacher performance assessment strategies that can be implemented in Mafikeng secondary schools in South Africa. Chetty (2016) asserts that an employee performance appraisal system is a vital part of organisations and institutions because it optimises and aligns individual employee's performance with an organisation's overall performance. Chetty (2016) continues to assert that the performance appraisal system makes it possible to continuously assess and improve organisational performance through tying employees' performance to the mission and objectives of an organisation. Aguinis (2011) posits that in order to make the performance appraisal system simple and efficient certain strategies and approaches should be employed. He suggests that among available approaches control theory is one of the most effective approaches. On the other hand, Buchner (2007) sees the goal-setting theory as pivotal in enabling an organisation to develop and implement an effective performance appraisal system that will help it to improve its performance and attain its goals. Since the study intended to establish the effectiveness of teacher performance assessment methods, it deemed the goal-setting and the control theories

as suitable to guide the study. An analysis of these theories and their suitability for guiding the study is given below. The analysis started with the goal-setting theory and ended with the control theory.

2.2.1 The goal-setting theory

Locke and Latham (2002) describe the goal-setting theory as logically constructed based on an empirical study that was carried out for nearly 40 years. Their argument is based on the origin of this theory which reflects that intended targets or goals result in action being taken. In line with these assertions Salaman, Storey and Billsberry (2005) trace the goal-setting theory to its origin in 1968 when it was proposed by Edwin Locke. Salaman *et al* (2005) argue that the goal-setting theory believes that goals created by individual employees strongly motivate them to improve their performance. This becomes the case because it is through this approach that employees may track and achieve their goals. However, if their goals are not attained employees upgrade their performance by modifying their goals to make them more realistic and achievable. Salaman *et al* (2005) say that if employees' performance improves such an improvement results in the attainment of organisational goals and improvement of the organisation's performance. The theory was appropriate for the study because the study focused on teacher performance assessment system where goals and objectives are set and evaluated in order to ascertain whether they have been achieved or not.

Locke and Latham (2002) assert that the goal-setting theory is applicable across diverse work situations, and it is effective because if employees set challenging and realistic goals, they become motivated to achieve those goals. Taking Locke and Latham's (2002) argument it can be said that the goal-setting theory links well with the work situation in schools where a lot of activities take place to facilitate the core mandate of schooling. The South African School Act No 84 of 1996 in section 20 (1a) states that the functions of public school principals as members of School Governing Body is to promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners in schools. It is critical to highlight that in order to assess the quality of education, there should be appropriate measures such as performance appraisal and its intended goals.

Marishane and Botha (2011) point out supervision and planning as the core skills that should be possessed by the principal. They continue to articulate that instructional leaders in this case principals and HODs have the vision of what the school is trying to achieve. This vision calls for staff members' involvement in the development of school-wide goals which shall be shared with the entire school community. According to Marishane and Botha (2011), it is the responsibility of instructional leaders (principals) to communicate and define goals. They further emphasise that goals formulated in collaboration with teachers are essential for promoting accountability and effective teaching and learning. Marishane and Botha (2011) highlight that identification of clear goals takes place during the planning phase. Schools usually prepare annual plans which specify and direct all the activities to be undertaken by both school leaders and educators. This can create an opportunity for school management and teachers to develop goals at this stage. Lock and Lantham (2002) confirm that goals and feedback are effective tools in promoting performance improvement. As a result, the goal-setting theory is used with the control theory in the study, because after goals have been set and implemented feedback on progress is supposed to be communicated to employees. The control theory focuses mostly on communicating and giving feedback to employees. Below is the discussion of the control theory.

2.2.2 The control theory

Chetty (2016) asserts that though several strategies and approaches are used to simplify the performance appraisal system in order to make it more efficient for organisations, the control theory is one of the effective approaches. Barrows and Neely (2012) argue that the control theory assists in sustaining the performance appraisal system by defining the forms of control within the organisation, and according to the control theory all systems should be synchronized with the organisation's goals and objectives. This theory is relevant to the study as the study seeks to establish the teachers' performance assessment methods, forms of control in schools and the effectiveness of such forms of control. Barrows and Neely (2012) attest that for the organisation to get desired results it is supposed to use different forms of control such as organisational structure, behavioural control, and performance measurements mechanisms. The study is mostly interested in the performance measurement mechanisms that are put in place in schools and the effectiveness of such mechanisms in the assessment of the performance of

teachers in Mafikeng secondary schools in the North West province. The control theory has three types of control systems (Krausert, 2009; Barrows & Neely, 2012). The first one is behaviour control where the employer monitors and evaluates the behaviour of employees regularly according to set organisational standards. Secondly is output control which focuses on controlling the performance of an employee through rewards and sanctions after evaluating the employee's performance against organisational standards. The third one is input control which is the system that seeks to control the selection and training process of employees. Krausert (2009) attests that organisations should train their employees as part of their performance appraisal to ensure that employees acquire competencies necessary for the organisation's development. These control systems are of interest to the study because they are relevant to the teachers' performance assessment methods in schools which needs to be supported with teachers' professional development and rewards for outstanding performance.

Barrows and Neely (2012) argue that the control theory helps supervisors to control the performance of employees through regular monitoring and feedback. For schools to improve their performance teachers need to be monitored and given feedback on their performance in line with the goals that they set. Furthermore, Chetty (2016) assert that performance management is boosted by the control theory through assessing the output of the system for its consistency with a controlled framework. On the other hand, control theory assumes that workers look at their feedback and the feedback controls the quality of the output. In regardless of this, feedback may yield undesirable output such as low motivation morale, conflicts, and misconduct. This statement is in line with the study of Geddes and Baron (1997) which found out that presenting negative feedback to employees is challenging in the workplace as it yields issues of retaliation and hostility. The results of their study revealed that employees react aggressively to negative feedback by expressing it passively, indirectly and verbally. In following the control theory this statement may be criticised, that negative feedback can be a platform in improving employees' performance through the supervisor revealing employees' mistakes together with the corrective measures. This is supported by Kim and Lee (2019), who contemplates that constructive feedback is more effective in improving employees' performance. Chetty (2016) argues that performance is governed by recognition and rewards as a means of accomplishing set goals. In a nutshell,

assessing the performance of employees and giving them feedback complements the goal-setting theory, because it makes it possible for feedback to be communicated to the employees on the progress made on the goals that they set and implemented.

2.2.3 Nexus of control and goal-setting theories

The control and goal setting theories complemented each other in the study. Campion and Lord (1982) argue that for the control system to succeed and improve employee performance supervisors should assign employees challenging and specific goals that will enhance their performance. The setting of goals connects well with the goal-setting theory, and it is advisable to set these goals in line with this theory's principles. Once goals are set and implemented Campion and Lord (1982) advise that feedback should be given to employees on their performance because without feedback based on standards employees would be unable to remedy their mistakes. Pennsylvania State University World Campus- PSUWC (2016) argues that managers and supervisors can use the control theory to expedite the flow of feedback in the organisation and to monitor and evaluate the performance of employees and teams. PSUWC (2016) encourages organisations to use the control theory where there is an assessment of performance of employees. It is therefore imperative to state that the goal-setting theory and the control theory were suitable for the study because they complement each other and were both relevant to the teachers' performance appraisal system in schools where the study was conducted.

As previously discussed above, goal-setting and control theories guided the study, therefore it is imperative to relate these theories to the real-life situations of teachers' performance assessment in the secondary school set-up. The study examined the effectiveness of teachers' performance assessment methods in Mafikeng secondary schools. The goal-setting and control theories resonate well with the practical activities of teachers' assessment in a secondary school context. Taking IQMS into account, teachers participate in peer and self-assessments. During self-assessment an educator is expected to reflect critically on his/her own performance and to set own targets and time frames for improvement. It is within this framework that teachers set individual goals that are time bound. According to goal-setting theory the goals set are supposed to be specific and challenging in order to drive teachers' attention to priorities of achieving the goals. In this

scenario teachers may also be challenged to bring their knowledge and skills which can increase their chances of better performance. Consequently, for example, during self-assessment teachers may set specific and challenging goals related to teaching strategy, professional development and content management. Setting attainable goals on professional development is much likely to improve teachers' performance and motivate them to continue with the process of goal- setting.

The above discussion focused on goal-setting by an individual teacher, however, goals-setting in a school set-up may not be limited to individuals only. The goal-setting may stretch to departmental level or to school teams sharing a common goal. Taking into consideration, for example, IQMS policy encourages team work between the teachers, SMTs, SDTs in making the performance assessment a success. Principals and HODs as members of SMTs are responsible for broad planning and implementation of IQMS. They develops the School Improvement Plan (SIP) based on information gathered from teachers' personal growth plan. Planning without goals is like planning to fail, therefore, SMTs including the Principal and HODs may use goals-setting in their School Improvement Plan and in the management plan of implementing IQMS successfully.

Once teachers and SMTs have set their goals for personal growth, school improvement and performance assessment management goals, they need monitoring and supervision in order to attain them. This indicates that control theory is necessary in the process because Barrows and Neely (2012) argue that the control theory helps supervisors to control the performance of employees through regular monitoring. The monitoring process may be supplemented with mentoring and coaching because if teachers are working on specific and challenging goals they need support in order to avoid frustrations and stress. The control theory emphasis more on feedback after performance assessment. IQMS policy indicates that constructive feedback should be provided and discussed with the concerned teacher after assessment as part of the IQMS implementation process. Constructive and timely feedback may assist in professional development as feedback will identify areas where teacher needs personal growth and development. In this manner, the goal-setting and control theories together with feedback aligned well with teacher performance assessment. Therefore, these theories were vital for guiding the entire study.

2.3 CONCEPTUAL FRAMEWORK

The main purpose of conducting a literature review was to establish interrelationships and find gaps in previous studies on the methods used for teachers' performance assessments and their effectiveness so that strategies for improving teacher assessment could be generated. McMillan and Schumacher (2010:73) attest that the purpose of a literature review is to establish essential connections between present knowledge and the topic under study. Teacher performance assessment is not a contemporary phenomenon to be researched on, there is greater coverage of this aspect by researchers captured in this study such as (Darling-Hammond, 2012; De Clercq, 2008; Monyatsi, 2002-2003; CDE, 2015; Whitley, 2016; Organisation for Economic Cooperation and Development (OECD), 2009 - 2015). The literature review was guided by the following main themes that have been derived from research questions: the concept of teacher performance assessment, the effectiveness of teacher assessments methods, methods of teachers' assessment, and factors contributing to the effectiveness of teacher performance assessments. Chris-Hart (2018) believes that in research a review of a diverse body of knowledge is highly important than a single review. Chris-Hart (2018) continues to articulate that without critical reading of literature review it would be difficult to see how academic research could contribute in some way to the understanding of the research problem. Taking this into consideration I gathered information from published empirical research articles, thesis, dissertations, journal articles and textbooks relevant to the phenomena under investigation. The exposure to different sources of information generated a wide range of insightful information for the study.

2.3.1 South African education system

Statistics South Africa's quarterly labour force survey (2013) indicates that out of all participants surveyed (13 643 people), more than 15% (2 332 people) did not complete secondary school. The percentage of young people aged 15–24 who were not in employment, education or training rose from 31.1% in 2018 and to 32.3% in 2019 (Department of Statistics South Africa,2019). The Quarterly Labour Force Survey 4th quarter (2019) indicated that out of 6.7 million unemployed people 34.7% had Matric while 59% had no Matric. Two percent were unemployed graduates and 7.2% had other tertiary qualifications. The above discussion revealed that the majority of unemployment figures is made up of individuals without Matric qualifications and thus indicating a problem either in primary or secondary schools. Chetty,

Friedman, Rock off (2014) and Rivkin (2005) share a common ground that teachers are valuable school-based resources in shaping learners' academic success in future as well as lifetime goals. In conjunction with this statement, Chetty *et al* (2014) added that learners who are taught by highly educated instructors were more likely to attend college, earn an attractive salary and retirement packages. Therefore, linking this attestation of Chetty *et al* (2014) to the results of South Africa's 4th quarter Labour Force Survey in 2019, it can be argued that teacher quality can play a greater role in improving learners' performance who are likely to be successful in their careers hence reducing unemployment rates. On the other hand, evaluation reports and DoE documents indicated that low performance of teachers in South African schools contributes to poor achievement by learners (Taylor & Vinjevold, 1999; DoE, 2006 cited in De Clercq, 2008). It is therefore worth noting that ineffective teachers and poor results can be detrimental to personal gains of students with future ahead of them and ruin the education system.

In South Africa researchers have paid less attention to teacher performance in secondary schools. There are few or no studies conducted on the effectiveness of methods to assess teachers' performance, for example in the North West Province. This statement is in line with Ochoa, Thomas, Tikly, and Doyle, (2018) who stress that there is less research done on teacher performance assessment in the Sub – Saharan countries, hence I focused on how teachers' performance is assessed in schools. Studies have been conducted on the implementation of IQMS and the flaws of the system by De Clercq, (2008); CDE, (2016); Masetla, (2018) and Sigudla (2019). They all used qualitative data collection methods and came up with findings that had a lot of similarities to a larger extent. The findings of their studies revealed a combination of factors that hindered the implementation of IQMS. These included inadequate advocacy by the DoE to introduce IQMS in schools, poor training of principals and teachers, poor leadership by principals, resistance of educators to the process, the lack of resources and capacity for monitoring and supporting teachers.

The findings of CDE (2016:13) revealed that teacher appraisal process is dominated by self-appraisal and classroom observation in South African schools whereas peer-evaluation is recognised in professional development though it is not common. Masetla (2018) recommended that principals, their deputies and educators should be thoroughly trained for the effective implementation of the teacher assessment programme in schools. The studies

of Sigudla (2019) and De Clercq (2008) recommended that performance standards should be contextual and negotiated with educators. Teacher assessment systems should be designed on valid information about teaching realities (De Clercq, 2008 & CDE, 2016). Therefore, based on these findings the researcher argues that these studies were focused on the IQMS implementation and its challenges. The effectiveness of teachers' appraisal methods has been overlooked. In light of this, I was interested in exploring the effectiveness of methods used to assess teachers' performance in secondary schools in Mafikeng area.

OECD (2013) posits that the education system's low internal proficiency adds to more wastage and rise in education expenses. When high school learners fail to finish their studies within the allocated time the social cost of secondary education rises without increasing social benefits. Education and labour markets in South Africa Report revealed a low quality of educational outcomes which contribute to high unemployment rate and shortage of skilled manpower (OECD, 2013). Taking these statements into account I argue that this may negatively affect the South African economy because the output generated by the education sector is regarded as substandard and such events may put pressure on the government to develop strategic measures to combat high unemployment rates.

Khoza (2013) asserts that countries have spent on education substantially over the past three-four decades, but the quality of educational outcomes has not matched the investment made. South Africa is not an exemption when it comes to this assertion because the Report of Education in South Africa (2019) proclaims that education system receives a greater proportion of the budget which is higher than that of many Sub-Saharan African countries, however, they obtain better educational outcomes than South Africa. In light of this backdrop, South African schools' systems and policies need serious attention because the system is doomed to produce incompetent learners. One way to attend to the issues discussed above is through government investing in developing an effective teacher appraisal system and mitigating its implementation challenges, proper monitoring, and evaluation because the effective evaluation system bear quality education. OECD (2013) denotes that developing teacher appraisal systems comes with expenses, but it is necessary to reconcile the demands for educational quality.

Khoza (2013) outlines factors that contribute towards ineffectiveness of any education system and educators more especially those from marginalised communities that come

across multiple constraints in delivering lessons and end up impacting learners' performance. These factors include poor subject knowledge and assessment skills, inability to plan lessons, ineffective classroom management skills. Taking these constraints into consideration it can be contended that teacher performance evaluation is much likely to suffer because there are threats that are very likely to affect its intended outcomes. Therefore, I perceived that performance assessments will not be useful to be carried out in such kind of teaching and learning environment because an obvious case is that they will be unfair unless these challenges discussed above are alleviated. Against this background, it is crystal clear that all the barriers that educators are facing cannot be completely controlled, however in most instances they can be minimised because if left to persist they can consistently cause harmful effects to the system as previously alluded to by Khoza (2013).

In a nutshell, a dysfunctional education system with ineffective teachers may result in learners having less or no chance of engaging in meaningful learning. A range of studies carried out in the United State of America (USA) found that learners taught by effective teachers make three times as much progress over the year than learners taught by ineffective teachers (Whelan, 2009:31). Bana e Costa and Oliveira (2012) are of the view that, though used to make decisional reports for staff retention and promotion, the main goal of teacher assessment is to improve student learning.

2.3.2 History of the teacher performance assessment in South Africa

Although given current assessment approaches, most of them are not impressively achieving their goals and also make teachers feel defenseless often. Lewis (1982) argues that for principals, the teacher appraisal process is a gut-wrenching and time-consuming duty. Taking this argument into consideration it is seen as a matching case to the South African teachers' assessment in the past. Chetty, Chisholm, Gardner, Manam and Vinjevold (1993) point out the difficulties in implementing an effective teacher appraisal system since 1980s under the apartheid regime. These researchers insisted that a differentiated system inspection existed in black schools which were characterised by bureaucratic control and in white schools by a light advisory function. Reaction to these undesirable methods of appraisal was overwhelming because CDE (2015) posits that teachers were resistant to the old inspection system. Towards the end of the 1980s during widespread resistance against apartheid inspectors, school authorities and subject advisors were violently cast out of black South

African schools and in the process, the entire inspectorate became dysfunctional (Jansen, 2004:22).

Tracking down the past of the teacher performance appraisal in South Africa, it can be argued that history has left an open wound in teachers' hearts. This is proven through some teachers who are against performance appraisal, they do not want to be appraised as they do not trust any form of appraisal methods (CDE, 2015). The assessment system was never fixed right from the beginning, therefore, teachers might still carry the mindset of the past in the post-1994 appraisal system.

2.3.4. Teacher appraisal system in South Africa

Bisschoff and Mathye (2009) articulate that the teacher appraisal in South Africa went through several phases after the country's independence in 1994. They go on to maintain that after getting rid of inspection structures from the previous regime, the Department of Education introduced the Developmental Appraisal System (DAS) in 1998. Moved towards a Whole School Development System (WSD) 2001, then Whole School Evaluation System (WSE) in 2002 and then Performance Measurement System (PMS) which all culminated in the Integrated Quality Management System (IQMS) in 2003 (Bisschoff & Mathye, 2009). DAS aimed as a transparent appraisal of individual teachers whereby teachers evaluate themselves and discuss outcomes with Development Support Groups in their schools. According to ELRC Collective Agreement No. 8 of 2003 Section A, WSE evaluates the overall effectiveness of a school while PMS evaluates individual teachers for appointment affirmation, salary progression and incentives.

IQMS was concluded by ELRC agreements in 2003 as an integrated system. De Clercq (2008) attests that IQMS was introduced in schools in 2005 to enhance and monitor schools and educators' performance. The first part of the instrument has four individual-based teaching performance standards used for lesson observation. Further four standards are used to assess senior management (ELRC, 2003). A summative performance evaluation is done at the end of each year, giving educators an overall score that may or may not lead to rewards. The positive aspect of IQMS is that it distinguishes between summative and formative evaluation. ELRC (2003) indicates that formative evaluation informs the professional growth plan and

summative evaluation linked to a grade and/or salary progression, assesses the progress which teachers make after receiving professional support specified in their Personal Growth Plan (PGP) from their districts. IQMS does not come up with positive aspects only, but it is also heavily plagued with problems such as poor leadership capacity at school and district levels which leads to ineffective implementation and management of the appraisal system (De Clercq, 2008). Using the lens of the system developer it is critical to point out that IQMS has never achieved its intended goals right from 2005-2019 as alluded to by the findings of De Clercq (2008; 2010); CDE (2015) and Sigudla (2019). Failure to have an effective and consistent teacher assessment system is detrimental to the quality of education given to learners especially in South Africa where 80% of the learners are from poor communities. National Education Evaluation and Development Unit - NEEDU (2015) argues that 80% of learners in South Africa continue to be given poor education, while the 20% of minority learners from affluent communities continue to access quality education.

It is interesting to note that IQMS failure for more than a decade resulted in the development of new systems for assessing teachers. According to CDE (2015), ELRC Collective Agreement No. 2 of 2009 agreed that IQMS be disintegrated into QMS and CPTD. Zhang and Ng (2017) confirm that there has been a wide debate on integrating evaluation systems. However, they advocate for a system that integrates the appraisal and teacher development assessment. They further argue that the integration enables a compatible system that complements one another while a disintegrated system is much likely to be ineffective because the professional development element will end up competing with the appraisal system. Furthermore, Zhang and Ng (2017) reiterate that the teacher appraisal should be implemented in line with the whole school development in order to promote the coordination and consistency of the results. This scenario reflects the old structure of IQMS but it has proven to be ineffective hence being disintegrated.

CDE (2015) articulate that QMS was approved in November 2014 by the ELRC. Despite the development and approval of Quality Management System, CDE (2015) attests that SADTU did not formally sign the collective agreement to enable the implementation of the QMS. This was due to SADTU demand of educators' performance-based increment from 1 % to 1.5 %. Since SADTU refusal to sign the collective agreement of QMS it meant that the old systems remain and the CPTD continues. This case raised eyebrows on which methods are currently

put in place to assess teachers? This question emerged after the confusion brought up by ELRC introducing new teacher assessment systems running concurrently with IQMS. CPTD as the new system for professional development had to be implemented in 2014 in isolation with QMS. This is likely to cause inconsistency due to failure to implement the new parallel systems at a go because according to the ELRC Collective Agreement No. 2 of 2020, the two systems inform one another. It is the responsibility of QMS to identify the developmental needs of teachers and it is the mandate of CPTD to assess teachers' professional development. However, despite these developments, one may conclude that the approval of the new systems is a reverse process of DAS policy of 1998 and Performance Management System of (Resolution 1 of 2003) that were initially developed and failed to be implemented in that manner because SADTU recommended that they shall be integrated into IQMS (Resolution No 8 of 2003).

Eventually, the newly developed system was finally approved as Collective Agreement No. 2 of 2020 and branded as QMS. It is however worth noting that SADTU took five years to sign the collective agreement on the implementation of QMS. This means that the mandate of QMS has been shelved for five years and is more likely to have been overtaken by current events. It is also a concern to CPTD as it was implemented in the segregation of QMS. Collective Agreement No. 2 of 2020 indicates that QMS is responsible for evaluating the performance levels of teachers to achieve a high standard of school performance and the CPTD addresses issues of professional development amongst teachers. Even though there is a replacement of IQMS, NAPTOSA argues that the QMS is far-fetched to yield effectiveness or educator accountability that will generate learning gains (CDE, 2015). Though CPTD was implemented in 2014, SADTU is however critical of this system. CDE (2015) quotes SADTU as arguing that CPTD does not meet the individual needs of teachers, because professional development needs to take place in schools where teaching occurs. Moreover, Khan (2021) notes that implementing a new assessment system does not guarantee positive results.

Collective Agreement No. 2 of 2020 confirmed that the implementation of QMS will be done in phases starting with principals in January 2021 and educators in January 2022. They also emphasised that IQMS will apply to educators on Post level-3 during 2021. This may lead one to conclude that currently in 2021 there are three systems put in place for performance assessment because IQMS will be completely phased out in 2022. If such events take place, it

can be argued that issues of inconsistency and ineffectiveness are likely to occur because of jointly running the new and old systems.

Against this background, it is evident that previous studies such as CDE (2015) have conducted intensive research on teacher evaluation systems in South Africa. Their research as previously mentioned covered the preliminary phases of QMS development and CPTD approval in 2014. It is therefore essential to note that there is no current empirical evidence in 2021 on the newly approved QMS. This is a gap I identified and it is within this context that the study intended to find out the methods that are currently used to assess teachers and their effectiveness in Mafikeng secondary schools.

2.3.5. An international overview of teacher performance assessment

The context in which the system of teacher evaluation is used is very sensitive. Azigwe, Kyriakides, Panayiotou and Creemers (2016) critique that the empirical evidence of educational effectiveness from elsewhere is arguably less relevant as it does not take into consideration the context of the education system such as lack of conducive working conditions, large classrooms, and lack of teaching resources. I argue that, in education, benchmarking is always done to emulate best practices that match with the context where they are applied. In this regard, various types of teacher assessments systems in international countries are discussed below.

2.3.5.1 Botswana

A transparent evaluation system was introduced in Botswana in 1992 and in the early 2000s, most teachers did not trust the system. The study of Monyatsi (2003) found out that the system was abused by Senior Management Teams and did not make any difference in teaching practice. In order to address the above-mentioned issues, Monyatsi (2003) attests that the new system called Teaching Service Management (TSM) was introduced and it aimed at objectively assessing the performance of teachers. Moreover, Tabulawa, (2003) asserts that TSM and competency assessments were connected to the introduction of Outcomes Based Curriculum (OBC). In strengthening the teacher assessment, the Unified Teaching Service conducts an annual inspection of schools and produces feedback in a report format (Monyatsi, 2003). Botswana Competency Teaching Instrument (BCTI) was introduced as innovative criteria, and this led to teachers being trained through workshops, videotapes and

manuals. The process involved principals observing teachers teaching, education officers observing instructional lessons, and teachers observing one another (Tabulawa, 2003:21).

In comparison to the South African education systems, it is argued that educational policies are changed without examining other policies that might affect each other, for example, OBE has been changed to Revised National Curriculum Statement and then CAPS without revising the IQMS policy and standards in order to align them with the curriculum innovations. The teachers' performance standards reflect school curriculum practices, and this means that they are interrelated and depend on each other. This view is validated by OECD (2013) who maintain that teacher evaluation systems have an impact on learners' outcomes which are usually addressed in the school curriculum. It is therefore crucial that if changes are made to educational policies, all of them should be consulted and adjusted if possible, for uniformity and quality assurance. Masetla (2018) found out that South African teachers and school leaders are not well-trained during workshops and some of them are not given equal opportunities for training whenever a new education policy is introduced. Therefore, it can be said that best practices of training educators through workshops, videotapes and manuals can be learnt from Botswana.

2.3.5.2 Zambia

Teachers' performance assessment and Continuous Professional Development (CPD) requirements are separated in Zambia (Doyle, 2017). The appraisal of educators is part of the appraisal process for all public service workers. There is no form specifically designed for educators. Therefore, it can be argued that since teaching is a unique profession why not develop its own assessment tool. Botha (2013) agrees that schools are unique entities that require specific management and policies more especially in the 21st century. The CPD in Zambia is implemented through the Lesson Study model, which was introduced by JICA and adapted for the context of Zambia. Where investment of time and finance has been concentrated, teachers are positive about the system. In other cases, more especially where teachers are expected to use their own time for Lesson Study activities, it has been less successful and has led to some resentment (Ochoa *et al*, 2018). Against the background of the Zambia case, it is revealed that there is a need for an evaluation system that suits the education context. However, Zambia and South Africa currently share the same practices when it comes to delinking CPD from performance appraisal.

2.3.5.3 Tanzania

Open Performance Review and Appraisal System (OPRAS) was introduced in 2004 and implemented in 2005 in schools of Tanzania. United Republic of Tanzania (2013) revealed that OPRAS replaced the Closed Annual Confidential Report System which was affected by lack of feedback and proper assistance to the employees. Ochoa *et al* (2018) accentuate that it was introduced to improve public service delivery in the form of a contract between every public servant and their supervisors, for example, between principals and teachers in the case of schools. OPRAS is objectively based as it emphasises employees setting objectives that are aligned to the organisational objectives. The GUIDELINES ON OPRAS (2011) indicate that employees in this case teachers are assessed based on mid-year and annual reviews. The mid-year review takes place after six months of the year and overall performance is done at the end of the year. OPRAS rewards outstanding performance through financial and non-financial awards given in the form of salary increments, bonuses and certificates of outstanding performance. The most interesting part of OPRAS about employees' incentives is that they are not exhausted as institutions can innovate ways of rewarding their employees. According to GUIDELINES ON OPRAS (2011), rewarding employee is a form of recognition which motivate them to perform well.

Tanzania shares the same situation in Zambia because instructors are evaluated as public servants, with no link to Continuous Professional Development (Doyle, 2017). Matete (2016) posits that school inspectors observe classroom teaching, analyse documents and further give advice to teachers on their practice as part of feedback, however, this is not included in their teacher assessment process. Ochoa *et al* (2018) reiterate that their schools are supposed to be inspected annually, but budget constraints meant that only 23% of schools were visited in 2013. Matete (2016) stresses that almost half of the teachers surveyed had refused to sign their contract, for a variety of reasons such as the system being inappropriate for the education context. Moreover, the study of Isaa (2010) revealed that OPRAS was abandoned because it created hostilities between principals and educators. Similarly, this is the situation with the South African teachers' assessment instrument because the findings of the study carried out by Whitley (2016) showed that IQMS is in chaos. After all, teachers have abandoned it. On a different note, in the research study of Matete (2016) other teachers felt that if OPRAS can be reviewed and amended, it could improve teaching and learning quality.

Furthermore, Matete (2016) concluded that teachers' assessments are important, but it is very crucial to adopt the method of assessment that suits their nature of work. Considering this background, the problems discussed add more weight to the argument that there is a necessity for contextualisation of teachers' assessment systems and effective methods for teachers' assessment.

2.3.5.4 China

Teacher performance assessment has gone through developmental phases in China. Initially, during the period of the republican era (1912-1949) teachers were evaluated using the Teachers' Qualification Certificate System. Wang, Lai and Lo (2014) assert that in 2009 the assessment system was transformed to Performance Linked Pay Reform. Wang *et al* (2014); Zhang, Jin and Wei (2020) in their studies revealed that the overall goal of this system is to incentivise teachers for better performance. They continue to articulate that assessment was done through a teaching competition held by educational bureau, the student's achievement in public examinations. Best performing teachers and those who conducted educational research are rewarded in the form of incentives such as basic performance pay (Wang *et al*, 2014). Zhang and Ng (2017) reveal that contextual factors such as teachers' social dynamics and psychology are considered during the appraisal process.

According to the findings of Zhang *et al* (2020) work quality is assessed annually by the school administrators and peer teachers in each semester. Teachers receive their pay performance incentives which amount to 30% at the end of each year (Zhang *et al*, 2020). This strategy to a certain extent is seen to be ideal for motivating educators. This is further supported by Forrester (2011:7), who explains that "extension of performance-related pay to teachers in 2000 was viewed by policymakers as a way of promoting teacher retention and mechanism which could motivate teachers to improve their performance in exchange for financial gain. The researcher as a teacher, I feel motivated and recognised in being rewarded for outstanding performance and this also drives one to work an extra mile. This statement is in line with the expectancy theory of Vroom which explicitly indicate that performance is a function of motivation, emphasising that a highly motivated employee will deliver desirable outcomes (Vroom, 2013). Besides this notion, Herzberg's theory of motivation (1987) outlines the motivating factors such as recognition, achievement and advancement as linked to feelings of job satisfaction.

In an overall conclusion of the above concepts, one may view the Chinese performance assessment system as bound to pay rewards than professional development. However, Levin (2011) accentuates that merit pay systems that rely on learners' achievement are doomed to fail. In addition, Anderson (2011) acknowledge that merit pay system is not the ideal reward system for educators. He further claims that teachers joined the profession with the mindset of job satisfaction and not hopes of great wealth. Regarding this, Anderson (2011) proposes that effective teachers should be compensated but not with a cash-based bonus. Contrary to the above SADTU in CDE (2015) argues that teachers' pay should be linked to performance. Initiatives of teacher pay for performance are part of teacher incentives that countries have been using to attract, train, develop and retain teachers (CDE, 2015).

Most countries analysed above are in the African continent except China. Interestingly Botswana, Zambia and Tanzania are in the SADC region together with South Africa. Botswana shares the border, language and certain social and cultural practices with South Africa. This means that these countries have a lot in common in different fields including the field of education. The teacher assessment methods used in the above-mentioned SADC countries can serve as benchmarks in the development of effective teacher assessment strategies in South Africa. Bringing China into the picture is meant to see international practices on teacher performance assessment. An analysis of how other countries do their teacher assessment would make it possible to identify relevant best practices on teacher performance assessment.

2.3.6 Policies and laws governing teacher assessment in South Africa

National Department of Basic Education and Provincial Education Departments (PED) formulate policies, norms, standards and exercise monitoring and evaluation at all levels of education. PEDs set their priorities and implementation programmes in line with the national policies. According to ISPFTED (2011), the major role of the South African DBE is to interpret government education and training policies, provisions of the constitution into a national education policy and the required legislative framework. Bandy, Schaefer and Green (2013) claim that some significant features of teachers' performance are not addressed in most evaluation processes such as misconduct and non-compliance with the law. In their study, they recommended that principals must be aware of such teachers' behaviour because they

are likely to result in legal action. Contrary to this, Darling- Hammond (1983) specify that regulations enhance the procedures for development, and they are viewed as requirement to be met thus having less impact on instructional changes. According to CDE (2015) in South African public schools teacher appraisal and performance development are governed by acts and policies such as:

2.3.6.1 *The Education Labour Relations Council (ELRC)*

It was established in 1994 as a bargaining council with the mandate of serving the public education sector nationally and provincially. Its vision is aligned with the provision of quality education in all South African schools. The parties to the council are representatives from employers and trade unions. They conclude and enforce collective agreements (ELRC, 2003). Agreements concluded at the ELRC affect teacher appraisal practices in government schools. However, unlike policies or acts, collective agreements reached through the Council are not enforceable by law, although technically DBE can enforce the agreement. Examples of teacher appraisal systems concluded and approved by ELRC are Collective agreement No. 8 of 2003 (IQMS) and the recent Collective Agreement No. 2 of 2020 (QMS).

2.3.6.2 *National Education Act (Act No. 27 of 1996)*

According to Ndou (2015), this Act presents the essential guidance for designing and implementing school-based policy structured in the Schools Act. Sub-section (8)¹ states that the Minister shall direct standards of education provision, delivery and performance be monitored and evaluated by the department annually to assess progress in complying with the provision of the constitution and with national education policy. As such, The National Education Act 27 of 1996 guided the formulation of IQMS and QMS.

2.3.6.3 *Constitution of the Republic of South Africa of 1996*

Section 29 (1) of the South African constitution states that every learner has a right to education. Legotlo (2014) says that it is not just education but the right to quality education. This translates to that, “parents and learners can sue the government for failing to provide quality education” (Legotlo, 2014:3). He further asserts that the major challenge facing South Africa is the provision of quality teaching. In line with the above assertion, it can be argued that failure to provide quality education translate into a violation of the right to quality education. Therefore, this may attract interventions that can protect all learners’ rights.

Interventions such as monitoring and provision of effective teacher assessment methods may contribute positively by boosting quality education system. This concept is backed up by OECD (2013:9) which indicates that educational stakeholders have started to agree that teacher appraisal is the key to quality teaching and professional development.

2.3.6.4 Employment of Educators Act (Act No. 76 of 1998)

This act came into effect in 1998 and it aims to rationalise conditions of service and dismissal procedures (Ndou, 2015:45). The teachers' appraisal system in South Africa is informed by Schedule (1) of the Employment of Educators Act No. 76 of 1998 where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated. The Law and Policy Handbook, Act 76 of 1998 specify that when teachers are unable to perform their duties, they will be deemed to have committed misconduct. Section (4) of the Employment of Educators Act No.76 of 1988, indicates that teachers are expected to render services that are in line with their performance standards. Based on this policy, it can be argued that teachers alone cannot meet the requirements stated above without the support and monitoring systems. Teachers like other professions are likely to have challenges that can inhibit them from meeting their professional requirements. These challenges can result from poor supervision, lack of training for professional development and ineffective assessment methods. Therefore, it can be ideal to design and implement effective teachers' assessment systems to assist in guiding teachers to meet the requirements of Employment of Educators Act No. 76 of 1998. Hence, my interest was to generate effective strategies that can assist in effective teacher assessment methods.

2.3.6.5 South African Council of Education (SACE)

SACE is well known as the body that upholds the teaching profession through registering teachers and ensuring that educators conduct themselves professionally according to the set standards. Of late in South Africa, SACE has been given the mandate to manage the CPTD. It is working with the Department of Education in the implementation of CPTD. According to CDE (2015) teachers' development appraisal was disintegrated from the IQMS and became a sole system that was implemented by SACE in 2014. Teachers' development is also part of the performance assessment however its focus is only based on the professional development of

the educator. Section (7) of the SACE Code says that all educators must: “keep abreast of educational trends” and “promote the ongoing development of teaching as a profession”. Therefore, CPTD is put in place in order to comply with the above mentioned SACE code.

2.3.7 Teacher performance assessments

Aydin (2005:145) connotes performance as the level of accomplishment of a given responsibility whereas assessment is defined as the systematic determination of worth, merit, and significance of someone or something using criteria determined against a set of standards. According to Borg (2018), performance specifically denotes the educators’ observed instructional behaviours in the teaching and learning environment. In general performance, assessment is the set of work to identify the actual achievement of employees in a given period and their potential to develop for future (Tabancali, 2017). In the education context, Isore (2009) argues that performance appraisal is associated with evaluating the teacher’s impact in the process of their practice and the effectiveness of performance appraisal conditions. On the other hand, OECD (2015: 502) defines it as “the evaluation of educators work performance using objective criteria to make judgments”. In South Africa, according to Collective Agreement No. 2 of 2020, teacher performance assessment are systems that assess the performance of an individual teacher to obtain quality performance in schools. In this study teachers’ performance assessment pertains to the evaluation and appraisal of the teachers’ inputs and outputs in the teaching and learning environment. However, as suggested in the definitions above, in assessing teachers, Borg (2018) argues that it is also of paramount importance to consider broader elements of teacher quality such as planning, professional development and contributions to school effectiveness.

Teacher performance assessments have escalated in the last decade. Since then, parents require reassurance that teachers are effective professionals. The greater emphasis, therefore, should be placed on assessing teachers’ performance in terms of their competency, accurate determination of whether objectives are achieved or not because the level of achievement of objectives is essential in education institutions. OECD (2013) and the goal-setting theory of Edwin Locke concur that performance evaluation indicates how teachers serve organisational objectives or goals. Of late in South Africa the issue of teacher assessments has turned into a contentious debate and a case of increased emphasis. The issue

has attracted urgent attention as districts and schools are working under pressure to heighten achievements, and the public requires information about the effects teachers have on the learning of students. Teacher assessment policies raise key questions on what constitutes effective instruction and whether those practices can be fairly measured. They are also greatly politicised because they involve matters dominant to collective bargaining between school districts and teachers' unions, career advancement compensation, hiring and firing (Sartain, Stoelinga, & Krone, 2010).

Appropriate performance assessment based on rich data assist in distinguishing the performance of educators, strengthening teachers' professional development, provision of informative feedback, opportunities for salary increment, and providing justification for educator dismissals. Several countries, districts and schools experience difficulties to establish and implement effective evaluation systems that substantially differentiate teacher performance and offer tailored support opportunities to educators, development and advancement. Sartain *et al* (2010) articulate that in the USA states work to match their standards with career readiness and college benchmarks that modify student learning objectives and assessments on which teachers are evaluated. The DoE in the USA gives many States time to roll out their new teacher appraisal systems putting in mind its intended purpose, the design methods, stakeholders' authority and progress made (Sartain *et al*, 2010). Referring to the opinion article, American Federation of Teachers President, Randi Weingarten acknowledged that "with rare exceptions, teachers' assessment procedures are superficial, broken, and inconsistent". In line with this Sartain, *et al* (2010) concur that empirical research confirms that most assessment systems are ineffective and fail to give timely and effective feedback. They rely on a single observation by the principal, who is not adequately trained as an assessor. In addition, several assessment tools do not distinguish between weak and strong instruction. Sartain, *et al* (2010) further stress that, of particular concern, most assessment systems fail to identify or facilitate removal of low-performing teachers whereas Clayton (2017) emphasis that assessment systems have been used as tools for identifying teachers who do not perform well.

Theall (2017: 91) accentuates that assessment without development is punitive, and development without assessment is guesswork. This relates to the lack of teachers' growth

from their assessment as punishment and if development occurs without teachers going through evaluation is considered an incredible attempt. Consequently, in South Africa, professional development is delinked from the performance appraisal and as previously indicated by CDE (2015) doing so has been questioned by SADTU.

2.3.7.1 Benefits of teachers' performance assessment

The IQMS training manual of Resolution 8 of 2003 and Collective Agreement No. 2 of 2020 indicate that educators should be aware of the benefits of the appraisal system to themselves, learners and the schools. Decenzo and Robbins (2006) assert that performance assessment is performed mainly for three purposes. These purposes are forming a basis for rewarding system, identifying areas for improvement, and finding out the areas essential to establish basic standards. On the other hand, the studies of Maharaj (2014); Paufler, King and Zhu (2020) attest that the appraisal of teachers has been associated with having two different functions which are professional growth commitment and competency. Paufler *et al* (2020) further revealed that teacher assessment tools assist teachers to improve their skills and knowledge.

Based on the discussions above it can be argued that assessments provide several benefits to both assessors and those who are being assessed as well as the organisations in this scenario schools. In the study, performance assessment is seen as beneficial to teachers who are being assessed, principals and senior management team who are assessors as well as to schools as social institutions whose role is to provide quality education and services to the societies that they serve. Therefore, a proper teacher assessment system stands a chance of improving teaching and learning quality, teachers' competencies and learners' performance.

2.3.7.2 Teaching Quality versus Performance Assessment

Assessments are very crucial activities to evaluate teachers' quality and the growing consensus is that there is a need for evaluation systems that could yield higher-quality information to improve the performance of teachers (Hallgren, James–Burdumy and Perez-Johnson, 2014). OECD (2013) share the common view with the above notion as it attests that teacher appraisal plays a pivotal role in enhancing quality education. Quality instruction can be ensured by attending to teaching and teacher quality. Teacher quality comprises personal

attributes, competencies and the knowledge that an educator contribute to teaching. De Clercq (2008) notes that the effectiveness and improvement of the school within its boundaries and the quality of teaching play a significant role in influencing the achievement of learners.

Greyling, (2009) confirm that quality education concept is a trend in the global world and the design of a quality education system is essential in South Africa and other developing countries. De Witt (2009:619) in Greyling (2009) argues that in developing countries there are negative reports on the quality of education and this indicates a downward trend every year. Greyling (2009: 434) purports that “improving learning in South African schools could be rated as the most valuable contribution teachers can make in minimising inequalities and sustaining democracy. In this regard, quality of teaching cannot exist without effective implementation of evaluation policies and supervision. Therefore, Looney (2011:440), states that several studies reveal that well-designed teacher evaluation systems that are aligned with professional learning and development can contribute to improving the quality of teaching and promote student achievement.

The research on teacher effectiveness by Darling-Hammond (2016) based on teacher ratings and learners’ attainment found the prominent teaching qualities as strong content knowledge, skills in implementing productive teaching practices and understanding learners’ diverse needs. She continues to articulate that most teachers, parents and policymakers would also include significant dispositions in the above teaching qualities. Elliott (2015) points out that, teacher appraisal is key in increasing focus on quality teaching. Kleinhenz and Ingvarson, (2004) in Elliott (2015) posit that improving achievement and providing a quality educational experience for all learners has long been labelled the most crucial outcome expected in schools. According to OECD (2005:26), the essential school element that influences learner achievement is teacher quality. Concerns with teacher quality resulted in an assessment of educators’ appraisal practices in several countries (Derrington & Campbell, 2015). Based on these assertions, I agree that performance assessment and teaching quality are interrelated. Hence the need to discover the effectiveness of methods that are used to assess teachers and the strategies that can be used to enhance teachers’ quality performance.

2.3.7.3 Teacher assessment versus reliability and validity

Reliability denotes the consistency of scores across repeated occasions when using a relevant measure (American Educational Research Association [AERA], 2014). This means that if similar measures were administered at separate times with the same group of participants, the results will generally be the same. Related terms are stability and generalisability. Reliability is very crucial when the practices of teacher assessment will have a long-term effect. Moreover, if the decisions from an assessment cannot be reversed, for example, those regarding promotion, tenure and merit pay, high reliability is very crucial. On the other hand, if an inaccurate preliminary decision can be nullified for example a change in an instructional method, a moderate level of reliability may be tolerated.

According to AERA (2012), assessments based on only one measure are less reliable while those based on multiple measures are more reliable. Instruments that are well constructed have high reliability since they are based on multiple raters' perceptions across multiple occasions. AERA (2012) believes that reliability can be impacted by second-rater preparedness. On the other hand, Benton and Young (2018) posit that the results can also be influenced by physical environment variations.

Reliability relies on consistency while validity according to AERA (2014) is concerned about the appropriateness of interpretations made from the measure and whether it was used for its intended purpose (AERA, 2014). Results can be reliable but not necessarily mean that they are valid. For example, peer assessment reviewers might be consistent in classroom observations on whether at the beginning of the lesson the teacher greets learners. Meanwhile, the question may be what greetings demonstrate about effective teaching or about how much learning has occurred. The same principle corresponds well with measures of effective teaching. There is no single measure adequate as evidence for teachers' evaluation. Therefore, to ensure fairness, multiple measures should be included (educator self-assessments, peers and supervisor reviews). This prevents a single source measurement from distorting the evaluation process (Berk, 2018).

Berk (2018) attest that before using any assessment criteria or instrument to assess teaching, one should bear these questions in mind, "How will the information assist in enhancing student learning and teaching?" and "What is its intended purpose?". Teachers frequently

lack trust in tools that hold evidence of reliability and validity. Benton and Ryalls (2016) in Benton and Young (2018) posit that occasionally educators put a lot of trust in information that has less evidence, for example, comments from students. Bradley and Bradley (2010) contend that it is poor practice and intolerable to have evaluations without concrete evidence and trustworthy measures. They continue to argue that fairness, validity, reliability and social consequences as measures of trustworthiness should be considered when choosing sources of evidence.

Narayanan, Sawaya and Johnson, (2014); Benton and Ryalls (2016) as cited from Benton and Young (2018) discuss that if the appraisers use instruments with faulty validity and reliability and when they fail to factor in circumstances beyond the teachers' control such as class size, learners with a disability and student motivation the accuracy of the assessment results is affected. Pallet (2006) critic that a complex system can make evaluation impractical. As like trying to cut a log with a razor, accuracy suffers when the process is informal. Teacher performance, according to Hay Group recommendations, improves when there are authentic measures in the assessment of teachers' work (Elliott, 2015). Panels of administrators and teachers should oversee the evaluation process to check quality, fairness and reliability to avoid grievances and litigation (Wilson, 2016).

A Report by Trends in Teacher Performance (2018) in OECD (2019) found out that 99 % of teachers are graded as great or good. This indicates that the teachers' assessment systems are not expressively and critically providing detailed feedback that enlightens teachers about their areas of strengths and weaknesses in the teaching profession. It can be argued that such ratings are not valid and reliable hence leading to distorted feedback. It is therefore advisable to utilise the effective measures in teachers' performance for validity and reliability purposes. Hence the study generated the factors that contribute to effective, reliable and valid methods that can be used for teachers' appraisal.

2.3.7.4 The impact of collective bargaining agreements on teacher performance assessment

Bureau of Labor Statistics (2015) attest that collective bargaining is the formal process of negotiation on matters concerning working conditions that occur between an employer and employee's union representative. Collective bargaining leads to an agreement which is a legally binding agreement executed by management and trade unions (Bureau of Labor

Statistics, 2015). Sydney and Webb were the first activists and British scholars who invented the definition of trade unions. Sinha (2004) quoted their definition as “a continuous association of wage earners to maintain or improve the conditions of their working lives”. However, their definitions are criticised for having been taken by events because currently apart from working conditions, trade unions represent employees in matters concerning salaries, formulation and implementation of policies. For example, educational unions in South Africa are responsible for teachers’ working conditions, pay, formulation and implementation of teachers’ performance assessment and professional development. This concept is supported by Watson (2013) who accentuates that trade unions assist workers to get better salaries, improved work conditions and policy implementation.

The European Trade Union Committee for Education in 2016 passed a motion which stated that education trade unions need to handle both the professional and industrial elements of teachers’ jobs. This is of critical importance as evident in the study of Watson (2013) who revealed that unions are found to have enriched quality education in regions paying attention to teachers’ skills and professional development. However, in South Africa according to CDE (2015), the professional development element of teacher assessment system has been sidelined. On the other hand, De Clercq (2008) found out that in South Africa educators unions and teachers have repeatedly complained about the lack of effective district or senior management support for the implementation of assessment policies. In this regard, isolated and unsupported teachers are much likely to quit their job and create a shortage of teachers as evident in schools in NWP in South Africa. Therefore, Stevenson *et al* (2018) attest that it is the duty of trade unions to ensure that teachers are capacitated, supported and professionally developed in order to serve their duties well.

Kraus (2007:3) insists that in Africa, South Africa has the largest number of trade unions. However, teachers in South Africa are now represented by three main unions, namely South African Democratic Teachers Union (SADTU) National Professional Teacher Organisation of South Africa (NAPTOSA) and Suid Afrikaanse Onderwysers Unie (SAOU). SADTU is an affiliate of the federation in which issues of education is evident. NAPTOSA is a federation of unions with an ideology to teach with dignity. Other unions are not as forward as SADTU in entrenching their presence in governance except during the negotiation of policies. SAOU’s approach is based on teacher professionalism, improvement of learner performance and

working conditions of teachers. Trade unions such as the National Association of Teachers Union (NATU) are smaller and do not have a vote in the bargaining chamber. They however contribute to the shaping of education by joining other unions to meet the required number in the bargaining chamber. Teacher unions seem to have challenges in policy formulation and implementation of assessment systems in South Africa as evident in the study of CDE (2015). Khanyi (2013) reiterates that there is a need for the participation of teacher unions in the implementation of the appraisal system since it is the cornerstone of schools' development.

According to Levy, Cameron, Hoadley and Naidoo (2018) SADTU proclaim that "it is not fair to hold educators accountable for students' poor performance'. SADTU emphasise that complex conditions of teaching and policies that are said to be beyond teachers' control have a huge impact on poor attitudes of learners, low levels of educational enthusiasm and achievements. SADTU further argues that due to these factors, most teachers resist the appraisal exercise, label it as inappropriate and unfair to their circumstances at work, and mostly focus on accountability aspect than development.

2.3.8 Effectiveness of teachers' assessments

Chukwubikem (2013:49) highlights that "effective teacher assessment is a key to assist educators to improve their delivery which in turn improves student learning". Phillips (2014:1) in Shaweleka (2016) concurs with the above, that effective teacher assessment is vital in maintaining quality teaching and learning process to ensure that educational goals are met and focus for instructional improvement is provided. Most significantly Tabancali (2017) clarify that an effective performance assessment system should ensure that all affected parties are engaged in the process of standards and goals formulation, decisions on how to attain goals and how these will be measured.

Missouri Department of Elementary Secondary Education (2013) outline principles that guide an effective evaluation system. These principles are training assessors to reinforce the parameters of reliability and validity, measuring the performance of teachers against proven research-based performance targets associated with student performance improvement, measures of growth in student performance, using several ratings to differentiate levels of performance. Providing timely and constructive feedback on performance which assists in employment requirements and also adequate duration of probation to ensure fair induction

and socialisation support for novice educators and leaders. Some of the principles mentioned above are covered in the policy of IQMS, however, some aspects concerning student performance growth and teachers on probation are not addressed. DBE and other educational stakeholders in South Africa developed the new teacher induction in the form of one year orientation programme during the teachers' summit held in 2009. It was developed for the newly appointed teachers to acquaint them with new responsibilities and roles, reinforce self-confidence and ensure teaching and learning effectiveness. The DBE (2009) documented that all new teachers and principals must be aware of the education laws, regulations and policies in the induction programme. Surprisingly the teacher performance evaluation policy was not listed amongst educational policies in the document. It can then be argued that the orientation programme has some loopholes because it does not contain the most critical aspect of teacher appraisal. It is also worth finding out how novice teachers are assessed using the current teachers' assessment system in South Africa.

Several studies have identified elements of teacher performance effectiveness. Kleinhenz and Ingvarson (2001) for example, denote that teacher involvement promotes ownership and self-reflection. Darling Hammond (2016) is of the same opinion that the development, implementation and monitoring of teacher evaluation system should include both teachers and their school leaders to ensure that it produces valid and desired results. Elliott (2015) supports the above statements by saying that teachers gain confidence when they participate in the formulation of the performance appraisal system. In another viewpoint, Kennedy (2005) justify that educators usually resist transformations because this process does not consider real-life situations prevailing in schools. Most importantly this viewpoint explains the need to consider the school context when dealing with issues of transformations in teachers' assessment. Isores (2009) insists that educating stakeholders on the development process of the performance assessment system improves quality. It can therefore be said that the above-mentioned elements are essential for the effectiveness of any performance appraisal system.

2.3.8.1 Criteria for an effective teacher assessment system

Darling-Hammond (2016) provides an overview of the seven guidelines for a proper teachers' performance assessment system. The first guideline informs that teacher performance assessment should assess teaching quality from novice to expert educators based on

professional teaching standards. Secondly, evaluators should be well trained with the evaluation system and equipped with knowledge on instruction. Taking the South African context into account, this is an overarching issue in their appraisal system because empirical evidence has discovered that both responsible people in the evaluation process lack training (De Clercq, 2008). Such instances attract failure to achieve intended goals of the assessment system because of failure to follow the due process. The third one implies that assessment should include multifaceted evidence of educator practice and student learning. Fourthly, assessment should be followed by constructive feedback which informs relevant professional development needs of teachers. The fifth guideline emphasises on the assessment system that encourages teacher collaboration in developing standards and criteria used to assess their work. The sixth one indicates that expert teachers should be allowed to assist new teachers and colleagues who need assistance while the seventh guideline highlights that, the panel of teachers and administrators should oversee the assessment exercise to ensure that it is fair and reliable in order to avoid grievances and litigation.

To sum up the above, it can be concluded that effective teachers' performance evaluations yield a positive climate for teaching and learning in the school environment, eventually breeding an element of quality education for all. This is the case with OECD (2013) who assert that teacher assessment systems that are effective have been successful in supporting individual talent, teachers' career growth and performance accountability. Conversely, ineffective systems are deemed to be the source of poor performance of both teachers and learners hence the need to advocate for proper design of assessment systems. It is also worth mentioning that appraisal should be operated on an ongoing mutual basis by leaders and employees for it to be effective. It should not be done once a year, because this causes conflicts and confrontation failing development (Monyatsi, 2003:23). On another note, Monyatsi, Steyn and Kamper (2006) posit that designing effective teacher assessment system demand upholding measurements, definition of effective teaching, improved models of evaluation and organisational systems within which the models are implemented. Moreover, CDE (2015) stresses that an effective teacher evaluation system could help to improve the teaching quality in South African schools. It is therefore important to attend to issues of the effectiveness of teacher assessment systems as per the study's main objective which sought to establish the effectiveness of assessment methods in teacher performance.

2.3.9. Methods of teacher assessments

There are several teacher assessment methods that different institutions use. The main types of these methods are discussed below. The list is however not exhaustive as focus has been paid to the prime teacher assessment methods that apply to the field of education.

2.3.9.1 Teachers' Appraisal

As previously indicated that the main duties of the school administrators are to assess the performance of teachers, this process is conducted in the form of an appraisal. Nyatera (2011) articulates that teacher appraisal exercise involves an assessment of individual teachers by their immediate supervisors to check their competencies, performance and professional needs. The process may also lead to professional development through in-service training to develop the teachers' knowledge, skills and confidence for improved performance to benefit the teacher and the school (Monyatsi, 2006). Though professional development is part of appraisal, the study focused more on the element of teachers' performance appraisal.

The significant goal of educator assessment is to promote meaningful learning (Shaweleka, 2015). On the other hand, Steyn (2013) and Looney (2011) argue that it should be noted that ineffective teacher assessment methods cannot improve teaching and learning. Looney (2011:442) reiterates that teacher assessment is a performance review conducted to judge individual teacher performance by school level supervisors. Its results are used to identify needs for professional development or promotion, reward or sanction related decisions.

Aloo, Ajowi and Aloka (2017) conducted a study on teacher performance appraisal in Kenya and found out that the performance appraisal system is an essential component of the entire human resource management function in the public service. This would advance the level of staff participation in the delivery, evaluation, and planning of work performance. On the other hand, Muli (2011) conducted a study in Kenya under teacher appraisal methods and emphasised that performance appraisal can positively influence teachers' attitudes and behaviour as well as students' learning outcomes if properly conducted. His research study was related to the current study because it also sought to understand teachers' assessments methods used in South African schools. However, in this scenario, it is critical to put Kenya

and South Africa into perspective in order to compare the findings of the study. It is imperative to note that in the South African context, teacher performance assessment is termed teacher appraisal. In this regard, the terms teacher appraisal and teacher assessment were used synonymously in the study. OECD (2013:11) outlines performance management, regular appraisal and reward schemes as teachers' appraisal approaches. These are described as follows:

Performance Management

According to OECD (2013:12), performance management is referred to as the formal teacher appraisal conducted to ensure that both individual and organisational goals are achieved. These appraisals relate to the development and management of the teachers' careers. Performance management, therefore, is part of wider systems for measuring, monitoring and enhancing the teachers' performance. Although in South Africa the IQMS is referred to as an integrated performance management system with three programmes, in this study much focus was put on the programme of teachers' performance assessment.

Reward Schemes

OECD (2013) states that reward schemes are teacher appraisals that are designed to identify high performing teachers to acknowledge their competencies and performance through rewarding them. It should, however, be noted that most teacher performance appraisals are intended to improve teachers' performance and strengthen accountability. Santiago and Benavides (2009) say that teachers usually reveal their weaknesses and training needs if the appraisal is oriented towards improving teaching practice. They continue to argue that when the appraisal has consequences to the teachers' careers and salaries, the motivation to reveal weaknesses can be reduced. This jeopardises prospects of improvement. CDE (2015) argue that performance pay is part of teacher incentives that countries have been using to develop teachers. However, Anderson (2011) propose that effective teachers should be compensated with non-cash based rewards. In line with this, Zhang and Ng (2017) note that in China the other part of teacher assessment rewards is non-cash based. These rewards include mentorship, team awards, outstanding research and the most learned teacher. In South Africa, IQMS rewards teachers with 1% salary pay and as previously indicated SADTU is against this. However, ELRC education indaba (2018) reported that teachers were entitled to salary

increment of 1.3% with effect from July 2018 and 1.5% in 2019 and in this study in 2021 it was found out that teachers' compensation remained at 1%. This meant that there were no changes made to the salary rewards.

Building frameworks for teacher appraisal

To build a coherent and teacher appraisal framework, approaches to evaluation should be adapted to different stages of teachers' careers. This is supported by Darling-Hammond (2012) who contends that countries should link their appraisal approaches to professional development and career advancement. The essential frameworks for teacher appraisal are discussed below:

Teacher Probation

In many high-performing education systems, beginner teachers go through a probation period, and they are required to demonstrate competency at the end to get their licenses to teach. In Boston and Chicago in the United States, the probation and induction period last for three to four years. Larsen with Lock and Lee (2005) argue that probation is a mechanism of identifying ineffective teachers and removing them while those who are effective are confirmed as professional teachers. They suggest that the period of probation regularly serve as part of mentoring support and teacher induction programme. As such it creates opportunities for summative and formative assessments and teacher development. Hobson (2009) and Heilbronn (2012) contend that some studies suggest that the assessment of beginner teachers should not be done by the same people involved in their induction. They further confirm that if those who support their induction are involved, beginner teachers are less likely to disclose their areas of weakness that are necessary for professional development.

Reference Standards

A reliable and fair teacher appraisal model needs reference standards to evaluate teachers. According to OECD (2013), the main teacher appraisal reference standards are usually teaching standards or professional profiles of teachers. Hess and West (2006) postulate that some education systems do not have national frameworks or standards for the teaching profession. Teaching should play a leading role in the development of teaching standards so

that those standards could be relevant and adopted by the profession. Teachers feel that their professionalism, skills and experience are recognised if they are involved in the development of teaching standards (Hess & West, 2006). If teachers are consulted and involved in the process, they tend to be open to be evaluated. This is not the case with South African education system because Ochoa *et al* (2018) emphasised that there is lack of involvement of stakeholders in designing education policies in South Africa. Consequently, this is likely to create a negative impact on the implementation of performance systems or policies introduced.

2.3.9.2 Categories of the teachers' appraisal

According to OECD (2009), teachers' appraisals are grouped into internal and external appraisals. The internal evaluators are school principals, peer evaluators and the school management team. They familiarise themselves with the environment in which teachers work and, in this manner, they are likely to win the support of teachers. De Clercq (2008) reiterates that school management can effectively monitor teachers if there is mutual communication and respect between teachers and members of management who appraise them. In South Africa, internal individuals involved in educators' appraisal are principals, School Management Team, peer educators and the concerned educator (IQMS training manual, 2003). Generally, in the performance assessment the external appraisal is made up of education authorities, inspectorate, teacher organisation and accredited evaluators. National procedures and frameworks involving external partners can help to ensure that standards are consistent across schools (OECD, 2009). As previously discussed, external appraisers or inspectors hardly earn trust from educators. The recommendations made by inspectors seldom have desirable effects on teachers' performance as there is rare follow up since these appraisers do not have consistent relationships with teachers. In South Africa, before the dispensation of the post-1994 era policies on teachers' appraisal, the inspectorate systems consisting of external evaluators was used and phased out because of its undesirable characteristics.

2.3.9.3 Formative assessment

Formative evaluation offers rich information which serves as a source of teacher development and professional growth. OECD (2013) asserts that formative appraisal provides feedback that

improves teaching practices through professional development. Based on identified strengths and weaknesses of teachers, it can make informed decisions on professional development activities that meet teachers' needs. Benton (2018) asserts that receiving feedback on classroom activities can change the educators' attitudes and beliefs about their learners, and increase confidence in teaching which can lead to effective performance. When giving feedback for continuous assessment, assessors should pay attention to teacher behaviours, learners' assignments, examinations, and active learning strategies (Buller, 2012 in Benton, 2018).

The whole formative evaluation framework rests on one overriding assumption which indicates that school leaders and instructors work best in an environment grounded with mutual support, personal growth, well-being of staff members and learners. In the presence of such an environment, formative evaluation bears great potential in the improvement of lesson delivery. Hence a need for the South African education system to breed such kind of environment in order to promote formative assessment.

2.3.9.4 Summative assessment

OECD (2013) defines summative assessment as the process of making conclusions on whether the teacher is teaching effectively or not. Berk (2018) posits that since it is not a completely objective activity, decision-makers should use different sources of evidence, including teachers, students and the administrator or employer. On a similar note, Hoyt and Pallett (1999) stress that evaluators should collect information for each subject taught and assess trends to identify declines or improvements in the effectiveness of teaching. Besides this, OECD (2013) argues that summative appraisal which is also termed teacher appraisal for accountability holds teachers accountable for their performance. This appraisal method aims to give information about the background of the teacher's performance collected at different angles to establish incentives for the outstanding performance of educators. This kind of evaluation is likely to include external assessors and is usually accompanied by consequences for the teacher such as career advancement, bonus pay or the possibility of sanctions for development (Benton & Young, 2018). Regarding the IQMS for school-based educators manual (2003) summative assessments are done at the end of the year and they determine if the educator qualifies for salary and grade progression. Theall and Franklin (2010) attest

that, though the purposes of formative and summative evaluation are different, it is not easy to keep them separately, because information collected informs and supports both processes.

2.3.9.5 Classroom observations

Zhang and Ng (2017) declare that lesson observation is widely seen as the most effective appraisal system because it promotes evidence-based evaluations. Awan, Sikandar and Ghazanfar (2019) support the above notion as they reiterate that lesson observations are frequently used as the best data sources for teacher assessment. Little, Goe, and Bell (2009) define class observations as instruments used to measure general teaching or subject-specific aspects of practice. These aspects are instructions and interactions between teachers and students. Henderson, Turpen, Dancy, and Chapman (2014) see teaching observations as the process when a supervisor or peer attends one or more class lessons and produce a written or oral report in the form of informal conversations, rating form or letter. Awan *et al* (2019) acknowledge that using lesson observation make it possible to observe teaching practices such as learner engagement and classroom management. Little *et al* (2009) maintain that this method is useful in providing rich information on classroom activities and behaviour and also informs formative and summative evaluations. In the study conducted by Henderson *et al* (2014) participants attached the purpose of observations to promotions and tenure decisions. The same participants also consider observations as better instruments for measuring teaching effectiveness as compared to student evaluations. Most countries in Africa including South Africa, Botswana, Zambia, Kenya and Tanzania use classroom observations for performance appraisal. Botswana and South Africa make use of School Management Teams such as principals or HODs to conduct class observation. In contrast, in countries like Chile, a 45-minute class lesson is videotaped and evaluated by the national institution responsible for teacher appraisal.

Cambridge Guide for School Leaders (2019) states that in crafting the strategies for formal classroom observation that form part of the appraisal process one will require fair and consistent approaches. These approaches include learner shadowing, where an assessor follows the learner for a day or more which assist in generating first-hand evidence in the assessment of an educator's practice and progress made in the approved objectives during the educators' performance review. Another approach is indicating the degree of efficiency and effectiveness in the foundation of new subjects or schemes of work and triangulation of

findings of classroom observation with other assessment methods. This results in an extensive view of the performance. The other method is to yield opportunities for teacher mentoring and coaching, monitor the effectiveness of application of the teaching standards, establish good school practices and assist in discovering expertise that can be used in schools' professional development programmes. In addition, incorporating the element of teamwork spirit amongst educators through developing 'critical friends' of one another's practice.

The IQMS and QMS policies put greater emphasis on the use of performance standards for lesson observation. IQMS training manual Section C (2003:2) indicates that lesson observations require four performance standards including the creation of a positive learning environment, knowledge of curriculum and learning programmes, lesson planning, preparation and presentation of learner assessments. However, Sergiovanni and Starrat (2007:239) argue that assessing teachers according to stipulated standards disrupts teachers' creative and initiative skills.

A case study of Ontario teacher observation method

This case study presents the formal process of using classroom observation to evaluate the performance of teachers. It introduces the responsibility of the assessor and the one being assessed from the beginning to the end.

The case study was conducted by Maharaj (2014) and revealed that the pre-classroom observation meeting enables the administrator and the educator to prepare for the observation. The date during which classroom observation will occur will then be set. Once the observation is completed, there will be a meeting for the post-observation on which the educator and administrator examine the observation results and explore other data related to the teacher performance assessment. This meeting is to be held soon after classroom observation (Maharaj, 2014). At the end, a summative report is produced. The administrator must ensure that this report is well prepared, signed and a copy given to the teacher within twenty days of classroom observation. The educator must sign the copy as an acknowledgement of receipt and can also have his/her input in the report. A signed copy is sent by the administrator to the school board. It is essential to reiterate that the above scenario reflects the approach system that will be used for classroom observations in the new South African appraisal system (QMS). In the old system (IQMS) there were some

shortcomings on the element of post-classroom appraisal discussion as it was not explicitly discussed as it is in the new QMS.

The conclusion drawn from this scenario is that classroom observation is a process. It is divided into pre-observation and post-observation. This is related to Manta's model of observation, which emphasizes the three stages of observation including pre-observation, during observation and post-observation. I find it ideal to conduct pre-observation as a means of preparing teachers for the incoming performance observations. This procedure is also likely to boost teachers' confidence because they will be familiar with the expectations of the observation process. It is also of greater significance to process feedback immediately during the post-observation as alluded to by Maharaj (2014). In this manner information on the results of the observation may not be distorted.

The supreme criticism of skill evaluations based on observations of teacher performance is that they tend to be subjective because they primarily rely on the appraiser's judgments about educators' performance. Teaching is not a profession that consists of clearly defined application procedures and predictable situations. Sekgale (2016) conducted a research study on the implementation of IQMS and discovered that officials rely on the documents of the appraisal system and do not take into consideration teachers' recommendations. Findings further revealed that officials do not visit classrooms to observe how teaching and learning unfolds. This is different from the findings of the study of Henderson *et al* (2014) as the participants confirmed that the flaws that come with observations are that there is lack of trust in observers as they do not make enough observations. Ochoa *et al* (2018) added that validity and reliability can be an issue in classroom observations because of the inclusion of human element. Their study recommended several observations by more than one trained assessor.

To wind up the above scenarios, it can be argued that classroom observation is the human interaction aspect that can reveal the strengths and weaknesses of teachers' performance. This method if done properly can also yield positive relationships between teachers and evaluators. This notion is further supported by the Cambridge Guide for School Leader (2019) which stresses that lesson observation is a privilege and a responsibility to build good relations between teachers and learners and learners and their peers. Taking into consideration the Chile observation method it can be said that technology innovations in

lesson observations are advisable especially during this time of unprecedented events that do not allow human interactions. However, videotaping can also be a disadvantage more especially if the teacher is aware that it is available, they can try to choose topics that they taught before knowing that they will not face challenges in teaching them compared to teaching a new topic. Technological error is also likely to happen and disturb the process. In a nutshell, observations if done properly can contribute positive outcomes in the teacher assessment exercise. On the other hand, if lesson observations are not done properly there can be a challenge to the effectiveness of the performance assessment. Darling-Harmmond (2016:148) declares that an improper evaluation method is likely to be harmful due to its failure to improve the quality of teaching.

2.3.9.6 Peer assessment

Sergiovanni and Starrat (2007:262) define peer assessment as a moderately formalised process where two or more instructors work as a team for their professional growth, through observing each other's lessons delivery in class and providing feedback in line with observations. Zhang and Ng (2017) see peer assessment as a crucial method because it promotes the engagement of teachers in the assessment processes and reflects their teaching practices which are necessary in fostering developmental needs. In the South African context, IQMS training manual Section A (2003:13) articulates that the process of peer evaluation in IQMS should include the HOD and one educator (peer). An educator's peer is chosen based on his/her expertise that addresses the needs of the teacher to be assessed. The peer is also selected on the grounds that criticism and necessary guidance and support to be rendered is constructive. In some cases, it is allowed for the teacher to choose more than one peer depending on his/her needs (IQMS manual Section A, 2003:13). Despite the IQMS specification on peer assessment, it is reported to yield poor results as it is associated with being prone to biasness and cheating by the IQMS practitioners. It is also labelled by teachers in the study of Sekgale (2016) as not cheat-proof. It can however be argued that these assertions indicate that peer assessors lack knowledge and skills in executing the peer assessment method in IQMS appropriately.

2.3.9.7 Self-Assessment

USAID (2006:1) argues that self-assessment is a system that provides tools for teachers to reflect on their classroom practice and participate in their professional development. Zhang and Ng (2017) articulate that self-appraisal provide teachers with the opportunity to reflect on their teaching practice and foster teachers' professional development. Adams *et al*, (2008); Solms, (2006); University of Namibia, (2014; 2015) as cited in the study of Makatala (2018) reiterate that some of the strategies that can be used for self-assessment consist of reflective journals, matrix and departmental self-review mode. Principals and educators can therefore decide on adopting the most effective self-assessment strategy which best fits their school context and professional needs. According to the study of Makatala (2018), the above-listed self-assessment strategies have proven to be effective in organisations that take part in self-assessment activities. These assessment strategies are elaborated below:

Matrix mode

Makatala (2018) accentuates that matrix can be a tool where teachers indicate areas that need redress at school level according to their professional needs. The advantage of this method is that it is cost-effective and less time-consuming especially if a school decides to use existing and well-known matrix charts to identify teachers' professional needs. Hutchins (2008:43) affirm that the selection of matrix can enable principals and teachers to identify key performance indicators which are very easy to tackle, sustain, and make a difference when solved. Hutchins (2008:43) continues to assert that principals and educators should not feel threatened by the fact that there are many issues that would take a huge amount of effort to deal with. It should however be noted that for the matrix mode to effectively work principals and teachers should discuss and jointly reach a consensus on issues that enhance the school's education quality.

Reflection journal mode

University of Namibia (UNAM) (2014) contends that the reflection journal mode of self-assessment is another effective self-assessment strategy for schools. In Namibia, teachers are normally urged by school principals to use and keep reflection journals of their lesson presentations at the end of each lesson. By reflecting on the lesson presentations, teachers can write up narratives of what they think about the lessons in terms of strengths and

weaknesses. Reflection journals afford teachers to identify strengths and areas for improvement, which can be addressed during CPTD workshops. They can serve as valuable sources of data on teachers' strengths and areas of improvement (UNAM, 2014).

However, the teacher self-reflection journal mode comes up with benefits and limitations. The study of Matakala (2018) found out that, at some point, principals regard self-reflection journals as another managerial burden that can impose delayed or distorted feedback. The positive aspect of the reflective journals is that they allow teachers to generate their professional needs based on their reflections rather than needs that emanate from the perspectives of external evaluators. Self-reflection as a basis of personal assessment tool can generate realistic information experienced by teachers in their teaching environment. This kind of information can incorporate contextual factors which might influence the performance of teachers. This would make it possible to generate contextual solutions to identified problems.

Departmental self-review mode

This mode of self-assessment can be employed by departments in schools to improve quality education. Here, teachers from specific departmental phases, for instance, language teachers are afforded time to self-assess their specific departmental needs using a SWOT analysis instrument. In departmental groups, teachers can work on the best practices and trends that the department must sustain and find out areas that require improvement for quality education enhancement. This strategy of assessment can serve NWDE as it would enable it to gather valuable information using its own teachers without engaging expensive consultancy.

Self-assessment is one of the tools used as an evaluation instrument for teachers' performance in South African schools. It is found in the new QMS and in IQMS is termed Self-evaluation (ELRC, Resolution 8 of 2003). IQMS manual for educators (2003) addresses that individual teachers should evaluate themselves using the same development appraisal (DA) and performance management (PM) instruments. This allows the teacher to familiarise with the evaluation criteria to attain summative requirements for pay progression. The educator critically reflects on their performance and set timelines and targets for improvement. In this manner, the teacher can be able to control improvement, find priorities and monitor progress with no interference. This serves as a basis for self-empowerment and accountability. Even

though there are several benefits of using self-assessment as outlined by USAID (2005:6) this assessment method does not serve its purpose in IQMS as teachers in South African schools are struggling to effectively implement it. This is confirmed by Sekgale (2016) whose study findings indicated that self-assessment results in biasness and cheating because DBE does not engage neutral persons to entrust teachers with monitoring and supervision of IQMS. In line with this, the study of Zhang and Ng (2017) found out that self-assessments have shortcomings such as validity of the results because issues of dishonesty and biasness cannot be controlled easily. They insist that it is essential to use self-assessments with other valid instruments to compare the performance results.

2.3.9.8 Teachers electronic portfolio

Wheeler (1993) refers to a portfolio as a purposeful collection of selected materials about the teacher. An electronic or e-portfolio is defined as the systematic or electronic representation of teachers' work including curricular and co-curricular activities. Such a portfolio can be used for school improvement and evaluation efforts, decision making, and teacher development programmes at school level. Furthermore, a teacher can use a portfolio for self-reflection, self-assessment and professional development. This idea is supported by Wheeler (1993) who contends that portfolios offer supporting documentation, reflect professional development of teachers over time, and provide a tool for self-reflection and assessment. However, Ochoa *et al* (2018) differ with the above as they critique portfolios as consuming time and issues of reliability and validity can affect the outcome of portfolio assessments.

The 21st century is much influenced by technology and schools are now adapting to the dynamic environment dominated by technology. For South Africa to align with this, electronic platforms should be taken into consideration. Having gained the experience of using an e-portfolio during my teaching practice at the University of South Africa (UNISA), I found it as a very ideal and interesting activity that played a greater role in teaching experience. From this experience, the electronic portfolio is deemed effective for the competency assessment of teachers.

2.3.9.9 Informal assessment

OECD (2014) defines formal appraisal as a formalised performance-management system with established procedures and criteria. By contrast, informal assessment is generally more

subjective and operates through unstructured or loosely structured discussions between the teacher and assessor (OECD, 2014). According to OECD (2014), informal appraisal occurs in the form of routine lesson observation which is done casually without advance notification by the departmental head or principal. OECD (2014) further articulates that routine lesson observations are more accurate in reflecting the realities of a teacher's day-to-day teaching practice. Similarly, lesson plans and assignment marking are also assessed at least once each semester to find out how teachers have performed in their daily practice (OECD, 2014). Such informal assessment activities are useful in facilitating teacher development because they are considered as a true reflection of teachers' performance.

2.3.10 Factors contributing to the effectiveness of teacher performance assessments

Shaweleka, (2016) reiterates that the teacher assessment system deemed effective should promote and play a positive role in teaching and learning. In addition, Looney (2011:440) asserts that most research studies have found out that effective evaluation systems for educators can positively contribute to the quality of teaching and student achievement. Therefore, I found it ideal to review and discuss strategies that can yield effective performance assessments amongst teachers. I grouped these strategies into related themes because most studies have not done that. For example, Darling-Harmond (1983) and De Clercq (2008) outlined these factors without grouping them into related themes. CIPP model and its relevance to the performance appraisal system is also discussed.

2.3.10.1 Stakeholder involvement

Hinchey (2010) argues that all stakeholders should be involved in the teacher evaluation. Documented written procedures are more likely to be accepted and adopted when there is an engagement of the school leaders and teachers in the development of the evaluation system. This concept is supported by Goe and Holdheide (2014) who declare that assessment systems are likely to be implemented, revised and sustained successfully if all stakeholders are involved. They further reiterate that stakeholder involvement increases the chances of the system being perceived fair and important. Goe and Holdheide (2014) assert that potential education stakeholders include teacher union representatives, school board members, principals, teachers, teacher preparation programs, related services personnel, business community, students and parents.

Goe and Holdheide (2014) believe that teachers' collaboration and support can be gained through involving teachers in the first stages of designing the appraisal system up to the implementation phases. Benton and Young (2018) agree with the above statement as they attest that when formative systems are constructed and operated teachers should be involved in all phases. Most importantly Isoré (2009) stresses that multiple stakeholders should exist in the development of a teaching appraisal system. However, she affirms that 'an effective assessment system is a necessity for teachers' overall acceptance. Benton and Young (2018) argue that any assessment programme that lacks the reflection of the needs, aspirations concerns, and interests of teachers is destined to fail. In this regard, engaging educators in all phases of the appraisal system are much likely to reduce resistance during implementation and increase support from teachers. CDE (2015) acknowledges that in South Africa there is a lack of agreement between different stakeholders, in particular the teachers' trade union, which has led to a confusing picture. This is traced to the study conducted by CDE (2015) on Teacher Evaluation in South Africa. The study revealed that SADTU was failing to sign an agreement for the implementation of QMS which is deemed to replace IQMS.

2.3.10.2 Specifying Evaluation System Goals

Zhang and Ng (2017) express that if the teachers' assessment is aligned with the school vision and tasks it can facilitate teacher development and quality education. The school vision and tasks reflect the goals that the school intend to achieve. In line with this, the development of goals that are well defined and relates to the criteria that match the evaluation purpose creates a concrete foundation of a sustainable assessment system. This concept relates to the assertion of Benton and Young (2018), who attest that the main goal of the assessment system should be identified and understood so that appropriate assessment or evaluation methods are selected. Similarly, Goe, Holdheide, and Miller (2014) agree that the definition of goals is essential when developing or innovating a teaching assessment system. Darling-Hammond, Wise and Pease (1983) concur that the evaluation system should be in line with educational goals and teaching conceptions. Goe *et al* (2014) specify that the methods and weighting used for any actions informed by evaluation results should reflect the evaluation system goal. It is therefore important for stakeholders to be careful when identifying goals, considering that the major objective of teacher assessment is to improve teaching and learning process. Additionally, Elliot (2015) confirmed that teacher performance improves

when opportunities for goal-setting and teacher self-reflection are present. Furthermore, Benton and Young (2018) attest that leaders violate appraisal standards by failing to align evaluation criteria with goals, vision and mission of the school.

On a different note, if the goal of the assessment system is to make compensation and personnel decisions, there is a necessity to make sure that measures are defensible. If the goal of the teacher assessment system is to enhance teaching practice, linking professional learning within the assessment cycle is of paramount importance. Goe and Holdheide (2014) conclude that embedding and integrating the system goals into public and district structural initiatives will strengthen the system's implementation and credibility. Benton and Young (2018) are critical that the results from evaluation should be used by education development planners and teachers to organise priorities for training and to evaluate the attainment of personal and school goals.

2.3.10.3 Contextual factors

De Clerq (2008) as previously indicated in the study postulates that a special condition for an effective developmental appraisal is that performance standards should be contextualised and negotiated with the educator. Ochoa *et al* (2018) concur with the above by asserting that the context should be kept into consideration when selecting assessment instruments, for example, levels of training and contextual conditions where teachers work are also regarded as influential in the overall performance of educators. They further acknowledge the prevalence of context in the learners' outcomes, not just educators, but present factors that influence teaching and learning around the classroom. Also, Schmelkes (2015) recommended that the above contextual factors should be considered when assessing teachers.

2.3.10.4 Professional Teaching Standards

Ochoa *et al* (2018) aver that standards are referred to as statements that explain the expectation of a teacher's knowledge and performance in their daily teaching and also developed as a guide for assessing teachers. Schmelkes (2015) reveals models of assessment that indicate the relevance of teaching standards as the bedrock for the design and implementation of teachers' performance assessment. The most common models of professional teaching standards according to OECD (2013) are profiles of teaching standards,

teachers' professional duties, and internal regulations at school level, school development and annual plans.

Worth noting is that not all countries have teaching standards in place. Those that do not have for example are Belgium, Denmark, Finland, Iceland, Norway and Spain, indicate that it is not easy to conduct teacher appraisal in the absence of an understanding of what constitutes good teaching (Goe & Holdheide, 2014). However, based on this perspective it can be argued that the issue associated with the South African appraisal system is the lack of professional teaching standards. This was found in the study of CDE (2016) which revealed that South Africa has not yet developed a structure for teaching standards that lead to student achievement. Therefore, there are no grounds for mutual understanding of the teachers' professional responsibilities (CDE, 2016). Ochoa *et al* (2018) put forth the notion that teaching standards need to be considerate of the context, constraints experienced by teachers and should be attained in reality by majority of educators.

2.3.10.5. Effective Performance Assessment Methods

There is a whole range of performance assessment instruments and methods that are recurrent in the literature. Based on this account, Ochoa *et al* (2018) emphasise the importance of selecting instruments or methods that apply to the country and context in which they are utilised. The selection should also be based on the availability and constraints of resources to assessors as well as the goal of the assessment system. Moreover, Ochoa *et al* (2018) attest that these assessment methods or tools should be valid for example they should be carefully matched to the purpose of the evaluation. On the other hand, Zhang and Ng (2017) contend that multiple assessment methods are used in capturing the performance of the teacher and as a result more effort and time are required making it complex. They further recommended that assessment methods should be cost-effective. Designers of teaching quality assessment must ensure that assessment methods are not chosen purely for ease of use, or because they fit well with the current technology being used. However, they should be selected through making considerable decisions based on research into the strengths and weaknesses of the instruments or such methods (Ochoa *et al*, 2018). Against this background, it can be concluded that the study was ideal to be conducted in order to

establish the effectiveness of methods used to assess teachers' performance in the secondary schools of Mafikeng area.

2.3.10.6 Communication

Effective communication is very essential in any organisation including the school context. Information is transferred to individuals and groups through communication. For this reason, a communication plan with steps to inform the school community about implementation efforts may result in greater awareness. Misconceptions and hostility can be minimised if schools and districts education offices communicate consistently (Goe & Holdheide, 2014). Stakeholders may decide on the strategies for an effective communication channel that can be used to address its audiences. These channels may include online communication, quarterly memos, weekly e-mail updates, videos, word of mouth, newsletters and press releases (Goe & Holdheide, 2014). On a further note, the fourth industrial revolution recognises technology as an essential tool for communication. Cyberspace communication platforms such as Facebook and WhatsApp are used to address informal and formal communication. Ngakane and Madlela (2021) conducted a study on the effectiveness and policy implications of using WhatsApp to supervise research projects in Open distance learning teacher training institutions in Swaziland and found out that WhatsApp is effective for communication and supervision.

2.3.10.7 Training and development

Derrington and Campbell (2018) reiterate that educational reforms need more time for training and implementation. Khan (2021) argues that performance assessment is linked to teacher development which is vital in each phase of the appraisal. Zhang and Ng (2017) support this statement by saying that professional development and growth is promoted through remedial training that correspond well with teachers' strengths and weaknesses. CAPS (2012) highlights that for learning to have taken place, students should be knowledgeable about the subject matter. Therefore, this stems from the teacher who should be well equipped and skilled in content delivery. It is therefore imperative to upskill teachers through training and development to meet the demands of CAPS.

According to the study of Biputh and McKenna (2010) teachers' performance was affected negatively because the assessors did not commit and support educators during the

implementation of IQMS in schools. Concerning this, Motlehkoe (2003) advises on a combination of management support and staff driven commitment in schools to build pillars for academic performance. Similar studies by Decenzo and Robbins (2007); Steyn (2013) revealed that successful schools are made up of leaders who give support and motivation as a way of providing proper guidance and encouragement. Wilson (2016) asserts that teachers need support structures. This support includes training of mentors, evaluators, support from subject experts and curriculum coordinators for example in mathematics and science subjects. He further states that apart from being knowledgeable about instruction evaluators should be trained in the appraisal system including giving constructive feedback to support ongoing learning for teachers. Dale (2003) points to training as the best way to adapt new knowledge and skills which improve performance and keep up to date with current developments. In light of this, effective teacher training and development can motivate teachers to improve learners' performance and teaching quality.

Madziyire (2000) describes meanings and ideas related to employee development as continuous education, acquisition of skills and knowledge, and attitude after the primary training meant to enhance performance. On the job training include activities that are relevant to improving performance through informative feedback and reflection, for example, appraisal, lesson observation, departmental review, and job rotation. Professional training is associated with the development of the educators' skills and knowledge related to daily work, for example, short courses and workshops usually non-accredited and sometimes that comes with certificates. In-service Education and Training refers to planned activities practised inside and outside schools to develop professional skills, knowledge attitudes, and professional staff performance in schools (Madziyire, 2000). The above training needs outlined by Madziyire (2000) can contribute an essential role in the implementation of the performance assessment system in schools.

In the case of Botswana as stated previously best practices such as training teachers using different approaches on the implementation of the new system is of great importance. It yielded positive results in TSM implementation, therefore this approach can be benchmarked by South African appraisal system. This is because Mestry, Hendricks and Bisschoff (2009:16) in the study of Musundire, (2015) revealed that teachers are not provided sufficient training in the field of IQMS by provincial departments. They also found out that some of the reasons

why teachers fail to implement IQMS successfully are the cascading model of training. Therefore, Benton and Young (2018) state that all assessors and those being evaluated must be trained thoroughly so that they gain knowledge on using assessment instruments to obtain objective information, analyse, interpret and use feedback properly

2.3.10.8 Feedback

According to the study of Monyatsi (2003), feedback should be given after the assessment to avoid keeping the teacher waiting and killing curiosity about the outcomes. It is advisable to be delivered as soon as possible whether it is positive or negative. Zhang and Ng (2017) are of the same view as they affirm that data collected from appraisal system processes should be given back to teachers in the form of timely and constructive feedback which can be used to adjust the current school-based policies. Awan *et al* (2019) in their study revealed that appraisers did not give feedback to the employees. Awan *et al* (2019) are against this because they argue that feedback should be given immediately and discussed adequately with teachers because doing so increases chances of continuous improvement. Performance assessment feedback should be based on evidence to avoid making general and unproven statements. Elliot (2015) attests that feedback should be specific and not vague and be descriptive not evaluative. It must not contain cosmic judgments and the educator's opinion should assist in informing the judgment made by the appraiser. Similarly, teacher performance, according to Hay Group recommendations, improves when school leaders and peers provide constructive feedback which is fair and reliable (Elliot, 2015).

2.3.10.9 Proper monitoring and evaluation

GUIDELINES ON OPRAS (2011) put much weight on the need for engaging teachers in setting the objectives, implementation, monitoring and reviewing processes. It emphasis that doing so promotes accountability to each teacher and strengthens transparency between school managers and teachers. The guidelines further emphasise that during implementation there should be continuous monitoring of work performed by teachers and in the process, supervisors are supposed to provide mentoring and counselling. Marshall (2005) in De Clercq (2008) argues that infrequent monitoring cannot capture the difficult areas of teaching as it only assesses a small part of teachers' work and relies on few sources of evidence, such as few class observations and private discussions.

Performance assessment systems need to be reviewed and evaluated in order to pace up with changes in the educational field. Its processes, structures and format need to be modified as necessary so that it remains effective and sustainable. Goe and Holdheide (2014) confirm that internal and external review processes can be used to collect and analyse data. Administrators, teachers and other stakeholders can be used as valuable sources of information. Researchers and stakeholders should work closely to ensure that the design allows important questions to be answered. Furthermore, frequent reviews of the appraisal process aid in identifying revisions in light of the recognised shortcomings (Elliot, 2015). Ochoa *et al* (2018) reiterate that teacher assessment systems should be evaluated and monitored systematically by relevant stakeholders to promote the success of its implementation and effectiveness. Hence, I gained interest in finding out the effectiveness of teachers' assessment methods which aligned well with the above notion.

In a nutshell, since a teachers' work involves considerable time more than pedagogical activities related to student learning for example in South Africa, the teacher's responsibility is divided into seven roles. These roles include educators as a mediator of learning, leader, manager and administrator, pastoral role, subject specialist, researcher and assessor. It is therefore advisable that teachers' appraisal models also consider these professional responsibilities because without doing so teachers' roles will be neglected and are likely to suffer. It is also seen that if some of the roles are omitted during assessment as it is the case with the IQMS system it means that the system is not accurate as other items such as research activities that are supposed to be assessed are overlooked. Eventually, this leads to gaps within the system which compromise its effectiveness.

2.3.11 CIPP Model

The aforementioned strategies cannot serve alone without a proper evaluation model that can direct the operations and implementation of the appraisal system. Khoza (2013) attests that in South Africa, numerous post-1994 era school improvement projects were implemented without clear implementation models. It is not surprising that the performance assessment policy (IQMS) is ineffective, it lacks proper direction or guidelines on how it should be implemented. Distinctively, such direction is supposed to be derived from the models with clear guidelines of project implementation. Since there are some changes on the IQMS such as the disintegration of the teachers' professional development element from the IQMS, it is

advisable that the DBE benchmarks with the CIPP evaluation model to develop the QMS implementation model in South African schools. The model was developed by Stufflebeam in 1983. It is regarded as one of the popularly used model which is arguably tried in many countries. It is well known for giving direction for evaluating a program's Context, Input, Processes and Products. The CIPP evaluation model's slogan is "evaluation's most important purpose is not to prove but to improve". This slogan fits well with the aim of the teacher appraisal assessment which relies on improving their performance.

Musundire (2015) recommended that the IQMS should be implemented alongside the clinical supervision model. I differ with this recommendation because clinical supervision model is prescriptive and does not have features that cater or flexibility and adjustment. The CIPP model allows the individual to inject ideas in alignment with the model. The clinical supervision model has also been considered time-consuming and costly by Madziyire (2000) cited in Musundire (2015). CIPP model is seen to be relevant because it also aligns well with the control theory and Edwin Locke's goals setting theory. The model allows the teacher and supervisor in this case the principal or HOD to set goals and determine progress together.

CIPP collaborative model has three main steps. The first one is the pre-observation discussions to share background information and to set goals and methods of collecting information. The second step is several class observations that include objective data collection and the last one is the post-observation discussions to analyse and verify data and to jointly develop an improvement plan. These three steps align well with the classroom observation processes documented in the new South African appraisal system termed QMS. When compared to other assessment approaches it has been discovered that this model does not only evaluate the organisation's outcomes but also the environment, plans, goals, implementation, and resources. On another note, CIPP does not only provide directions to assessment specialists to carry out evaluations effectively, but it is also a tool that provides meaningful engagement of relevant programme stakeholders throughout the assessment process. The identified valuable factor which can be significant to the school environment is that CIPP is keyed to professionally developed standards for sound assessment (Joint Committee on Standards Educational Evaluation and Program Evaluation Standards, 2011).

The four elements of the CIPP model are context which assesses needs, assets, problems, opportunities, dynamics, and relevant contextual conditions. These elements may assist the

QMS to recognise the contextual factors that are likely to affect the appraisal system. Input evaluation which assesses the programme's strategic plan, budget and staffing for feasibility and cost-effectiveness, achieved targeted goals and needs (Stufflebeam & Zhang, 2017). This factor if applied in the QMS may promote success in goal achievement. Process evaluation element documents, monitors, assesses and reports on the implementation of plans, and generates feedback throughout the programs' implementation. QMS may be guided by these processes to develop its own implementation methods. Stufflebeam and Zhang, (2017) argue that process evaluation also plays a key role in assisting staff members to keep activities moving effectively and efficiently, monitor their progress, identify issues that are related to the implementation process, alter their plans and performance to ensure programme quality and timely delivery of services and documents that aid the process. Product Evaluations assess costs and intended outcomes, short and long-term goals. They further help clients and a larger group of users to measure the cost-effectiveness in achieving goals, meeting beneficiaries' targeted needs. This product evaluation may assist QMS to identify costs that come with the implementations processes and make a sound budget.

2.4 CHAPTER SUMMARY

The chapter reviewed literature broadly. It began by discussing the goal setting and control theories. This was followed by the conceptual framework which discussed the South African Education system, teacher appraisal system and its history in South Africa and the demographics of North West Province to put the reader into the picture of the study's focus. The chapter also discussed and analysed how teachers are assessed in other countries such as Botswana, Zambia and so on. An analysis of how teacher performance assessment is administered in other countries was meant to give a broader understanding of how teacher assessment systems are implemented in other countries so that best practices could be used to inform teacher performance assessment strategies in South Africa. The chapter went on to discuss key issues in the teacher performance assessment including policies that govern teacher assessment process in South Africa, trade unions, teaching quality, effectiveness of teacher performance assessment system, methods that are used to assess teachers, reliability and validity of teacher assessment system as well as factors to consider when designing the effective teacher assessment system. The chapter ended by analysing the CIPP model. The next chapter focuses on the methods used to gather, analyse and present the study's findings.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In selecting a research methodology, Guba (1981:76) as cited in Tichapondwa (2013) suggests that it is proper to select that paradigm whose assumptions are best met by the phenomenon being investigated. In line with this notion, the design of the study is determined by the research paradigm that best suits the needs of the study. A qualitative approach guides the study and its characteristics, aims and reasons for choosing it are explained. The research design, population and sampling, data collection methods, data analysis, presentation and discussion under a qualitative study are discussed. Towards the end of the chapter trustworthiness and its four constructs: credibility, dependability, confirmability and transferability are discussed in detail. The chapter concludes up by explaining how ethical guidelines are handled in the study.

The choice of the research methodology was aligned to the goal setting and control theories. These theories have been previously applied in qualitative studies that focused on employee performance assessment and management. They have proven to be effective in interpretivism paradigm which make use of interviews and document analysis to collect data and multiple case studies in the work environment. For example, as previously mentioned in Chapter 1 of the study, over 400 research studies found out that performance is related to goal level. Amongst these research studies, qualitative research design was used By Locke and Lantham (1991), Bandura (1997) and others. Therefore, the study adopted these goals to guide the research methodology as alluded to by to Denzin and Lincon (2018) who assert that theoretical framework is vital in a qualitative study because it determines the methodology of the study.

3.2 RESEARCH PARADIGM

A research paradigm is defined as a basic set of a framework of philosophical assumptions that guide researchers (Lincoln & Guba, 2011). De Vos, Strydom, Fouche and Delport (2015) argue that a research paradigm is a model containing a set of assumptions and a design for collecting and interpreting data. According to Hennink, Hutter and Bailey (2020), the paradigm determines how the methodologies will be used in the study. The research

approach, design and methods stemmed from the research paradigm used to guide the study. This assisted in ensuring consistency between the research elements such as appropriate selection of data collection techniques, research design and data analysis. The research paradigms are classified into three philosophically distinct categories as post-positivism, interpretivism, pragmatic and transformative (McMillan & Schumacher, 2010). However, the study was embedded on interpretivism paradigm. This paradigm was vital for guiding the study because of its unique features that assisted the researcher to acquire meaningful results and understanding of the effectiveness of methods used to assess teachers in secondary schools in Mafikeng area. The interpretivism paradigm consists of unique characteristics which unfolded as follows:

McMillan and Schumacher (2010) assert that interpretivism is associated with researchers using systematic procedures while maintaining that there are multiple socially constructed realities, unlike a single reality which is the case in positivism paradigm. Interpretivism concept creates room for qualitative researchers to get deeper knowledge through people's perspectives on their lived experiences on the phenomenon being studied. Hennik *et al* (2020) state that interpretivism paradigm recognises that reality is socially constructed as the experiences of human beings exist in cultural, historical, social and personal contexts. They argue that this paradigm acknowledges that people's real-life experiences and perceptions are subjective hence reality can consist of multiple perspectives instead of single truth as it is the case in positivism approach. Therefore, the study engaged teachers, principals and HODs as they were deemed to be experienced participants in teachers' performance assessment. They assisted in generating raw detailed data on the effectiveness of performance assessment methods. Furthermore, Hennik *et al* (2020) added that interpretivism highlights the inherent subjectivity of people as study participants and acknowledge that the values and background of the researcher influence the creation of data.

Tichapondwa (2013) confirm that interpretivists' interesting characteristics are that the researcher is used as a research instrument and interpretivism research is holistic and expresses well-rounded views from the inside. According to Grix (2018), interpretivism implies that the world is constructed through interaction of human beings. The social and natural worlds are not distinct and the researcher is counted as part of that social reality and not detached from the subjects they are studying (Grix, 2018). In light of this, interpretivism

was ideal for the study because it allowed the researcher to go directly to schools and interact with principals, HODs and teachers during field visits and gathered relevant information on methods that are used to assess teachers and the effectiveness of those methods from secondary schools of Mafikeng area.

3.3 RESEARCH APPROACH

According to Magano (2016), interpretivism paradigm use methodologies such as qualitative, phenomenology, ethnographic, symbolic interaction and naturalistic. On the other hand, Den Vos *et al* (2015) argue that interpretivism is connected with a qualitative research approach. Many scholars argue that human learning is best researched by using qualitative research approach (McMillan & Schumacher, 2010; Denzin & Lincoln, 2011). As a result, the study adopted the qualitative research approach. This approach was deemed suitable for addressing the research questions of the study because the nature of the research questions required individuals and groups to provide detailed and rich information on the methods of assessing teachers performance and the effectiveness of such methods. A qualitative research approach is an in-depth study that uses face to face interviews or observations to collect data from participants in their natural settings and consists of rich narrative descriptions in the form of words (McMillan & Schumacher, 2010). Hennik *et al* (2020) argue that qualitative research is an approach that allows the researcher to investigate human beings' experiences in detail through using a clear set of research methods such as content analysis, focus group discussion and in-depth interviews. In line with the above statement, the study used such research methods alluded to by Hennik *et al* (2020) in order to comply with the needs of a qualitative research approach. Doing so, assisted the researcher to attain detailed narratives that contributed to knowledge generation on teachers' assessment methods and their effectiveness.

The main aim of qualitative research is to acquire a deeper understanding of the lives of people being studied from their own perspective, using their own voice, words and concepts in their own environment (McMillan & Schumacher, 2010). Based on this aim, I was able to collect first-hand rich information on the effectiveness of assessment methods used in secondary schools which was accumulated through the perspectives and voices of teachers, principals and HODs. Maxwell (2013) asserts that the purpose of using a qualitative approach

is to understand the meaning that participants in a study give to the events, situations and actions that they are involved with, understanding the particular context within which the participants act and the influence this context has on their actions.

The unique distinctive feature of qualitative research is that it allows the researcher to be in a position of identifying issues from the perspective of participants and being able to derive meanings and interpretations being attached to events, behaviour and objects. Therefore, engaging HODs, teachers and principals as study participants benefited the researcher in understanding and generating information on teacher performance assessment methods. Hennik *et al* (2020) emphasise that in order to derive such information the researcher needs to be flexible, curious, empathetic, open-minded and effective listener to participants telling their own stories. Moreover, qualitative researchers study human beings in their natural settings to find out their experiences and behaviour which are shaped by economic, social, cultural and physical context in which they live hence the research study took place in secondary schools in Mafikeng which was the natural setting of key informants. The above notion is supported by Denzin and Lincoln (2011) who state that qualitative research includes a naturalistic and interpretive approach to the world. The researcher is considered as the primary instrument of data collection and analysis in a qualitative study and strives to collect data in a non-interfering manner. Thus attempting to study real-world situations as they unfold naturally without any intervention that may control the outcome of the results (McMillan & Schumacher, 2010). A qualitative approach is most essential when the researcher wants to be familiar with the phenomenon of interest, to attain a deep understanding of how participants' think about a topic and to describe the detailed perspectives of the participants. In this case, I was able to visit the field site and become immersed in the secondary schools of Mafikeng area through interacting with teachers, principals and HODs directly during data collection exercise in order to get their thoughts, perceptions, and beliefs on the effectiveness of methods that are used to assess the performance of teachers.

3.4 RESEARCH DESIGN

Maree (2015) defines the research design as a plan which emanates from the underpinning philosophical assumptions which determine the selection of participants, data collection

methods and analysis used in the study. McMillan and Schumacher (2010) enumerate the types of qualitative research design as grounded theory, case study, phenomenology, ethnography and critical studies. It was therefore imperative to use a case study research design which enabled the researcher to select three secondary schools in Mafikeng area as cases. This allowed the researcher to get in-depth information on the effectiveness of teachers' assessment methods.

3.4.1 Case Study

Tichapondwa (2013) asserts that, among other designs, a qualitative research approach uses a case study design. The research study adopted the interpretivism paradigm which uses the case study methodology. McMillan and Schumacher (2010) define a case study as the systematic way of collecting in-depth information from a variety of participants' views which provides a comprehensive understanding of the phenomena being investigated. Yin (2018) stresses that selecting a case study relies on the research questions. He further asserts that research questions that start with the words such as 'What, How, and Why' attract the use of a case study and it is through these questions that in-depth information can be generated. This assertion makes the case study design more appropriate for the study because words such as, 'which, how and what' are used in the research questions of the study. According to McMillan and Schumacher (2014), there are different types of case studies such as intrinsic, instrumental and multiple cases. The study employed a multiple case study design. McMillan and Schumacher (2010) reiterate that in a multiple case study more than one setting is used. In this case, I used three secondary schools in Mafikeng area and each secondary school was considered a case.

Creswell (2014) refers to a case study as an in-depth exploration of event, process, activity or individuals during extensive data collection. Yin (2018) alludes to a case study as an empirical inquiry that examines a contemporary phenomenon within its real-life context more especially when there are unclear boundaries between the context and phenomenon. Maree (2013) affirms that the case study method uses the report system that consists of narratives of true events through audio taping and note taking devices. The case study approach is useful in circumstances where contextual conditions of the event being studied are critical and where the researcher has no control over the events as they unfold (McMillan & Schumacher,

2014). The aim of using a case study is to be fully equipped with information concerning human beings in a social context by interpreting their actions as a single group or event and community. Gumbo (2018) and Yin (2018) attest that the case study allows the researcher to collect in-depth information using multiple data collection methods such as interviews, document analysis and observations. The above-mentioned concepts allowed the researcher to collect data using focus group, interviews and document analysis which contributed to data triangulation and trustworthiness of the findings of the study.

Tichapondwa (2013) highlights that if the researcher selects the case study design they have to visit the participants at their natural settings, observe and record real-life events as they occur. This has made it possible for the researcher to travel to secondary schools in Mafikeng and interviewed the selected secondary school teachers, HODs and principals who were able to generate detailed information on the assessment methods of teachers' performance. In this manner, I was able to record real life events in their natural setting as alluded to by Tichapondwa (2013). The strengths of a case study are that they allow the researcher to probe deeply and make an intensive analysis in generating a comprehensive understanding of the problem being studied (Cresswell, 2013). In this way, I acquired a wide range of knowledge on the performance assessment methods from the informants. Yin (2018) reiterates that a case study design presents limitations of lack of internal validity and findings cannot be generalised. Madlela (2018) differs with the statement of Yin (2018) as he argues that generalisation of the results according to Hancock (2002) is not a challenge for the researcher who is studying a certain situation. It can only be a problem to the reader who seeks knowledge on whether the findings can be applied elsewhere. Madlela (2018) continues to postulate that the reader should hold the responsibility of reading and analysing the findings of the study in order to decide whether the case under description is similar or an appropriate representative to their own context. Given this circumstance, Tichapondwa (2013) contends that the integration of multiple data sources in the study enhances internal validity because conclusions recommended by different data sources are stronger than those suggested by a single source. On this account, I used different data collection instruments such as in-depth interviews, focus group interviews and document analysis to promote internal validity of the results.

3.5 DATA COLLECTION METHODS

Data collection methods assist the researcher to obtain standardised information through administering the same instruments to all participants of the study. Best and Khan (2010) describe data collection as the process of gathering and analysis of empirical data. McMillan and Schumacher (2010) reiterate that there are five major methods of collecting data in a qualitative study which are made up of interviews, document analysis, observation, questionnaires and audiovisual materials. I chose in-depth interviews, focus group interviews and document analysis as data collection instruments. It is also imperative to note that the use of different data collection methods made it possible for the researcher to triangulate the findings of the study during data analysis and interpretation. According to Creswell (2014) triangulation is defined as the process of corroborating and repudiating information from different types of individuals and methods of data collection. This contributed to the trustworthiness of the findings of the study. The discussion of data collection methods unfolded as follows:

3.5.1 In-depth interviews

Punch (2014) mentioned that an interview is the most dominant data collection method in qualitative research. The reason is that interviews have the flexibility of giving the researcher options of designing structured, semi-structured or unstructured interview questions. In this regard semi-structured interviews were used. Denscombe (2014) describes interviews as the collection of data through direct contact between the researcher and participants to have certain experiences that enhance in-depth understanding of the problem under investigation. Creswell (2013) and Patton (2015) concur with the above as they describe interviews as a two-way conversation initiated by the interviewer for the specific purpose of obtaining research-related information and to learn to adopt the ideas, beliefs, views, perceptions and opinions of the interviewee. It was therefore vital for the researcher to use in-depth interviews with semi structured questions for principals in secondary schools of Mafikeng who were deemed to have special information which is connected to the assessment of teachers. Principals are also the internal officials who are responsible for conducting teachers' assessment supervision and this made them ideal participants in the study. HODs in secondary schools in Mafikeng were also selected to participate in the in-depth interviews. They were interviewed

as separate individuals from principals in each school that participated. HODs were selected to participate in the study because they are part of the Senior Management Team (SMT) that assess teachers' performance in South African secondary schools. According to ELRC (Resolution 8 of 2003) and Collective agreement No.2 of 2020 principals and HODs are involved in the planning, managing and implementation of the teachers' appraisal system processes in South Africa. Principals and HODs shared their opinions, views and perceptions on the methods of assessing teachers and their effectiveness in secondary schools of Mafikeng.

In preparation for the interviews, I designed the interview guide and schedule. The research questions and aim of the study served as a basis to construct semi-structured questions that prompted the participants to provide in-depth information on the methods of teachers' assessment and their effectiveness which was the major aim of conducting a qualitative study. During data collection, I implemented research ethics by informing participants on voluntary participation, consent forms with detailed information that was explained to the principals and HODs before going ahead with the interviews. I further discussed with participants the purpose of interviewing them. During the interviews, questions were presented orally in a face-to-face interaction with the principals of each selected secondary school in Mafikeng area. As the principals responded to the questions asked, the researcher with the help of the data collection assistant recorded their answers in a notebook and they consented to the use of a voice recorder. McMillan and Schumacher (2010) contend that the use of a voice recorder is very crucial in open-ended questions because it provides material for reliability check-ups. After the interview sessions, I typed the handwritten notes and transcribed data from the voice recorder.

McMillan and Schumacher (2010) and Creswell (2013) argue that the interviews afford the researcher the advantages of face-to-face interaction which promotes verbatim recording of responses and creates room for probing. They continue to argue that face-to-face interviews enable the researcher to immediately cross-check data for authenticity, and are good at obtaining rich detailed information. The non-verbal cues including tones of voice and facial expressions may assist the researcher in immediately validating data when sensing that the participants are giving false information. These notions made in-depth interviews appropriate

for the study as the study sought out to generate detailed information on the effectiveness of methods that are used to assess teachers from principals.

The above discussions indicated that in-depth interviews have tangible advantages that are ideal for the study, it is however necessary to highlight their limitations so that mitigating strategies could be put in place to remedy those limitations. McMillan and Schumacher (2010) and Creswell (2013) note that in interviews participants personal attributes can easily influence interviews. These characteristics are interviewee dominance and bias due to eagerness to please the interviewer. The researcher may also be biased during interviews. McMillan and Schumacher (2010) argue that since interviews are held face-to-face there is lack of anonymity and confidentiality as a result some participants may be uncomfortable and fail to express their true feelings during the interview. The strategies below were used to address the above-mentioned limitations on interviews:

In order to minimise researcher's bias, member checking strategy was employed in the field. Participants were given written data to check for accuracy of the data through making corrections and additions where necessary. This exercise was implemented according to McMillan and Schumacher (2014) who suggest that in order to increase the credibility of the interview participants should be given an opportunity to review the interviewer's perception. Data collection assistant was also employed to record data using a voice recorder and notebook and this assisted the researcher to concentrate on the interview proceedings and participants' non-verbal cues. Employing the field assistant also contributed to time management of the entire interview session. I used the probing strategy and follow up questions which assisted participants to truly express themselves as alluded to by McMillan and Schumacher (2010). Issues of anonymity and confidentiality were addressed by giving participants the consent form to sign and assuring them that their names and identities will not be disclosed. This was done to allow the participants to express themselves freely knowing that their information and identity were protected in the study.

3.5.2 Focus group interviews

In a focus group interview, a qualitative selection of a group of people is interviewed rather than an individual as the case is in in-depth interviews. MacMillan and Schumacher (2010) assert that focus groups are small group interviews with selected individuals in order to assess

a problem or idea. Focus groups were used because as alluded to by McMillan and Schumacher (2010) they generate more information due to the robust interactions and discussions by focus group members. Nyumba, Wilson, Derrick and Mukherjee (2018) postulate that focus group method aims to collect data from a purposively selected group of participants. These interviews were essential for the study as the research intended to establish different perspectives and understanding on the methods that are used to assess teachers and the effectiveness of such methods in assessing teachers in secondary schools in Mafikeng. The purpose of using focus group interviews is to identify a range of opinions about a certain issue or to understand community norms and values (Hennik *et al*, 2020). This method is, therefore, less on seeking individual-level experiences that are harder to discuss in a group setting.

McMillan and Schumacher (2010) emphasise that the duration of focus group interviews last for one and a half to two hours. The researcher should facilitate the discussion by asking participants questions designed in an interview guide. The research assistant may assist in tape record sessions, observing non-verbal cues as well as assisting in the interpretation of data collected (McMillan and Schumacher, 2010). Nyumba *et al* (2018) give the steps that should be followed in conducting a focus group interview. These steps involve a list of questions or schedules prepared in line with the research questions and serve as guidance for each discussion session, seeking ethics clearance and identifying participants with the potential to generate detailed information for the study. In addition to these steps, Van Eeuwijk and Angehrn (2017) emphasise that data collection assistants should be trained and capacitated with skills of collecting data. They also emphasise that before collecting data the researcher should arrange the place allocated for focus group discussion, and also arrange and test technical recording equipment such as audio voice recorders.

MacMillan and Schumacher (2010) maintain that a key aspect in conducting successful focus group interviews is by selecting appropriate and informative interview guide questions. In general five-six questions are essential and they should define the purpose and problem of the research. According to Van Eeuwijk and Angehrn (2017), a focus group interview guide should have a list of between six to twelve concrete questions to serve as discussion points during focus group interviews. McMillan and Schumacher (2010); Van Eeuwijk and Angehrn (2017) accentuate that questions should be open-ended and flexible, as well as focused on

the research topic. Effective interviewing relies more on the efficient sequencing of questions and probing (McMillan & Schumacher, 2010:358). They further explained that interview probes is when the researcher elicit clarification of information being discussed as well as further explanations. Van Eeuwijk and Angehrn (2017) assert that it is crucial to know the difference between an overall research question and questions to be posed during focus group discussion. It is therefore the researcher's responsibility to construct appropriate questions for participants, gather their responses, evaluate, compare them and interpret them in a definite way to answer the overarching research questions.

Based on the above-mentioned concepts, I constructed a focus group interview guide with a maximum of eight questions which were in line with the research questions of the study. In each school that participated two teachers took part in the focus group interviews. Only two teachers participated in the focus group in each selected school because when I arrived at the school after the confirmed appointments, the third participants were absent for different reasons. Each session of the focus group interview took one to two hours as alluded to by McMillan and Schumacher (2010). The prolonged stay in the field site promoted the generation of in-depth information suitable for the study. I used the data collection assistant who provided background support by arranging the meeting room and helping in the focus group interview proceedings. I ensured that the notes taken by the assistant include actual words spoken by the participants, session date, time of the session, names of the participants and schools which were represented in code names such as Teacher 1 and School A, for confidentiality and privacy purpose. I asked for permission from participants to record the focus group sessions using a voice recorder. This practice contributed to backup information which was easily accessed after the field visits and also promoted credibility of the actual information collected from the field.

McMillan and Schumacher (2010); Tichapondwa (2013) and Madlela (2014) note that focus group interviews have an advantage of providing an opportunity to group members to question each other and generate deep and diverse information that increases the credibility of the entire study. They also point out that unexpected comments and new perspectives in these interviews can be explored easily adding value to one's study. Tichapondwa (2013) notes that focus groups are essential in creating open and dynamic interactions among participants, and this generates enriched quality information essential for the study.

Therefore, the above-mentioned strengths enabled the researcher to collect credible, raw and detailed information on the effectiveness of teacher performance assessment methods. Contrary to the above, Liamputtong (2011) outline the disadvantages of the focus group interviews as discussed below:

Focus group interviews are less suitable for personal experiences and are associated with difficulty in managing group dynamics. Individuals in a focus group have less speaking time as compared to in-depth interviews. Participants who have dominant and extroverted personalities tend to control the discussions in a focus group. These interviews require individuals to stay engaged for up to two hours in a conversation that can go through a number of different concepts. I came up with remedial strategies against these limitations. The interview schedule was designed and followed accordingly to manage time well. Since the focus group involved two participants, each one of them was able to contribute in the discussion room and no one was left out. The data collection assistant also assisted in the smooth running of the focus group interviews ensuring that each participant's contribution is taken into consideration.

3.5.3. Document analysis

Maree (2013) asserts that document analysis means focusing on all types of written communication that may shed light on the phenomenon under investigation. Creswell (2014) argues that documents such as the organisation's policies, memos and minutes among others provide researchers with readily available information. In line with these concepts, I used a document analysis instrument and gathered data from written sources in the field site. Document analysis enabled and assisted the researcher to validate the instruments that are used to assess the teachers' performance and the results of such assessments tools in schools.

Creswell (2014) enumerates steps that the researcher can follow in the process of document analysis. These steps include, identification of useful documents, distinguishing between private and public documents, requesting permission to use the documents and determining the accuracy, completeness and usefulness of the documentation.

The above-mentioned steps served as a guide in the document analysis process. I was able to write a letter to the selected secondary school principals in Mafikeng area, requesting for

permission to collect data from documents that address the assessment of teachers' performance. These documents were purposively selected based on their relevance to the study. Bowen (2009) suggests that a wide collection of documents is necessary for document analysis whereas O'leary (2014) asserts that the researcher should focus on quality rather than quantity. Therefore, I analysed School Improvement Plan, IQMS management plan, IQMS and QMS educators training manual, pre-evaluation minutes of the meeting, class visit reports, summative score sheets and lesson observation instrument of IQMS as documents related to teachers' performance assessment in Mafikeng secondary schools. An analysis of these documents was important because they were used to triangulate data collected from interviews and also supported questions that in-depth interviews and focus group interviews were not able to address.

O'leary (2014) accentuates that the researcher should gather relevant text, make copies of the originals for annotation, assess the authenticity of the document, seek clarification where necessary and explore the content of the actual document. Therefore, the above-mentioned selected documents in Mafikeng secondary school made it possible to collect useful data related to teacher performance assessment. Issues of accuracy and credibility of the content from the documents were explored. The authenticity of the documents was checked through the characteristics of the document, for example, date, time, place, agenda of the meeting and attendants expected to be available in the pre-evaluation minutes of the meeting document. However, I kept into consideration that the styles and design of minutes writing and school improvement plans may differ from one school to another. Accuracy of the contents of documents was checked through consistency of the content.

Tichapondwa (2013) confirms that the advantages of using document analysis are that: documents may fill in gaps that may be left open by other data collection strategies, the researcher may pick up some issues from document analysis that need verification with the participants during individual interviews and focus group discussion which aid in minimising the risk of imposing a personal interpretation on the document contents. These strengths assisted the researcher to triangulate data collection methods. Triangulation as discussed previously, added value to the trustworthiness of the findings of the study. On the other hand, document analysis carries some limitations. Tichapondwa (2013) contends that one of the limitations is that there is a possibility of the researcher to render a selective and biased

understanding of a document due to its social context and identity. In contrast to this, Creswell (2013) argues that authors of documents decide to record and leave out information informed by the social, political and economic environment which they are part of. Against these limitations I was able to differentiate between inaccurate and authentic documents by following the concepts generated by O’leary (2014) as specified above. This concept added value to the study by establishing credibility and authenticity of data collected.

3.6 POPULATION AND SAMPLING

Population and sampling of the study were determined by the research approach and design of the study. It is therefore imperative to note that qualitative case study design use non-probability sampling methods which are used to select participants with rich and in-depth information. Hence the interest of the researcher to make use of the identified sampling methods and selected secondary schools’ participants as described in detail below:

3.6.1 Population

McMillan and Schumacher (2010) define a population as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalise the results of the study. On the other hand, Madlela (2014) articulates that the population of the study is a group of people where participants are chosen from. This group is also referred to as the target population. These articulations attach the meaning of population to a group of people or elements where the participants of the study are selected. In this regard, the population of the study were teachers, principals and HODs from secondary schools of Mafikeng area.

3.6.2 Sampling

Tichapondwa (2013) attests that sampling is a process of selecting participants from the entire population of the study. On the contrary, Oppong (2013) refers to sampling as a method of selecting subjects to participate in a research study on the ground that they generate information significant to the problem of the study. Cohen, Manion and Mourisson (2011) accentuate that in most cases there is a scarcity of resources such as time, finances and accessibility to study all the cases in the population of the research. In this case, the researcher is responsible to gather information from a representative sample in such a way

that the information collected represent the entire population under study. Therefore, it can be concluded that sampling is a cost-effective method that saves time and money because of its nature of using a relative number of selected participants in the study. According to Tichapondwa (2013) sampling techniques and procedures apply to three distinct research approaches namely qualitative, quantitative and mixed methods. McMillan and Schumacher (2010); Creswell (2014) concur that there are two types of sampling which are probability and non-probability sampling. The study adopted qualitative non-probability sampling methods namely convenient and purposive sampling. These sampling methods are described as follows:

3.6.3 Convenience and Purposive Sampling

Etikan, Musa, and Alkassim (2016) articulate that convenience sampling is a type of non-probability where members of the target population that meet certain practical criteria, such as easy accessibility, availability at a given time are selected. McMillan and Schumacher (2014) define convenience sampling as a group of subjects selected because of availability. These meanings imply that convenient and easy accessibility issues determine selection of participants by the researcher. In light of this, convenience sampling was chosen because of its qualities such as cost-effectiveness and flexibility. Mafikeng is the capital city of the North West Province in South Africa and this makes it impossible to select all secondary schools in this area. Secondary schools with feasible accessibility by the researcher were conveniently selected in Ngaka Modiri Molema district of Mafikeng area. The accessibility of the school was measured through availability of roads, transport and distance. This made it possible to conveniently select three secondary schools which participated in the study.

Purposive sampling was used to select the participants for the study. Creswell (2015) attests that purposive sampling is deliberately choosing informants that the researcher deems to be having rich and detailed information about the topic being investigated. Maree (2013) asserts that it is useful in individuals who are selected because of the defining characteristics that make them the owners of specific information necessary for the study. Tichapondwa (2013) support this notion by stating that in purposive sampling the researcher handpicks a certain group of individuals as a sample of the study based on their relevance to the problem being examined. Taking this into account, teachers, HODs and principals of secondary schools in

Ngaka Modiri Molema District in Mafikeng area were purposively selected to partake in the study. The sample involved three HODs and six teachers who have participated in the assessment process either as assessors or as the ones being assessed. Three school principals were also purposively selected. Teachers were purposively selected as participants of the study because they were considered to have experience, deep and detailed information on teacher assessments. According to IQMS educators' manual (2003) HODs are involved in teachers' assessment as assessors. In this regard, they were selected to participate in the study because I considered them as versed with performance assessment system. Principals are the managers of schools whose responsibilities involve supervision in teachers' performance assessment. In light of this, the principals were chosen because they were deemed to be having comprehensive and deep information for the study.

3.7 DATA ANALYSIS, PRESENTATION AND DISCUSSION

Qualitative research data are what participants in the study express verbally during interviews, and after gathering their expressions and views they need to be analysed, presented and discussed. In this study, thematic data analysis process was adopted and data was analysed, presented and discussed at the same time. According to Braun and Clarke (2012:2) "thematic analysis is a systematic process that identifies, organise and offer insight into patterns of themes across a dataset". They continue to assert that by focusing on meaning across a dataset, thematic analysis allows the researcher to find out and make sense of shared experiences and meanings. Lecompte and Schensul (2013) refer to analysis as the process used by the researcher to limit data into a story and interpretation. In consistent with the above views, Tichapondwa (2013) contends that data analysis in research involves the application of techniques and procedures that aid the researcher to extract and describe information and detect patterns. Tichapondwa (2013) further purports that when analysing data the aim is to extract and provide credible evidence which concerns the factors under study. He continues to reiterate that data analysis must be done in line with the research questions and problem of the study. On the other hand, Kawulich (2012) articulates that the purpose of data analysis is to interpret and translate data into a story that describe the participants' views or perspectives. However, Tichapondwa (2013) confirms that there are many processes and technicalities involved in data analysis. It is therefore critical to ensure

that data analysis framework and procedures are explained thoroughly and followed accordingly.

Flick (2009) declares that open response data must be analysed systematically along with the procedures in qualitative data analysis. These procedures consist of open and selective coding which eventually results in drawing conclusions. Lecompte and Schensul (2013) accentuate that the analysis of data must be done during and after data collection from the field of study. They continue to highlight that field analysis involves description, inscription and transcription. The study adopted this strategy as data generated by focus groups and in-depth interviews in the field work was transcribed and analysed immediately after collection.

McMillan and Schumacher (2010) outline the steps in analysing qualitative data as follows:

- Organising data
- Transcribing data into segments
- Data coding
- Describe data
- Categorising data
- Developing patterns or themes

I followed these steps as alluded to by McMillan and Schumacher (2010). A chunk of data that was collected from the field site was organised in line with research questions and in a way that made it easier for the coding processing. Data was transcribed from the voice recorder preparing it for visual review and coding. McMillan and Schumacher (2010:371) define "a code as a name or a phrase that is used to provide meaning to the segment". Therefore, codes emanated from participants' perspectives and narratives on teacher performance assessment methods. I grouped similar codes in order to form categories. Each category gave meaning to the combined codes. I used recursive analysis at this stage. McMillan and Schumacher (2010:377) describe recursive analysis as the process which involves the repeated application of a category to fit codes. Themes were formed from the relationship of categories and served as the framework for organising and reporting findings of the study. These themes were presented as headings. After the analysis, data was presented narratively. Kawulich (2012) defines narrative analysis as an approach that involves suggested actions that are preparatory to the coding process which assist the researcher to extract meaning through reading and

writing textual data. In certain cases, words of participants were reported verbatim as they are. This will enable the reader to hear undiluted views and opinions of participants discussing the effectiveness of methods that are used to assess teachers' performance in secondary schools of Mafikeng. Literature was used to confirm or repudiate participants' contributions. Furthermore, document analysis followed the thematic approach. The document analysis guide questions assisted during the data analysis. The themes were developed from questions in the document analysis guide. The process of document analysis involved repeated review and interpretation of data related to the effectiveness of methods used to assess teacher performance in secondary schools in Mafikeng area. Data from document analysis was presented narratively. The results from document analysis were used to triangulate findings from the interviews through validating and refuting them.

3.8 TRUSTWORTHINESS OF THE RESEARCH

Shenton (2014) contends that positivist researchers in quantitative studies use reliability and validity whereas qualitative researchers adopt the term trustworthiness to address those issues of validity and reliability that are raised in quantitative studies. According to Madlela (2018) trustworthiness is used in qualitative research as a measure of the quality of research and it serves as the extent to which findings of the study are believable. Guba and Lincoln (2011) and Creswell (2014) reiterate that the trustworthiness of qualitative research can be implemented by using four strategies made up of credibility, transferability, dependability and confirmability. I took cognisance of this argument and prefers to use the term trustworthiness as it is used by several others in qualitative research. Therefore, the trustworthiness strategies are explained in detail below.

3.8.1 Credibility

Lapan, Quartaroli and Riemer (2011) posit that credibility in qualitative research is parallel to internal validity in a quantitative study. Tichapondwa (2013) believes that credibility checks the congruency of research findings with reality. Lapan *et al* (2011) argue that credibility is ensured through well-defined purposive sampling, detailed data collection methods, and triangulation. On the other hand, Maree (2015) believes that in order to ensure credibility the researcher must adopt proper research methods and design that suit research questions. In

light of the above assertions, the study's credibility was ensured through adopting qualitative research methods and design. These design methods made it possible to get relevant and authentic information on teacher performance assessment in schools from principals, HODs and teachers through interacting with them during data collection exercise. Document analysis was used to triangulate data from interviews and this contributed to the credibility of information. Data collected from the field site was given back to members who participated in the study to check for congruency and discrepancies. In checking for congruency participants members verified and validated the data collected.

3.8.2 Transferability

Lapan *et al* (2011) view transferability as parallel to external validity in positivist research. This concept explains that the results of the study can be generalised to other samples from the same population (Lapan *et al*, 2011). They continue to articulate that establishing transferability is gained through the provision of detailed information on the study participants and settings of the study. This will ensure that the reader of the research findings make an effort as to whether or how the findings from the study might transfer to their own context. Similar to this notion, Madlela (2018) stresses that in order to help readers to transfer the results of the study to their context the researcher must mention the nature of participants studied, sample size, data collection instruments employed and the duration of time spent on data collection. Therefore, the study presented detailed information on the sampling methods and size, data collection instruments and the duration spent on in-depth and focus group interviews. Furthermore, the study specified its participants as principals, HODs and teachers in schools. it can be asserted that the results of the study can be transferable to other similar environments in other districts of North West Province and other provinces in South Africa that have schools, principals, HODs and teachers who are involved in the assessment of teachers' performance exercise.

3.8.3 Confirmability

Tichapondwa (2013) and Maree (2015) argue that confirmability is the degree of researcher neutrality so that findings of the study come from participants not from researcher biases, and interests. In this study, I ensured confirmability through triangulating information from

different data collection instruments used. In order to minimise being biased, questions in the interview guides were developed in line with the questions of the study. I also used document analysis to validate some of the participants' responses and used literature review for verification. In addition to this, I used a member checking strategy to allow participants to confirm the results of the study by verifying if what is written is the same as what they said. The participants were given verbatim interview transcript to confirm their statements. The selected participants were able to review and validate their verbatim statements and also generated new ideas on the effectiveness of methods used for teacher performance assessment. This strategy assisted in enhancing accuracy of the data collected from interviews.

3.9 RESEARCH ETHICS

Tichapondwa (2013) explains ethics as norms that differentiate between acceptable and unacceptable codes of conduct. Ethics serves as the aim or goal of research and apply to scientific researchers or other scholarly activities (Tichapondwa, 2013). Similarly, to this, Brevik (2013) elucidates ethics as making normative judgments according to a standard for what is right and good. He also added that a high number of professions including educational researchers have their ethical codes. Parveen and Showkat (2017) define research ethics as doing what is morally and legally right in research. Creswell (2013); Parveen and Showkat (2017) concur that the researcher must respect the needs, rights, values, safety of key informants. Moreover, McMillan and Schumacher (2010) stress that a credible research design involves adherence to research ethics. Following this, I requested written permission to conduct a study in secondary schools of Mafikeng area from the North West Province Department of Education. I also applied for the research ethical clearance certificate from UNISA research committee. Doing so ensured that the study is conducted in adherence to research ethical standards, guidelines, and principles.

McMillan and Schumacher (2010) point out that qualitative researchers need to plan how they will handle and address ethical dilemmas during data collection exercise. They continue to articulate that qualitative studies are more likely to be personally intrusive, this is because in qualitative research there is much interaction with participants in their natural setting during data collection. Therefore, McMillan and Schumacher (2010:338) assert that ethical

guidelines and policies that govern this nature of research include informed consent, confidentiality, privacy, anonymity, caring, harm and risk, and voluntary participation. These ethical guidelines are discussed below.

3.9.1 Informed Consent and Voluntary participation

Hennik *et al* (2020) assert that informed consent is used to provide accessible information on the risks, benefits and procedures of a study that allows potential participants to make a free or informed decision about whether to participate. Therefore, the participants of the study were given two copies of the consent forms with ethical guidelines to read and print their signatures as an agreement to participate in the study. I allowed each participant to remain with the signed copy of the consent letter and remain with another to serve as evidence of participation. I protected participants' identities by not revealing their names and school names. They were also informed that data will only be used to report findings of the study. I further informed participants that they would benefit from the study because they would be given a copy of the final report and a link where they can access the published study.

Silverman (2011) as cited in Brevik (2013) confirms that voluntary consent refers to that, a researcher does not force anyone into participating in research but rather pursue to obtain voluntary consent from participants (Cresswell, 2013). Voluntary informed consent is universally accepted as a precondition for scientific research involving human beings. Therefore, before the data collection exercise started, participants were informed about the purpose of the study and the information in the consent forms. They were notified of the willingness to participate and withdraw from the study if they want to. I further informed them about issues of no penalty charges from discontinuing their participation in the study.

3.9.2 Harm and risk

Hennik *et al* (2020) argue that risk analysis should be done through assessing the potential harm to participants from participating in the study. Since the study was purely qualitative, it did not use experimental research designs that are likely to harm participants. However, it was guided by ethical principles and guidelines. Qualitative research may contain minimum threats to participants more especially when it comes to the nature of research questions and how they are presented. I addressed this issue by ensuring that the research questions were

appropriate for the study. The study was based on a non-sensitive topic. The topic on assessment of teachers' performance is a common subject that teachers, HODs and principals who participated in the study were familiar and comfortable with as it applied to their daily line of duty. During focus group and in-depth interviews, participants were required to answer questions that are related to performance assessment. Views and opinions of all participants were respected during interviews. Documents that were analysed are those that were generated by participants during performance appraisal exercise in their schools. In light of this, there was no foreseeable risk or harm to participants.

During data collection, I was aware of safety precautions, measures to follow and practise in the field study. Such precautions and measures were exercised to combat the spread of COVID-19 due to human interaction during data collection. I followed the World Health Organization and schools' COVID-19 protocol and safety guidelines. Safety guidelines were complied with by pre-screening of participants, the researcher and the assistant before the commencement of the focus group and in-depth interviews. A pre-screening form containing relevant information was used to screen participants, the researcher and assistant. The screening was also done to measure the participants' temperature including those of the researcher and the assistant and this was recorded in the screening form. I worked with the principal to conduct the screening process. Protective surgical masks and 70% alcohol-based sanitisers were used. Ventilation was ensured through opening windows and doors to increase air circulation in the area. Social distancing was practised through maintaining a distance of two meters between each other and the researcher ensured that the interview sessions did not exceed two hours. Disposable gloves were used when handling hard copies of documents that were analysed. The field notebook and voice recorder were put inside a paper envelope and stored away after data collection. They were stored for a minimum of three days before taking them out. Confidentiality and privacy of participants were strictly followed and practised when executing these safety precautions.

3.9.3 Privacy, Confidentiality and Anonymity

Hennik et al (2020) posit that issues of confidentiality in research ethics involve keeping data private which should be only accessible to the researcher. Information gathered was kept anonymous by removing any identifiers from the interview scripts. Participants' names and

schools were coded with names such as Teacher 1, 2 and School A, B and C. During data analysis and presentation these codes were used to represent schools and informants who took part in the study. Such practices are supported by McMillan and Schumacher (2010) who contend that the participants and their setting should not be disclosed, the researcher should code names of the participants and places. Most importantly, Madlela (2018) confirms that when participants are assured that their identities will not be revealed they become open and generate more information which enriches findings of the study.

3.9.4 Carefulness, Honesty and Integrity

Tichapondwa (2013) emphasis that the researcher should avoid negligence and careless errors. The researcher should strive for honesty in scientific communication through reporting data, results and procedures. Tichapondwa (2013) further highlights that the researcher should not fabricate, misrepresent data and falsify it. Therefore, after collecting data I took it back to participants to check if there is misrepresentation of data or falsification. This exercise did not only ensure compliance with research ethics but also assisted with trustworthiness of the results of the study. I used the consent forms which assisted with ethical guidelines that conform to the honesty and integrity of conducting the study.

3.10 CHAPTER SUMMARY

This chapter discussed the research paradigm which is best applicable to the study. The interpretivism research paradigm was selected to guide the study. The study adopted the qualitative research approach and discussed in detail its designs methods such as case study, interviews, document analysis, purposive and convenient sampling. The chapter continued with the discussion of the thematic data analysis and how data was interpreted and presented. Issues of trustworthiness of the study were also covered under credibility, dependability, confirmability and transferability strategies. The chapter concluded by a discussion of research ethics with guidelines such as informed consent, harm and risk, confidentiality, privacy and anonymity as well as carefulness, integrity and honesty. The next chapter discusses the data analysis, presentation and discussion of the findings of the study.

CHAPTER 4: DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 INTRODUCTION

The study aimed to discover undiluted views and opinions of teachers, HODs and principals on the effectiveness of teachers' performance assessment in selected Mafikeng secondary schools. The previous chapter outlined and discussed research methodology which contributed to attaining the results and findings of the study. Data was collected from principals, HODs and teachers in the selected secondary schools located in Ngaka Modiri Molema District in Mafikeng. This chapter analyses and presents data narratively following the thematic approach. In some instances, participants' words were presented verbatim and italicised. Themes and sub-themes were used as headings when reporting the findings of the study. These themes were derived from the data analysis and research questions that consist of the main research question: How effective are the methods used to assess the performance of teachers in secondary schools in Mafikeng area in South Africa? Sub research questions are: How do teachers understand teacher performance assessment? Which methods are currently used to assess the performance of teachers in Mafikeng secondary schools? What challenges are faced in the current methods used to assess the performance of teachers? and Which strategies can be used to improve the teachers' performance assessment methods in Mafikeng secondary schools?

I used multiple data collection methods such as in-depth interviews with semi-structured questions to collect data from principals and HODs'. The principal of each selected secondary school was interviewed separately from the HOD (cf. 3.5.1.). Teachers were interviewed in a focus group as indicated in Chapter 3 of the study (c.f. 3.5.2.). Document analysis was used for triangulating data from focus group and in-depth- interviews and also useful in ensuring trustworthiness of the results of the study. Documents outlined in the document analysis guide attached as Appendix G assisted the researcher to fill in the gaps left by participants who were interviewed as individuals and in focus groups as alluded to by Tichapondwa (2013) in the previous chapter (cf. 3.5.3). The analysis of documents and made it possible for the researcher to validate the findings from in-depth- interviews and focus group interviews.

I used the same semi-structured interview questions to collect data from principals, HODs and teachers. These questions were prepared in the in-depth interview and focus group interview

guides attached as Appendices G and I. Therefore, this prompted the researcher to analyse, present and discuss data collected from in-depth and focus group interviews at the same time. In this manner, I was able to draw similar and different views and opinions shared by the teachers, principals and HODs on the effectiveness of methods used to assess the performance of teachers in selected secondary schools of Mafikeng area. I used code names for schools and participants in line with ethical guidelines to protect their identity (cf. 3.9.3). Literature review in Chapter 1 and Chapter 2 was used to analyse and confirm the results of the study in the form of in-text referencing.

Goal-setting and control theories were used to guide data analysis, discussion and presentation. Data collected from in-depth interviews, focus group interviews and document analysis was informed by the goal-setting and control theories. Participants were able to generate detailed information related to teacher performance assessment that aligned well with the goal-setting and control theories.

4.2 CODES NAMES OF SELECTED SCHOOLS AND PARTICIPANTS

The schools and participants who took part in the study were given code names as presented in the table below.

Table 4.1. Code names for schools and participants

Schools	A	B	C
Principals who participated in the interviews	Principal	Principal	Principal
HODs who participated in the interview	HOD	HOD	HOD
Teachers who participated in a focus group interview	Teacher 1 Teacher 2	Teacher 1 Teacher 2	Teacher 1 Teacher 2

Three schools as indicated above participated in the study. From these schools, three principals and three HODs were interviewed separately and two teachers from each participating school were involved in the focus group interviews. Therefore, a total of twelve

participants managed to generate in-depth information on the effectiveness of methods used to assess teachers in secondary schools in Mafikeng area.

4.3 MAIN THEMES

Data was analysed and presented using the thematic and narrative approach. During the process of thematic analysis, the researcher organised data in line with the research questions. Raw data was transcribed with the help of the data collection assistant and coded by the researcher. Similar codes were grouped to form categories that transformed into themes that served as the framework for organising and reporting findings of the study. Data was then presented narratively and in some cases participants actual spoken words were presented as they are to enable the reader to hear undiluted views and opinions. This process of data analysis was generated by McMillan and Schumacher (2010) as indicated in the previous Chapter (cf. 3.7).

Table 4.2 presents themes and sub-themes that emerged during data analysis as follows:

Table 4.2: Themes and Sub-themes

Themes	Sub-themes
Teacher performance assessment	
Benefits of teacher performance assessment	<ul style="list-style-type: none"> - Performance effectiveness and quality teaching - School goals and objectives attainment - Teacher training, development and keeping abreast with changes - Money incentives - Teacher preparation and knowledge
Teacher assessment timelines	
Professionals involved in assessment of teachers in schools	
Methods of teacher performance assessment	<ul style="list-style-type: none"> - Integrated Quality Management System (IQMS)

	<ul style="list-style-type: none"> - Pre-assessment meeting - Lesson observation - Self-assessment - Peer assessment - The assessment methods outside the classroom - Quality Management System (QMS) - Informal Assessment
Effectiveness of methods used to assess teachers in schools	
Challenges faced in teachers performance assessment	<ul style="list-style-type: none"> - Paperwork and time constraints - Lack of quality and stability - Lack of training and Support - COVID-19 Pandemic - Low incentives and lack of recognition - Lack of feedback
Strategies that can be used to effectively assess teacher performance	<ul style="list-style-type: none"> - Developing effective assessment methods - Goals and value-driven performance assessment - Constructive and timely feedback - Identifying and implementing training, recognition, support and development needs - Reviewing incentives for teacher performance assessment - Proper implementation and monitoring.

Classrooms and principals' offices were used as venues for data collection in secondary schools in Mafikeng area. These venues were convenient and conducive to participants, researcher and data collection assistant. The data collection assistant helped in recording and transcribing data during field visits. All the participants consented to the use of the voice recorder equipment to record their voices when they were interviewed. The COVID-19 protocols were followed in all the secondary schools that participated. The researcher, data collection assistant and participants were screened and sanitised. Cloth and surgical masks were worn by the participants covering the nose and mouth and a distance of two metres was maintained as per the COVID-19 guidelines. Chairs and tables were disinfected before and after the interviews and windows were open to allow for air circulation. It emerged from the findings of the study that teachers, principals and HODs are assessed in schools. It is however worth noting that the study is based on the performance assessment of teachers in secondary schools of Mafikeng. Principals and HODs were involved as assessors of teachers' performance at school level. The principals and HODs from Mafikeng area secondary schools were relevant in the interviews on the methods of teacher performance assessment and their effectiveness because they are custodians of the performance assessment and professional teacher development. The findings generated were analysed, presented and discussed in related themes and sub-themes as follows:

4.3.1 Teacher performance assessment

The assessment of teachers' performance in schools is an activity that has been put in place in South African schools during the apartheid era and continues to exist in the post-1994 era. In the past, it was known as the inspection system and was reformed in post-1994. In the context of South Africa, teaching profession is guided by national laws and policies. In this manner, the teachers' assessment systems are aligned to the country's constitution and national education policies. For example, the Constitution of South Africa, 1996 emphasises the right to quality education. Section (4) of the Employment of Educators Act No. 76 of 1998 (EEA) complements the constitution as it indicates that teachers are expected to render services that are in line with their performance standards (cf. 2.3.6.4). Performance standards are usually linked to quality education. Universally, in normal circumstances, teachers, HODs and school principals are responsible for the provision of quality education which is measured

through appraisal systems. This is in line with the assertion of OECD (2013) which indicates that teacher appraisal is the key lever for enhancing quality education.

Worth noting is that teachers' appraisal system in South Africa is informed by Schedule 1 of the Employment of Educators Act No. 76 of 1998 where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated (cf. 2.3.6.4). In this manner, teachers are forced to familiarise themselves with the interpretation and understanding of performance assessment standards so that they can meet the needs of the national constitution and education policies. It was therefore critical to ascertain participants' understanding of performance assessment.

In response to the question: In your own understanding, what is teacher performance assessment? Participants' definitions unfolded as follows:

The Principal from School A articulated that teacher performance assessment is:

The impact that you make as a teacher on learners and that impact is being assessed. The assessment of the teacher is meant to see how effective the teacher is in a classroom.

The above statement of Principal from School A is in line with Isore's (2009) attestation. Isore (2009) attest that performance assessment assesses teachers' perceptions on the impact of the process in their practice and effectiveness of performance appraisal conditions (cf. 2.3.8). The Principal from School A when answering the above-mentioned question strongly used the words impact and effectiveness as the keywords that define teacher performance assessment. Therefore, attaching these words to the meaning of teacher performance assessment carries more weight because assessments are used to measure the effectiveness or the impact of the performance as alluded to by Isore (2009).

Teacher 1 from School A and Principal from School B shared the same sentiments on the understanding of teacher performance assessment. They viewed teacher performance assessment as the process of assessing teachers in their line of duty in order to improve learners' results and the performance of the school. Teacher 1 from School B concurred with the above, however, her definition of teacher assessments stretched to an assessment of teachers' punctuality and class attendance. These attestations resonate well with Collective Agreement No. 2 of 2020, as it defines teacher performance assessment as systems that are

used to assess the performance of an individual teacher in order to obtain quality performance in schools (cf. 2.3.8).

Teacher 2 from School A gave a broad explanation of teacher performance assessment. He said:

I think it has to do with the performance of the teacher in terms of leaner academics and extra mural activities. The two are merged to form the assessment areas. In South Africa, we use the IQMS tool. IQMS focuses most on the assessment of academic performance and pays less focus on extra mural activities.

Even though the above definition highlights the use of IQMS as a tool for assessment, HOD from School B understood IQMS as the teacher performance assessment. She defined it using a single word 'IQMS'. According to ELRC (Resolution 8 of 2003), IQMS is an integrated quality management system that consists of three programmes that are aimed at monitoring and enhancing the education system (cf. 2.3.4). The three programmes are Development Appraisal, Performance Measurement and Whole School Evaluation. From this definition, it can be concluded that IQMS is an instrument with an element of teacher performance assessment. By defining teacher performance assessment as IQMS, HOD from school B used a generic definition that incorporate other elements of IQMS such as teachers' development and Whole School Evaluation. The question however required an explanation on teacher performance assessment as one of the elements of the IQMS. Though the HOD did not give a specific explanation that focused on teacher performance assessment, she understood that teacher assessment is a component of IQMS that should not be isolated from other elements.

The HODs from School A and C shared a common understanding as they attached the meaning of teacher performance assessment to the development of the teacher. However, HOD from School A expanded the meaning of teachers' performance to the ability of the teacher to deliver in terms of the subject area. The common views of HODs from School A and B on performance assessment is in line with the assertion of Borg (2018) who extends the definition of teacher assessment to professional development (cf. 2.3.8).

HOD from School C continued to add that:

Assessment should be linked first to teacher development instead of it being more focused on paid incentives like money. Teachers must be developed in the content and skills of teaching. They need to be developed in their career so that they can be promoted.

Based on this statement addressed by HOD from School C, it can be said that monetary incentives should not be prioritised in the performance assessment, but the major focus should be on teachers' development because it can lead to career growth and opportunities. However, this is not the case with the Chinese appraisal system known as Performance Linked Pay Reform. According to Wang *et al* (2014) the main goal of this system is to reward best performing teachers and those who conducted educational research in the form of incentives such as basic performance pay (cf. 2.3.5.4). Forrester (2011:7) argues that performance-related pay is a way of promoting teacher retention and a mechanism which could motivate teachers to improve their performance in exchange for financial gain (cf. 2.3.5.4).

Teacher 2 from School B differ from the above definitions on teacher performance assessment. According to Teacher 2 from School B:

Teacher performance assessment is getting moderation from the HOD and subject advisor.

In line with this statement, it can be argued that performance assessment in the case of South Africa is not only limited to the moderation by HOD and subject advisor. I consider this definition displayed by Teacher 2 from School B as contradictory to the analysis made in IQMS Resolution 8 of 2003 and QMS educators training manual of 2020. The documents indicate that SMT and the Principals are internal moderators at school level and district officials act as external moderators of performance assessment. Despite this, it is shown from most participants' responses that they understood the concept of teachers' performance assessment. They associated teachers' assessment with the assessment of teachers' work in order to improve learners' results, teachers' and the overall school performance. Some definitions of participants linked performance assessment to teachers' professional development. This is ideal because it is supported by Theall (2017: 91) who argues that assessment without development is punitive, and development without assessment is guesswork (cf. 2.3.8). Teacher 1 from School A went further to reveal IQMS as the assessment instrument used to evaluate their performance while the HOD from School B attached the

meaning of performance assessment to IQMS. From this, it is clear that participants are aware of their performance assessment tools.

4.3.2 Benefits of teacher performance assessment

HODs and principals who participated in in-depth interviews and teachers who participated in focus groups were interviewed on the benefits associated with the assessment of teachers. The researcher brought the question related to assessment benefits because it is a mandate of all school educators and managers to know the importance of teachers' appraisal. This mandate is printed in the appraisal system of South Africa known as IQMS. The IQMS training manual of Resolution 8 of 2003 and Collective agreement No. 2 of 2020 (cf. 2.3.8.1) highlight that educators should be aware of the benefits of the appraisal system. The participants' responses on the benefits of teacher performance assessment were grouped into the sub-themes as indicated in Table 4.2. These sub-themes were presented as headings and discussed as follows:

4.3.2.1 Performance effectiveness and quality teaching

Principal from School A asserted that assessments are important because they reveal how good or effective someone is on the job. This is in line with the assertion of Teacher 2 from School A who said that teachers' assessment is necessary to maintain quality teaching which will benefit learners to face the demands of the outside world. HOD from School A agreed with the assertions of Teacher 2 from School A and Principal from School B because he insisted that:

Teachers' assessment is necessary to ensure that the school has the right qualified and effective teachers.

The above statements are congruent to the notion of OECD (2013) and Holmgren *et al* (2014) who note that assessments are critical activities that assess teachers' quality which improves their performance standards (cf. 2.3.8.2). I believe that it is of paramount importance to assess teachers' effectiveness which is much likely to generate quality teaching. The notions of the above participants are related to the benefits of teachers' assessment because they are consistent with CDE (2015) which purports that effective teacher performance assessment is fundamental to improve the teaching quality in South African schools (cf.

2.3.9.1). On the contrary, if the quality of teaching is compromised through lack of teacher assessment issues of poor performance are more likely to persist amongst teachers. Teacher 2 from School A supported the above statement. He said:

Teacher performance assessment is important because they can reveal non-performing teachers.

4.3.2.2 School goals and objectives attainment

In chapter 2, it is stated that the goal-setting theory is used to guide the study (cf. 2.2). This theory is in line with the participant's contributions on the benefits of teachers' assessments. Buchner (2007) articulates that the goal-setting theory is pivotal in enabling an organisation to develop and implement an effective performance appraisal system that will help it to improve its performance and attain its goals (cf. 2.2). It is therefore worth noting that goal-setting and objective achievement are fundamental approaches in the performance assessment of teachers. Some participants revealed the attainment of goals and objectives as the benefits of assessing teachers and their responses emerged as follows:

Principal from School B confirmed that:

Teachers' assessment is a necessity to check whether the teacher is achieving the goals of the school. The school has targets that must be met at the end of the year. It is important to check whether the teacher is performing well or whether there are gaps and how best they can be closed so that the teacher can perform optimally.

Principal from School C shared the same perspective with the Principal from School B. The participant responded:

Teachers are assessed to see whether goals and objectives of the teacher were met. This will further reveal whether teaching and learning took place.

It is evident from the responses of the principals that teachers' assessment is linked to goals and objectives achievement. Principals are responsible for incorporating identified school goals in the school management plan. After goal- setting, they ensure that goals are met, for example in the IQMS management plan document of School A and B there was an action plan

with goals to be met on a yearly basis. This is in line with Marishane and Botha (2011) who posit that planning phase involves goal-setting and it is the responsibility of principals to communicate and define goals (cf. 2.2.1). Marishane and Botha (2011) continue to assert that goals formulated with teachers are essential for promoting accountability and effective teaching and learning. Therefore, it is imperative to conduct teachers' performance assessments to assess if school goals were achieved. According to the goal-setting theory as stated in Chapter 2 (cf. 2.2.1) the intended targets or goals result in action being taken. This statement is justified by Lock and Lantham (1991) who attest that goals are one of the effective tools that promote performance (cf. 2.2.1). On a further note, classroom teachers set objectives to be achieved during teaching and learning process. Based on these discussions, it is imperative to reiterate that performance appraisal can be one of the monitoring tools that can be used to check if teachers are working towards the achievement of the school goals and objectives. This is because most of the school goals and objectives are aligned to the teachers' responsibilities and the only way they can be assessed is by conducting performance assessment.

4.3.2.3 Teacher training, development and keeping abreast with changes

HOD from School C emphasised that assessing teachers on performance is crucial for teachers' development. Teacher 2 from School A agreed with the statement of HOD from School C because he said that IQMS reports may assist in teachers' development. He further said that:

After first degrees teachers don't go to school. IQMS reports might motivate them to upgrade.

In consistent with the above statements HOD from School A mentioned that:

Teachers' assessments are very important because they reveal training needs which should be taken seriously.

Principal from School A aligned well with the above connotations because he noted that:

The only way for improvement is through performance assessment in order to see our weaknesses. Sometimes we overestimate ourselves as teachers therefore It is important to be assessed to see weaknesses which can inform our training needs.

On a different angle all the teachers in a focus group interview in School A agreed that assessment is necessary to keep abreast with changes so that teachers can grow in the subjects that they are teaching.

HOD from school B added that:

For the school to perform better it needs teachers who are at par with the system since the curriculum and appraisal system keep on changing. Performance appraisal assists teachers to align to current educational policy changes.

The teaching profession is associated with lifelong learning. This is because educators are expected to develop their skills and knowledge throughout their careers. In this era of the fourth industrial revolution, there is a rapid change in the education system, and this calls for teachers to change and adapt to the new systems. Teachers' transformation cannot happen without continuous professional development. From this perspective, participants believed that teachers' performance assists in professional development. In South Africa, professional development is linked to the South African Council of Education (SACE) code of professional ethics for teachers. Section (7) of the SACE Code (cf. 2.3.6.5) says that all educators must "keep abreast with educational trends and developments" and promote the ongoing development of teachers as a profession". This means that the SACE code is compulsory to all teachers and failure to meet this standard may translate to educators' misconduct and attract charges. It is crystal clear that the participants acknowledge the appraisal system which keeps them on par with the teacher training and development. The ELRC Resolution 8 of 2003 accentuates that IQMS is an integration of three evaluation systems which include Development Appraisal (cf. 2.3.4.) The mandate of the appraisal system is to assess teachers in order to determine areas of strengths and weaknesses and draw up programmes for each teacher's development (ELRC Resolution 8 of 2003). This mandate validates the assertion of Principal of School A who indicated that performance assessment can reveal their weaknesses which can inform their training needs. IQMS training manual (2003) emphasis that the teacher assessment system is essential to identify the specific needs of educators and add support for continued growth. Therefore, participants' identification of teachers' development as a

benefit of performance assessment was valid because they were in line with the content of their appraisal system which is known as IQMS.

On a further note Teachers from School A and HOD from School B both attached the benefits of teachers' assessments to keeping teachers updated with the new policy changes. In Chapter 2 I reiterated that when reviewing and updating educational policies, other related policies should be reviewed as well to maintain uniformity and consistency (cf. 2.3.5.1). For example, I argued that in South Africa the CAPS curriculum was changed and implemented in 2012 but IQMS was left out though it assesses teachers' responsibilities which are captured in the CAPS curriculum.

4.3.2.4 Money incentives

Some teachers who participated in a focus group interview viewed money incentives as the most benefit of performance assessment. Even though HOD from School C, Principal from School C and Teacher 2 from School A were against money incentives, Teacher 1 from School A varied with them. Teacher 1 from School A strongly attached the benefits of teachers' assessment to money. In his response, he firmly argued that:

Teacher performance assessment that gives money incentives is of great importance because money act as a source of motivation to individual teachers. Just like any employee performance appraisal system, teachers also should be given rewards in the form of money so that they feel recognised.

Teacher 2 from School C harmonised with the statement of Teacher 1 from School C. He declared that:

The 1 % pay progression received from performance appraisal is important because it indicates a sign of being recognised and appreciated. But the 1% money incentive is not always enough, I wish the Department of Education can consider revising this amount.

However, HOD from School C and Principal from School A critique the above statements. They said that in the teachers' assessment money incentives should not be prioritised over teachers' development. Teacher 2 from School A supported this statement by saying that:

In public schools, teachers tend to relax with their work and focus on enjoying the little money they receive from the performance appraisal.

Taking these scenarios into cognisance, it can be argued that all participants recognised the importance of money incentives in the performance assessment. However, some participants believed that there are things that should be given special attention apart from money. For example, HOD from School C and Principal from School A identified teachers' development as the most important factor in teacher assessment. The analysis drawn from Teacher 2 from School A statement was that money incentives yield setbacks such as failure to prioritise work.

SADTU in CDE (2015) contends that performance assessment should be linked to teachers' pay. CDE (2015) acknowledges that initiatives of money incentives are used by some countries to attract, develop and retain teachers. Countries like China as mentioned previously, use performance systems that are linked to pay progression. Teacher 2 from School C is in line with these assertions because he declared that the 1% money given to them is valuable, and he pushed for increment. Forrester (2011:7) indicates that performance-related pay among other things can be a source of motivation to teachers (cf. 2.3.5.4). This statement supports the comment made by Teacher 1 from School A who commented that performance assessment that is linked to financial gains acts as a motivating factor.

4.3.2.5 Lesson preparation and subject knowledge

Teachers in a focus group from School A and HOD from School A saw classroom preparation and subject knowledge as benefits of performance assessment. They articulated these benefits as follows:

Teacher 1 from School A said:

To ensure that teachers prepare when they go to class.

Teacher 2 from School A answered:

Experienced teachers do not prepare, they put away their books because they believe that they have taught their subjects for a long time. IQMS can show their gaps because things are changing.

Teacher 1 from School A added that performance appraisal is essential because it checks whether teachers are conversant with the subject matter. This comment is tied to the statement of HOD from School A who emphasised that teachers should be assessed to confirm if they are knowledgeable and effective in terms of subject delivery.

The conclusion drawn from the above statements is that both teachers from School A acknowledged that teacher assessment assists in monitoring teachers' classroom preparation. This is confirmed by Paufler *et al* (2020) who attest that teacher assessment tools help teachers to improve their knowledge and skills (cf. 2.3.8.1). Teacher 2 from School A clearly stated that the appraisal system can expose those who skip classroom preparation such as experienced teachers. One of the most prominent factors in classroom teaching is preparation. I argue that if the teacher prepares well enough, she/he can be in a position to deliver the subject content well. However, lack of preparation can result in poor performance. Hence the need for teachers to be assessed to ensure that they serve their classroom responsibilities according to the standards set. The IQMS system assesses teachers on performance-based standards. Some of the performance-based standards assess curriculum knowledge of the subject, lesson planning and presentation. Since teachers and HODs use IQMS as an assessment tool, it is clearly shown from their response that they are aware of these performance-based standards and they consider them as important. CAPS (2012) emphasis that for learning to have taken place, learners should be knowledgeable about the subject matter (cf. 2.3.11.7). Therefore, if teachers lack knowledge in the area of teaching this means that learners would struggle and the requirements of CAPS could not be met. Hence the need to assess teachers to ensure that they meet CAPS standards in the form of effective subject delivery.

4.3.3 Teacher assessment timelines

During the in-depth and focus group interviews, the research posed a question related to teachers' assessment timelines in Mafikeng area secondary school. In response to the question, when are teachers assessed in your school?

All the principals from Schools A, B and C shared the same sentiments on timelines for teacher assessment. Their statements are as follows:

Principal from School A

The assessment goes on throughout the year.

Principal from School B

Teachers are assessed throughout the year as an ongoing process

Principal from School C

The assessment is done throughout the year, it is an ongoing process

Teacher 1 from School A and HOD from School B agreed with the above notions but in their statement, they explicitly stated exact dates for assessment. Their comments are as follows:

Teacher 1 from School A

Teachers are assessed in May or April annually

HOD from School B

Assessments are conducted after every 6 months, twice a year.

However, some teachers specified that assessments are done each term. Teachers from School B commented that they are assessed in each school term through classroom observation.

HOD from School C was of the same view with the above as she stated that:

Each term we have to assess teachers through lesson observations and check assessments given to learners, quality of marking etc. Nowadays it is difficult due to the COVID-19 crisis.

Teacher 2 from School A was of the same view as Teachers from School B and HOD from school C. He added that:

Teachers are assessed each term. There is the first baseline evaluation during the first term and the summative evaluation during the third and fourth terms.

Teacher 1 from School C differed with the above statements because in her response she asserted that:

Assessment periods differs per department. They choose dates for assessment during the first and second term of the year.

HOD from School A shared the same view with all of the above statements although he expressed his answer elaborative in this way:

At school level, it is done once a term through class visits to see how the teacher is delivering. There is also another assessment from the Department of Education called IQMS which is done once a year. Subject specialists and advisors from time to time also do class visits to assess teachers in class.

The participants' statements elucidated above revealed that teachers' assessment timelines are different in schools. School principals revealed that assessments are done annually as an ongoing process. One HOD articulated that assessments are done twice a year after six months whereas Teacher 1 from School A emphasised that assessments were done in May or April annually. This scenario indicates assessment timeline discrepancies in schools which are more likely to lead to the assessment ineffectiveness. This further reveals that there is no adherence to IQMS policy in schools. Some of the teacher participants reiterated that assessments are conducted each term in the form of classroom observation. Since there are four terms in a year it is perceived that assessments are done four times a year. This notion is considered contrary to a Teacher from School C who precisely stated that assessment timelines differ per department and dates for teachers' assessments are chosen during the first and second term. This statement may imply that assessments are done twice during the first and second term where suitable dates for assessment in each department are selected. HOD from School A added that subject specialists or advisors assess teachers often in the form of class visits. The IQMS training manual document (2003) indicates teachers' timeline assessment as baseline evaluation which is done in the first term and summative evaluation which is done in the last term. It is worth noting that this procedure stated above was only meant to be followed during the first year of the IQMS implementation in 2005 and in subsequent years the summative evaluation becomes the baseline for the following year. This meant that from 2006 to date in 2021 all educators are evaluated once at the end of each

year. IQMS training manual further states that summative assessments are done at the end of the year and only new teachers entering the system for the first time are assessed at the beginning of the year.

The new QMS educators' training manual (2020) indicates that teachers will be assessed twice a year that is during the mid-year towards the end of second term and annually at the end of the school calendar. The argument drawn from what teachers said on their assessment timelines and what the IQMS training manual of 2003 implies is that there is no uniformity and consistency in assessment timelines of the appraisal system in secondary schools in Mafikeng. Teachers who were interviewed were those who participated in the assessment system and were not newly appointed, therefore according to the IQMS (2003) they qualify to be assessed at the end of the year as a summative assessment. This is not the case with what participants said because it is indicating from their responses that teachers are assessed on different timelines basis in schools. In line with this, Whitley (2016) confirm that schools are designing and implementing their own appraisal systems to use alongside the IQMS system in order to redress its shortcoming (cf. 1.1).

In a nutshell, it has been figured out that, the features of assessment timelines outlined by the participants are related to the assessment systems of China and Tanzania. Zhang and Ng (2017) in Chapter 2 state that in China teachers are assessed each semester annually (cf. 2.3.5.4) whereas in Tanzania, GUIDELINES ON OPRAS (2011) reveal that it is done during mid-year and annual review, meaning that it is done twice a year (c.f. 2.3.5.3). Furthermore, the new QMS captures the same assessment timelines as the OPRAS system used in Tanzania. Since teachers have more responsibilities in schools, the frequent assessment may act as an overload to their work and affect their daily activities such as lesson plans, lesson delivery, setting and marking learners' assessments and attending other school activities outside the classroom such as extra-curricular activities. Therefore, mid-year and annual reviews seem to be relevant for assessment because the teacher will be engaged twice a year rather than each school term which is four times a year.

4.3.4 Professionals involved in assessment of teachers in schools

In each assessment system, there are individuals with different roles and responsibilities in the implementation of the performance assessment. In the case of teachers' performance

assessment, it was ideal for the researcher to confirm from principals, teachers and HODs of Mafikeng area secondary schools on the professionals involved in assessment of teachers in school. Teachers' performance assessment can occur as an internal assessment within the school level and externally by stakeholders outside the school parameters. This is supported by OECD (2009) which argues that teachers' appraisals are grouped into internal and external appraisals (cf. 2.3.10.2).

The participants responded to the question: Who is responsible for conducting the performance assessment as indicated below:

Principal from School A articulated that:

There are two people who assess the teacher. These are the HOD and the peer chosen by the teacher.

Principal from School B agreed with the statement of Principal from School A. He mentioned that:

At school level, the person responsible for teacher assessment is the peer teacher and a senior teacher. A senior teacher is usually an HOD who is a member of School Management Team.

HOD from School B had a similar viewpoint with Principals from School A and B. She agreed that teachers are assessed by HODs and peer teachers. On a different note, she said:

Teachers are also responsible to carry their own assessment.

Teachers from school B added that:

We are assessed by HODs who are our immediate supervisors and at times we are assessed by subject specialists and advisors.

The Principal from School C and Teachers from School C brought a different perspective from the above notions. Their perspectives are:

Principal from School C stipulated that teachers are assessed by:

HOD, Deputy Principal and Principal

Teachers from School C similarly attested that:

Teachers are assessed by Departmental heads and Principals

HOD from School A elaborated his answer on the responsible professional for carrying the assessment as indicated below:

At the school level, there is IQMS coordinator who is appointed by SMT. This coordinator liaises with the personnel from the Department of Education and gives information to teachers on when class visits will start. School Management Team (SMT) does assessments of teachers at school level. At the Department of Education level, there is Department Head (DH) and the peer chosen by the teacher to be appraised visit the teacher in class. The peer scores the teacher and the DH scores the teacher and the teacher scores himself or herself and the marks are divided by the number of assessors to get an average mark.

In contrast with the perspective of HOD from School A, Teacher 2 from School A elucidated that:

The principal is holistically responsible for teachers' assessment however he cannot do it alone. In this case, he delegates appraisal responsibilities to HODs. School Development Team (SDT) is facilitated by the principal and work hand in hand on teachers' performance assessment. The SDT members are IQMS coordinator, chairperson who is the Principal, Deputy chair who is the Deputy Principal, Secretary and one additional member depending on the workload.

The HOD from School C shared the same impression with the above statement of Teacher 2 from School A because her viewpoint on the professionals responsible for teachers' performance assessment is the Principal, HODs who assess teachers in class and SDT. She however added that peer teachers and Development Support Group (DSG) are also engaged in the performance assessment activities. She further declared that it is the responsibility of the SDT to collect assessment reports from the HODs and send them to the principal then to the Department of Education. These notions are in line with the IQMS Resolution 8 of 2003. This policy state that principals can assess teachers on behalf of HODs, DSG, and peer assessors are responsible for teacher assessment.

The overall comments from the above participants' concepts indicated that the professional assessment responsible for teachers' performance assessment at the school level are HODs, Principals, Peer educators, teachers, Development Support Group (DSG), School

Development Teams (SDT) and School Management Teams (STM). Most participants associated the responsibility of the teachers' assessment with the HOD and peer assessor. Some teachers indicated that they are assessed by subject advisors on occasions. Only two participants mentioned SDT and SMT as responsible for teachers' assessment. An HOD from School C was the only one who identified DSG as involved in assessment activities. Only HOD from School A identified personnel responsible for assessment at school level and Department of Education level. These scenarios indicate that teachers, principals and HODs are aware of individuals responsible for the teachers' assessment. Despite knowing their assessors, their responses came in different forms. Based on the participants' understanding of the professional responsible for assessment one may argue that some of their responses were contrary to each other. This is evident from the discussions above.

The IQMS educators' training manual of (2003) was analysed and revealed that the individuals responsible for teachers' appraisal are the principal, educator, SMT, SDT, DSG. The DSG consists of an immediate senior member of the teachers who are the HOD and peer educator identified by the teacher who is assessed, while the SDT members are the principal, Whole School Evaluation Coordinator, elected member of school management and post level 1 educator. The district officials operate externally through moderating the assessment results to ensure consistency among schools. IQMS's (2003) training document emphasis that the Provincial Department of Education only receives the teachers' assessment reports from the principal and SDT. It seems like some participants were not familiar with the requirements of the IQMS in the assessment procedures. This was captured in the comment of HOD from School A who attested that SMT are responsible for assessment at school level and Departmental heads and peer assessors are responsible for assessment at the Department of Education level. Most participants did not mention the involvement of assessors such as SDT whereas the manual of IQMS (2003) emphasis that SDT are the coordinators of the IQMS and they report to the Department of Education on assessment matters. It is however critical for teachers, principals and HODs to have noted the SDTs as they are an important team in the assessment of teachers' performance. Failure to mention the SDT by some participants shows that this team might not be used in some schools to assess teachers though the IQMS educators' manual spells out that they are an intermediary between the school and

Department of Education. Failure to utilise these structures by schools is likely to create gaps and compromise the effectiveness of the teacher performance assessment.

4.3.5 Methods of teacher performance assessment

Each performance assessment has its own criteria or methods put in place to assess the outcome of the performance. Since the management of the school as an organisation is unique as alluded to by Marishane and Botha (2011), the Department of Education and other related stakeholders develops school-related performance assessment methods that are aligned to the daily activities of the school including the education policies and school curriculum. It is in this manner that the South African Department of Education and other ELRC members designed the teacher appraisal system which is content with integrated assessment methods (ELRC, 2003). In this study, I was interested in knowing the current methods that are put in place to assess the performance of teachers at school level. In this regard the teachers participating in the focus group, principals and HODs who were interviewed on individual basis were asked the following question:

Which methods of assessment are currently used to assess teachers in your school?

From responses to this question, the themes that emerged were Integrated Quality Management System (IQMS) which had sub-themes such as Pre-assessment, Lesson observation, Self-assessment, Peer assessment and Methods of assessment outside the classroom. Quality Management System (QMS) and informal assessment were also other themes that emerged. These themes are discussed as follows:

4.3.5.1 *Integrated Quality Management System (IQMS)*

De Clercq (2008) and CDE (2015) have identify IQMS as an instrument used in secondary schools to assess teachers' performance. Mahlaela (2012) recognises IQMS as the instrument used for professional teachers' development (cf. 1.8.1). In line with this, most teachers, Principals and HODs' when asked about the methods used for assessing teachers' performance, identified IQMS as the main instrument that is used in their schools to assess teacher performance. All Principals from Schools A, B and C asserted that they used IQMS as an appraisal tool in their respective schools. HODs from Schools A, B and C concurred with the principals by identifying IQMS as the assessment instrument developed for their

performance assessment. This viewpoint was also expressed by teachers from School A and B. Teachers from School C did not mention the name IQMS as the assessment instrument, but they mentioned assessment methods activities covered in the IQMS document. Teacher 1 from School A explicitly stated that:

In South Africa, IQMS is the quality management system used to assess the performance of teachers. In our school, everyone is responsible for the implementation of the IQMS. HODs, Principals, teachers and peer educators use assessment methods documented in the IQMS to assess individual teachers at school level.

It emerged from participants' responses that IQMS system has its own assessment methods. The assessment methods identified were Pre-assessment meeting, Lesson observation, Self-Assessment, Peer assessment, Methods of assessment outside the classroom (extra-curricular activities and teacher development). These methods are discussed as sub-themes under IQMS as follows:

4.3.5.1.1 Pre-assessment meeting

Principal from School A asserted that:

At the beginning of the year, there is a meeting when the teacher chooses a peer and the HOD is assigned. The date for assessment is agreed and expectations are discussed.

Principal from School B confirmed the assertion above by saying this in brief:

Pre-assessment meetings are conducted for discussions of assessment expectations and dates.

Principal from School C concurred with the above assertions. He asserted that:

At the beginning of the school, calendar educators are briefed on the performance assessment of the current year. The IQMS rollout plan for the current year are discussed with the teachers and SMT.

Based on these assertions, it is noted that all school principals are familiar with the pre-assessment meeting. I believe that this is the case because it is the responsibility of the principals to communicate goals, expectations of school policies such as IQMS more especially

at the beginning of the year. This is in line with IQMS training manual (2003) which outlines that the Principal as a member of SDT and SMT prepares and monitors the management plan for the IQMS including the final schedule of DSG members. Principals articulated that when the academic year begins there is a meeting where assessment aspects such as expectations and dates are discussed. This statement is supported by IQMS training manual (2003) which selectively indicates that each DSG must have a pre-evaluation discussion with the educator concerned during which the assessment issues must be clarified. The training manual further indicates that DSG informs the educator about procedures and processes that will be followed throughout the IQMS cycle. Comparatively, a case study conducted by Maharaj (2014) discovered that the pre-class observation meeting enables preparation for lesson observation between the administrator and the educator, for example, they set and agree on dates for classroom observation (cf. 2.3.10.5). It is evident in this discussion that pre-assessment meeting paves the way for lesson observations and other teacher assessments. All the procedures and processes of the current year assessments are embedded in the pre-assessment meeting.

4.3.5.1.2 Lesson observation

In Chapter 2 of the study, Awan *et al* (2019) confirmed that lesson observations are the best frequently used data sources for teacher evaluations (cf. 2.3.10.5). This is evident from most African countries such as South Africa, Botswana, Zambia and Tanzania which use classroom observations for performance appraisal (cf. 2.3.5). Henderson *et al* (2014) postulate that teaching observation is a process where a supervisor or peer visits class lessons during teaching and learning for assessment outcomes which will be written or oral reports in the form of informal conversations, rating forms or letters (cf. 2.3.10.5). In Mafikeng area secondary schools interviewed participants identified lesson observation instrument as the method used for teacher assessment as explained below:

HOD from School A stipulated that:

At school level, we use class visits for lesson observations and there is an instrument that is used to assess the lesson and compile class reports. The subject specialists also do visits for lesson observations in class and they use their own instruments.

Teacher 1 from School B partly agreed with the statement by saying that:

Lesson observations are used as assessments through class visits by HODs, subject specialists and advisors. Due to the Covid-19 pandemic subject advisors use WhatsApp to assist teachers, to check on teachers work etc. Subject advisors are externals from quality assurance.

Principal from School B gave detailed information on the lesson observation instrument as indicated below:

The lesson observation instrument assesses teachers' performance standards. There are 7 assessment standards for PL1 educator, 10 assessment standards for the HOD and 14 assessment stands for the principal. Before lesson observations are conducted there is a pre-assessment meeting conducted to determine dates for assessing teachers. During the lesson observation, teachers are assessed in terms of lesson preparation and delivery and classroom management.

Teacher 2 from School A conformed to the statement of Principal from School B. He pointed out that:

Performance standards are used as a basis for assessing teachers during class observations. The lesson observation instrument has performance standards ranging from 1-7 which assess Post Level 1(PL1) educators, 1-10 Post Level 2 (HODs) and 1-14 Post level 4 (Principals). In this instrument principals, deputy principals, HODs are assessed the same as teachers using the performance standard 1-4 which is mainly based on an academic assessment. The standards ranging from 5-8 assess the performance of teachers on extramural activities and standards ranging from 8-10 specifically apply to the assessment of SMT.

HODs from School B, C and Principal from School C concurred with the above as they insisted that during lesson observations there are classroom visits to teachers done by HODs and the identified peer teacher. However, HOD from School C specified that lesson observations are done during teacher assessment and syllabus coverage monitoring. Teacher 1 from School A added that the process of lesson observation involves assessment on learner involvement and lesson presentation. Teacher 1 from School C supported this by saying that:

During classroom observations, assessors check learners' assessment and atmosphere of the learning environment.

Teacher 2 from School A captured the activities done after classroom observations as follows:

After class observations, discussions are done to harmonise different evaluations. Then areas of weaknesses are identified and assistance prescribed, for example, assistance may come from the HOD, Principal, Department of Education or personal study.

It is shown from the participants' statements that the lesson observation is a common instrument understood by all. Most participants concurred that the lesson observation instrument is one of the methods used for teachers' assessment. They went on to extend the features that are found inside the lesson observation instrument. For example, Principal from School B and Teacher 2 from School A identified performance standards as the main features with different criteria for teachers' assessment. Teacher 2 from School A further argued that the performance standards 1-4 assess academic assessments and other standards assess non-academic things. This is in line with the IQMS training manual Section C (2003:2) which indicate that lesson observations require four performance standards. The first one is the creation of a positive learning environment, second one is knowledge of curriculum and learning programmes, the third one is lesson planning, preparation and last one is the presentation and learner assessment (cf. 2.3.10.5). It is through these standards that teachers are assessed through classroom observations. The performance standards are rated based on the expectations and criteria written in the lesson observation instruments. Although IQMS emphasis more on the use of performance standards, Sergiovanni and Starrat (2007:239) argue that assessing teachers according to stipulated standards disrupts teachers' creative and initiative skills (cf. 2.3.10.5).

Principal from School B and Teacher 2 from School A agreed that the performance standards have ranges. They stated that ranges 1-7 assess educators, 1-10 HODs and 1-14 Principals. IQMS training manual (2003) indicates that there are 12 performance standards. Standard 1-7 apply to all Level 1 educators, 1-10 apply to HODs and 1-12 apply to Deputy Principals and Principals. The above principal and teacher statement is supported by the IQMS on standards ranges of educators and HODs but there is a contrary statement on the standard ranges of the principal because Principal from School B and Teacher from school A attested that

performance standards for assessing principals range from 1-14 whereas this is not the case with the IQMS training manual. Even though much focus was done on teacher assessment it is equally important to know some assessment aspects of IQMS which stretch to the principals. Therefore, the researcher believes that both principals and educators should be familiar with the content of IQMS to avoid discrepancies which can result in variations.

HODs from School B, C and Principal from School C approved that lesson observations are conducted by HODs and the identified peer teacher whereas HOD from school A was of a different view as he noted that subject specialists also conduct lesson observations in class using their own instrument. It is not known if the instrument used by subject specialist is different from the ones used by other assessors mentioned above. In general, the above statements correspond with the assessment system in Botswana. It is confirmed by Chapter 2 which indicate that Botswana (cf. 2.3.5.1) and South Africa (cf. 2.3.10.2) use principals or HODs to conduct classroom observation. However, Tabulawa (2003:21) indicates that in Botswana the process involves principals observing teachers teaching, education officers from the Ministry of Education observing instructional lessons, and teachers observing one another. These scenarios are not applied in countries like Chile which uses videotapes to conduct lesson observation and be evaluated by institutions responsible for teacher appraisal (cf. 2.3.5.1). This indicates that it is feasible to use technology for assessment more especially during times of COVID -19 pandemic where human contact is restricted. Technology in lesson observation is also crucial because of the ever-changing educational context where the four corners of the classroom are slowly eroded by virtual teaching and learning. It is noted that technology cannot replace human nature, but it can be used to a certain extent to support work practices such as teaching and learning activities. However, Awan *et al* (2019) are of different view as they contend that it is through classroom observation that teaching activities such as how the educator engages learners and manage classroom can be observed (cf. 2.3.10.5).

4.3.5.1.3 Self-assessment

All the school principals, HODs and Teachers from School B and C and Teacher 2 from School A identified self-assessment as the method used in their schools for teachers' assessment. The Principal from School B said:

Teachers assess themselves, they reflect on the teaching and learning activities administered and score themselves. They develop a personal growth plan (PGP) with the assistance of immediate supervisor and identified peer.

Teacher 2 from School A added that:

As a teacher, I use the self-assessment method which is stipulated in the IQMS. This method is complicated because sometimes I don't know how to use it. I just score myself in order to meet the needs of the IQMS.

Even though teachers referred to this method as self-assessment, in the IQMS document it is termed self-evaluation. In the new QMS document, it is called self-appraisal. According to the IQMS training manual (2003), self-evaluation is essential to familiarise the educator with the instrument, performance reflection, set goals and time frames for improvement and monitor progress. This relates well with the views of the Principal from School B. IQMS training manual (2003) further addresses that self-evaluation is an ongoing process and during lesson observation, the educator can add inputs making the process more engaging. USAID (2006:1) argues that self-assessment is a system that assists teachers to reflect on their classroom practice and participate in their professional development (cf. 2.3.10.7). This notion validates the response from Principal of School B. In line with the statement of USAID (2006), UNAM (2014) attests that the reflection journal mode is the effective self-assessment strategy for schools (cf. 2.3.10.7). In Namibia, teachers use reflection journals of their lesson presentations whereas this is not the case in South Africa. Even though reflection journals are not used in IQMS, UNAM (2014) associates reflection journals as a method that can help teachers identify strengths and areas for improvement, which can be addressed during CPTD workshops. In light of this, self-assessment is considered as the reflection road map that can direct teachers to areas of improvement. In this regard, teacher development is much likely to occur if given attention.

Even though there are indications of loopholes in the self-assessment method as indicated by Teacher 2 from School A, appropriate interventions can be used to make this method a success. These interventions are proper training and monitoring on the implementation of

the self-assessment method and using self-assessment strategies such as matrix and departmental review mode which have been proven by Makatala (2018) to be effective in self-assessment (cf. 2.3.10.7). The loophole of self-assessment method revealed by Teacher 2 From School A is confirmed by the findings of the study of USAID (2005) and Sekgale (2016) who pointed out that self-assessment results in biasness and cheating because DBE does not engage neutral persons to entrust teachers with monitoring and supervision of IQMS (cf. 2.3.10.7). I argue that some of the limitations found in the self-assessment method can be moderated by using multiple assessments to compare results.

4.3.5.1.4 Peer assessment

All the participants reported that peer assessment is a method used for assessing teachers' performance in their schools. Principal from School A noted that:

There are two people responsible for classroom observation. At the beginning of the year, there is a meeting when a teacher chooses a peer. The identified peer and the HOD assess the teacher during lesson observation.

HOD from School A shared the same perspective as above, he reiterated that:

Departmental Head and peer educator use IQMS instruments to assess teachers

HOD From School B infused the assessment of SMT members in her response. She voiced that:

HOD and peer educator perform class visits to assess a concerned teacher. The HOD is assessed by peers and the Deputy Principal. The Principal is assessed by the peer from another school and the circuit manager.

Teacher 2 from School A gave a broad explanation as follows:

Peer assessment is a method of teacher assessment found in the IQMS instrument. It is done by the peer educator identified by the teacher who will be assessed. The identified peer and

educator conduct some class visits for lesson observation. After class observations, discussions are done to harmonise different evaluations.

The above reports indicate that teachers are more familiar with the peer assessment method as compared to other assessment methods. This is because each participant managed to discover it as an assessment method for teachers. Though the question was mainly related to the methods of teachers' assessment, HOD from School B brought SMT methods of assessment. This may have occurred because of HODs, Principals and Deputy Principals serving as teachers and using the same assessment instrument with teachers. However, it can be argued that the SMT are assessed in teaching practices and management areas. The IQMS standards have the performance standards on management strictly for school managers.

The participants insisted that peer assessment is done by the identified peer and the HOD. This concept is aligned to the study of Sergiovanni and Starrat (2007) who assert that peer assessment is a formalised process where two or more instructors observe each other's lessons delivery in class and provide feedback about the observations (cf. 2.3.10.6). Furthermore, the IQMS training manual Section A (2003:13) confirms that the process of peer evaluation should include the teacher's Head of Department and one educator (peer). In some cases, IQMS training manual Section A (2003:13) recommends that the teacher can identify more than one peer depending on his/her needs (cf. 2.3.10.6). However, participants did not bring this to light as they indicated the selection of a peer educator who is joined by the HOD. This is seen from the attestation of Principal from School A who explicitly said that there are two people responsible for classroom observation that is the identified peer and the HOD.

4.3.5.2 The assessment methods outside the classroom

I discovered from the participants' views that teachers' performance is not confined to the walls of the classrooms only. It is indicated in the ELRC Resolution 8 of 2003 that in the South African appraisal system the evaluation of teachers stretches to the school activities that do not define the classroom events. Some participants highlighted these assessment methods

and declared that they are documented in the appraisal instrument called IQMS. Their interviews discussion unfolded as follows:

Teacher 1 from School A commented:

IQMS is an instrument used for teachers' assessments. In this instrument, there is a teacher's development assessment method. Surprisingly we are just asked if we are involved in any of teachers' development. It is just a matter of saying yes with no evidence.

Teacher 2 from School A harmonised with the above statement. He narrated:

Teachers' development is part of teachers' assessment method but it is not taken seriously. More focus is done on lesson observations and other aspects outside the classroom are neglected. It is a norm that educators should design their Professional Growth Plan (PGP) which informs their training needs, however, none of this happens.

Principal from School B and HOD from School C shared a common ground with the above comments. Principal from school B expressed that there are performance standards in IQMS that also account for teachers' development assessment method. HOD from School C acknowledged that:

Teachers are assessed for development purposes using IQMS instrument. Professional development is an element that needs to be taken seriously in performance assessment.

HOD from School A presented a different view to the above notions. He contested that:

There is Continuous Professional Teachers Development (CPTD) instrument that assesses teachers' development. This is also a cumbersome process organised by SACE.

Teacher 2 from School A continued with a different viewpoint from the cases above. He strongly believed that:

IQMS neglects other aspects of teachers' performance assessment. Extra-curricular and mural activities form part of teachers' assessments, but they are not taken care of. There is assessment method in IQMS that focus on assessing if we participate in extra-curricular activities. Honestly speaking this is not done according to the likes of IQMS. It is dumped!

Teacher 2 from School C supported the views of Teacher 2 from School A. He said that:

We are not assessed on extra-curricular activities though it is a requirement of IQMS. Assessors tend to put more focus on classroom assessment method only.

It emerged from this discussion that classroom assessment methods are given more attention than outside classroom assessment. It is evident that assessments outside the classroom are documented in IQMS training manual of 2003 but practically abandoned. This is confirmed by the statements of Teacher 2 from School A and Teacher 2 from School C. They added more weight on the abandonment of methods used to assess extra-curricular activities because they used words such as 'Dumped' and 'neglected'. These words refer to something that is abandoned. HOD from School A indicated that there is CPTD which is used to assess teachers' development. He further labelled it as a cumbersome process introduced by SACE. This is contradicting statement to what other participants said. Some participants like Teacher 2 from School A indicated that IQMS has an element of teachers' development that assess teachers. This statement is supported by the document of IQMS training manual (2003) which revealed that developmental appraisal is a procedure used to guide teachers' professional development. It is, therefore, concluded that there are two different systems used to assess the teachers' development. If this is the case, issues of ineffectiveness are more likely to persist in schools.

Collective agreement No. 2 of 2009 declare that IQMS be disintegrated into QMS and CPTD (cf. 2.3.4). According to Collective Agreement No. 2 of 2020, QMS is responsible for evaluating the performance levels of teachers to achieve a high standard of school performance and the CPTD addresses issues of professional development amongst teachers (cf. 2.3.4). CPTD was approved in 2014 and SACE was given the overall responsibility on management and quality assurance and its implementation. However, CDE (2015) reiterates that SADTU argued that CPTD does not meet the individual needs of teachers, because professional development needs to take place in schools where teaching occurs (cf. 2.3.4). These concepts confirm the statement of HOD from School A because he talked about CPTD being responsible for teachers' development element which is taken care of by SACE and also spoke of its shortcomings as alluded to by SADTU in CDE (2015).

4.3.5.3. Quality Management System (QMS)

Some of the participants more especially principals mentioned QMS as the method used for assessing teachers. Principal from School B and C agreed that QMS is a new system used for teachers' assessment in secondary schools. Principal from School A agreed with the above Principals. He said:

There is a new system called QMS.it was developed to replace IQMS. Principals are already using it but teachers will follow next year in 2022.

HOD from School A supported this by saying that:

QMS is a new system introduced for assessing teachers' performance. I am not much familiar with it as it is something that I learnt to know about it this year.

Teacher 2 from School A and Teachers from School C confirmed that they are aware of the newly introduced system (QMS) but they were told that they will start using it the following year.

Even though I was interested in the current methods used to assess teachers, participants brought QMS to light. This is because it has already been implemented with the principals. I was not interested in the methods used to assess the principals, however, one may argue that principals also serve as teachers and are assessed using the same instruments as teachers. It is however worth noting that principals are managers of the schools and maybe assessed twice on the teaching and on the management aspects. It is also worth noting that some participants are aware of the current changes made on the IQMS system though others indicated that they are not aware of the QMS. This is a matter of concern because the QMS training manual (2020) was analysed and indicated that teachers were supposed to be trained on the QMS from January to December 2021. The study was conducted in August 2021. Surprisingly some of the participants were not even aware of the existence of QMS and did not mention any form of training taking place.

In Chapter 2 CDE (2015) argues that QMS was approved in November 2014 by the ELRC and failed to be implemented due to SADTU's demands which were not met (cf. 2.3.4). In 2020 the system was finally approved as Collective Agreement No. 2 of 2020 and responsible for evaluating the performance levels of teachers. The Collective Agreement No. 2 of 2020

confirms that the implementation of QMS will be done in phases starting with principals in January 2021 and educators in January 2022 (cf. 2.3.4). Based on these scenarios, it is imperative to note that principals will be obliged to work in a school with three systems which are the CPTD, IQMS and QMS since the old system will completely phase out in 2022. This is because the principals have assessment responsibilities in IQMS even though they are already using the new QMS. As previously discussed above teachers are to be trained on QMS before the implementation next year in 2022. Meaning that their focus will be attached to working with three systems at a go in 2021. In this manner issues of work overload and inconsistency are likely to build in because there will be too much paperwork from the three systems. Combining old and new assessment instruments may confuse teachers and add to the ineffectiveness of the assessment system.

4.3.5.4 Informal Assessment

Some of the participants identified informal assessment as a method of teacher performance assessment. Their narratives on informal assessment are indicated below:

Principal from School C narrated that:

In our school, we use informal assessment as part of assessing teachers. We can walk around classes to check if teaching and learning is taking place. Sometimes we check learners' assessments. This is also part of monitoring strategy in our school.

Principal from School B added:

Informal assessment is also a method of assessment though it does not count to summative assessment. Learners' books are checked to see whether work is given according to policy, manual teaching plan and programme of action. Teachers' files are also checked.

Teacher 1 from School B supported the above notion as she said:

We are assessed informally by departmental head. They check our teaching files, syllabus coverage, and sometimes assess learners' pass rates.

HOD from School A emphasised that:

Teacher assessment is an ongoing process that needs to be done on daily processes, so we use informal assessment to check if teachers are available for their classes. I make corridor parading to ensure that teaching and learning take place. This is informal because it does not add to the teachers' formal assessment. We are just using this as part of the supervision process.

Teacher 2 from School C reciprocated:

In our school, informal assessments are done as part of assessing teachers work. Someone walks into your class and sits. There is no prior warning. The educator will be observed teaching and given informal feedback as a way of support to the educator. The feedback can be in line with strategies of instruction delivery, administering learner discipline or use of technology in the classroom.

Teacher 1 from School A and Teacher 1 from School C thought the same with the above statements of Principals, HOD and Teachers. They identified informal assessment as a routine method of assessing teachers in school. They repeated that if one is not prepared for the class, it is a problem because informal assessment is unannounced. Teacher 1 from School C added that:

During the informal assessment, class attendance is checked by the supervisor, who mark the register to monitor teacher attendance.

Teacher 2 from School B was of a different view with the above cases on informal assessment. This teacher argued that:

Due to COVID-19, our subject advisors use WhatsApp to assist teachers, to check on teachers work and other things. Subject advisors are externals from quality assurance. The support from subject advisors is not enough. In most cases, teachers struggle with subject advisors for GET.

Taking the above perspectives into cognisance it is essential to attest that informal assessment also forms part of assessment though it does not account for summative assessment. It can be argued that informal assessment can be a gateway to identify areas which need special attention and address them accordingly unlike summative assessment

which requires more formality and processes. Informal assessment proves to be realistic because they are just done without announcement. In this manner, it is easy to witness the true reflection of teachers' performance. The participants revealed that informal assessment is conducted as a routine in their schools in the form of corridor parades, un-appointed lesson observations, checking the register and teacher files. This indicates that it is done frequently. Marshall (2005) in De Clercq (2008) contends that infrequent monitoring is not likely to identify the difficult areas of teaching as it only assesses a small part of educators' work and relies on few sources of evidence, such as less classroom observations and private discussions (cf. 2.3.11.9). This statement encourages frequent monitoring as is the case with informal assessment. On the other hand, Teacher 2 from School B confirmed that as a result of COVID-19 subject advisors used WhatsApp to check on their work. WhatsApp is regarded as an informal assessment method because it is not found in the IQMS policy document. It is not known if this tool is effective or not in conducting an informal assessment. However, Ngakane and Madlela (2021) in their qualitative study found out that WhatsApp is effective for research project supervision amongst student teachers who enrolled for distance learning in Swaziland tertiary institutions which train teachers (cf. 2.3.11.6).

4.3.6. Effectiveness of methods used to assess teachers in schools

The main question of the study was to find out the effectiveness of methods used in teachers' assessment. This question addressed the gap that was identified in previous studies as indicated in Chapter 1 and 2 of the study. After determining the methods used for performance assessments (cf. 4.3.5) participants were able to contribute different perspectives to the following question:

How effective are methods that are currently used to assess teachers' performance in your school?

Principal from School A answered:

The methods are clumsy, they try to please too many people. When you assess you don't please, you identify weaknesses. There are too many people involved. You need one experienced independent person to come and check for example an experienced inspector. A simple form should be used because the one that is used now waste a lot of time. What makes

the IQMS to be ineffective as well is that it is associated with money at the end of the year. At the end teachers want their peers to get that money. They give their peers huge marks that do not justify performance on the ground. Money should not be included in the assessment of a lesson. Incentives should be given based on broad performance, not lesson assessment.

HOD from School A shared the same interest with Principal from School A. However, he strongly remarked comprehensively as follows:

The methods are not effective because this is done every year, I mean IQMS but there is no improvement. The Department of Education is interested in assessing, everything is about assessment and marks instead of improving the performance of teachers. It is a window dressing, people will only put effort if they are being assessed in order to get marks, after that they relax. The assessment is linked to 1% salary increment which is too small to improve performance of teachers. IQMS is not a realistic tool because during assessment we have to score ourselves and teachers and peers score themselves high marks. There is too much paperwork. No one is excited about IQMS. It is seen as a monster. QMS is starting next year, but basically, IQMS and QMS are cousins though QMS is a revised version of IQMS.

Principal from School B mutually agreed with the above arguments. He said:

The methods are not that much effective. The peer educator does not know much about the holistic performance of the teacher, they only come for lesson observation which is not enough on the holistic performance of the teacher. After the assessment, the teacher is left alone without any assistance from the peer, because at times the peer is teaching a different grade.

Teacher 1 from School B equally acknowledged that:

Assessment methods are not effective. Some performance standards are outdated, and they have no direction on how some things are being done.

Teacher 2 from School B also confirmed that:

They are ineffective because it neglects other performance standards like teacher development and extra-curricular activities and also feedback is meant to develop teachers, but we rarely get it.

HOD from School B had this to say:

These methods are deemed to be ineffective. I think to most of us if I can put it this way it is a waste of time because even if we discover weaknesses at schools, we don't have the power to develop teachers. Reports are submitted to the IQMS Department of Education, and they do nothing about it. They don't assist to develop teachers' weaknesses. In self-assessment, we identify loopholes but they are not attended, Department of Education does not assist.

Teacher 1 from School C was consistent with the above. She lamented:

The performance assessment methods are ineffective. I am saying this because recommendations written after appraisal are not implemented. The incentive is 1%, it is too low, this demoralises educators.

Teacher 2 from School C captured the same views as the above statements: He commented that:

IQMS is ineffective because it is used more as compliance than as assessment tool. Feedback takes long to come and when it comes it is general feedback about the school performance and not individual feedback. For example, the feedback may come as the school is doing very well, or the school is not doing very well. This system is more of a witch hunt especially in the case of underperforming schools.

Teacher 1 from School A, Principal from School C expressed their statements on the effectiveness of teachers' performance assessment methods contrarily with the above statements. Teacher 2 from School C also had something to say in line with the above participants. These participants were either neutral with the status quo of the assessment methods because during the discussion they did not clearly state issues of effectiveness or ineffectiveness of the systems. This is confirmed from their expressions as follows:

Teacher 1 from School A affirmed that:

I think they can be effective if they are completely implemented. The teachers' areas of weaknesses should be attended to and if they are not given special attention the system becomes ineffective. Schools do not have the capacity to develop teachers in their areas of weaknesses identified through IQMS for example schools in Mafikeng have tennis courts that are not used because teachers do not have skills to train learners tennis.

Principal from School C had this to say in brief:

They can be effective if followed correctly. That is if assessment policies are correctly followed.

Teacher 2 from School C constantly mentioned that:

IQMS on paper is effective but the implementation is not up to scratch partly because of shortage of personnel to implement it in the Department of Education that is why feedback takes long to come. If the methods were to be appropriately implemented, they were going to be effective, but practicality is lacking. If subject advisors were always available to support teachers maybe they would be effective.

HOD from School C and Teacher 1 from School A had different opinions with all of the above notions on the effectiveness of methods used for assessing teachers. They believed that teachers' assessment methods are effective. HOD from School C mentioned that the assessment methods are effective because teachers can develop their growth plan with the help of subject advisors. Teacher 1 from School A agreed by saying that:

IQMS is effective. Its good side is that it identifies the teacher's weak points. It is like the SWOT analysis. Where you are weak the peer and the senior will assist you. You are scored and given reasons for your score for example I gave you 2 marks on learner involvement because you were only focused on faster learners whose hands were up. You did not involve slow learners, you did not bring everyone on board, and you did not move around to monitor learners, to check whether they were taking notes. It is a strategic exercise to make us better teachers. Even if you are 30 years in the profession, you must sweep clean like a new teacher. Change and evolve even if you have experience.

Principal from School B partly agreed with the above. He continued to say that:

The only method that is effective in IQMS system is class observations. School Development Plan may identify gaps from the observation reports, but those gaps are not usually attended to or closed by responsible people.

It is crystal clear from the above ideas that participants had mixed feelings on the effectiveness of methods used to assess the performance of teachers. Some participants believed that the assessment methods in their schools are ineffective. On the other hand, some participants expressed that they are effective while others raised neutral statements on

assessment methods. From these statements, most participants are distrustful with the appraisal systems because they reiterated that it has adverse effects in their performance assessment. They referred to the IQMS system as more of a witch-hunt, clumsy, window dressing, unrealistic, outdated, neglected and further expressed that no one is excited about it. These words added more weight to the participants' expressions that labelled the system as ineffective. This scenario reflects the outcomes of OPRAS in Tanzania because Issa (2010) reiterates that teachers have abandoned OPRAS due to its hostile nature (cf. 2.3.5.3).

A decade ago, Integrated Strategic Planning Framework for Teacher Education and Development in South Africa [ISPFTED] (2011) points out that IQMS fails to assess competence deeply and this affect identifying educators' needs accurately in a transparent manner (cf. 1.1). Whitley (2016) confirms the above statements as he also found out similar results on the teacher's perception on the implementation of IQMS (cf.1.1). He found out that a qualitative study of five schools conducted in South Africa revealed that teachers and principals identified IQMS as an unreliable system. Since participants labelled IQMS as a witch-hunting tool for under-performing schools, ISPFTED (2011) argues there is a need for a system that is non-punitive for assessing teachers' competence in curriculum and supporting teachers' development (cf. 1.1). This is also supported by Darling-Hammond (2016:148) who declares that an improper evaluation system is likely to be harmful due to its failure to improve the quality of teaching.

Some of the participants like Principal from School B articulated that IQMS is ineffective because of the involvement of peers who are not much familiar or matches the context of the educator being assessed. Other participants felt like the ineffectiveness of the assessment system results from peers who score teachers high marks to get the 1% incentive. This is the same finding with the study of Sekgale (2016) in which teachers viewed the peer assessment in IQMS as not cheat-proof (cf. 2.3.10.6). This is not the case in South Africa only, it is also a pressing need in Kenya and Zambia. Ochoa *et al* (2018) note that Kenya and Zambia teacher assessment systems need high-quality training for peer assessors (cf. 1.8.2). Some of the participants who were interviewed believed that IQMS is used for compliance purposes because it is poorly implemented. This is in line with De Clercq, (2008) who found out that poor leadership capabilities at district and school levels lead to ineffective implementation and management of the IQMS (cf. 1.1)

Worth noting is that few participants had neutral feelings on the assessment methods. They believed that if something can be done the system will be effective and if some events are left unattended the system will be ineffective. For example, Teacher 2 from School C narrated that IQMS is quality on paper but in practice it is lacking. Teacher 2 from School A also contended that the assessment methods can only be effective if they are completely implemented, and he further said that if the teachers' weaknesses are not addressed the system is deemed to be ineffective. The findings of the study of Sekgale (2016) revealed that officials rely on the documents of the IQMS and do not consider teachers' recommendations. Surprisingly, there were some participants who felt that the assessment methods are effective. Though they were few, they voiced out that IQMS assist teachers to identify their personal growth plan with assistance from their subject advisors. Teacher 1 from School C compared the system with SWOT analysis because he believed that the system reveals their weaknesses which can be improved. Chukwubikem (2013) argues that the effectiveness of teacher assessment results in improving teachers' delivery which in turn improves learning (cf. 2.3.9). In line with this, Missouri department of elementary secondary education (2013) highlights that the principles that guide an effective assessment system are timely and constructive feedback which leads to development (cf. 2.3.9)

4.3.7. Challenges faced in teachers' performance assessment

Each performance assessment system poses challenges that need a redress. In the education system, most challenges are unique and need special strategic solutions. Transformations usually happen because of challenges faced in institutions of learning. Teachers' performance assessments are not an exemption to this as they also face challenges which hamper the production of quality education in schools. Historically in South Africa, the performance appraisal has gone through many transformations right from the apartheid era up to the new dispensation post-1994. The appraisal policy reforms happened because of challenges associated with the previous assessment systems. Within this background, I intended to know the challenges of the performance assessment in Mafikeng area secondary schools. In this regard, participants were asked the following question:

What challenges are faced in the current methods used to assess the performance of teachers? Responses to this question were grouped into sub-themes and discussed as follows:

4.3.7.1. Paperwork and time constraints

Principal from School A firmly articulated that:

It is time-consuming. A lot of meetings are held taking too much time, and it goes on throughout the year. Schools are too hectic due to COVID-19 restrictions, there is no time to conduct assessments throughout the year. The assessment form is too long. It should be a page long to avoid too much paperwork. The Department of Education is also too particular about the format of files, reports. It is too clumsy and complicated.

HOD from School A supported the idea of Principal from School A. He said:

There is too much paperwork and processes that put teachers off. There is a meeting between the appraiser, peer and appraisee, and minutes are written. Too much time is spent on this. Instead of preparing for instruction focus is paid to performance assessment.

Teacher 1 from School C and Teacher 1 from School A shared the same views with the above statements. They also mentioned that IQMS comes with too much paperwork. Teacher 1 from School A lamented that:

There is too much paperwork which is not in line with the 1% increment that is not enough considering the paperwork involved.

Teacher 2 from School A aligned well with the above cases as he declared that:

The main challenge is time. The assessment is run in a manner that it has to be done by all schools at the same time despite each school planning. Due to time limits then it is done for the sake of compliance. Teachers submit the assessment information that they submitted the previous year because of lack of time.

Against this background, too much paperwork and time constraints have been identified as the main challenges of teacher performance assessment. Participants reported that they were overwhelmed by paperwork which consumed more time. They even went on to compare the workload from the paperwork to their compensation and realised that 1% is not equal to the work done. Some of the participants believed that the time allocated is not enough because it does not compensate for the workload and this lead to shortcuts such as resubmitting assessments done in the past for compliance purposes. The Principal from

School A reiterated that in the prevalence of COVID-19 it was not feasible to conduct the assessment due to time limitations in schools. It is, therefore, critical to weigh assessment timelines with the appraisal workload as well as keeping into consideration that teachers have other responsibilities in schools. They have responsibilities of lesson plans, conducting lessons, attending to learners needs, setting and marking assessments and other related jobs in their line of duty. These concepts are backed up by Mahlalela (2012) who conducted a study on teacher assessment for teacher's development and found out that teachers have negative attitudes towards IQMS (cf. 1.1). Her findings further revealed that teachers believed that IQMS has too much paperwork which contributes to extra work over the workload that they already have. The findings of her study also revealed time as a real challenge, starting from when the IQMS was first introduced (cf. 1.1). On another note, the changes that came with COVID-19 have been witnessed in schools whereby the school calendar was interrupted, and learners had to rotate classes. These changes might have served as a catalyst to the prevailing issues associated with IQMS.

4.3.7.2 Lack of quality and stability

Some of the participants identified lack of quality and stability as challenges accumulated from the performance assessment.

HOD from School A explained in a broad context. He asserted that:

Due to too much paperwork and time constraints at the end, the quality of assessment is not up to standard. IQMS is not a realistic tool because during evaluation we score ourselves using ratings from 1-4. The rating 1 means not performing, 2 is satisfactory, 3 means good performance and 4 translate to excellent performance. Teachers and peers score themselves high, but when the HOD score them less it becomes a bone of contention. No one welcomes or is enthusiastic about IQMS because it does not improve teachers' performance. Teacher performance assessment is a dominant activity in schools though it does not improve the teaching quality. With a glimpse of an eye, I have realised that IQMS and QMS are cousins. They are just the same because they carry a lot of work which needs more time. Instead of developing a well-versed system, they came up with a simplified version of IQMS which will be implemented by teachers next year. Principals are already using QMS and Departmental Head and Deputy Principals will start in 2022.

HOD from School B implicated that:

Teachers don't want to be assessed anymore. In some schools, IQMS is seen as the witch hunt. They are negative about it. When it is time for IQMS people retrieve information from the previous year and change dates because the problems identified the previous year were never addressed. In other words, we reproduce information to comply with IQMS needs and this eventually compromise the quality of the system.

Teacher 2 from School A connected well with the above statement. He confirmed that

Assessments are done for the sake of compliance, and this is the reason why teachers re-submit work of the previous years. There is no proper coordination of the assessment which compromise quality education.

Teacher 2 from School C intertwined with the statements above. He confirmed that:

Like I said before, the main challenges are that: IQMS lacks quality and is used more for compliance rather than as an assessment tool. It is also a witch-hunt! to schools with poor performance.

Principal from School C echoed the above statement because he mentioned that performance appraisal is done for compliance purposes at the expense of quality. He said teachers think the performance appraisal is for witch-hunting meant to identify their weaknesses only. He further alluded that teachers do assessments to get pay progression instead of focussing on the quality of work. Teacher 1 from School C was of the same view as she indicated that sometimes teachers do not comply because they don't turn up during the assessment day and this end up affecting the performance assessment processes. Teacher 1 from School A added to the above statement. He highlighted that:

IQMS believes in the quantity of exercises given than the quality of work, if more work is given, they say good without necessarily checking for quality.

Teacher 2 from School A, Principal from School A and HOD From school B shared the same sentiments on the status quo of the system. Principal from School A attested that the performance appraisal system is not consistent because already the new system named QMS

is on the pipeline. He indicated that currently they are using the QMS and in 2022 it would be Deputy Principals and Departmental Heads. He further indicated that:

QMS still uses IQMS standards. Though there are innovations to IQMS, it is still the same with QMS because it still has too much paperwork which will need much time like IQMS. These are just the same systems, the only difference is that an 'I' was removed to make it QMS. I assume we will still face the same challenges as with IQMS. The changes made to QMS is that there is no peer assessment and there will be only one person responsible for a class visit.

Teacher 2 from School B concurred with the above lines. She said:

There is no stability with our systems as they keep on changing. There is IQMS and CPTD and rumours are there is a new system in the pipeline. We have never been told about it.

HOD from School B had something to say further. She expressed that:

I am not against transformation, but our teacher assessment system seems to be inconsistent. It keeps on changing, as it changed from IQMS to CPTD and now QMS which is still the same as IQMS. The change is that they removed the 'I' to make it QMS and when the 'I' goes out there is no quality because the assessment system are supposed to be integrated and inform each other. Another change is that it has reduced the number of performance criteria and the ratings, however, the same methods will be used to assess the performance of teachers. My view is that performance systems might not be a challenge, but the implementation processes may pose some challenges. The performance appraisal is good, and it only becomes bad when it does not address relevant issues on the ground.

From the above perspectives of participants, it can be argued that the assessment tool lacks quality which becomes a major challenge in the process of implementation. Some of the participants cited that paperwork and time constraints result as a barrier for teachers' assessment. Due to these barriers, retrieved reports of previous assessments are presented and this ends up compromising the quality assessment. Other participants presented negative attitudes towards IQMS because they referred to it as a 'witch-hunting tool, unrealistic and some were reluctant to participate in the teachers' assessment. All these factors are detrimental to quality assessment. This is contrary to the findings of Muli (2011) who conducted a study on teacher appraisal methods and found out that performance appraisal

can positively influence teachers' attitudes and behaviour if properly conducted (cf. 2.3.10.1). Considering this statement, it can be said that IQMS is not implemented properly because it bears negative attitudes towards teachers. The study of Whitley (2016) revealed the same findings as he indicated that IQMS is in chaos because teachers have abandoned it (cf. 2.3.5.3). It is in this manner that De Clercq (2008) calls for the development of a more realistic system of educator appraisal in South Africa (cf. 1.1).

On a further note, it emerged from participants assertions that there is a new system on the pipeline which will replace IQMS. The initiations for IQMS reforms were done more than a decade ago. This is confirmed by Collective agreement No. 2 of 2009 which mentioned that there was an agreement that IQMS be disintegrated into QMS and CPTD. The QMS and CPTD were then approved in November 2014 by the ELRC (cf. 2.3.4) and CPTD was the only one implemented as alluded to by CDE (2015). QMS had to wait for five to six years in order to be fully implemented. Already this has created tension amongst system users because some of the participants seemed not to be happy with the new QMS. One of the Principals revealed that QMS had started with them in 2021 and others would follow in 2022. This statement is confirmed by the Collective Agreement No. 2 of 2020 which acknowledges that the implementation of QMS will be done in phases starting with principals in January 2021 and educators in January 2022 (cf. 2.3.4.) Some of the participants were too quick to make judgments for QMS in its first stage of implementation in 2021.

The Principal from School A believed that QMS is the same as IQMS though they are few changes made to it. He further assumed that it is much likely to bear thorny fruits like IQMS. This was not the case of this principal only because some participants revealed that QMS is the cousin to IQMS meaning that they are just the same. This is the case with NAPTOSA in CDE (2015) as it contends that the QMS is far-fetched to yield effectiveness or educator accountability (cf. 2.3.4). On the other hand, Khan, (2021) insists that implementing a new assessment system does not guarantee positive impacts (cf. 2.3.4). Other teachers complained that teachers' assessment is not stable as they keep on changing for example from IQMS, CPTD and now QMS which they learnt about it from a grapevine. These statements are supported by CDE (2015) who argues that SADTU is critical of CPTD because it does not meet the teachers' needs (cf. 2.3.4). It is also interesting to consider that most participants are not against the performance assessment, however, some are critical that the

system might be hindered by lack of proper implementation. This is an overarching issue with its traces from Chetty *et al* (1993) who declare that since the 1980s under the apartheid era there were difficulties in implementing an effective teacher appraisal system (cf. 2.3.2).

4.3.7.3 Lack of training and Support

Principal from School B believed that:

Most of the teachers do not understand well the appraisal system as they lack proper training. They do it because policy dictates that it should be done. Teachers do not see the necessity of doing it. Some teachers do it because there is an incentive.

HOD from School A agreed that:

There is lack of training to the IQMS coordinator. The person in charge should make sure that the appraisal system coordinators are properly trained.

HOD from School B aligned well with the above statement. She confirmed that:

Teachers are now negative about the IQMS because they don't get developmental help from the system. You have seen that I did not perform well on this, the question is what do you do?

Teacher 2 from School A was consistent with the above notions. He perceived that:

School does not have money to develop teachers therefore the government should assist for example if a teacher says we don't have soccer skills to coach football, they should be assisted and equipped through training in extra-mural activities. We are partially depending on the Department of Education which does not have enough funds to run all school activities as much focus is on the curricular activities.

Principal from School A was contrary to the above as he said this in brief:

Teacher Unions are not supportive in the implementation of IQMS

Teachers 2 from School B added that:

In the department of languages, there is one HOD for all languages yet there are different languages for example Setswana, Afrikaans etc. An HOD who doesn't know the language cannot give much support to the teacher during assessment because of failure to understand

the language or subject content. For example, if the HOD for languages is an English teacher he might not give much help to the Setswana teacher during an assessment.

Lack of training and support has been identified by participants as a challenge to the performance assessment system. This is supported by Mestry *et al* (2009) who found out that teachers are not provided sufficient training with IQMS and its cascading model of training was seen to be ineffective (cf. 2.3.11.7). In line with this, De Clercq (2008) discovered that responsible people in the evaluation process lack training (cf. 2.3.9.1). Some of the participants reported that IQMS coordinators and teachers were not trained properly to implement the teachers' assessment effectively. Masetla (2018) also found out that teachers and school leaders in South Africa were not properly trained and some of them were not given equal opportunities for training whenever a new education policy is introduced (cf. 2.3.5.1). However, Wilson (2016) asserts that teachers need support structures including training of mentors and evaluators (cf. 2.3.11.7).

Some participants believed that the assessment system does not develop them whereas one of the teachers indicated that they solely depend on the government for school funding. It emerged from the participants that some of them are using it for monetary gain. Others lamented that some of their assessors are not subject specialists which result in lack of support to the subject area. This is in line with the concept of Darling-Hammond (2016) who mention that one of the guidelines for proper teachers' assessment is that expert teachers are necessary to help new teachers and colleagues who need assistance (cf.2.3.9.1). Wilson, (2016) concurs with the above as she asserts that educators need support from subject experts and curriculum coordinators for example in Science and Mathematics subjects (cf. 2.3.11.7). If teachers are not well supported in their subject area there are higher chances of underperformance and lack of improvement in the area of performance assessment. This is the same view of Biputh and McKenna (2010) who argue that performance of teachers was affected because of failure of assessors to commit and support them during IQMS implementation (cf. 2.3.11.7).

On the contrary to the above, one of the participants indicated that they lacked support from the teacher union to successful implement teachers' assessments. This is the same finding of CDE (2015) who found out that in South Africa teacher unions seem to have challenges in policy formulation and implementation of assessment systems (cf. 2.3.8.4). On the contrary,

the study of De Clercq (2008) found out that educators and their unions have repeatedly complained about the lack of effective district or senior management support for the implementation of assessment policies (cf. 2.3.8.4). However, Watson (2013) contends that trade unions among other things should support workers with policy implementations (cf. 2.3.8.4). Stevenson *et al* (2018) are of the same view, they articulate that, it is the responsibility of trade unions to ensure that teachers are supported in serving their duties well (cf. 2.3.8.4). Khanyi (2013) concurs with the above because she argues that there is a need for teacher union support in the implementation of the appraisal system since it is vital for the development of schools (cf. 2.3.8.4).

In light of these perspectives which shed light on the necessity for training, the control theory which is covered in Chapter 2 connects well with the above concepts because it is an ideal theory which emphasis on the input control which seeks to control the selection and training process of employees for performance assessment. It is concluded that what participants said is contrary to the document of IQMS. According to the IQMS training manual (2003) training is a necessity in the implementation of IQMS in schools and all officials and educators must be knowledgeable on the principles, purposes and processes of the IQMS. It is however an area of concern if responsible officials are failing to implement training activities captured in the IQMS document.

4.3.7.4 COVID-19 Pandemic

Since the study was conducted in the context of COVID-19 pandemic, participants brought it into picture. According to World Health Organisation (2020), COVID-19 outbreak was discovered in December 2019 from China and escalated to countries like South Africa from 2020 around March to date in 2021. It emerged from participants during the interviews that COVID-19 had an impact on their daily activities of the school operation. Teacher performance assessment is not an exemption because participants identified COVID-19 as a challenge to the appraisal system. Their narrations are analysed, presented and discussed as follows:

HOD from School C broadly attested that:

We have challenges in the COVID-19 era. There is no enough time especially these days when learners are rotated. Topic coverage is slow, and learners are being overworked because

school attendance time has been reduced. Teachers have less contact with learners, and this affects the appraisal system. Teachers and learners also panic during appraisals because of the COVID-19. Honestly speaking the COVID-19 has impacted the performance appraisal processes because there is no enough time to balance between appraisals and classes. Teachers and learners are still adapting to the changes that come with COVID-19. But I don't see any problem with the IQMS instrument because it is not new. When it is changed, we are developed. Principals have already started the new system called QMS. The new system is more simplified than before. It is not longer than IQMS.

Principal school C and Teacher 2 from School B resonated well with the above assertion. They said that the COVID-19 crisis posed challenges to the assessment due to the rotation of students. Teacher 1 from School B complemented that:

COVID-19 is a threat to our work because since the beginning of the pandemic the appraisal work schedule is not done.

COVID-19 came as a pandemic with its unique impact that the world was not ready for. The education system was seriously affected by the challenges that came with this pandemic. Due to its unusual characteristics, a lot of adjustment, school management and teachers are learning to live with it within the school context. It is in this case that Department of Education in its annual plan for 2020/2021 conducted an environmental scanning and found out that there is a need to reinforce accountability within the school's system to improve learning within the context of COVID-19 (cf. 1.1). Participants declared that COVID-19 had affected their teaching and learning processes as well as disrupted their performance appraisal. Other participant said that since the beginning of COVID-19 they did not have assessment schedules even though the IQMS training manual (2003) indicates that by end of February each year educators must be provided with a timetable indicating when they can expect to be evaluated. Based on this, it can be concluded that there is lack of compliance because the participants were interviewed some months after the timelines suggested by IQMS document. It is not known if there are adjustments made in the teacher appraisal system in terms of processes, timelines and procedures in times of COVID-19.

In Chapter 2 it is stated that it is necessary to review performance assessment systems through evaluation to be on par with the changes in the educational field (cf. 2.3.11.9). The

assessment processes, structures and format need to be adjusted so that it remains effective and sustainable during crisis period like pandemics. These statements are supported by Elliot (2015) who reiterates that frequent reviews of the appraisal process assist in identifying revisions given the recognised shortcomings (cf. 2.3.11.9). Goe and Holdheide (2014) say that internal and external review processes can be used to collect and analyse data on assessment systems (cf. 2.3.11.9). This can be relevant during this time of COVID-19 in the school context because reviews will call for necessary changes in the assessment systems.

4.3.7.5 Low incentives and lack of recognition

It is a norm that performance assessment comes with rewards and recognition. The rewards are different from one organisation to the other. However, some Teachers and HODs identified their assessment rewards as a challenge. They also highlighted lack of recognition as a challenge to their performance assessment. Their interests in these challenges are presented and discussed as follows:

Teacher 1 from School A lamented that:

The 1% increment given after appraisal is not enough, it demoralises teachers. Incentives for teacher appraisal should be the same like other organisations which are not education institutions. They reward their staff members with huge bonuses at the end of the year. At the end of the day, performance appraisal is aimed at improving an employee and recognising their strengths therefore the rewards for better-performing teachers should be reasonable.

Teacher 1 from School C agreed that:

The 1% salary compensation is not enough, it is inconsistent because we don't get it on regular basis. It is a demotivation to us; I sometimes don't check if it's been paid or not because it does not make a difference.

Teachers from School B and HOD from School B concurred with the above statement as they said there are no incentives for teachers' performance assessment. HOD from School B continued to say that:

When the IQMS started many of us were focused on the monetary part of it that is the 1% incentive. But now whether you are involved or not involved in the performance appraisal you

are not given the 1% pay progression. The policy should be well structured on the teachers' performance incentives

HOD from School A aligned with the above ideas. He acknowledged that:

If you score less than 70% there are no incentives, so teachers and peers strive for high marks in order to qualify for the incentive reward. 1% salary is not enough because IQMS carries a lot of work, there is too much paperwork. There should be a better means to reward educators.

Teacher 2 from School A varied with the above statement. According to him, there is no recognition for teachers for example subject specialists because the Department of Education uses outsiders to assist teachers instead of using its teachers who have skills. This ends up accumulating expenses. HOD from School A consented that:

There is also lack of encouragement and recognition to the SMT who implements and monitors the IQMS.

Performance assessments are usually attached to rewards as a way of recognising and motivating employees. This is the case with the teachers' assessment because they come with rewards or sanctions. However, some of the above participants in Mafikeng area secondary school complained that the teachers' assessment incentives are low. They argued that the 1% is not enough and does not motivate them. Others declared that they did not receive this pay progression even though they participated in the performance assessment. OECD (2013) states that reward schemes are teacher appraisals that are designed to identify high performing teachers in order to acknowledge their competencies and performance through rewarding them (cf. 2.3.10.1). The control theory argues that output control regulates the performance of an employee through rewards and sanctions after evaluating the employee's performance against organisational standards. However, participants only mentioned rewards as the components of IQMS and never mentioned the sanctions that come with it. This is evident from the IQMS training manual (2003) which outline that summative performance assessment is conducted at the end of each year, giving teachers an overall score, which may or may not lead to rewards (cf. 2.3.4).

Furthermore, the participants' complaints are in line with SADTU who did not formally sign the collective agreement to enable the implementation of the QMS in 2014. CDE, 2015

declares that this happened because of SADTU demanding educator's performance-based increment from 1 % to 1.5 % (cf. 2.3.4). ELRC education indaba (2018) indicated that teachers were entitled to salary increases of 1.3% with effect from July 2018 and 1.5% in 2019 (cf. 2.3.10.1). However, the study was conducted in 2021 but it was evident from the participant that there are no changes to their pay progression since they still get the 1% pay. On a further note, it is not known if the SADTU agreed to the 1 % because they finally signed the QMS document in 2020 for the implementation process.

Some teachers complained that they were not recognised because of hiring people from the outside to assist them where they lacked growth. If teachers are not recognised it can result in low morale and demotivation at work. This is in line with Herzberg's theory of motivation (1987) which outlines the motivating factors such as recognition linked to feelings of job satisfaction (cf. 2.3.5.4).

4.3.7.6 Lack of feedback

In most circumstances, performance assessments are associated with feedback that helps improve or develop teachers. Feedback is regarded as one of the strategies that can support growth and enhance quality education. This is not the case with performance assessment at some of Mafikeng area secondary schools because some of the participants who were interviewed in a focus group and in-depth interviews identified lack of feedback as one of the challenges of the performance appraisal system. These participants reported as follows:

Tecaer1 from School C asserted that:

Teachers do not get responses from the Department of Education on areas where they need help. There is no proper coordination. This result in the Department of Education failing to respond to teachers' areas of weaknesses

Teacher 2 from School C agreed with the above statement. He highlighted that:

There is a delay in feedback and it is always generic about the school performance because it does not attend to individual needs.

HOD from School B is congruent with the above ideas. She said:

The assessment reports are sent to Department of Education but there is no feedback on issues concerning training and teachers development. Self-assessment comes with areas for personal growth and development but surprisingly the Department of Education does not attend these areas and this makes teachers feel negative about IQMS because they come across the same challenges every year without remedial action.

The reports above illustrated that there is lack of feedback from the Department of Education which made participants feel like their developmental needs were not addressed. It seems like absent feedback is a common issue in the performance assessment because Awan *et al* (2019) in their study revealed that appraisers did not give feedback to the employees (cf. 2.3.11.8). Some of the participants argued that even though feedback was given, it took time, and it did not address their individual needs. Sartain, *et al* (2010) contend that most assessment systems fail to give effective and timely feedback (cf. 2.3.8). Awan *et al* (2019) are against this because they postulate that feedback should be given promptly and discussed properly with teachers because doing so attracts continuous improvement (cf. 2.3.11.8). Lack of feedback seems to attract issues of negative attitudes towards IQMS because participants asserted that teachers came across the same challenges which were not addressed in previous years.

I believe that feedback is part of the process of assessment and if not given it makes the assessment process incomplete. This is in line with one of the assessment principles outlined by Darling-Hammond (2016), which indicates that performance assessment should be followed by constructive feedback which identifies the necessary teacher professional development needs (cf. 2.3.9.1). Using the lens of an educator, the teaching profession is result-oriented, meaning that educators are supposed to produce results which come in the form of feedback. It is therefore critical to put feedback at the centre of teachers' needs. In this regard, it can be argued that lack of feedback may yield undesirable effects on the performance of teachers. This statement is supported by Kim and Lee (2019) who contemplate that constructive feedback is more effective in improving employee performance (cf. 2.2.2). Barrows and Neely (2012) assert that the control theory assists supervisors in this case Department of Education to control the performance of employees through regular monitoring and feedback (cf. 2.2.2).

4.3.8. Strategies that can be used to effectively assess teacher performance

Chapter 1 of the study outlined that, through conducting this study the strategies for effective teacher performance are generated and will inform all education stakeholders in South African schools (cf. 1.3). Looney (2011) argues that most studies have revealed that effective assessment systems for teachers can contribute positively to quality education. The main objective of the study was to find out the effectiveness of teachers' performance assessment and suggest strategies that can be implemented to enhance performance assessment methods in Mafikeng area secondary schools (cf. 1.6). In line with this objective, the following question was asked during focus and in-depth interviews.

Which strategies can be used to effectively assess teachers in schools?

Participants' responses were grouped into sub-themes that emerged from data analysis. Their reports are discussed as follows:

4.3.8.1. Developing effective assessment methods

It emerged from the participants that effective assessments methods are necessary for effective teacher performance assessment. Commonly, most teachers' assessments have tools or instruments that are used to assess them. In this study as previously stated in Chapter 1 (cf. 1.10.5) I attached the meaning of assessment methods to the techniques and systems put in place to assess the performance of teachers in secondary schools in Mafikeng. In this context participants views, and suggestions unfolded as follows:

Principal from School A asserted that:

There should be effective ways to assess teachers than methods that are currently used that waste time, yet they fail to improve the quality of teachers. These effective methods should factor in time management because teachers and principals have other responsibilities apart from performance assessments. Though QMS is being introduced it is still too much, there are a lot of papers and pages to fill in the computers. I suggest that they use an independent person and one-paged assessment document with a 7-point scale and recommendations at the end. It should be done once a year to avoid wasting a lot of time.

Teacher 1 from School A and HOD from School A shared the same view with the above statement. Teacher 1 from School A repeated what the Principal from School A suggested. He said that paperwork should be reduced to 1 page instead of 30 pages addressing the same information. In line with this, the HOD from School A reiterated that IQMS and QMS must be kept simple by reducing paperwork. Teacher 1 from School C echoed the above statement. She said:

One of the strategies is to reduce paperwork and save time. The new system called QMS is still the same as IQMS because it has too much paperwork therefore, one may say this is a pressing need which needs to be addressed before QMS is implemented in 2022.

The above participants' viewpoints are tied to the strategy of time efficiency and reduction in paperwork. They believed that IQMS and QMS require more time to work on therefore, they consider it reduced to 1 page which would save time. However, Zhang and Ng (2017) believe that multiple assessment methods assist in capturing the performance of the teacher as a result more effort and time are required making it complex (cf. 2.3.11. 5). This is the case with IQMS because it uses different methods of teachers' assessment such as teachers' development, extra-curricular activities, self and peer assessment and others. It is a long document which may take time to work on it. Paperwork is also believed to be costly in terms of finance. It is estimated that a 30 paged document for each teacher may cost a lot of money unlike a 1 paged document proposed by Principal and Teacher 1 from School A. This is supported by Zhang and Ng (2017) who articulate that assessment methods should be cost-effective (cf. 2.3.11. 5).

Some of the participants were of the view that QMS is the same as IQMS in terms of paperwork, however, it may be argued that QMS has removed an element of teachers' development and peer assessment. In this manner, workload and time factors are reduced. On the contrary, Derrington and Campbell (2018) contend that educational reform requires more time for implementation and training (cf. 2.3.11.7). On a different note, teachers are implementers of the school curriculum and extra-curricular activities, appraisal system as well as participating in professional development activities. This constitutes more workload as alluded to by the Principal from School A. Therefore, it is ideal to adopt assessment methods which are efficient in terms of time, structure, and costs.

HOD from School B varied with the above statements. She said a broad statement:

I think IQMS is ineffective because it has been replaced by a new system called QMS. I am worried about the effectiveness of QMS because it has nothing new except the removal of the letter 'I' from IQMS. This 'I' represents integration meaning that the assessment system should be integrated and not work as separate systems which address the same needs. Integration is crucial for quality purposes. Quality should integrate all elements that take place in a school system. Whole School Evaluation was even better before it was disturbed and substituted by IQMS. Whole School Evaluation had follow-ups, but the IQMS has no such follow-ups. Teachers do not even know who is in charge of this. They are good at copying practices from other countries, but they don't have implementation strategies.

Principal from School C partly agreed with the above statement. He reported that:

The QMS has already started with us and we are yet to know its effectiveness. But I believe that new systems are developed to close the gap identified from the previous ones.

Principal from School B brought a different perspective from the above notions. He suggested that:

IQMS is meant to develop the teacher so that the school performance improves. I propose that if it can start from the beginning and we leave out the issue of the peer assessor and use only the HOD who interacts and monitors the teacher throughout the year. Once the HOD monitors the teacher those observations should be recorded. I suggest that there should be no wait for class visits only. Everything observed and recorded should be part of the whole appraisal process. Doing so will constitute the effectiveness of teachers' assessment.

Teacher 1 from School A proposed that:

IQMS should be done every quarter to check whether teachers are doing work properly and effectively. Not only one HOD should assess the teacher, but any senior and any HOD should be allowed to assess any teacher to check whether there is effectiveness where teaching and learning taking place so that teachers can be familiar with assessment and stop thinking that it is a witch-hunting exercise. For example, HOD in English can assess a Maths teacher to see whether teaching is taking place in class. He might not be conversant with subject content,

but he can check whether the teacher is attending lessons in time and whether he is giving learners enough written work and marking it in time.

Teacher 2 from School A had a different opinion from the above ideas. He advised that IQMS should strike the balance between academics and extra- mural activities because their schools embrace inclusive education. He indicated that extra-mural activities should be expanded in the IQMS and assessment of teachers should be evidence-based for example extra mural pictures etc. can be used. He continued to assert that:

Contextual factors are documented in IQMS but they only accommodate school context issues and neglect the issues outside the school. In order to balance the two, I suggest that IQMS should also consider a broad spectrum of external contextual factors that can act as a barrier to the performance of the teacher.

Teacher 2 from School C had a different suggestion from the above. He proposed that:

There should be a separate assessment form for school managers and middle managers which strictly focus on the assessment of management. Also, the content of the lesson observation instrument in IQMS should be aligned to the CAPS curriculum and incorporate the use of technology.

The above scenarios revealed that some of the participants concluded that the ineffectiveness of IQMS resulted in the introduction of QMS. They, however, seemed to develop negative attitudes towards QMS before it is even fully implemented. This was evident from one of the participants who contended that the integration element was not supposed to be removed. She believed that assessment should be integrated for quality purposes. This is in line with the study of Zhang and Ng (2017) who assert that there has been a wide debate on integrating assessment systems. They however advocate for a system which integrates the appraisal and teacher development assessments (cf. 2.3.4). They further indicate that the integration facilitates a compatible system that complements each other and a system without integration is much likely to be ineffective because the professional development will end up competing with the appraisal system (cf. 2.3.4).

The participants further compared current assessment methods with the previous ones that they used before IQMS, and concluded that Whole School Evaluation system was effective because there were follow-ups, unlike IQMS. On the contrary, Zhang and Ng (2017) argue that

the teacher appraisal should be implemented in line with the whole school development in order to promote the coordination and consistency of the results (cf. 2.3.4). The Whole School Evaluation proved to be ineffective in the past because the teachers' union in particular SADTU called for an integrated system with WSE which led to the formation of IQMS (cf. 2.3.4). It is not known if the QMS instrument recognises WSE like IQMS. It is argued that participants put greater emphasis on the effectiveness of assessment methods because Principal from School C reported that they are yet to know the effectiveness of QMS and some are even worried about its effectiveness before it is even implemented. Khan (2021) denotes that implementing a new assessment system does not approve good results (cf. 2.3.4).

One of the participants confirmed that system developers are good at emulating others' practices without implementation strategies. Copying best practises is seen as a good practise in the education system, however, the issues of contextualisation are very important. This statement is validated by Ochoa *et al* (2018) who emphasise on the importance of selecting assessment methods that apply to the country and context in which they are being used (cf. 2.3.11.3).

Some of the participants suggested that the peer assessment method should be removed to make the assessment effective. In the previous discussion, some participants lamented that peer assessment is a challenge because of lack of credibility. Previously the Principal from School A mentioned that the good thing about QMS is the removal of peer assessor. However, Zhang and Ng (2017) confirm that peer assessment is crucial because it assists teachers to be involved in the assessment processes and reflect their teaching practices which are essential in fostering developmental needs (cf. 2.3.10.6). Zhang and Ng (2017) continue to assert that lesson observation is widely regarded as the most effective assessment system because it promotes evidence-based assessment (cf. 2.3.10.5). It is however noted that the peer assessment method in IQMS makes use of lesson observation for assessing teachers, therefore it is critical to point out that the peer assessment might be effective if implemented correctly without cheating and being biased. In light of this, it is showing that teachers are not against the performance appraisal, but are critical about the ineffectiveness of the assessment methods. Ochoa *et al* (2018) declare that assessment methods should be identified from research-based evidence which reveals their strengths and weaknesses (cf. 2.3.11.5). Some participants called for inclusivity of other assessment areas like extra-

curricular activities with evidence base. Teacher 2 from School A proposed that external contextual factors that affect the teacher should be addressed by the assessment system. He noted that IQMS only focus on school contextual issues and sidelined the problems that the teacher face outside the school environment. In line with this, it can be said that teachers just like learners go through non-academic challenges like family matters, financial and health issues. This is supported by the CIPP model which recognises the contextual factors. The model indicates that the context should be assessed in terms of assets, needs, problems, dynamics, opportunities, and relevant contextual conditions (cf. 2.3.12). In China, according to Zhang and Ng (2017), contextual factors such as teachers' psychology and social dynamics are taken into consideration during the appraisal process (cf. 2.3.5.4).

Interestingly, one of the participants proposed a separate assessment system with an appraisal instrument for school managers which assess their management areas. This is ideal because, in the IQMS instrument, school managers are assessed with the same instrument as teachers. The only difference identified in IQMS training manual document (2003) is that there are performance standards in the instrument which strictly assess principals and their deputies as well as HODs. However, it can be argued that these school managers serve different positions and management areas. This is confirmed by the Employment of Educators Act No. 76 of 1998 which stipulates the personnel administration measures ranging from the Principal, Deputy Principal and the HOD. Therefore, using the same instrument to assess school managers seems to be inappropriate because they serve different managerial positions in schools and may violate the requirements of the Employment of Educators Act No.76 of 1998.

4.3.8.2 Goals and value-driven performance assessment

Values are the principles that keep an organisation in a desired direction and goals are the methods or plans intended to implement the values. Therefore, values and goals come with responsibilities. In this regard, participants identified that one of the strategies for effective teacher assessment is the one that is goals and value-centred. Their statements are presented and discussed as follows:

Teacher 1 from School A contemplated that:

Our school is value-driven. Hard work, teamwork, respect, faithfulness and punctuality are the values for a quality and functional school. These values should be applied every day and deeply entrenched to deliver quality results to IQMS. If you take care of the values, then results will take care of themselves. For example, if learners respect teachers and are hardworking then delivery is assured. My opinion is that IQMS should be a robust tool that is value-driven.

Teacher 2 from School C was inconsistent with the above. He argued that:

IQMS has objectives and goals that it intends to achieve at the end of the year. These goals should be clearly specified and monitored by the authorities to ensure that they are well implemented and achieved.

Teacher 2 from School A varied with the above. He said:

The school development plan should be advised by IQMS. The areas of weaknesses identified through IQMS should go into the school development plan.

The participants suggested that IQMS should be value and goals driven. Some of the participants proposed that performance assessment goals should be clear, implemented and monitored. This is supported by OPRAS which is the performance assessment system in Tanzania. OPRAS is an objective-based system which determines what is to be achieved and improved at school and personal levels. This aligns with the goal-setting theory of the study which emphasis that goals created by individual employees strongly motivate them to improve their performance (cf. 2.2.1). Teacher 2 from School A recommended that IQMS should inform the school development plan. It is believed that the school development plan is guided by goals and objectives that are intended to be achieved annually. In this way, some of the goals in the school development plan are keen to address the appraisal system. This statement is validated by Marishane and Botha (2011) who argue that identifying clear goals take place during the planning phase (cf. 2.2.1). This is also addressed by the CIPP model covered in Chapter 2 of the study (cf. 2.3.12). This model is embedded in the input evaluation which assesses among other things the programme's strategic plan, achieved targeted goals and needs (cf. 2.3.12). This means that the school development plan and goals can be assessed as well to measure the success of IQMS.

On the other hand, Zhang and Ng (2017) posit that if the teachers' assessment is aligned with the school task and vision it can facilitate quality education and teacher development (cf. 2.3.11.2). It is argued that school vision cannot be achieved without goals, plans and values. School development plans, goals and values may act as a road map to serve the school vision which will in turn influence the appraisal system as alluded to by Zhang and Ng (2017). It is therefore critical to develop goals that are clear, directive and achievable. This resonates well with the goal-setting theory which guides this study. The goals-setting theory according to Lock and Lantham (1991) indicates that among other things goals are effective tools in promoting performance improvement (cf. 2.2.1). Similarly, GUIDELINES ON OPRAS (2011) acknowledge that performance assessment objectives are supposed to be specific, measurable, achievable, and realistic and time-bound. It is argued that goals alone cannot be enough, however, they are supposed to be complemented by values such as teamwork, respect, and meeting the deadlines as alluded to by Teacher 1 from School. A.

4.3.8.3 Constructive and timely feedback

Teacher 2 from School A asserted that:

After the classroom observations feedback should be discussed between the assessor and the teacher before writing the final report. After reaching a conclusion, the personal growth plan should be developed based on the feedback report.

HOD from School A and Teacher 2 from school C agreed that there should be timely and constructive feedback from the Department of education. This feedback will assist them to develop professionally.

The participants suggested that one of the strategies for effective assessment methods is providing constructive and timely feedback. It is believed that performance assessments are conducted to generate feedback which will assist in teachers' development and growth. Feedback is one of the processes that complete an assessment process, therefore it can be argued that a performance assessment system without results or feedback is not complete. This is validated by the findings of Zhang and Ng (2017) who articulate that data collected from appraisal system processes should be given back to teachers in the form of constructive

and timely feedback which can be used to adjust the current school-based policies (cf. 2.3.11.8).

The timely feedback is much likely to add to quality improvement which is not overtaken by events. For example, if the feedback addresses issues of COVID-19, this is a current issue in 2021 that needs to be addressed in a similar context. This is further supported by Monyatsi (2003) who emphasis that teachers should be given timely feedback to avoid waiting period and curiosity about the outcomes (cf. 2.3.11.8). Based on this scenario, it is argued that IQMS has documented the timelines for assessment and feedback. According to the IQMS training manual (2003), one of the purposes of IQMS is to identify teachers' needs for support and development. It further outlines that feedback should be discussed with the teacher after assessment as part of the IQMS implementation process. Consequently, things are not implemented according to the standards of IQMS and this may reveal implementation gaps than faults on the assessment instrument. Therefore, the assessment processes need to supplement theory with practice. In this manner, performance assessors are supposed to comply with the standards of IQMS by practically giving teachers effective feedback delivered well on time. It is also worth noting that the control theory emaphasis more on giving constructive feedback after the performance assessment. According to the control theory, this feedback assist in professional teachers' development and growth.

4.3.8.4. Identifying and implementing training, recognition, support and development needs

Principal from School A suggested that:

After identifying teachers' weaknesses training should be done, but practically on the ground this is not happening, because people are giving themselves high marks that do not reflect true performance. In the IQMS documents, training is recommended, but practically on the ground, it is difficult to identify gaps because assessments by peers give too many marks that do not reflect true performance.

Teacher 2 from School A partly aligned well with the notion mentioned above. He recommended that:

The school needs to develop teachers on areas of weaknesses for example on disciplining learners the teacher can be oriented on policies. The teacher can also do self-monitoring to

deal with areas of weaknesses. In the next assessment, the areas of weakness should have been worked on and improved.

HOD from School A connected well with the above idea. He hinted that:

Coordinators and others involved in the performance appraisal should be properly trained. Current training is too congested for educators to absorb all the information. Timeframe for training is too short because teachers have their work pressures.

Teachers from School B and Teacher 1 from School A agreed that teachers should be trained properly using workshops that aligns well with their challenges. Teacher 1 from School B added that since the teacher appraisal methods keep on changing there should be proper training done to align teachers with the changes made. Teacher 1 from School A precisely identified subject specialists to be proactive in assisting teachers with weaknesses in the subject area.

Principal from School B said that:

IQMS aims to develop the teacher, therefore my suggestion is that teachers should be developed to achieve this aim.

HOD From School C supported the above idea. She hinted that:

The external area officers should frequently come to develop teachers. The problem is time and failure to conduct team development due to COVID-19 restrictions. My suggestion is that they can use technologies like Zoom and My Teams to run the development lessons during weekends.

HOD from School A identified recommended teachers recognition and teamwork. He said:

It is recommended that there should be recognition and encouragement of teachers from school management. There should make available teaching and learning support resources which are much likely to enhance teachers' performance in schools. Teamwork is also necessary to enhance teachers' performance.

Teacher 2 from School A supported the above assertion. He asserted that:

Teachers should be properly recognised. Recognition should not only be for those teaching exiting classes like Grade 9 and 12. The focus should be on all Grades and teachers should be awarded per subject or focus on the performance of the whole school. If I teach for 30 years, there is no special recognition except a certificate of 10 years of teaching.

HOD from School B and Principal from School B recommended the use of Professional Support Forums (PSFs) where teachers can discuss content issues and get support. PSFs should be clustered into subject specialists. Principals from School C added an example to this, Life Sciences teachers can assist each other on certain topics before they are assessed, and he continued to say that this can be done at school, cluster, circuit and sub-district levels

In contrast with the above Teacher 1 from School A argued that:

Stakeholders should work together for the success of the school. School Management Team, juniors and senior teachers, Department of Education and SGB should work in synergy

Even though the study was focused on the effectiveness of methods used to assess the performance of teachers, it emerged from the participants that the teachers' development had been assessed by IQMS and CPTD. Seemingly, from 2014-to date in 2021 that is seven years two systems have been used to assess teachers' development. This is because the IQMS document was not amended after the changes were made, it remained the same with performance standards of teachers' development. Furthermore, most participants linked IQMS to teachers' development than the current CPTD system which was given the main mandate of assessing teachers' development in 2014 under the surveillance of SACE. It can be argued that such practices may result in inconsistencies, intolerance and ineffectiveness of the assessment system and this can be alleviated through proper direction and measures on teacher training and development. Wilson (2016) asserts that apart from being knowledgeable about instruction evaluators should be trained in the appraisal system (cf. 2.3.11.7). Khan (2021) denotes that assessment is linked to teacher development which is possible in each phase of the appraisal (cf. 2.3.11.7). In light of this, participants mentioned that the teacher training and development is abandoned. This is cited from the Principal from School A who said that teacher training and development is documented in IQMS but it is not applied practically.

Some participants suggested that teacher training and development should be conducted for improvement and growth. Zhang and Ng (2017) validate this statement because they assert that professional development and growth is promoted through remedial training that responds to teachers' strengths and weaknesses. Other participants proposed that proper workshops should be used to train teachers and align them to current events whereas HOD from School B and Principal from School B recommended the use of Professional Support Forums (PSFs) where teachers can discuss content issues and get support. Dale (2003) confirms the above statement because he postulates that training is a proper way used to adopt new skills and knowledge and keep in pace with current development (cf. 2.3.11.7). From a different point of view, it is argued that training is not given much attention in the appraisal system as indicated by the participants. This is because the QMS training manual for educators (2020) documented dates for educators training on the new QMS. The timelines for school-based educators training are Jan-Dec 2021 and full implementation will be done in 2022. This drew the researcher's attention because some teachers previously indicated that they were not aware of QMS and all participants did not mention that teachers are being trained on QMS. On the other hand, some teacher participants knew that QMS will be implemented in 2022 and were not formally told because they just heard from the grapevine. HOD from School B suggested that external officers involved in teacher assessment should train and develop teachers through the use of new technologies such as Zoom and Microsoft Teams especially during times of COVID-19 which restrict gathering. This statement is supported by the Botswana teacher performance assessment which identified technology as a means to train teachers (cf. 2.3.5.1). It is imperative to reiterate that we are living in the fourth industrial revolution which calls for institutions to adapt to the new technologies. For inclusivity purposes, blended training in performance assessment which is inclusive of virtual and physical training methods can be implemented. It is worth noting that the performance appraisal is not the dead-end but a continuous process that advocates for development and growth which enhances quality education.

Other participants recommended that they should be recognised and supported in the assessment system. This is in line with the assessment system in Tanzania which indicates that the employee is motivated to perform well because of recognition (cf. 2.3.5.3). This is

approved by studies conducted by Steyn (2013); Robbins and Decenzo, (2007) which found out that effective schools are made up of managers who give support and motivation as a way of providing encouragement and proper guidance (cf. 2.3.11.7). Teacher 1 from School A further advised that school stakeholders should work in synergy. This notion is consistent with Goe and Holdheide (2014) who argue that performance assessment systems are likely to be effective and sustained if all stakeholders are involved (cf. 2.3.11.1).

4.3.8.5. Reviewing incentives for teacher performance assessment

HOD from School B articulated that:

Teachers focused on 1% pay progression, but it is no longer offered like before. The Department of Education should be well structured and specific about the incentive.

HOD from School A is congruent with the above statement. He reiterated that:

There are no incentives, it is only the 1 % given when you scored above 70% and less than that you get nothing. This is not enough, there should be a better way of rewarding teachers.

Teachers from School C and Teachers from School B aligned well with the ideas stated above. They asserted that the teacher incentives should be revised and add an increase. Teacher 1 from School A confirmed this. He said:

I suggest that they revise the remuneration given after teacher appraisal, increasing from 1% to something that can motivate teachers.

Principal from School A detached from the above statement. He argued that:

Classroom assessment should not be linked to money. Money should be given separately based on a broader scope. Assessment should be meant to improve the teaching and learning process, to improve the teacher's delivery than thinking in terms of how much someone will get.

According to the perspectives of the above participants, there is a need to revise the teachers' incentives. Most teachers from all the schools that participated suggested an increase in teacher incentives. It is evident that teachers' compensation is based on financial incentives.

However, most participants revealed that the 1 % incentive that they are given as a reward for their performance is not enough. Previously in this chapter, it is captured that participants weighed the 1% with the workload that comes with IQMS and concluded that it does not correlate. Taking this into account, participants recommended that their incentives should be reviewed. In consistent with the above statements, Zhang *et al* (2021); Wang *et al* 2014 in their study revealed that the overall goal of assessment system in China is to incentivise teachers' performance through rewards such as basic performance pay (cf. 2.3.5.4). This concept is supported by CDE (2015) who attest that performance pay is part of teacher incentives that countries have been using to develop teachers (cf. 2.3.10.1). Zhang *et al*, (2020) discuss that in China teachers are awarded their pay incentives of 30% once at the end of each year (cf.2.3.5.4). In contrast with the South African Appraisal system, it can be argued that China is far much ahead in terms of monetary incentives given to teachers. In this scenario, it is further contended that the 1% pay progression is very low as alluded to by participants and teachers' union in particular SADTU. Anderson (2011) proposed that effective teachers should be compensated but not with a cash-based bonus (cf. 2.3.10.1) and this is not the case with SADTU and China as they indicated that teachers' pay should be linked to performance.

Despite this being said, it has also come to light as indicated in Chapter 2 that the OPRAS in Tanzania uses both monetary and non-financial rewards (cf. 2.3.5.3). This notion proves that rewards cannot be based on money only but can also include non-monetary incentives. Since most public schools lack finances for school development as previously highlighted in this chapter, it is advisable to complement the monetary incentives with non-cash based incentives, for example, this can be done in the form of promotion, gift certificate, trophies, word of mouth recognition and others. These incentives are cost-effective and durable. On the contrary Principal from School A suggested that classroom assessment should not be linked to money. This is notion is promoted by Zhang and Ng (2017) who denote that in China the assessment system rewards teachers based on outstanding research, mentorship, team awards and the most learned teacher (cf. 2.3.10.1).

4.3.8.6 Proper implementation and monitoring

Teacher 2 from School A proposed that:

There should be proper monitoring of the teachers and their assessment system, for example during IQMS assessment, teachers are just asked if they are involved in extra-curricular activities or engaged in teacher development. This alone is not enough; it needs evidence which can be acquired through proper monitoring. Some of the evidence can be based on the certificates achieved during teacher development.

Teacher 2 from School A continued to assert that there should be proper implementation of teachers' assessment for example if the teacher requires the development in the subject area, it should be done accordingly. This is in line with HOD from School B who repeatedly emphasised the need for proper implementation of the assessment system. Teacher 1 from School B supported the notions above. He hinted that:

The assessment methods should be executed the way they are in IQMS to enhance the effectiveness of the teacher assessment.

Principal and Teachers from School B proposed a different strategy of monitoring from the one asserted by Teacher 2 from School A. They said that subject advisors should maintain quality assurance through monitoring the implementation of the teachers' assessment. The Principals from School C added that HOD monitoring should be recorded and form the whole process of IQMS. Teacher 2 from School C resonated well with the above concepts. He noted that:

A team from the Department of Education which includes subject specialists and advisors should visit schools and monitor the teaching and learning process and if teachers are doing the right things. Monitoring is effective because their presence means that teacher absenteeism is reduced as teachers compel to do their work.

All of the above participants emphasise the need for effective implementation and monitoring of the assessment system. They asserted that quality assurance can be maintained through monitoring the implementation of the assessment system. Some recommended that the Department of Education should reinforce the monitoring strategy through conducting school visits. This concept is validated by Ochoa *et al* (2018) who attest that teacher assessment system should be assessed and monitored consistently by relevant stakeholders to strengthen the success of its implementation and effectiveness. Teacher 2 from School A

and HOD from School B concurred that there should be proper implementation and monitoring of the performance assessment.

Performance assessment systems are designed with the aim of implementing and monitoring their progress. In this manner, the cycle of the performance assessment systems will be deemed incomplete without implementation and monitoring phases. However, it can also be argued that these phases cannot be effective if they are not implemented correctly hence the need for the proper implementation and monitoring as alluded to by participants. Moreover, in the previous discussion under challenges of assessment methods, participants hinted that IQMS is used for compliance and in this way, they retrieved information from the previous years and submit it to the Department of Education. It can be argued that some of the strategies to attend to these issues are proper monitoring of IQMS. GUIDELINES ON OPRAS (2011) put much weight on the need for engaging teachers in setting the objectives, implementation, monitoring and reviewing processes (cf. 2.3.11.9). The guidelines emphasise that doing so promotes accountability to each teacher and strengthens transparency between school managers and teachers. Furthermore, they emphasise that during implementation there should be continuous monitoring of work performed by teachers and in the process, supervisors are supposed to provide mentoring and counselling (cf. 2.3.11.9).

The study was guided by the control and goal setting theories and the participants' perspectives reflect the need for the control and goal-setting theories. Barrows and Neely (2012) contend that the control theory helps administrators to control employees' performance through regular monitoring (cf. 2.2.2). This statement is confirmed by the Pennsylvania State University World Campus (2016) which reiterates that managers can use the control theory to monitor and evaluate the performance of employees. The control theory requires systems to be synchronised with the organisation's goals and objectives (cf. 2.2.3). It is therefore critical to use the goal-setting theory to design assessment goals and control theory to monitor if the goals are implemented effectively. On the other hand, the CIPP model used in the study reflects that input and process evaluation are necessary to evaluate goals and processes (cf. 2.3.12). In this context, input evaluation may assist to evaluate the appraisal system goals and process evaluation used for assessing the implementation and monitoring process. This is in line with Stufflebeam and Zhang (2017) who argue that the process evaluation in the CIPP model

contributes a major role in assisting employees to work effectively, monitor their progress, identify problems from the implementation process to ensure quality and timely delivery of service (cf. 2.3.12).

4.4 DOCUMENT ANALYSIS

As previously discussed in this Chapter and Chapter 3 of the study, document analysis was used for triangulation purposes (cf. 3.5.3). According to Bowen (2009), a vast collection of documents is essential in document analysis. This is not the case with O’leary (2014) who argues that in document analysis focus should be on quality rather than quantity (cf. 3.5.3). In line with this, I used a few documents related to teacher performance assessment (cf. 3.5.3). These documents were Pre-evaluation minutes of the meeting, School Improvement Plans of 2021, Lesson observation instruments, Summative assessment Score Sheets of 2021, Performance Standard 6 of IQMS as well as QMS for school-based educators. As indicated in Chapter 3 of this study the documents analysed enabled the researcher to validate the findings generated from teachers’ focus group interviews and HODs and Principals’ in-depth interviews (cf. 3.5.3). I requested permission to access the above-mentioned documents from the school principals. It was observed that the assessment documents were kept by IQMS coordinators in schools because they were not conveniently accessible from the principal’s offices. Below is the presentation and interpretation of the documents analysed:

4.4.1 Pre-evaluation meeting minutes

According to IQMS Resolution 8 of 2003, the assessors and concerned educators are supposed to hold a pre-evaluation meeting to discuss assessment dates, expectations and contextual factors. The school principals in an interview indicated that when the school begins in the new academic year pre-evaluation meetings are held to discuss teachers’ assessment expectations and dates. The minutes of the meeting that were analysed in all the schools that were selected proved the principals’ statements that there are pre-evaluation meeting discussions on teacher performance assessment. These documents were a true reflection of the meetings because they had elements such as dates, designation, purpose of the meeting and a broad overview of the process and procedures of IQMS and they also captured post-evaluation meeting date and time and signatures of Development Support Group and the teacher. The pre-evaluation meetings documents also covered the requirements of the IQMS policy that

guides the teachers' assessment as explained above. The minutes of the meeting documents validated the participants' interview statements in which they indicated that pre-evaluation meetings are conducted in their schools as part of the IQMS process.

4.4.2 School Improvement Plan (SIP)

IQMS Resolution 8 of 2003 defines the School Improvement Plan as the blueprint of processes and actions responsible for improvement in schools. An analysis of SIPs for 2021 in selected secondary schools indicated that they are not well aligned with IQMS resolution 8 of 2003 because there are missing elements such as teacher training and development. The SIPs documents explicitly cover areas such as curriculum provision and resources, learner achievement, school infrastructure, parents and community and leaves out teacher training and development. This is despite the fact that IQMS resolution 8 of 2003 categorically states that the teachers' Personal Growth Plan (PGP) should inform the SIP. This means that it should be included in the SIP. Some participants in the study as previously indicated identified lack of training and development as a challenge in their assessment system. HOD from School B confirmed this by saying that teachers develop negative attitudes towards IQMS assessment because the system does not develop them even if they did not perform well. This attestation was evident in the SIPs that were analysed and revealed that teacher development and training were excluded. Excluding an important element like teacher training and development from the SIP means that schools did not come up with intervention strategies to develop their teachers after identifying their weaknesses and areas of development during the teacher performance assessment exercise.

It was further noted from the IQMS management plans of 2021 documents of selected secondary schools that after teacher performance assessment, teachers must develop PGPs that should inform their SIPs that are submitted to the district offices. As noted earlier, their SIPs did not have the components that address PGPs of teachers, this proves that some of the participants who were interviewed had a point when they said that the performance appraisal is ineffective because after their weaknesses and areas for improvement have been identified they are not trained and developed by their schools or the Department of Education.

4.4.3 Lesson observation Forms

I analysed two lesson observation forms from each school. The lesson observation tool used at school level is named assessment of lesson/Class visit report and the other one is the lesson observation instrument from IQMS resolution 8 of 2003. It was noted that the form that is used at school level in some of the schools is not aligned to the IQMS lesson observation performance standards. This means that lack of alignment does not prepare teachers to be ready for the IQMS summative assessment. The analysis of some of the class visit reports used at school level revealed that they cover three areas of assessment aspects such as learners' books, lesson preparation and classroom appearance whereas the IQMS lesson observation instrument explicitly covers four detailed performance areas as previously stated in this Chapter. The use of lesson assessment forms in some schools that are different from the IQMS lesson assessment forms confirms the findings of Whitley (2016) who revealed that some schools design their own assessment methods to address the shortcomings of IQMS (cf. 1.1). Most participants during the interview complained that IQMS is full of paperwork and time-consuming. This was evident from the IQMS lesson observation instrument which consists of more information addressing some of the observation aspects that can be combined to reduce paperwork. It is therefore evident that the classroom assessment forms designed at school level which are a single page, reflect the demands of participants as they suggested earlier on in this chapter that the assessment instrument should be a one (1) page document.

4.4.4 Summative assessment Score Sheets

The score sheets that captured IQMS summative evaluation scores in all the selected schools indicated that all teachers got high assessment marks. In an interview, HOD from School A complained that the educators and their peers give themselves more marks and when the HOD gives lower marks where they are deserved it becomes a bone of contention. He further contended that if teachers scored less than 70% they were not given incentives, so teachers and their peers go for high marks in order to qualify for the 1% salary increment that is given as an incentive for teacher performance assessment. The argument of HOD from School A is that the teacher performance assessment should not be linked to monetary incentives, because people tend to score themselves and their peers high marks that are not a true reflection of their performance to qualify for the incentive. This statement proved to be

authentic during an analysis of the summative assessment score sheets of schools. Allocated summative marks of teachers ranged from 74% upwards. This means that all the teachers qualified for the 1% salary increment incentive. In this way, the teacher performance assessment exercise tends to focus on the latent goal of getting the incentive instead of focusing on its main goal of improving teaching and learning.

4.4.5 Performance Standard 5 of IQMS

The performance standard 5 of IQMS reflects the assessment of the professional development of the teacher. This is in line with the interview assertions of Teacher 2 from School A who confirmed that IQMS has an element of teachers' development that assesses teachers. The researcher was interested in analysing this instrument because it contradicts the ELRC collective agreement of 2009 in which IQMS was disintegrated into CPTD and QMS. The CPTD was implemented in 2014 to address the developmental needs of educators. This statement was confirmed by HOD from School A who said that there is CPTD which assess teachers' development. As previously analysed in the participants interviews, it was evident that the IQMS teachers' development has been used alongside CPTD from 2014 to date in 2021. This is because the performance standard 6 for teachers' development is still attached to IQMS educator's manual which was used in selected schools. These notions were supported by interview findings from Teacher 1 from School B who acknowledged that some performance standards are outdated, and they have no direction on how some things are being done. It seemed that the IQMS document was not amended after the ELRC collective agreement of 2009 on the disintegration of the system. It still has the element of teacher development that fall under CPTD which was given to SACE. HOD from School A said that duplication of teacher development by IQMS is confusing and a burden to teachers as they tend to deal with one demanding element of teacher development in IQMS and CPTD under SACE where they are expected to earn points through attending teacher development programmes and workshops. These interview findings from participants were confirmed by the existence of performance standard 6 for teachers' development in IQMS educators manual.

4.4.6 QMS for school-based educators

The preamble page of the QMS educators training manual of 2020 document indicates the implementation dates of QMS in schools. It emerged from the participants during interviews that they would be transitioning from using IQMS to using QMS in 2022. Some participants like principals confirmed that they had already started using the new QMS, and educators would follow the following year in 2022. Surprisingly some of the teacher participants were not aware of the new QMS. The preamble page of the QMS educators training manual of 2020 document indicates that principals were trained in October-December 2020 and their QMS implementation came into effect in 2021. It also indicates that teachers were to be trained from January-December 2021. This drew the researcher's attention because the school improvement plans and appraisal management plans for 2021 did not capture these QMS training timelines. Just like principals, teacher training on QMS is essential to familiarise them with the new system. Failure to do so will lead to challenges which were previously indicated as lack of training by some of the participants.

The QMS document removed an element of peer assessment and this validates the assertion made by Principal from School A who indicated that peer assessment was removed. Principal from School A and HOD from School B argued that QMS and IQMS are still the same thing. They perceived the two systems as cousins. They said that though they noted that QMS made some minor changes, but most elements remain the same as those of IQMS, and the kind of paperwork associated with it will be a burden to teachers. These statements were confirmed by an analysis of the QMS educators manual which consists of a load of paperwork and still appear to be the same with IQMS with less changes made. It is worrying that up to date in August 2021 with some few months left to come to the end of the year teachers were not yet trained on the QMS in schools even though it was documented on the QMS educators manual (2020). It can then be argued that the QMS will be implemented with less or without teacher training and preparation. In this regard, this validates the attestations of participants who said that most of problems in their performance assessment system that lead to its ineffectiveness were a result of inadequate training or lack of training of teachers since from its implementation stage.

4.5 CHAPTER SUMMARY

The chapter analysed, presented and discussed findings of the study under the following main themes: teacher performance assessment, benefits of teacher performance assessment, teacher assessment timelines, professionals involved in the assessment of teachers in schools, methods of teacher performance assessment, effectiveness of methods used to assess teachers in schools, challenges faced in teachers performance assessment and strategies that can be used to effectively assess teacher performance. This chapter ended with an analysis of documents related to teacher performance assessments which served as triangulation tools of data collected from in-depth interviews and focus group interviews.

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

The previous chapter analysed, presented and discussed the findings of the study. The study aimed to find out the effectiveness of methods used to assess teachers' performance in Mafikeng area secondary schools. Data was collected in Ngaka Modiri Molema District in the North West Province of South Africa. The participants of the study were school principals, HODs and teachers who participated in the teacher performance assessment. Data was presented narratively using the thematic approach. Literature in Chapter 1 and Chapter 2 was used to confirm and validate the findings of the study. This Chapter summarises the study from Chapter 1 to Chapter 4. The conclusions were drawn from the study's findings. Recommendations and areas for further research were generated in this chapter.

Goal setting and control theories informed findings of the study which were generated through interviews and document analysis. Findings of the study revealed that goal-setting is a necessary strategy that is essential for effective teacher performance assessment. The findings of the study also revealed that for the assessment to be effective, monitoring and evaluation is essential, and constructive feedback is crucial. All these elements conform to the control theory as articulated in Chapter 2 of the study. In light of this, the goal setting theory and control theory were interwoven in the sense that goals, monitoring and constructive feedback interlink in the performance assessment process. In this manner, these theories made it possible to summarise, conclude and generate recommendations in the study.

The findings and recommendations of the study were guided by the following research questions of the study:

Main research question

- How effective are the methods used to assess the performance of teachers in secondary schools in Mafikeng area in South Africa?

Sub research Questions

- How do teachers understand teacher performance assessment?

- Which methods are currently used to assess the performance of teachers in Mafikeng Secondary Schools?
- What challenges are faced in the current methods used to assess the performance of teachers?
- Which strategies can be used to improve the teachers' performance assessment methods in Mafikeng Secondary Schools?

5.2. SUMMARY OF THE STUDY

This section briefly discusses the main concepts covered in Chapter 1, 2, 3 and 4 that address the introduction and background of the study, literature review with the theoretical framework that guided the study, research methodology and findings of the study respectively.

The first chapter introduced the study and served as a framework for the whole study. The background of the study was discussed, and it assisted in finding the gaps from previous studies related to teacher performance assessment. The problem of the study indicated that the teacher performance assessment system in South Africa keeps on changing due to the implementation problems and challenges associated with the system as highlighted by the studies of CDE (2015). IQMS has never reached its intended goals right from its implementation stage in 2005 to date in 2021. This alarmed the ELRC to develop and rebrand IQMS to QMS and CPTD. QMS was shelved from 2014-2019 due to some demands made by SADTU before its implementation and this led to CPTD in 2014 running in isolation with QMS. This complex issue resulted in conducting the study on the effectiveness of methods that were put in place to assess teachers' performance in Mafikeng area secondary schools so that effective strategies could be generated to combat the challenges associated with IQMS. These strategies can advise education stakeholders and policymakers to address issues related to teacher performance appraisal in Mafikeng area in South Africa. An overview of the literature and theoretical framework, as well as research methodology, were highlighted in brief in this chapter.

The second chapter reviewed literature in line with the research questions. This chapter started by discussing the theories that guided the study, the goal-setting theory developed by Edwin Locke in 1968 and control theory. The goal-setting revealed that performance system

needs to be guided by goals that need to be implemented and monitored through the control theory. The control theory acknowledges that after setting performance assessment goals mechanism structures such as feedback and monitoring should be used to improve employees' performance (cf. 2.2). The conceptual framework revealed extensive literature that covered the appraisal system of South Africa right from its history when it was termed inspection during the apartheid era. IQMS as the current assessment system is well researched by De Clercq, (2008); CDE (2015) and Whitley (2016) and other researchers. The findings of their studies indicated that IQMS is deeply flawed, and this called for rebranding to CPTD and QMS (cf. 2.3.1). New systems were formed to address the challenges that hampered IQMS from breeding successful results. However, it was discovered that these studies on IQMS did not address the effectiveness of methods used for assessing teachers' performance.

The gap analysis also emanated from the geographical area as there were no studies conducted on teacher performance assessment in the North West Province of South Africa (cf. 2.3.1). These were gaps that the study intended to address. An overview of the assessment systems in other countries such as Tanzania, Zambia and Botswana were used for benchmarking purposes, and China was used as an international country which can also serve as a basis for copying best practices from its teacher performance appraisal system. At the end of this chapter, the CIPP model of Stufflebeam 1983 was discussed. According to Khoza (2013), post- 1994 era policies in South Africa were implemented without proper models. This shows that there is a need for the Department of Basic Education to involve education stakeholders to conduct research and benchmark with other countries and in their research, they can analyse and adapt for implementation models such as the CIPP model (cf. 2.3.12).

Chapter three of the study focused on research methodology which were guided by goal-setting and control theories. Interpretivism research paradigm was used to guide the study. The interpretivism paradigm allowed the researcher to use a qualitative research approach and multiple case study design which made it possible to go to the field and collect data directly from participants. In-depth interviews and focus group interviews were used to collect first-hand information from participants who included Principals, HODs and teachers in Mafikeng area secondary schools. Document analysis was used for data triangulation purposes. Triangulation of data ensured the trustworthiness of findings. Data was presented

narratively using a thematic approach. The secondary schools in Mafikeng were conveniently selected based on accessibility and participants were purposively selected. The selection criteria was based on the detailed knowledge that participants had in teacher performance assessment. To uphold ethical guidelines and principles I applied for an ethics clearance certificate from UNISA Research Ethics Committee. I wrote letters to the NWDE and school principals asking for permission to conduct research in secondary schools in Mafikeng. Participants consent forms and interview guides were prepared. This chapter made it possible to collect in-depth information related to teachers' performance assessment from participants in their natural settings.

The fourth Chapter analysed, presented and discussed data collected from Ngaka Modiri Molema District in selected secondary schools. Permission to conduct the study in Mafikeng area secondary schools was granted by NWDE and participating schools. The selected participants signed consent forms before taking part in the study. COVID-19 protocols and guidelines were strictly followed and adhered to during field visits in selected Mafikeng area secondary schools. A total number of three schools and twelve participants contributed to data generation of this study. Documents related to teacher performance assessment made it possible to triangulate data collected from interviews. During data analysis and presentations, related themes emerged. The main themes were as follow:

Teacher performance assessment

Participants were asked to define teacher performance assessment according to their own understanding. They referred to this concept as the assessment of teachers in the line of their duty for the purpose of teacher development, improving teaching and learning and school results. Their definitions indicated that they understood teachers' performance assessment as it was in line with the Collective agreement No. 2 of 2020 and Borg (2018) who linked performance assessment to teacher development and quality performance in schools (cf. 4.3.1).

Benefits of teacher performance assessment

During in-depth interviews and focus group interviews participants were asked the benefits associated with teacher performance assessments. They pointed out main benefits as effective performance and quality teaching, assisting schools to achieve their goals and

objectives, teacher training and development, money incentives, assisting teachers to prepare well and be conversant with their field of expertise and also assist teachers to keep abreast with changes within the school context (cf. 4.3.2). These responses indicated that participants viewed the performance assessment as important in their profession.

Teacher assessment timelines

The selected participants were asked about the timelines of assessment in their respective schools and they came up with different timelines. Some participants articulated that they were assessed twice a year while others said that they were only assessed once a year. From these assertions, I noted that assessment timelines were different in schools that participated in the study. IQMS as the blueprint of teacher assessment spells out that teachers should be assessed once at the end of the year as summative assessment which determines pay progression (cf. 4.3.3).

Professionals involved in assessment of teachers in schools

The participants when asked about professionals responsible for teacher assessment they asserted that HODs, Principals, Peers, concerned educators, DSGs and SDTs are assessors of teacher performance in their schools. These assertions are in line with the IQMS training manual of 2003 as it confirms the above stated professionals as teachers' performance assessors (cf. 4.3.4).

Methods of teacher performance assessment

I asked participants about the methods that were used to assess teachers. All of the participants indicated that IQMS was the main assessment tool used in their schools. They elaborated that IQMS is an assessment system with different assessment methods. These assessment methods were pre-assessment meetings, lesson observation, peer and self-assessments and methods of assessment outside the classroom which included extra-curricular activities and teacher development (cf. 4.3.5). Apart from IQMS, some participants pointed out that they used other assessment methods such as informal assessment and QMS. Participants more especially principals indicated that QMS is a new system that they were using, and teachers would use it the following year in 2022 (cf. 4.3.5.3). I discovered the gap that existed in the new QMS. This was seen from the QMS training manual (2020) of school-

based educators which outlines that teachers were supposed to be trained on the implementation of QMS from January-December 2021 (cf. 4.3.5.3). However, in August 2021 participants said that teachers were not yet trained on QMS that would be implemented as an official teacher performance assessment system in 2022.

Effectiveness of methods used to assess teachers in schools

Most participants when asked about the effectiveness of the assessment methods, they responded that the methods were not effective. They revealed that what made IQMS ineffective were its characteristics which were associated with witch-hunt, clumsy, window dressing, unrealistic, outdated and neglected. From these participants' views, it is crystal clear that participants had negative attitudes towards IQMS. Most qualitative studies conducted on IQMS in the past revealed that it is a system that is deeply flawed. These studies were conducted by De Clerq (2008); ISPFTED (2011); Whitley (2016); Sekgale (2016) and CDE (2015) as cited in Chapter 4 of the study (cf. 4.3.6). Darling-Harmond (2016) postulates that an ineffective assessment system is likely to be harmful and fail to improve the quality of teaching and learning (cf. 4.3.6). I argues that rebranding of IQMS to QMS and CPTD systems came at the right time because the system had proved to be ineffective to the extent that participants referred to it as an outdated and unrealistic tool.

Challenges faced in teachers' performance assessment

The participants addressed the question related to challenges of teacher assessment with different viewpoints. Most of them said that IQMS has workload, paperwork and time constraints. Some of them said IQMS lacked quality and stability while others reiterated that it lacked quality and support. Other participants pointed out that COVID-19 restrictions acted as a catalyst to the challenges of performance assessment whereas others identified that IQMS had low incentives, and they also felt unrecognised by the assessment system. Some participants lamented that the Department of Education did not give them constructive and timely feedback. All the challenges are viewed by the researcher as serious challenges that qualified to make the IQMS ineffective. Some of the challenges are seen as continuous and persistent because of their trending culture from other studies conducted on IQMS in the past. This was reviewed from the study of Mahlalela (2012) which indicates that IQMS is associated with paperwork and time challenges (cf. 4.3.7). Whitley's (2016) findings revealed

that teachers had abandoned IQMS. Similarly, De Clercq (2008) and Masetla (2018) discovered that both responsible people in the teachers' assessment lack proper training (cf. 4.3.7). SADTU in CDE (2015) also found out that the 1 % salary increment given to teachers as an incentive for good performance is not enough (cf. 4.3.7).

Strategies that can be used to effectively assess teacher performance

The participants were asked to generate effective strategies that can be used in teacher performance assessment. They suggested that education authorities should develop effective teacher assessment methods with proper implementation strategies and an inclusive system which recognises performance assessment aspects outside the classroom such as extra-curricular activities with proper measurement tools. Others proposed that teachers' non-academic contextual factors should be incorporated when assessing educators. Some of the participants suggested that for an assessment system to be effective it should have a separate assessment tool for school managers only, goals and value-driven performance assessment, constructive and timely feedback. Moreover, others, proposed that the effective assessment system should identify needs and implement training and development, recognise and support teachers, promote teamwork, review incentives for teacher performance assessment and enable proper implementation and monitoring of the performance assessment. These strategies are supported by the goal-setting and control theories which guided the study because it revealed that an effective performance assessment system should identify goals that need to be monitored during the implementation stage. The control theory advocates for a performance assessment system that yields timely and constructive feedback which assist in growth, recognition and development of teachers. CIPP model also insists that goals should be assessed, and the implementation process should be monitored. Furthermore, some of the strategies such as teamwork and support are also recognised by Darling-Hammond (2016) one of the prominent researchers in teacher evaluation systems (cf. 4.3.8)

Document analysis

Document analysis was used for triangulation purposes. The documents analysed were Pre-evaluation minutes of the meetings, School Improvement Plans of 2021, Lesson observation instruments, Summative assessment Score Sheets of 2021, Performance Standard 6 of IQMS as well as QMS for school-based educators. The above mentioned

documents enabled the researcher to confirm and validate the findings generated from principals and HODs' in-depth interviews and teachers' focus group interviews (cf. 4.4).

5.3. CONCLUSIONS

Based on data analysis, presentations, discussions and the summary of the study the following conclusions were made:

Participants in Mafikeng area secondary schools understood the definition of teacher performance assessment because their definitions were confirmed by literature. They said that performance assessment is an assessment of teachers which is done to determine teachers' impact and effectiveness. This assertion is confirmed by Isore (2009) who associates performance assessment with teachers' impact and effectiveness (cf. 4.3.1). They also referred to it as an assessment that improves learners and school results, and this is validated by Collective agreement No. 2 of 2020 which defines teachers' assessment as systems used to assess teachers in order to improve schools' performance (cf. 4.3.1). Based on these definitions it can be concluded that participants understood the concept of teachers' performance assessment.

Another conclusion drawn from the findings was that performance appraisal was seen as beneficial to all participants. Some of the benefits of teacher performance assessment identified were money incentives, effective performance and quality teaching, teacher training and development, assisting schools to achieve their goals and objectives (cf. 4.3.2). According to IQMS Resolution 8 of 2003 teachers are supposed to be well versed with the benefits of performance assessment. It was concluded that the schools that participated were in line with the requirements of their assessment system (cf. 4.3.2).

It was also concluded that assessment timelines in schools were not uniform because some participants indicated that they were assessed twice a year after six months, others revealed that they were assessed once an annum at the end of the year, whereas some participants pointed out that they are assessed in May/April. These timelines are different from the ones documented in IQMS which spells out that teachers should be assessed once a year as summative evaluation. This means that some schools came up with their own assessment timelines that are not aligned to IQMS. This is also confirmed by Whitley (2016) who reiterates

that schools are now using their own assessment system to accommodate the shortcomings of IQMS (cf. 4.3.3).

The conclusion drawn from the participant's responses on the professionals responsible for teacher's assessment was that most participants were aware of teachers' assessors. There was however a participant who thought that the SMT was responsible for internal assessment at school level and Departmental heads and peers were responsible for assessment at the Department of Education level. This was a discrepancy that was noticed because according to the IQMS training manual (2003) HOD and peers are recognised as assessors at school level and district officials from the Department of Education participate as moderators of the performance assessment (cf. 4.3.4).

It can also be concluded that schools that participated in the study make use of three formal assessment methods and one informal assessment method. The formal ones are IQMS, CPTD and the new QMS. The informal assessment method is the informal school-based assessment. Further conclusions made were that the IQMS still has a professional teacher development component yet in 2014 during its disintegration it was allocated to SACE to run as CPTD. I also concluded that the informal school-based assessment is not documented in IQMS but it is documented in the new QMS which started with the principals in 2021 and teachers to follow in 2022.

Another conclusion that was drawn from the findings of the study was that IQMS is not effective. Almost all participants said that IQMS is ineffective because they confirmed that it is an unrealistic tool which is clumsy and used for witch-hunting and window-dressing. They further said that it is an outdated system. It was further concluded that participants had developed negative attitudes and lack of trust on the IQMS system because it had deep flaws. ISPFTED (2011) argues that IQMS fails to assess competence deeply and there is a need for a performance system that is non-punitive for assessing teachers' competencies in the curriculum and supporting their development (cf. 4.3.6). It was also imperative to conclude that the rebranding of IQMS in 2014 came as a mitigating factor due to the problems associated with it. It was further concluded that some participants were already developing negative attitudes towards the new QMS and CPTD because they considered them the same as IQMS due to paperwork load and processes associated with them.

It was also concluded that teachers' assessment system in selected Mafikeng area secondary schools had adverse challenges. The participants said that the challenges associated with the assessment system were: paperwork and time constraints, lack of quality and stability assessment systems, lack of training, support, recognition and feedback, COVID-19 Pandemic and low incentives. Further conclusions made were that some of the challenges were within the IQMS, for example, paperwork, time and money incentive issues while others resulted from the implementation process for example lack of feedback, training and support. Participants revealed that some of the teachers' assessments aspects for example training and feedback are documented in IQMS but they are not exercised practically on the ground. Some of the challenges such as COVID-19 pandemic may serve as a wake-up call to the system developers to cater for such events in future (cf. 4.3.7). Elliot (2015) attests that reviewing the appraisal system frequently helps in identifying loopholes that call for a revision to address the recognised shortcomings (cf. 4.3.7).

The conclusion drawn from the participants' responses on the strategies for effective performance assessment was that most of them were relevant as some were practised in other countries such as China, Botswana and Tanzania. They were in line with the control and goal - setting theories that guided the study and were also confirmed by literature (cf. 4.3.8.). These strategies were: developing effective assessment methods, goals and value-driven performance assessment, constructive and timely feedback, identifying and implementing training and development needs, teacher recognition, support and teamwork, reviewing incentives for teacher performance assessment and proper implementation and monitoring (cf. 4.3.8.). Based on these strategies it was concluded that they can address challenges associated with performance assessment that was previously highlighted by the participants in the study. These strategies also answered research questions of the study as they intended to generate the strategies for effective teacher performance assessment methods in Mafikeng secondary schools in South Africa.

The conclusion drawn from document analysis was that there was lack of adherence to some of the needs of IQMS policy by all selected schools. For example, the IQMS policy indicates that the School Improvement Plan should include the teacher professional development which addresses teachers' personal growth plans. It was also concluded that failure by schools to incorporate professional development in their School Improvement Plans may be one of

the causes of lack of training and development that was alluded to by participants as a challenge. Moreover, the mandate of the SIP is to improve schools therefore, the conclusion drawn is that the SIPs did not serve their mandate since they excluded training and development needs which are key elements of school development and improvement. Other conclusions were that the assessment score sheets did not reveal the real performance of teachers because those involved were awarded high marks to get the incentive associated with performance assessment. This was indicated by participants who revealed that teachers and their peers went for high marks to qualify for the 1% salary increment that is given as an incentive for meeting performance needs. It was also concluded that the new QMS is attracting failure before it is fully implemented because in August 2021 teachers were not yet trained as per Collective Agreement No. 2 of 2020 which indicated that educators were to be trained on the implementation of QMS in January-December 2021.

5.4. RECOMMENDATIONS

The previous sections summarised the entire study and drew conclusions from the main findings of the study. The study aimed at finding out the effectiveness of methods to assess teachers' performance in secondary schools in Mafikeng area in South Africa (cf. 1.6) and make recommendations on the factors that yield an effective teacher performance assessment (cf. 1.4). Therefore, recommendations were made based on the research questions, findings, theories that guided the study, summary, conclusion and literature review of the study. The recommendations have been presented in three categories namely: recommendations to the school community, Department of Education and areas for further research. The study was conducted when IQMS was on its way to be phased out and be replaced by a new QMS which would be implemented in 2022. Therefore, the recommendations below serve as a base to inform both IQMS and QMS implementers.

5. 4.1 Internal Structures involved in the implementation of IQMS/QMS/CPTD.

- **School teachers (Post level 1 educators)**

Teachers should be accountable for their performance appraisal through ownership of the assessment instruments, processes, and development. They should set their individual goals and objectives in line with the performance appraisal goals. In this way, they will develop a feeling of ownership and a sense of belonging in the assessment activities. Accountability also

stretches to teachers being responsible for any weaknesses or faults that come with the performance assessment system. There is no assessment system that is 100% effective, performance systems are used by teachers who can ensure that they create a pleasant breeding environment to implement the system. Therefore, developing a positive cultural climate and attitudes towards the assessment system may breed positive results.

They should see the performance assessment as a process of professional growth and development in their career instead of a witch-hunt system. They can form interactive groups using cyberspace to serve as discussion forum platforms. These can be Facebook groups or pages, WhatsApp groups or Twitter. They should be accountable for their areas of personal growth through attending external online workshops, engaging in research activities that promote lifelong learning and upgrading with the higher institutions of learning.

Teachers should use self-assessment method as a means of true reflection and an opportunity to identify areas that need to be developed. This assessment should not be linked with monetary personal gains.

- **School Management Teams (SMTs)**

School Management Teams should serve as a task team that continuously monitor the implementation of the performance appraisal according to IQMS/QMS policy. The principal may serve as an overseer of the whole process.

They should document teachers' professional development activities in the School Improvement Plan.

SMTs should conduct a post-evaluation meeting to provide timely and constructive feedback to the concerned teacher and recommend training and development opportunities that will best suit the concerned educator's training needs.

They should intensively moderate the performance assessment results or reports to check if they are valid and accurate before sending them to the Department of Education.

SMTs should develop in-service training where educational specialists customise training to cater for the needs of educators in their areas of specialisation. This can be best done at departmental level where coaching and mentoring can also be a driving tool to upskill educators.

5.4.2 External structures involved in the implementation of IQMS/QMS/CPTD.

- **Circuit managers**

Circuit managers should work together with SMTs in developing monitoring strategies for the implementation of the performance assessment. Also, they should develop monitoring strategies that ensure that the theory on IQMS/ QMS policies matches the practice on the ground. They should serve as external moderators of the assessment results in schools and report any discrepancies or inaccurate information.

They should support teachers through developing Professional Support Groups under Circuit levels. These groups may assist in customised teacher training and development.

- **Department of Education (DoE)**

The Department of Education should conduct research and benchmark with international countries on the teacher performance assessment methods. They should develop clear, accurate and coherent models for the implementation of CPTD and QMS. Stufflebeam’s CIPP model of 1983 can be benchmarked with when implementing the new QMS in 2022.

DoE should capacitate schools with necessary resources and skills essential for proper implementation of IQMS/QMS. Some of these resources may include experts deployed to schools to provide sufficient training on the implementation of IQMS/QMS. They should innovate teachers’ training and development methods using the present technologies and platforms such as ZOOM, Microsoft Teams and Google Meet. Online training workshops are necessary because they can be done at the convenience of the educator, are cost-effective and limit physical human interaction especially during times of COVID-19 pandemic.

Develop effective teachers’ assessment methods, for example, they should incorporate the use of technologies in assessment tools because we are now living in the digital age where technology leads. Paperwork and time can be reduced by using computer technologies.

Since most public schools do not have financial resources, innovation on teacher incentives that are not associated with money can be considered. Non-cash based incentives can be in the form of certificates of exceptional performance or scholarship awards. In this way, teachers are likely to feel recognised and motivated.

Develop a performance management strategy that intensively monitors the implementation of the assessment systems in schools. Use external moderators to strictly check the discrepancies, uniformity, and consistency of teacher performance assessment in schools.

Develop mechanism strategies that ensure that the assessment results of IQMS/QMS inform the CPTD for professional development that enhances quality teaching. They should reinforce the positive working relationship between schools and SACE to address the needs of CPTD.

5.4.3 Areas for further research

- Since CPTD was to be implemented from 2014-2019 and be evaluated thereafter, this can be an area of research to determine its effectiveness.
- Since the study was focused on teacher performance assessment, other studies can focus on the effectiveness of methods used to assess the School Management Team.
- The research did not fully explore the new QMS because it will be fully implemented the following year in 2022. Other researchers may conduct a study on the effectiveness of QMS in assessing educators' performance.

5.5 LIMITATIONS

The study was conducted during COVID-19 where human interaction was limited. This limited time spent on focus group interviews and in-depth interviews because of compliance to COVID-19 rules that limited the gathering of people in a place for the maximum of two hours. Some participants were reluctant to participate because they did not have enough time as they were trying to cover up for the time lost during lockdown when learners did not attend lessons since schools were closed during COVID-19 lockdown. The study was limited to Mafikeng in the North West Province therefore the results of the study cannot be generalised to the entire Provinces in South Africa. The study was also limited to participants who had participated in teacher performance assessment. The results of the study therefore cannot be generalised to educators who were new in the system.

5.6 FINAL CONCLUSION

The findings of the study revealed that teachers' performance assessment is important in the school setup. However, the assessment method such as IQMS has proven to be a catastrophic

system because of continuous and persistent challenges discovered right from the implementation stage in 2005 to date in 2021. More research in the past that have been conducted on IQMS revealed that the system is doomed to fail because of its nature and the prolonged negative perceptions that educators developed over a decade. Rebranding IQMS to QMS and CPTD was necessary looking at the IQMS challenges that were uncontrollable in the past. Separating performance appraisal from teacher development is not a new approach in the South African teachers' appraisal system because Development Appraisal policy of 1998 and Performance Management System of 2003 were running independently. The main question that one may ask is: Are the past practices that were never maintained, eligible to address the present issues of IQMS? This is because implementing independent assessment systems has failed in the past and now what guarantee is there that disintegrating the IQMS system will bear fruits? IQMS will be completely phased out at the end of 2021 and QMS will be fully implemented in 2022 in schools. Developing a new system is regarded as an improvement even though there is no guarantee that it will lead to desirable outcomes looking at the fact that educators are already matching its standards to IQMS. I suggest that in the future system developers should consider if possible, to address challenges associated with performance assessment right from the implementation stage and strengthen monitoring and training capacities in schools. Developing a new performance system on top of prevalent challenges is not a mere solution but a continuous ignition of mediocre performance which is a recipe for disaster.

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APPENDIX A: RESEARCH ETHICS CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/08/11

Ref: **2021/08/11/60822856/15/AM**

Dear Ms B Ngakane

Name: Ms B Ngakane

Student No.:60822856

Decision: Ethics Approval from
2021/08/11 to 2024/08/11

Researcher(s): Name: Ms B Ngakane
E-mail address: 60822856@mylife.unisa.ac.za
Telephone: +268 76613869

Supervisor(s): Name: Dr N. Ndou
E-mail address: ndoun@unisa.ac.za
Telephone: 012 429 4468

Title of research:

The effectiveness of methods to assess teachers' performance in Mafikeng secondary schools, South Africa

Qualification: MEd Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/08/11 to 2024/08/11.

*The **low risk** application was reviewed by the Ethics Review Committee on 2021/08/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



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3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2024/08/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2021/08/11/60822856/15/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

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APPENDIX B: REQUEST PERMISSION LETTER FROM NWDE

REF: 2021/08/11/60822856/15/AM

S.M Locksmith
No 98 Banket and
Pretoria Street.
Shop No 5
Hillbrow
2001

19 May 2021

North West Department of Education
Private Bag X2044,
Mmabatho, 2735

Dear Sir/Madam

RE: Request for authorisation to conduct a research study in your schools

I, Bonny Ngakane am doing research under the supervision of Dr N Ndou, a lecturer in the Department of Childhood Education, towards a Master of Education in Education Management at the University of South Africa. I am applying to be granted permission to conduct a research study in secondary schools in Mafikeng. I am requesting you to grant permission to selected schools, principals, HODs and teachers to participate in a study entitled:

The effectiveness of methods to assess teachers' performance in Mafikeng secondary schools, South Africa.

The purpose of this study is to find out the effectiveness of methods that are used to assess teachers' performance in secondary schools. This will assist in getting a deeper understanding of teacher performance assessment methods and creating strategies that can assist in the effectiveness of methods used to assess teachers' performance. The participants of the study will be purposively

sampled. The sample will include secondary school principals, HODs and teachers because they are believed to have rich information in teacher performance assessment as they participate in it. These participants will take part in the study voluntarily and they will be allowed to withdraw at any stage should they feel uncomfortable without any consequences for them.

There is a risk of human interaction in the study due to COVID 19, however, protocols and safety measures will be strictly followed and put in place to ensure the safety of participants, the researcher and the researcher's team. Safety measurements will be complied with through pre-screening the participants, the researcher and her team before the commencement of the research. The screening form and non-contact temperature screening device will be used for Covid-19 screening. The researcher will work with the principal or assigned personnel to conduct this process. Evidence of screening data will be signed by the witness. The participants, researcher and the assistant will be advised to wear appropriate masks and will be required to sanitise their hands before the commencement of the interview sessions. Participants will also be advised to wash with soap and water for at least 40 seconds in designated areas before commencing any activities. The researcher will also clean, sanitize and disinfect all surfaces in the places where data collection will be done before commencing activities and again after the sessions. Bleach solutions or alcohol-based solutions with at least 70% will be used to disinfect chairs, tables, desktops, research equipment and devices, doorknobs. During cleaning and disinfection, disposable gloves will be used for protection purposes. Ventilation will be ensured through opening windows and doors to increase air circulation in the area. Social distancing will be practised through maintaining a distance of two meters per participant including the researcher and the assistant. Disposable gloves will be used when handling hard copies of documents, especially when collecting data from documents. The field notes and voice recorder will be put in a paper envelope and stored away for a minimum of three days before taking them out. Registration of participants is required, however, it will be only used for the research purpose.

Confidentiality and privacy of participants will be strictly followed and practised when executing these safety precautions. The researcher will not proceed with the intended contact data collection visit or meeting if the researcher and/or participant is feeling unwell. The information sheet and consent form will be explained to the participants and if they agree to partake in the study, they will do so through signing the forms. They will be given signed copies and the researcher will remain with another one as evidence that they consent to participate. The field data will be kept confidential, private and anonymous. This will be done by not revealing school names and participants' names. Pseudonym will be used to label schools and participants.

Data will be collected using in-depth interviews, observations, and document analysis and focus group interviews. The principals and HOD from each school will be interviewed and the session will last for 30-45 minutes. Focus group interviews will comprise of two teachers per school and they will be done in two hours. Focus group interviews and face-to-face interviews will be done in the school premises for the convenience of participants. The researcher will be assisted by the data collection assistant during data collection exercise. Views and opinions of all participants will be respected during this process. Permission to record interviews will be requested from all participants and if granted it will be recorded using a voice recorder with the assistance of the data collection assistant. The data collection assistant will be given a confidential agreement form to sign to protect participants' privacy and identity. Information obtained during discussions will be kept confidential and will not be discussed anywhere after the field trip. The field notes and voice recorder will be kept in a locked metal shelf which is accessible to the researcher only in the researcher's office. The transcribed data will be stored in computers protected with a strong password. The data will be kept for five years and destroyed, hard copies will be shredded, and soft copies permanently destroyed from the computer. The focus group interviews, and face-to-face interviews will be conducted after school hours to avoid disrupting school lessons. All this will be done voluntarily by all participants. NWDE and schools that will participate in this study will be given access to the final report in the form of soft copies and a link to access the published journal articles.

The permission to conduct this study is obtained from the University of South Africa, College of Education Research Ethics Committee to make sure that this study observes and practice research ethics. Below are my contact details and my supervisor's contact details where we can be contacted at any time if need arises.

Yours Faithfully

B. Ngakane

Researcher: Bonny Ngakane

Cell phone: +268 76613869

Email: 60822856@mylife.unisa.ac.za

Supervisor: Dr N Ndou

Cell phone+27 87085295 Tel: 012 429 4468

Email: ndou@unisa.ac.za

APPENDIX C: PERMISSION TO CONDUCT RESEARCH FROM NORTH WEST DEPARTMENT OF EDUCATION



education

**Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE**

Garona Building, Mmabatho
1st Floor, East Wing,
Private Bag X2044,
Mmabatho 2735
Tel.: (018) 388-3433
Fax.: 086-514-0126
e-mail: sgedu@nwpg.gov.za

OFFICE OF THE SUPERINTENDENT-GENERAL

Enq: Dr TA Phorabatho
Tel: 018 388 3071
Email: tphorabatho@nwpg.gov.za

To: Prof AT Motlhabane
**Chairperson: CEDU RERC
University of South Africa**

From: Ms S.M Semaswe
Superintendent-General

Date: 18 August 2021

Subject: **PERMISSION TO CONDUCT RESEARCH: MS B NGAKANE**

Permission is hereby granted to your student **Ms B. Ngakane** to conduct research in the department as requested, subject to the following conditions:

- She contacts the relevant Senior Managers for his target programmes about his request with this letter of permission.
- The research process does not hinder the general functionality of the identified programmes.
- The participation in your project will be voluntary.
- The principles of informed consent and confidentiality will be observed in strictest terms, and
- The findings of your research should be made available to the North West Department of Education upon request.

Best wishes

Ms S.M Semaswe
Superintendent-General



**BE SAFE
ACT RESPONSIBLY**

**WASH YOUR
HANDS OFTEN**

**WEAR A MASK WHEN
GOING OUTSIDE**

**MAINTAIN SOCIAL
DISTANCING**



APPENDIX D: REQUEST PERMISSION LETTER FROM SCHOOL PRINCIPALS

REF: 2021/08/11/60822856/15/AM

S.M Locksmith
No 98 Barket and
Pretoria Street. Shop No 5
Hillbrow
2001

19 May 2021

The Principal,
North West Province,
Mafikeng, South Africa

Dear Sir/Madam

RE: Request for permission to conduct research in your school

I am undertaking a study titled “The effectiveness of methods to assess teachers’ performance in Mafikeng secondary schools, South Africa” for a Master’s degree at the University of South Africa (UNISA). I am requesting permission to conduct research in your school. The selected participants of the study will include you as the principal of the school, HODs and teachers who have participated in the performance appraisal. The purpose of this study is to explore the effectiveness of methods that are used to assess teachers’ performance in secondary schools. Such exploration will assist in generating strategies and recommendations for effective methods that can be used to assess the performance of teachers in school. Data collection will be done in face-to-face interviews with the principal and HODs, focus group interviews will be held with identified teachers. I am also requesting permission to access and analyse documents related to teacher performance assessment during data collection exercise. These documents include assessment instruments documents, appraisal report sheets, school improvement and assessment management plans, performance appraisal minutes, evaluation files, teachers’ appraisal training documents. The consent forms will be used as means of an agreement to participate in the study. The participants will sign the consent form when they voluntarily accept to take part in the study. They will be given one copy of the signed consent form

and the other one will remain with the researcher as evidence that they agreed to participate in the study.

Confidentiality, privacy and anonymity of schools and participants' names will be observed and practiced. The names of participants and schools will be labelled using pseudonyms and data collected will be accessed by the researcher only. The researcher will be accompanied by a data collection assistant during in-depth interviews and focus group interviews. The data collection assistant will record the interviews as well as taking notes during the discussion. Permission to record the interviews will be asked from participants. The field notes and voice recorder will be kept in a locked metal shelf which is accessible to the researcher only in the researcher's office. The transcribed data will be stored in computers protected with a strong password. The data will be kept for 5 years and destroyed, hard copies will be shredded and soft copies permanently destroyed from the computer. The researcher will give participants access to the final report in the form of both soft copies and a link to access the published journal articles.

There is a risk of human interaction in the study due to COVID 19, however, protocols and safety measures will be strictly followed and put in place to ensure the safety of participants, the researcher and the researcher's team. Safety measurements will be complied with through pre-screening the participants, the researcher and her team before the commencement of the research. The screening form and non-contact temperature screening device will be used for Covid-19 screening. The researcher will work with the principal or assigned personnel to conduct this process. Evidence of screening data will be signed by the witness. The participants, researcher and the assistant will be advised to wear appropriate masks and will be required to sanitise their hands before the commencement of the interview sessions. Participants will also be advised to wash with soap and water for at least 40 seconds in designated areas before commencing any activities. The researcher will also clean, sanitize and disinfect all surfaces in the places where data collection will be done before commencing activities and again after the sessions. Bleach solutions or alcohol-based solutions with at least 70% will be used to disinfect chairs, tables, desktops, research equipment and devices, doorknobs. During cleaning and disinfection, disposable gloves will be used for protection purposes. Ventilation will be ensured through opening windows and doors to increase air circulation in the area. Social distancing will be practised through maintaining a distance of two meters per participant including the researcher and the assistant. Disposable gloves will be used when handling hard copies of documents, especially when collecting data from documents. The field notes and voice recorder will be put in a paper envelope and stored away for a minimum of three days before taking them out. Registration of participants is required, however, it will be only used for the research purpose. Confidentiality and privacy of participants will be strictly followed and practised when executing these

safety precautions. The researcher will not proceed with the intended contact data collection visit or meeting if the researcher and/or participant is feeling unwell.

The University of South Africa requires me to carry out this research and your contribution to the study will be highly appreciated. My contact details and of my supervisor are given below. You can use them anytime to contact us if the need arises.

Yours Faithfully

B. Ngakane

Researcher: Bonny Ngakane

Supervisor: Dr N Ndou

Cell phone: +268 76613869

Cell phone: +27 87085295

Email: 60822856@mylife.unisa.ac.za

Telephone: 012 429 4468

Email: ndoun@unisa.ac.za

APPENDIX E: PARTICIPANT CONSENT FORM

REF: 2021/08/11/60822856/15/AM

Consent to participate in a Focus group interview

Title: The effectiveness of methods to assess teachers' performance in Mafikeng secondary schools, South Africa

Researcher: Bonny Ngakane Contacts: Cell: +268 76613869

Email: 60822856@mylife.unisa.ac.za

Supervisor: Dr N Ndou Contacts: Cell: +27 078 708 5295

Telephone: 012 429 4468

Email: ndoun@unisa.ac.za

Dear Prospective Participant

I, Bonny Ngakane is a registered student at the University of South Africa (UNISA). My Supervisor is Dr N. Ndou of UNISA. I kindly request you to participate in my study. This study is required for the fulfilment of my Masters of education degree qualification that I am pursuing with the University of South Africa. You have been purposively selected to participate in the study's focus group interviews because you have been considered to have detailed information on the topic being researched.

The total number of people who will be involved in focus group interviews is four. This consists of the researcher, data collection assistant and two teachers including you. The focus group interview session will last for two hours and will be recorded by the data collection assistant. The data collection assistant will sign the confidential agreement form to maintain the confidentiality of data collected. Semi-structured questions will be asked during the interview and follow up questions will occur where necessary.

Permission to conduct research in schools has been granted by the Department of Education in the North West Province. Participation in the study is purely voluntary and you can withdraw your participation along the way if you wish to without any victimisation. If you decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. Your answers will be given a pseudonym name and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. In this manner, your name and

identity will be kept confidential. Privacy will be protected in any publication of the information by submitting the report of the study for publication without identifying individual participants in such a report. You will not be remunerated for participating in this study.

There is a risk of human interaction in the study due to COVID 19, however, protocols and safety measures will be strictly followed and put in place to ensure the safety of participants, the researcher and the researcher's team. Safety measurements will be complied with through pre-screening the participants, the researcher and her team before the commencement of the research. The screening form and non-contact temperature screening device will be used for Covid-19 screening. The researcher will work with the principal or assigned personnel to conduct this process. Evidence of screening data will be signed by the witness. The participants, researcher and the assistant will be advised to wear appropriate masks and will be required to sanitise their hands before the commencement of the interview sessions. Participants will also be advised to wash with soap and water for at least 40 seconds in designated areas before commencing any activities. The researcher will also clean, sanitize and disinfect all surfaces in the places where data collection will be done before commencing activities and again after the sessions. Bleach solutions or alcohol-based solutions with at least 70% will be used to disinfect chairs, tables, desktops, research equipment and devices, doorknobs. During cleaning and disinfection, disposable gloves will be used for protection purposes. Ventilation will be ensured through opening windows and doors to increase air circulation in the area. Social distancing will be practised through maintaining a distance of two meters per participant including the researcher and the assistant. Disposable gloves will be used when handling hard copies of documents, especially when collecting data from documents. The field notes and voice recorder will be put in a paper envelope and stored away for a minimum of three days before taking them out. Registration of participants is required, however, it will be only used for the research purpose. Confidentiality and privacy of participants will be strictly followed and practised when executing these safety precautions. The researcher will not proceed with the intended contact data collection visit or meeting if the researcher and/or participant is feeling unwell.

I have read and understood this consent form. I am aware that the focus group interview will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group interview with any person outside the group to maintain confidentiality. I voluntarily consent to participate in this study.

Participant's signature _____ Date _____

I have explained this study, risks of human interaction due to COVID 19 and ethical considerations to the above participant and have sought his/her understanding for informed consent. After this form has been signed, I will give the participant a copy that he/she will keep.

Researcher's signature_____ Date_____

APPENDIX F: PARTICIPANT CONSENT FORM
REF: 2021/08/11/60822856/15/AM

Consent to Participate in an Interview

Title: The effectiveness of methods to assess teachers' performance in Mafikeng secondary schools, South Africa

Researcher: Bonny Ngakane Contacts: Cell: +268 76613869

Email: 60822856@mylife.unisa.ac.za

Supervisor: Dr. N. Ndou Contacts: Cell: +27 078 708 5295

Telephone: 012 429 4468

Email: ndou@unisa.ac.za

Dear Prospective Participant

I, Bonny Ngakane is a registered student at the University of South Africa (UNISA). My Supervisor is Dr N. Ndou of UNISA. I kindly request you to participate in my study. This study is required for the fulfilment of my Masters of Education qualification that I am pursuing with the University of South Africa. You have been purposively selected to participate in the study's interviews because you have been considered to have detailed information on the topic being researched.

The interview session will last for 30-45 minutes and it will be recorded using a voice recorder. Semi-structured questions will be asked during the interview and follow up questions will occur where necessary.

Permission to conduct research in schools has been granted by the Department of Education in the North West Province. Participation in the study is purely voluntary and you can withdraw your participation along the way if you wish to without any victimisation. If you decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. Your answers will be given a pseudonym name and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. In this manner, your name and identity will be kept confidential. Anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings. Privacy will be protected in any publication of

the information through submitting the report of the study for publication without identifying the participant in such a report. You will not be remunerated for participating in this study.

There is a risk of human interaction in the study due to COVID 19, however, protocols and safety measures will be strictly followed and put in place to ensure the safety of participants, the researcher and the researcher's team. Safety measurements will be complied with through pre-screening the participants, the researcher and her team before the commencement of the research. The screening form and non-contact temperature screening device will be used for Covid-19 screening. The researcher will work with the principal or assigned personnel to conduct this process. Evidence of screening data will be signed by the witness. The participants, researcher and the assistant will be advised to wear appropriate masks and will be required to sanitise their hands before the commencement of the interview sessions. Participants will also be advised to wash with soap and water for at least 40 seconds in designated areas before commencing any activities. The researcher will also clean, sanitize and disinfect all surfaces in the places where data collection will be done before commencing activities and again after the sessions. Bleach solutions or alcohol-based solutions with at least 70% will be used to disinfect chairs, tables, desktops, research equipment and devices, doorknobs. During cleaning and disinfection, disposable gloves will be used for protection purposes. Ventilation will be ensured through opening windows and doors to increase air circulation in the area. Social distancing will be practised through maintaining a distance of two meters per participant including the researcher and the assistant. Disposable gloves will be used when handling hard copies of documents, especially when collecting data from documents. The field notes and voice recorder will be put in a paper envelope and stored away for a minimum of three days before taking them out. Registration of participants is required, however, it will be only used for the research purpose. Confidentiality and privacy of participants will be strictly followed and practised when executing these safety precautions. The researcher will not proceed with the intended contact data collection visit or meeting if the researcher and/or participant is feeling unwell

I have read and understood this consent form. I am aware that the interview session will be digitally recorded and grant consent for this recording, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the interview session with any person outside this study in order to maintain confidentiality. I voluntarily consent to participate in this study.

Participant 's signature _____ Date _____

I have explained this study and ethical considerations to the above participant and have sought his/her understanding for informed consent. After this form has been signed I will give the participant a copy that he/she will keep.

Researcher's signature _____ Date _____

APPENDIX G: INTERVIEW GUIDE
REF: 2021/08/11/60822856/15/AM

Title: The effectiveness of methods to assess teachers' performance in Mafikeng secondary schools, South Africa.

Introduction

Face-to-face interviews will be held with selected principals in secondary schools in Mafikeng area. The interview guide and voice recorder will be used during the interview sessions with the school principals and HODs. The aim and purpose of the study will be shared with the participants. Research ethics will be fully explained touching areas of confidentiality, privacy, and anonymity of the participants. The researcher will also make participants aware of voluntary participation. Information sheet which concerns consent for participation in the study will be explained to participants and the consent forms will be given to participants to sign before the commencement of the interviews. Covid-19 protocols will be observed and practised before and after the interviews.

Target Audience

The target audience of the interview is the selected principals and HODs in secondary schools in Mafikeng area.

Timing

Each interview session will be 30 – 45 minutes long.

Interviews will be based on the following questions:

1. In your own understanding, what is teacher performance assessment?
2. Why do you think assessing the performance of teachers is necessary for schools?
3. When are teachers assessed in your school?
4. Who is responsible for conducting the teachers' performance assessments?
5. Which methods of assessment are currently used to assess teachers in your school?
6. How effective are the methods that are currently used to assess teachers' performance in your school?
7. What challenges are faced in the current methods used to assess the performance of teachers?
8. Which strategies can be used to effectively assess teachers in schools?

Conclusion

The facilitator will conclude by asking participants the following questions:

- Is there anything that you would like to mention?
- What are the most important points that we have discussed?
- Are there any additional questions arising from what we have discussed?

At the end, the researcher is going to thank participants for taking part in the interview.

APPENDIX H: DOCUMENT ANALYSIS GUIDE

Name of the document	Period for assessment	Designation of assessor	Given Feedback	Findings
1. School Development Plan				
2. Lesson observation instrument				
3. Evaluation files and score sheet				
4. IQMS & QMS educators training manual.				
5. Pre-evaluation minutes of the meeting				

APPENDIX I: FOCUS GROUP INTERVIEW GUIDE

Title: The effectiveness of methods to assess teachers' performance in Mafikeng secondary schools, South Africa.

Introduction

Focus group interviews will be conducted with selected teachers in Mafikeng area secondary schools that will participate in the study. This focus group interview guide has questions that will be used by the researcher to facilitate discussions with participants during focus group sessions. The researcher will be assisted by the data collection assistant during data collection exercise. The researcher's assistant will be given the confidential agreement forms attached as appendix (O) to sign before they engage with the data collection activities. The discussions with granted permission from participants will be recorded and transcribed by the data collection assistant. Participation in the focus group interview will be voluntary. The researcher will start by explaining to participants the purpose of the study. After that, participants will be given consent forms with ethical considerations. The researcher will explain the contents of the form to participants and ask them to sign to ensure that their participation in the study is voluntary and in line with ethical guidelines. These activities will be conducted in line with the guidelines of COVID-19 safety precautions.

Focus group interviews will be held in July-August 2021 in selected secondary schools in Mafikeng area.

Questions of the study

The questions of the study are as follows:

- What is teacher performance assessment?
- Which methods are used to assess the performance of teachers in Mafikeng secondary Schools?
- How effective are the methods used to assess the performance of teachers in secondary schools in Mafikeng area, South Africa?
- Which strategies can be used to improve the teachers' performance assessment methods in Mafikeng Secondary Schools?

Target Audience

The target audience comprises of secondary school teachers in Mafikeng area.

Timing

The focus group interview will take about two hours. Details are given in the table below:

Table 1

Topic	Minutes
Introductions and welcoming focus group participants	15
Explaining the purpose of the focus group interviews to participants	15
Main discussions based on the following questions: 1. In your own understanding, what is teacher performance assessment? 2. Why do you think assessing the performance of teachers is necessary for schools? 3. When are teachers assessed in your school? 4. Who is responsible for conducting the performance assessments? 5. Which methods of assessment are currently used to assess teachers in your school? 6. How effective are the methods that are currently used to assess teachers' performance in your school? 7. What challenges are faced in the current methods used to assess the performance of teachers?	50

8. Which strategies can be used to effectively assess teachers in schools?	
Follow up discussion session.	30
Concluding remarks: Participants will be asked if they have any additional questions arising from the focus group interview. The researcher will also ask participants to highlight the most important points discussed.	10
Total	120

Conclusion

At the end, the researcher is going to thank all participants and the assistant for taking part in the focus group interviews.

APPENDIX J: CERTIFICATE OF PROFESSIONAL EDITING

Dr Khulekani Madlela

Language and communications specialist
Eco Park Estate, Centurion, Pretoria
madlelak@ymail.com
0737353268



Date: 4 November 2021

Ref: Declaration of professional editing

To whom it may concern,

This letter serves to confirm that editing and proofreading was done for:

Bonny Ngakane (student number 60822856)
Education Management
University of South Africa

Master of Education:
The Effectiveness of Methods to Assess Teachers' Performance
in Mafikeng Secondary Schools, South Africa

I am qualified to have done such editing because I hold a PhD in Visual Studies from the University of Pretoria and have more than 20 years of work experience in the media industry and academic field. I worked as a journalist for leading publishing houses in different positions, including sub editor and copy editor, at national, regional, and international level. Currently I am a lecturer at renowned institutions of higher learning including the University of Pretoria, the University of Johannesburg, and Boston Media House. I am a published scholar, who also serves as a peer reviewer for DHET accredited journals; and am an external examiner and moderator for many universities.

Regards,

K.Madlela

Khulekani Madlela, PhD, University of Pretoria