The implementation of Integrated Quality Management Systems in Mopani district secondary schools, Limpopo Province

by

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DECLARATION

I declare that the mini-dissertation hereby submitted to the University of Limpopo for the degree of Master of Public Administration in the Faculty of Management Sciences and Law has not been submitted by me for a degree at this or any other university; that is my work in design and in execution, and that all material contained herein has been duly acknowledged.

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ABSTRACT

The South African government, through the Department of Education is continually seeking means and strategies to improve the quality of education in the country. Integrated Quality Management System (IQMS) is one of the systems adopted and implemented in all public schools to improve the quality of teaching and learning in schools. IQMS, as outlined in Collective Agreement No 8 of 2003, was informed by the Employment of Educators Act 76 of 1998 and the Constitution of the Republic of South Africa.

IQMS consists of three programmes which need to be in place in order to enhance and monitor performance of the education system. Developmental Appraisal's purpose is to appraise individual educators in a transparent manner with a view to determining areas of strengths and weaknesses and to draw up programmes for individual development; Performance Measurement's purpose is to evaluate individual educators for salary and grade progression, affirmation of appointments and rewards and incentives, and Whole School Evaluation's purpose is to evaluate the effectiveness of a school.

The research focused on how IQMS is implemented in Mopani District secondary schools, in Limpopo Province, South Africa. Qualitative research methodology was used. Results indicated that some structures and individuals know their roles and responsibilities in IQMS implementation; however, they admit to encountering challenges in implementing it. Educators and structures generally perceive IQMS positively and believe that educator performance may improve if the challenges encountered are addressed by the Department of Education. Recommendations were also advanced on how to make IQMS serve the purpose for which it was intended.

AKNOWLEDGEMENTS

DEDICATION

This mini-dissertation is dedicated to my husband, Malema Jones and my children, Tshepo Abe and Tebogo Mokgadi, for their unconditional love, interest, understanding, encouragement and support throughout my studies. This is for you guys.

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LIST OF ACRONYMS

IQMS   : Integrated Quality Management System

ELRC   : Education Labour Relations Council

DAS   : Developmental Appraisal System

PMS   : Performance Management System

PAM   : Personnel Administration Measures

WSE   : Whole School Evaluation

SMT   : School Management Teams

SDT   : School Development Teams

DSG   : Development Support Group

GET   : General Education and Training

FET   : Further Education and Training

HOD   : Head of Department

DBE   : Department of Basic Education

LTSM   : Learner Teacher Support Material

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1.1. INTRODUCTION AND BACKGROUND

The South African education system is a dynamic field. As new developments take place, the approaches to administration and management of education are also revised and changed. Changes will continue to take place and therefore, the administration and management systems must keep track, so that they are able to accommodate transformational processes. Education has become a high priority in a democratic South Africa because South Africa's future depends on it. The government is continuously seeking strategies to improve the quality of education system. The Department of Education is also constantly seeking means to improve efficiency and effectiveness of educators in undertaking their functions, duties and responsibilities, all this, to improve the quality of education in the country.

Quality is one of the concerns of the Department of Education in Limpopo Province (ELRC Collective agreement 8 of 2003). Total Quality Management compels organisations to change for the better. In a school, as an organisation, the process of change requires a deliberate, integrated and dynamic effort by school managers (Murgatroyd & Morgan, 1993:269). To ensure quality in education systems, an agreement was reached in the Education Labour Relations Council (ELRC) to integrate three existing programmes on quality management in education. The three existing programmes include Developmental Appraisal (DAS), Performance Measurement System (PMS) and Whole School Evaluation (WSE).

Integrated Quality Management Systems (IQMS) put together the three programmes as informed by Schedule 1 of the Employment of Educators Act (EEA) number 76 of 1998. IQMS is aimed at enhancing and monitoring performance of the education system. The main objective of IQMS is to ensure quality public education for all and to constantly improve the quality of learning and teaching (ELRC,2003). The three programmes are implemented in an integrated way in order to ensure optimal effectiveness and coordination of the various programmes. The purpose of IQMS includes identifying specific needs of educators, schools and district offices for support and development; providing support for continued growth; promoting accountability; monitoring an institution's overall effectiveness, and evaluating an educator's performance.

The implementation of the IQMS is guided by the following principles: the need to ensure fairness, for example, there can be no sanctions against an educator in respect of his/her performance before providing meaningful opportunities for development; the need to minimise subjectivity through transparency and open discussion and the need to use the instrument professionally, uniformly and consistently (ELRC, 2003). In Mopani District, there is an IQMS coordinator who monitors the implementation of IQMS in all the schools in the region. The district has designed an envisaged plan from which schools must design their own management plan, indicating how IQMS will be implemented. Presently, the 24 circuits with 253 secondary schools have been classified into three categories: Fully implemented schools, partial implemented schools, and no implementation schools.

Teacher performance management went through a number of phases in democratic South Africa. After getting rid of the inspection structures that remained from pre-democracy, Integrated Quality Management Systems (IQMS) became one of the strategies adopted by the Education Department and teacher organisations to improve the quality of education in South Africa (ELRC, 2003). IQMS is aimed at enhancing and monitoring performance of the education system in South Africa. The main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching, and for this everyone is accountable to the wider community (ELRC, 2003).

1.2. Statement of the problem

IQMS has been adopted as a tool to monitor and develop educator performance so that the quality of education may be improved. Despite the implementation of IQMS in 2005, South Africa still experiences high failure rate of learners in all grades in most schools, especially in previously disadvantaged schools. The implementation rate at most schools in Limpopo Province is not satisfactory. The statement of the problem for this study will be in the form of the following question: What are the challenges faced by individual educators and structures in the implementation of IQMS?

1.3. Aim of the study

The aim of this study is to investigate the implementation of IQMS in Mopani District Secondary Schools in Limpopo Province.

1.4. Objectives

The objectives of this research study are:

1.4.1. To determine the roles and responsibilities of individual educators and structures involved in the implementation of IQMS.

1.4.2. To investigate the challenges faced by educators and involved structures in implementing IQMS.

1.4.3. To analyse the perception of educators on IQMS.

1.4.4. To examine the effectiveness of IQMS in educator performance in Mopani District secondary schools.

1.4.5. To advance recommendations that may add value to the implementation of IQMS.

1.5. Research Question

From the research problem of the present study, the following questions are raised:

1.5.1. To what extent do educators and structures involved understand their roles and responsibilities in the implementation of IQMS?

1.5.2. What kind of challenges do these educators and structures encounter in implementing IQMS?

1.5.3. To what extent do educators understand IQMS?

1.5.4. What effect do IQMS have on educators' performance?

1.5.5. What kind of support do educators and structures get from the Department of Education in implementing IQMS?

1.6. Definition of concepts

1.6.1. IQMS

According to ELRC (2003: 2) IQMS is an integrated quality management system that consists of programmes that are aimed at enhancing and monitoring performance of the education system. These programmes are Developmental appraisal, Performance Measurement and Whole School Evaluation.

1.6.2. Educator Evaluation

Educator evaluation is defined as a systematic assessment of an educator's performance in relation to his/her prescribed professional role (Shinkfield and Stufflebeam, 1995:86).

1.6.3. Developmental Appraisal (DA)

Evans and Tomlinson (1989:54) define developmental appraisal as a process of measuring an employee's past or present performance qualitatively and quantitatively against a background of his or her expected role performance. The Department of Education (1999:12) defines it as a process of appraising performance in a formative and supportive way in order to facilitate further professional and personal development.

1.6.4. Performance Measurement (PM)

ELRC Collective agreement no 8 of 2003 gives the purpose of performance measurement as being to evaluate individual educators for salary progression, grade progression, affirmation of appointment and reward and incentives.

1.6.5. Whole School Evaluation (WSE)

The Department of Education (2001:24) defines it as a collaborative transparent process of making judgements on the holistic performance of the school that is measured against agreed national criteria.

1.7. RESEARCH DESIGN

1.7.1. Choice and rationale of design

Glass and McKay (1999:9) state that a research design tells researchers what steps they need to go through to execute research, what goals the researcher hopes to achieve and what kind of obstacles or difficulties the researchers can expect to have. Imenda and Muyangwa (2000:13) refer to a research design as one's overall research approach and justification of the use of such an approach with regards to the problem under investigation.

Qualitative research method will be used for this research study, because this approach emphasises on forming an understanding of human behaviour. The Qualitative method is associated with methods which are open, flexible and not strictly systemised. It focuses on the world of experience and feelings as seen from the participants' point of view.

1.8. RESEARCH METHODOLOGY

1.8.1. Study Area

The research study will be conducted in Mopani District located in Limpopo Province. Mopani is one of the six districts in Limpopo Province of South Africa. The district has the following five local municipalities: Maruleng, Greater Tzaneen, Greater Giyani, Greater Letaba and Ba-Phalaborwa. Mopani has a population of 1 068 559 with 54 % females and 46% men (Mopani Community Surveys 2007). Mopani District is mostly rural with the majority of its 1 068 559 people speaking Xitsonga 48.5% and Northern Sotho 46.6% (Census 2001). Other minority communities found in Mopani include people who speak Afrikaans, English, TshiVenda, Ndebele, Swati and others. Mopani District has 169 668 (15%) people who are employed and 31% (326 736) people who are economically inactive. Eleven percent, that is 117 313 of the population is unemployed.

The target group will be secondary school educators. Mopani District comprises 24 circuits with 253 secondary schools. Accessibility was the main reason for the researcher's choice of this study area. The researcher resides in Mopani District and

is fully conversant with the geographic location of most circuits and schools in that locality.

1.8.2. Population

The population of the study will be secondary schools in Mopani District. Participants will be educators, principals and School Development Team members at Secondary Schools. Currently there are 24 circuits with 253 secondary schools in the district.

1.8.3. Sample size and selection methods

A research sample is a small group of subjects that possesses the main characteristics of the accessible population (Imenda and Muyandwa, 2000:118). The following matrix will be used in the selection of the sample, which forms part of Mopani District secondary schools, with 5 circuits sampled. Convenient sampling will be used because it will save costs and time as Mopani District has 253 secondary schools, some of which are situated 100km away from each other.

No of Circuits	No of Schools	No of Educators	No of Principals	No of SDT Members
05	10 (2 per circuit)	2 per school	1 per school	2 per school

Table 1. Sample of respondents

The total number of respondents who will participate in this study will be 50.

1.8.4. Data collection Methods

Fraenkel and Walen (1990:89) refer to the term 'data' as the kind of information that researchers obtain on subjects of the research. Structured interview questionnaires and document study will be used to collect data for this research. The structured interview method using questionnaires has been chosen because it is relatively economical, has the same questions for all subjects, can ensure anonymity and contains questions written for a specific purpose (White, 2005:127). The population of the study, educators from Mopani District Secondary schools in Limpopo

Province, will be able to respond to a questionnaire given the level of their education. The questionnaire will comprise both open-ended and closed-ended questions.

1.8.5. Data Analysis Methods

Qualitative data analysis will be used. Collected data will be organised into categories. Patterns and relationships amongst the categories will be identified. The organised data will then be interpreted and synthesised into general conclusions or understandings.

1.9. ETHICAL CONSIDERATIONS

To observe ethical considerations, the following will be undertaken:

- A letter requesting permission to conduct the study will be written to the circuit managers.
- Permission to collect data from school principals in schools will be sought.
- Participation will be voluntary and will depend on the willingness of the participants.
- Respondents will be assured anonymity and confidentiality. They will be informed that the information gathered will be used for the research purposes only.

1.10. SIGNIFICANCE OF THE STUDY

This research study could be a useful reference for prospective researchers. The study will highlight and enlighten the circuit, district and provincial departments of education on the effectiveness of the implementation of IQMS in Secondary schools. The results obtained from this research will contribute to the process of setting guidelines to improve effective implementation of IQMS in schools.

1.11. OUTLINE OF RESEARCH REPORT

The outline of the study will be as follows :

CHAPTER 1 : This chapter will introduce the study and provide background information. It will also focus on statement of the problem, aim of the study, research question, objectives of the research, research design and research methodology.

CHAPTER 2 : The chapter will focus on literature review. Facts from different literature studies will be described and discussed in detail.

CHAPTER 3 : The research methodology, which includes the research design, population and sample, data collection and data analysis will be discussed in this chapter.

CHAPTER 4 : Research findings will be presented and interpreted in this chapter.

CHAPTER 5 : Conclusion and recommendations concerning the research findings will be the focus of this chapter.

CHAPTER 2 : LITERATURE REVIEW

2.1. INTRODUCTION

The South African education system has been of inferior quality over the past years, especially education of the previously disadvantaged population. Teacher development was lacking and this affected the quality of education then. Inspections were used as monitoring tool for education, which were mostly used as a punitive measure rather than as a corrective and developmental measure (Ntombela, 2000). Educators were not in any way involved in the process and were unaware of what was expected of them by inspectors. Clearly this had to change for the country's education system to be competitive and comparable with other countries. The birth of democracy in South Africa necessitated the transformation and restructuring of the public service including the education system.

Education has become a high priority in a democratic South Africa because South Africa's future depends on it. The government is continuously seeking strategies such as restructuring the education system, building infrastructure, free education and so forth, to improve the quality of education system. The education department is also constantly seeking means to improve efficiency and effectiveness of educators in undertaking their functions, duties and responsibilities. This means improving the quality of teaching and learning by undertaking regular assessment to track progress; improve early childhood development; ensure credible outcomes-focused planning and accountability system, and improve the capacity of basic education (Department of Basic Education Strategic Plan, 2011-2014).

Quality is dynamic. This makes it cumbersome to have a clear definition of what quality is. Bittel and Newstrom (1990) define *quality* as a measure of the degree to which a process, product or service conforms to the requirements that have been established. Quality management and improvement systems for schools involve a process of monitoring and evaluation to control and ensure quality in the system through the introduction of accountability, the identification of strengths and areas in which the system can improve, and the provision of a basis for new courses of action, as well as improvement and support strategies (De Clercq , 2008).

Because quality education is what the South African government strives for, provincial education departments have been identifying some of the main factors associated with poor performance in schools. They have subsequently developed programmes to help solve poor performance and to improve the quality of education in schools. Quality assurance and management systems were introduced aiming at promoting school and educator monitoring for improvement. Quality Assurance in education is a system of ensuring quality of teaching and learning in schools, and in the Education Department itself as a whole through monitoring and evaluation (Department of Education, 2002:7).

Teaching quality is one of the most important factors that influence learner achievement. Bisschof and Mathye (2009) argue that for increased pupil performance, in the case of education systems, teachers must work harder and smarter. A World Bank study on Secondary Education in Africa (2005) states that the most important preconditions for effective teaching are competent and knowledgeable teachers, effective curriculum and resources, as well as the way in which teachers use these in the learning environment. All this will contribute towards improving the quality of education in general.

This Chapter will therefore review literature on the subject of this study. The literature review will include a collection of information from scientific journals, academic books and government legislations. In reviewing literature, the point of discussion will involve, namely, public administration and education; the concept IQMS; guiding principles of IQMS; structures required to implement IQMS at schools; the implementation process, benefits of IQMS; challenges in the implementation of IQMS, and monitoring and implementation.

2.2. PUBLIC ADMINISTRATION AND EDUCATION

Public administration can be understood in two ways: public administration as an activity and Public Administration as a discipline. Du Toit & Van der Waldt (1999:9) define *public administration* as an activity as referring to the work done by officials within the total spectrum of government institutions to enable different government institutions to achieve their objectives at the three spheres of government. Education exists as a department and has officials, including educators who perform their

duties to ensure that the department achieves its objectives which will ultimately help the government to achieve its broader socio-political and economic objectives. In light of the above, Education is a facet of public administration.

Public administration is governed by the following basic values and principles as outlined by the Constitution of South Africa Chapter 10 Section 195 :

(a) **A high standard of professional ethics must be promoted and maintained**: Education is administered and managed by many professionals. Professional code of ethics in the education department exists which safeguard this principle. Any person found to have acted unethically is subjected to disciplinary measures that are stipulated.

(b) **Efficient, economic and effective use of resources must be promoted**: Botes, Brynard, Fourie and Le Roux (1996) state that the careful spending of funds and the economic use of means must be undertaken in the interest of the community. School managers and their educators are expected to use their budgets to achieve the most they can.

(c) **Public administration must be development-oriented**: The education department offers bursaries and in-service training to its employees so that they develop and empower themselves to be able to contribute positively towards the attainment of its goals and objectives.

(d) **Services must be provided impartially, fairly, equitably and without bias**: Educators are expected to treat all learners fairly, impartially and without bias, if not such educators may be subjected to disciplinary action. The department is also expected to treat its employees the same way.

(e) **People's needs must be responded to, and the public must be encouraged to participate in policy-making**: South African School's Act provides for parents to be involved in policy making such as code of conduct of learners, budget, and language policy. The school governing bodies in every school must ensure that people's needs are responded to by the education department and by the schools.

(f) **Public administration must be accountable**: Different levels of accountability exist in schools. During parents' meetings at schools, the principal and the School Governing Body account to parents and community by giving financial reports and learners' progress reports. The school account

through the principal, who accounts through reports and audited financial statements to the Circuit manager, to the district, to the province and to the national minister of education who will, in his turn, account to parliament and the parliament to the public.

(g) **Transparency must be fostered by providing the public with timely, accessible and accurate information**: Schools use open door policy. The public (parents) have access to financial information, learners' progress information on time and if the school cannot deliver the public may consult any of the institutions that enforce responsibility and accountability.

(h) **Good human resource management and career development practices, to maximise human potential, must be cultivated**: This is evident in the education department where bursaries are given to educators and promotional post advertised and filled by men and women in the system.

(i) **Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness and the need to redress the imbalance of the past to achieve broad representation**: The filling of vacant management posts in most spheres of education is according to the Employment Equity Act.

Education officials, like any other public administration facet officials such as health, local government and so forth, must discharge their duties in line with the above principles, and failure to adhere to these principles constitute a breach of the Constitution. Government is constantly seeking means to improve service delivery so that the quality of life of South Africans may be improved. The Education department together with the government are constantly coming up with new legislation or amend existing ones, and are also bringing in new programmes to improve efficiency and effectiveness so as to provide quality education for all citizens.

The interrelatedness of public administration and education has been outlined above. The concept Integrated Quality Management System (IQMS) will now be discussed in details.

2.3. THE CONCEPT IQMS

Integrated Quality Management System (IQMS) is a revised appraisal system that was introduced in South Africa in 2003 to be implemented in schools by 2005. IQMS 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. This system brings together different forms of monitoring and appraisal in the hope that the new integrated system will overcome obstacles such as unevenness and poor performance of schools, which were encountered in previous systems (De Clerq, 2001). IQMS aims at identifying specific needs of teachers, schools and district offices. With IQMS, the department seeks to provide a framework to ensure that each teacher's individual contribution adds to the effectiveness of the system (Biscchof and Mathye, 2009). The individual performance must lead to the achievement of the school system's goal as an organisation.

De Clerq (2008) states that IQMS combines educator monitoring and appraisal for development and is based on an instrument with standardised performance areas. As indicated in ELRC (2003), the first part of the instrument is used for lesson observation with four individual-based teaching performance standards. These are: creation of a positive learning environment; knowledge of curriculum and learning programme; lesson planning, preparation and presentation and learner assessment. The second part is used to assess professional issues outside the classroom with further four performance standards, which are professional development in field of work/career and participation in professional bodies; human relations and contribution to school development; extra-curricular and co-curricular participation and administration of resources and records. Another set of four standards are used to assess senior management on personnel: decision-making and accountability; leadership, communication and servicing the governing body, and strategic planning; financial planning, and education management development.

2.3.1. THE PURPOSE OF IQMS

Integrated Quality Management System (IQMS) is based upon the fundamental belief that the purpose of IQMS are fivefold, namely determining competence;

assessing strengths and areas of development; providing support and opportunities for development to assure continued growth; promoting accountability and monitoring an institution's overall effectiveness.

2.3.1.1. Determining competence

Competence encompasses an individual's technical and interpersonal knowledge and skills (Robbins, 2000:502). A competent bureaucrat wins people's trust. He or she carries authority and responsibility in the right ways, ways which ensure order, stability and justice in handling affairs (Inglis & Aers, 2008:51). IQMS identifies individual competence as well as core competencies of an institution.

2.3.1.2. Assessing strengths and areas of development

IQMS aims to document knowledge, skills, attitudes and beliefs of the school and its educators in terms of what their strengths are and which areas need development. The main aim of assessing these strengths and areas for development is to reward strengths of educators and support them so that they continually maximise their strengths. For those educators and schools that are not so strong, the purpose of IQMS would be to come up with programmes that will develop such schools and their educators so that ultimately, all schools and educators become competent enough to ensure that South Africa offers quality education to all its citizens.

2.3.1.3. Providing support and opportunities for development to assure continued growth

This purpose of IQMS is necessitated by Chapter 10 section 195 (c) and (h) of The Constitution of the Republic of South Africa 1996, which states:

(c) Public administration must be development-oriented.

(h) Good human resource management and career development practices, to maximise human potential, must be cultivated.

Schools and educators who are not so competent in certain areas of their duties, should be supported by providing opportunities such as training, short courses, mentoring and so forth, where they will be taught hands on so that they may improve in discharging their daily duties. These development opportunities are meant to

assure continued growth in those schools which will ultimately improve the quality of education, which ultimately will improve public administration in South Africa.

2.3.1.4. Promoting accountability

Accountability is used more often to describe responsibility. Johansen and Page (1996:8) define *accountability* as answerability for action carried out and performance achieved to others, e.g. by the manager to his superiors or by the board of directors to its shareholders. Schools and colleges are part of their communities and as such they must meet the political demands for education to be more accountable and publicly demonstrate the high standards of their products (e.g. curriculum, learning, graduates) and services (Sallis, 1996:5). Education (schools) must be responsible and answerable for all the actions and activities done or not done, so that the quality of education in the country may improve.

Accountability as one of the purposes of IQMS is also necessitated by section 195 (1) (f) of The Constitution of South Africa, which states that Public Administration must be accountable.

2.3.1.5. Monitoring an institution's overall effectiveness

Institutions are systems. A system can be defined as any physical or conceptual entity composed of interrelated parts (Van Niekerk, Van der Waldt and Jonker, 2001:98). The school as an institution of learning is made up of different parts and departments that constitute the whole. It is very important that the different parts work harmoniously and coordinate its functions for the effectiveness of the overall institution. IQMS aims to monitor these different parts of the whole to ensure the institution's overall effectiveness.

2.3.2. FEATURES OF IQMS

The IQMS comprises three integrated systems, the Developmental Appraisal System (DAS), the Performance Management System (PMS) and Whole School Evaluation (WSE) (ELRC, 2003). The three systems should inform and strengthen one another. This becomes possible if they are reconceptualised within an Integrated Quality Management System and within which the original purpose of each is preserved but the process of implementation is streamlined and their interrelationships are explicit (ELRC, 2003:19). A prescribed instrument is used for the purpose of collecting information on the three programmes. The instrument is in two parts: One part is for observation of educators in practice, and the other part is related to aspects for evaluation that fall outside the classroom. The three systems, that is, DA, PMS and WSE will now be discussed in detail.

2.3.2.1. DEVELOPMENTAL APPRAISAL

The Developmental Appraisal System (DAS) was the foremost teacher appraisal policy formulated on the basis of democratic principles and in consultation with all stakeholders in the education system (Ntombela, 2010). Developmental Appraisal is a process of appraising performance in a formative and supportive way in order to facilitate further professional and personal development and growth (Department of Education, 1999:12). This is further supported by Sisson (1995:220) where he defines Employee or Staff appraisal as the process whereby current performance in a job is observed and discussed for the purpose of adding to that level.

The main purpose of Developmental Appraisal System, as stated by ELRC (2003:3), is to appraise individual educators in a transparent manner with a view to determining areas of strength and weaknesses, and to draw up programmes for individual development. During an appraisal process, employees become aware of any performance deficiencies they may have and are informed of what they must do to improve their performance and thus become promotable.

In-service education and training is seen by the Department of Education as an ongoing process of professional development. Professional development, according to Mestry, Hendricks and Bisschoff (2009), should be seen as a process by which teachers review, renew and extend their commitment as change agents to the moral

purposes of teaching, and by which they acquire and develop their knowledge, skills and attitudes. Craft (2000:9) states that there are many reasons for undertaking professional development, such as to improve the job performance skills of an individual, extend the experience of an individual teacher for career development or promotion purposes, develop the professional knowledge and understanding of an individual teacher in order to fulfil his/her responsibilities more effectively, extend the personal or general education of an individual, make staff feel valued, promote job satisfaction, develop an enhanced view of the job, enable teachers to anticipate and prepare for change and to derive excitement from it, and make teachers feel willing and competent to contribute positively to the development of the school. Teacher development programmes should aim at school improvement and professional growth which will contribute towards improving the quality of education in general.

Grobler, Warnich, Carrel, Elbert and Hatfield (2002:12) argue that the growth of an organisation is closely related to the development of its human resources. When employees fail to grow and develop in their work, a stagnant organisation will most probably result. Development begins with understanding an employee's aspirations and current state of workplace know-how. The more you know about the people who work for you, the more you will be able to motivate them, coach them and help them grow (Harvard Business Essentials, 2006:95).

Wideen and Andrews (1988: 34) indicate that for staff development to be effective, it must have the following qualities:

i)   Successful staff development is context sensitive.

Efforts to change teacher behaviour should pay particular attention to the contexts in which teachers do their work. Issues such as availability of resources, teacher pupil ratio and so forth, must be considered before coming up with a development programme.

ii)   Staff development is knowledge-based.

Staff development work rests upon knowledge that is publicly articulated and widely known to and by participants. The participants in the development

programmes must be well aware of the processes that will unfold in developing them.

iii)   Participation and collaboration.

Wideen and Andrews (1988:34) state that teachers or others who are expected to change their beliefs or practices are most likely to do so under conditions where they have some control over the nature of the change or the manner in which the change is to be brought about. This is called ownership. Attending to issues of teacher participation and collaboration will promote that lasting nature.

iv)   Successful programmes are on-going, continuous and developmental.

Staff development moves through time. It moves ahead in some coordinated fashion, with activities that relate to one another over time, and the activities are tied to intentions of building or accumulating. For development to be effective, educators must accept that they will be lifelong learners. On-going continuous development programmes help educators to adapt to the dynamic world of education, technology, politics and so forth.

v)   Staff development is reflective and analytical

Strong programmes of staff development not only account for daily schedules and rhythms, but build them into programmes. Time is set aside for rigorous examination of what has happened and is happening. Individual and group introspection is encouraged.

2.3.2.2. PERFORMANCE MEASUREMENT

Performance Measurement is a method that managers use in government to assess progress towards the achievement of predetermined results oriented goals (Starling 2002:396). Letsoalo (2009:21) stresses that performance measurement helps public servants to determine whether results have been achieved. As indicated earlier, the South African government is striving for quality education, and Performance Measurement becomes an important instrument to measure the performance of teachers to ensure quality education.

IQMS for School-based educators (2003), describes Performance Measurement as the annual process of assessing performance. It states that IQMS is part of a larger process of linking individual performance management and development to organisational goals and also only one aspect of managing and developing the performance of individuals as well as cyclic and recurring process aimed primarily at performance improvement through on-going learning and development.

Lester, Bittel and Newstrom (1990:192) give the three basic reasons for making appraisal of employee performance. They are: to encourage good behaviour or correct and discourage below-standard performance; to satisfy employees' curiosity about how well they are doing and to provide a firm foundation for later judgement that concern an employee's career. The main purpose of Performance Measurement, according to ELRC (2003:3), is to evaluate individual teachers for salary progression, affirmation of appointments and rewards and incentives. It is a summative evaluation of each individual educator which takes place at the end of performance management cycle. Du toit, Erasmus and Strydom (2007:220) state that the results for performance appraisal can be used for the following three basic purposes, which are: providing a basis for financial rewards; determining whether the employee should be promoted to a higher level of work and providing the employee with feedback on how well he or she is doing.

Performance Measurement is intended to produce objective, relevant information on programme or organisational performance that can be used to strengthen management and inform decision-making, achieve results and improve overall performance and increase accountability (Poister, 2003). Performance Measurement focuses attention on what is being measured and on performance itself, and to motivate people and organisations to work to improve performance, at least on those dimensions that are being monitored.

2.3.3.3. WHOLE SCHOOL EVALUATION

Whole School Evaluation (WSE) can be described as a process of evaluating schools in order to collect relevant and appropriate data to support decision-making, planning and policy development at all levels of the education system and to measure the contributions of educators and learners against set criteria (standards)

as well as the support system to the school and their performance (Department of Education, 2001:16). De Clerq (2001) indicates that in the case of Whole School Evaluation, the Department of Education presents this school evaluation system as a rational and professional exercise which will improve schools and benefit stakeholders. This is achieved by focusing on these nine areas: Leadership and management communication, basic function of the school, the quality of teaching and learning and educator development, curriculum provision and resources, learner achievement, school safety, security and discipline, school infrastructure, governance and relations and parents and the community.

WSE can be seen as a collaborative and transparent process of making judgement on the holistic performance of the school that is measured against agreed national criteria (Department of Education, 2001). The WSE process stipulates that schools need to account for their performance by evaluating themselves annually, on the basis of nationally agreed evaluation criteria (De Clerq, 2001). The purpose of WSE is to evaluate the overall effectiveness of the a school, including the support provided by the district, school management, infrastructure and learning resources, as well as the quality of teaching and learning (ELRC, 2003). WSE provides the mechanism to assist School Management Teams in monitoring and improving the school's performance. WSE is rooted in quality assurance, quality management and Total Quality Management principles, hence it is a policy that is ideally the most suitable and most important tool for measuring the performance of a school.

2. 4. GUIDING PRINCIPLES OF IQMS

The IQMS tries hard to be objective, neutral and technicist in approach as it provides rationale for itself and seeks to gain legitimacy (Weber, 2005). However, Weber (2205) indicates that IQMS acknowledge subjectivity in appraisal and outlines how this may be encountered through "transparency and open discussion and quality control". ERLC (2003) provides the principles that guide the implementation of IQMS. For example, there can be no sanction against an educator in respect of his/her performance before providing meaningful opportunities for development, the need to minimise subjectivity through transparency and open discussion, and the need to use the instrument professionally, uniformly and consistently (ELRC 8, 2003).

2.5. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS IN THE IMPLEMENTATION OF IQMS

For IQMS to be implemented in schools, different stakeholders and structures need to be in place so that the implementation process may be objective and transparent. Weber (2005) indicates that the following stakeholders and structures must be in place for successful implementation of IQMS. This is also supported by ELRC (2008). These include educators, the principal, School Management Teams (SMT), Staff Development Teams (SDT) and Development Support Groups (DSG).

2.5.1. Educators

One of the core duties and responsibilities of an educator, according to Personnel Administration Measure (1999:4.5.) is to participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management. Appraisal provides a means of improving one's own performance and can serve as a guide for setting goals and standards (Khumalo, 2008:27). It is for this reason that the role of an educator in the implementation of IQMS cannot be ignored. ERLC (2008) indicates the role of the educator is to undertake self-evaluation of his/her performance, to identify his/her Development Support Group, to attend in-service training and other programmes in terms of areas identified for development and to engage in feedback and discussion.

2.5.2. The Principal

Putting the appraisal scheme into action is the responsibility of senior management, and as such it must be perceived as an integral part of future management practices (Khumalo, 2008:25). The principal, as the head of senior management in a school, has the overall responsibility to ensure that the IQMS is implemented uniformly and effectively at the school. Personnel Administration Measures (1999:4.2.) indicate that one of the core duties and responsibilities of the principal is to participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management. The role of the principal in implementing IQMS includes advocacy and training, establishment of Staff Development Team (SDT) and to be responsible for internal moderation of evaluation results in order to ensure fairness and consistency (ELRC, 2008).

2.5.3. <u>School Management Teams (SMTs)</u>

School Management Teams consist of the principal, deputy principal and education specialist (heads of departments). Their function is to ensure that the school is operating efficiently and effectively (Dumakude, 2008:20). The different aspects of human resources management that the members of the SMT must perform include participating in agreed school/educator appraisal processes in order to review teaching, learning and management techniques and practices and also to guide, supervise and offer professional advice on the work and performance of educators in order to bring about improvement if necessary (Khumalo, 2008:27). Implementing IQMS automatically becomes a function that the SMT must execute to achieve efficiency and effectiveness and to improve the quality of teaching and learning in schools. SMTs must inform educators of the INSET and other programmes that will be offered and make the necessary arrangements for educators to attend, assist with the broad planning and implementation of IQMS and to ensure that school self-evaluation is done in terms of the WSE policy and in collaboration with the SDT (ELRC , 2003).

2.5.4. <u>Staff Development Team (SDT)</u>

The purpose of the Staff Development Team (SDT) is to initiate, coordinate and monitor the appraisal process in institutions and to ensure that training occurs in the developmental appraisal system (Pienaar and Mentz, 2001:22). This is supported by Dumakude 92008:21) who indicates that the Staff Development Team must plan, oversee, coordinate and monitor all quality management processes. The Staff Development Team consists of the principal (head of institution) and democratically elected staff members. Roles and responsibilities of the SDT as outlined by ELRC 8 (2003) include the assurance that all educators are trained on the procedures and processes of the integrated Quality Management Systems, coordinating activities pertaining to staff development, preparing and monitoring the management plan for IQMS, facilitating and giving guidance on how Development Support Group (DSG) have to be established, preparing a final schedule of DSG members, and linking Developmental Appraisal (DA) to the School Improvement Plan (SIP). The SDT also liaises with the department, through the SMT, in respect of high priority needs such as INSET, short courses, skills programmes or learnerships. It should also monitor

effectiveness of IQMS and must report to the relevant persons, ensuring that all records and documentation on IQMS are maintained. Overseeing, mentoring and support by the DSGs should also be an integral part of the process.

2.5.5. Development Support Group (DSG)

Each educator must have a Developmental Support Group (DSG). For each educator this should consist of the educator's immediate senior and one other educator (peer) selected by the educator on the basis of appropriate phase/learning area/subject expertise. The main purpose of the DSG is to provide mentoring and support (ELRC, 2008). The DSG is responsible for the baseline evaluation of the educators (for developmental purposes) and for summative evaluation (for performance measurement) (Khumalo, 2008:28). Other roles of DSG include working with SDT to incorporate plans for development of an educator in the school improvement plans and to verify that the information provided for performance measurement is accurate (ELRC, 2008).

2.6. IMPLEMENTATION PROCESS OF IQMS AT A SCHOOL LEVEL

IQMS implementation is mandatory to all public schools (ELRC, 2003), and as a result, many schools have already started implementing it because of policies that are enforced by the Department of Education on schools. The implementation process at the school level include the following steps, advocacy and training: planning for implementation; development and support; mentoring and monitoring; self-evaluation, and record and reporting.

2.6.1. Advocacy and Training

This is the first step in IQMS implementation at the school level. Advocacy entails lobbying stakeholders for support or to be in favour of an idea, in this case IQMS. Educators, principals and management of schools receive training immediately after advocacy. Advocacy, according to ELRC (2003), must address issues relating to the three programmes, the objectives and outcomes of Developmental Appraisal, Performance Measurement and Whole School Evaluation. Advocacy should also address the relationships between these three programmes and how they should inform and strengthen one another in an integrated system (ELRC, 2003).

Training typically involves providing employees with the knowledge and the skills needed to do a particular task, although attitude change may also be attempted (Du toit, Erasmus and Strydom, 2007). Training should focus on implementation in the school. Training needs to ensure that everyone is familiar with and understands the single instrument that will be used. Training is used to explain to employees what the strategies are and why they have been chosen, which makes it easier for the employees to identify with the strategy (Smit & Cronje, 1996).

Immediately after the advocacy and training, the principal or the head of the institution must establish structures that are needed to implement IQMS. The Staff Development Team (SDT) must help educators establish their own Developmental Support Group DSG). The SDT, together with the SMT will be responsible for liaising with educators as well as regional/district/area offices to coordinate the provision of developmental programmes for educators (for Developmental Appraisal). The SDT and the SMT must also develop the schools' own School Improvement Plan (SIP), incorporating strategic objectives of the Strategic Plan of the department and the Personal Growth Plans (PGP's) of individual educators (ELRC 8, 2003).

2.6.2. Planning for implementation (Broad planning)

The intention is that this initial, broad planning by the SDT must incorporate all the processes and will have to be designed to take the school's year plan into account. Planning (Smit & Cronje, 1996:06) is the management activity that determines the enterprise's mission and goals. It includes identifying ways of attaining the goals as well as the resources needed for the task. It entails determining the future position of the enterprise and guidelines or plans needed to reach that position. Hence, the activities of IQMS cannot be performed in a random fashion but should follow a specific logic or plan. Planning is indispensable, for the following reasons: planning gives direction; it promotes coordination between the various departments and people in the business; it compels managers to look to the future; it ensures that businesses (Institutions) keep abreast of technology; it ensures cohesion and promotes stability (Du toit, Erasmus and Strydom, 2007).

2.6.3. Self-evaluation

By self-evaluation, educators are compelled to reflect critically on their own performance and set targets and time frames for improvement (Dumakude, 2008:21). This means that educators take a thorough look and do self-introspection on how they discharge their duties, at the same time looking for new ways that will help them improve their performance. Khumalo (2008:30) indicates that self-evaluation is a useful way to clarify those areas that an individual wishes to address, and in this way it can stimulate changes and development. The emphasis on self-evaluation serves the following purposes (ELRC, 2008): the educator becomes familiar with the instrument; the educator takes control of improvement and is able to identify priorities and monitor own progress; the educator becomes more participatory, and the educator is able to measure progress and successes and build on these without becoming dependent on cyclical evaluations.

2.6.4. Classroom observation

To confirm the educator's perceptions of the strengths and areas of need, the DSG has to observe the educator in practice (Letsoalo, 2009). The purpose of this evaluation by the DSG as indicated by Dumakude (2008:22) is to confirm the educator's perception of his/her own performance and to discuss areas of strengths and weaknesses and development programmes needed. ELRC (2008) gives the purpose of classroom observation as, to confirm (or otherwise) the educator's perception of his/her own performance as arrived at through the process of self-evaluation; to enable discussion around strengths and areas in need of development; to provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the school in terms of mentoring and support and what in-service training and other programmes need to be provided for. Also, to provide a basis for comparison with the evaluation for Performance Measurement purposes which is carried out at the end of the year.

2.6.5. Development, Support and Mentoring

The manager and DSG members use coaching skills to help employees to improve, offer advice on changing behaviours and approaches and encourage progress toward achieving goals and adding value (Letsoalo, 2009: 28). As part of developing

educators, schools inform educators of INSET and other programmes that will be offered and make the necessary arrangements for educators to attend. Educators attend INSET and other programmes at the same time receive the necessary support from the members of the DSG. Mentoring is a process in which an experienced member of the organisation (called mentor) provides advice, information and guidance to an inexperienced individual (called protégé) for the protégé's personal and professional development (Smit, De Cronje, Brevis an Vrba, 2007:308). Mentoring and peer mentoring, together with support should be on-going to assist educators to improve their performance.

2.6.6. Monitoring, Recording and Reporting

Monitoring process is an on-going activity, which is conducted by departmental officials, School Management Teams, School Development Teams and the Development Support Group. In terms of recording and reporting, the SDT must keep all record and compile a report on progress made in the school during the year. Together with the principal, the SDT must complete the necessary documentation for submission to the provincial department for those teachers that meet the requirements for pay progression (ELRC, 2003).

2.7.   THE BENEFITS OF SUCCESFUL IMPLEMENTATION OF IQMS

The successful implementation of IQMS in schools will benefit the South African education system in many ways. The White Paper on Education and Training (South Africa, 1995) contends that the ministry regards teacher education as one of the central pillars of the national human resource development strategy. The ministry believes that the most direct ways of raising the quality of teaching and learning is through a comprehensive reform and re-direction of professional development for teachers (ELRC, 2003).

Because of in-service education and training, which are elements of IQMS, educators will continuously improve their skills, knowledge and attitudes while continuing their employment. Mestry, Hendricks and Bisschoff (2009) indicate that teacher development programmes are the process by which teachers learn to be effective and efficient. These programmes focus on the improvement of learners' learning experiences through teacher enhancement of their knowledge, skills, values

and attitudes. Through professional development, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop their knowledge, skills and attitude (Mestry, Hendricks and Bisschoff, 2009).

The performance standards of IQMS as outlined in ELRC(2003), if evaluated objectively and through mentoring and support, will help educators to create a positive working environment that will enable learners to participate actively and to achieve success in the learning process. The educator will possess appropriate content knowledge and will be competent in planning, preparation, presentation and management of learning programmes. Educators will demonstrate competence in monitoring and assessing learner progress and achievement. IQMS will help educators to engage in professional development activities which will be demonstrated by the educator's willingness to acquire new knowledge and additional skills. Educators will engage in appropriate interpersonal relationships with learners, parents and staff and they will contribute towards development of the school. Educators will also participate in extra-mural activities in such a way that it supplements the learning and leads to holistic development of the learners. The School Management Teams will be able to administer resources and records in an effective and efficient manner to enable the smooth functioning of the institution. They will also manage and develop personnel in such a way that the vision and mission of the institution are accomplished. School Management Teams will be able to establish procedures that enable democratic decision making and accountability within the institution and they will also display competence in planning and education management development as a whole. This means that successful implementation of IQMS in schools will help educators to discharge their duties effectively and efficiently, which will ultimately improve the quality of teaching and learning in South Africa.

2.8. <u>CHALLENGES IN THE IMPLEMENTATION OF IQMS</u>

Mestry, Hendricks & Bisschoff (2009) indicate that IQMS has not been fully implemented in some provinces such as Mpumalanga and Limpopo, whilst in other provinces, the implementation is at a very slow pace. De Clerq (2008) argues that although the IQMS addresses some problems of previous educator monitoring and

appraisal system, it creates new problems and tension. This is because of its problematic conceptual understanding of educators, their status, work, and what needs to be done to improve teaching practices (De Clerq, 2008).

Some other challenges that hamper or slow down implementation, according to De Clerq (2008) include the following: the National Department of Education's advocacy programme on IQMS is not intensively driven, the provincial departments are not providing sufficient training to teachers in the field of IQMS, the low morale of teachers due to their poor working conditions and remuneration packages, their inability to deal with massive policy changes and the top-down approach of the different provincial departments in policy matters (which have seriously infringed on the successful implementation of IQMS), and the resistance of the different unions because of the unilateral decisions taken by the Department on IQMS.

De Clercq (2008) states that IQMS' s form of internal peer appraisal assumes that most schools have a professional collaborative climate and culture where staff work and reflect together on how to improve teaching and learning. This is not a true reflection of what is actually happening in low functioning schools. IQMS is seen as a cumbersome, time consuming and fruitless exercise, which does not bring any benefit and is therefore not treated seriously. The lack of capacity for educator monitoring is also a challenge in the implementation of IQMS as pointed out by De Clercq. There is also a problem in expecting appraisers to use one standardised instrument to evaluate educators both for development and for rewards or sanctions. De Clercq suggests that an important condition for effective developmental appraisal is that performance standards should be contextual and negotiated with educators.

2.9. **MONITORING OF IQMS IMPLEMENTATION**

The monitoring process of IQMS is an ongoing activity, which is conducted by departmental officials, SMTs, SDTs and DSGs. Monitoring is defined as the management role that requires the manager to solicit and assemble contextual information enabling him/herself to understand events and situations within the organisation (Johannsen and Page, 1996:2003). Monitoring can be seen as a control process. The aim of control is therefore to monitor performance and action, ensuring that they conform to plans to attain the predetermined goals. Control systems inform

the management of the following: activities are proceeding according to plan - that is the existing plan should be continued; things are not proceeding according to plan - that is the existing plan should be adjusted, and when the situation has changed, in which case a new plan must be devised.

The report to the portfolio committee on IQMS (2006) indicates that a fully-fledged IQMS directorate must be established. To date, Mopani District has appointed an IQMS Manager called an IQMS Coordinator, who oversees, monitors and supports the IQMS processes for the district.

2.10. **CONCLUSION**

From the review of the literature, it has been established that Integrated Quality Management Systems (IQMS), may help in uplifting the standard and quality of education in South Africa. Quality in education represents the difference between the excellent and the ordinary, the difference between success and failure. The system will bear fruits if it is implemented in a fair, objective, transparent, professional, uniform and consistent manner. The tool is there, the implementers and monitors are the ones who should ultimately be responsible of putting all the theory in practice with the support of different stakeholders in education.

The next chapter tackles research methodology, research design, population and sample, data collection and data analysis.

CHAPTER 3 : RESEARCH METHODOLOGY

3.1. INTRODUCTION

According to White (2005: 93), the researcher needs to select a research method or methods as part of the research design that will allow the researcher to conduct the research in such a way that he/she will find answers to his/her research. Research methodology is a way in which one collects and analyses data. These methods have been developed for acquiring knowledge by reliable and valid procedures. This chapter will outline research design, population and sample, data collection, data analysis and ethical considerations, so as to have an in-depth understanding of how this particular study was conducted.

3.2. RESEARCH DESIGN

When describing the research design, the researcher should attend specifically to two aspects which are, research approach as well as the research method to be implemented (White, 2005: 80). The researcher's approach in this study is qualitative. Qualitative research is more concerned with understanding social phenomena from the perspective of the participants. The researcher wants to understand how IQMS is implemented from the perspective of educators, who are supposed to implement it. Interactive qualitative methods were used to collect data. Interactive qualitative methods use face-to-face techniques to collect data from people in their natural settings (McMillan & Schumacher, 2006: 26). The researcher needs to report these realities faithfully and to rely on interpretations as obtained from informants. This type of research is based more on what is called a post-positivistic philosophy, which assumes that multiple realities are socially constructed through individual and collective definitions of the situations (White, 2005:82). The research method would be descriptive because descriptive study will allow the researcher to describe as clearly as possible the current situation regarding the implementation of IQMS in Mopani District secondary schools. Descriptive methods include interpretations, descriptions and understanding and also identifies recurrent patterns in the form of themes and categories.

3.3. POPULATION AND SAMPLE

According to McMillan & Schumacher (2006:119) a population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which the researcher intends to generate the results of the research. Collectively, the group of subjects or participants from whom the data are collected is referred to as the sample.

Mopani District secondary schools provided the researcher with the sample for this research. Mopani District consists of 24 circuits with 253 schools. Interview questionnaires were administered to 15 schools. Five similar questionnaires per school were sent out, where one questionnaire was to be completed by the principal, who has the overall responsibility to ensure that IQMS is implemented uniformly and effectively (ELRC, 2003); two by educators other than the principal, who are the ones whose performance must be measured and developed; and two SDT members other than the principal, who work with the principal in ensuring effective implementation of IQMS.

The total number of sample needed was 50. Seventy-five structured interview questionnaires were sent out to 15 different schools. The other questionnaires were sent out in case other participants chose not to take part or return the questionnaires. From the structured interview questionnaires that went out 12 principals, 23 School Development Team and 20 educators participated and returned the questionnaires. The total number of interview questionnaires analysed was 55.

Convenient sampling was used to get secondary schools in Mopani District to participate. In convenient sampling, any case which happens to cross the researcher's path and has something to do with the phenomenon gets included in the sample until the desired number is obtained (White, 2005:120). This type of sampling was also used to save costs and time as some secondary schools are situated 100km away from each other. At the schools, purposive and random sampling was used. On the basis of the researcher's knowledge of the population, a judgement was made about which subjects should be selected to provide the best information to address the purpose of the research, that is, the principal and the SDT members. The other educators were selected randomly on the basis of availability.

3.4. DATA COLLECTION

Data were collected by means of structured interview questionnaires and by document study. Three different questionnaires which consisted of six pages each were administered to principals, School Development Teams and educators. Each respondent answered on his/her own capacity as principal or SDT member or educator. Because of the level of education of the respondents, respondents were able to write down responses on their own. To eliminate ambiguity in the phrasing or choice of words, the questionnaire was first administered to 5 respondents in one school as a pilot study. The quality of the responses were controlled by giving explanations to the questions that were not fully understood by the respondents, where necessary. Documents such as IQMS files for educators and the school were studied for the researcher to get an in-depth understanding of the implementation of IQMS at different schools. This exercise proved vital because other opinions obtained from the questionnaires were confirmed, such as errors in the completion of Personal Growth Plans and the duplicate completion of baseline evaluation forms for Developmental Appraisal by educators, which indicate challenges that educators encounter such as, lack of time or proper training on IQMS implementation.

3.5. DATA ANALYSIS

The main focus of the researcher's data analysis was to understand how IQMS is implemented in secondary schools within Mopani District by determining the roles and responsibilities of educators and structures involved in IQMS implementation; investigating the challenges faced by educators and involved structures in implementing IQMS; analysing the perception of educators on IQMS; examining the effectiveness of IQMS in educator performance and advancing recommendations that may add value to the implementation of IQMS.

The first step was to manage the data so that they could be studied. The researcher's data analysis was a cyclical process that focused on *Reading*, where the researcher became familiar with the data and identified main themes in it; *Describing* involved the researcher examining the data in-depth to provide detailed descriptions of the settings and participants*; Classifying* was where the researcher categorised and coded pieces of data and physically grouping them into themes; and lastly *Interpreting,* where the researcher focused on interpreting and synthesizing the

organized data into general conclusions or understanding of how IQMS is implemented in secondary schools in Mopani District

3.6. ETHICAL CONSIDERATIONS

Most studies, such as research, require that informed consent be obtained from the subjects or relevant institutions and the laws are in place to protect the confidentiality and the privacy of such. The following ethical issues were considered:

3.6.1. Voluntary participation

Respondents were allowed to exercise their right to be part of the research. Those who responded did so voluntarily. Respondents were also informed that they may withdraw from participation anytime should they wish to do so.

3.6.2. Anonymity and Confidentiality

Respondents were assured anonymity and confidentiality by asking them not to write their names or school names in the questionnaires. The researcher could not identify a given response with a given respondent. In most cases, respondents chose to write their responses on their own without the help of the researcher because of the level of education of the sample. Some respondents wanted their responses to remain anonymous to the researcher.

3.6.3. Informed consent

Permission to conduct the study was granted by the district senior manager and the principals of the school concerned (See attached copies to that effect). The intended use of the data was also explained to the respondents.

3.7. CONCLUSION

In this chapter, research methodology of this study was outlined. The next chapter will describe in detail the findings from the collected data as to whether educators and structures responsible for IQMS implementation at schools know their roles and responsibilities, the challenges that they encounter in implementing IQMS, their perceptions of IQMS and the effectiveness of IQMS in educator performance.

CHAPTER 4 : RESEARCH FINDINGS, ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

This chapter will present key findings and analysis of data gathered. These findings and analysis will address the problem statement and research question of this study. The researcher aimed at investigating the implementation of IQMS at secondary schools in Mopani District, Limpopo Province. The data were gathered from the sample by means of structured interview questionnaires and document study.

4.2. RESEARCH FINDINGS

Three separate structured interview questionnaires were administered to collect data: one for the principals; one for the School Development Team members and one for the educators. The first part of the questionnaire focused on biographical information. The respondents were required to give information on their gender; teaching experience; learning areas and grades that they are teaching and the number of DSG that they serve in. This biographical information was useful in determining the workloads of educators and their teaching experience and, to a certain extent, determined their level of understanding of the problem addressed. The second part of the structured interview questionnaire aimed at gathering information that would answer the research questions of the study. Questions were formulated to probe roles and responsibilities of educators and structures in IQMS implementation; challenges encountered in IQMS implementation; perceptions of educators about IQMS; the effectiveness of IQMS in educator performance, and recommendations in IQMS implementation. The findings from the data gathered are discussed below.

4.2.1. Principals

The structured interview questionnaire for principals consisted of two parts. The first part required biographical information while the other part consisted of questions categorised into five themes, with each theme consisting of between three to five questions each. Twelve principals participated in the structured interview and their responses are presented below.

4.2.1.1. Biographical information

This part of the structured interview questionnaire required information about the principal's gender, work experience as principal, learning areas and grades that they teach, school statistics and the number of DSG's that they serve in as peers and as supervisors.

(i) Gender

This information was needed to determine the gender of principals so that the researcher can have a general knowledge of statistics of males and females in the schools' leadership positions. Findings indicated as follows:

PRINCIPALS	NUMBER
MALE	8
FEMALE	4

Table 2: Gender of Principals

The fewer number of female principals may have been due to the imbalances of the past, and this state of affairs will be addressed by Employment Equity Act in due course.

(ii) Experience as Principal

This information was needed to find out the experience that respondents have as principals. This information gave a better understanding of principals' knowledge in educator appraisal and development issues in education. The findings are indicated below.

EXPERIENCE IN YEARS	NUMBER OF PRINCIPALS
0 – 5	5
6 – 10	2
11 – 15	1
16 – 20	1
20 upwards	3

Table 3: Experience in Principalship

From the above table, most principals have been in the system for more than five years such that they have experience and knowledge on teacher appraisal and teacher development programmes, with only four who have been principals for more than ten years.

(iii) Learning areas and grades taught

This information was needed to determine the amount of teaching workloads that principals have. Findings revealed that only one (1) principal did not participate in teaching learners. The majority of them teach one learning area to General Education and Training (GET) band or Further Education and Training (FET) band or both. Others teach on average two learning areas in one band.

(iv) School Statistics

Principals were required to give school statistics of enrolled learners, educators, deputy principals, head of departments, SMT members and SDT members. This information helped in determining the size of the school. Schools had on average learner enrolment of 500 with an average of 20 educators.

(v) Number of DSG's that principals serve in as peers and as supervisors

This information also helped in determining the workloads of principals. Findings indicated that all principals serve in more than two DSG's either as peers or as supervisors.

4.2.1.2. Roles and responsibilities of educators and structures in IQMS implementation

To determine the roles and responsibilities of educators and structures in IQMS implementation, the respondents were asked five questions : (i) Have you had any training on IQMS implementation? (ii) What is your role/responsibility in the implementation of IQMS at your institution? (iii) Do you see yourself carrying out your roles and responsibilities as expected in IQMS implementation? Why? (iv) In your opinion, do structures such as SDT, SMT, DSG and educators carry out their roles and responsibilities as expected? (v) What could be the reason for these structures not to carry out their duties as expected? The findings showed the following:

(i) Training

Principals were asked whether they had received any training on IQMS. The results showed that of the twelve respondents, eleven had had training. Only one respondent indicated that he/she did not receive any training. This may have been caused by the fact that this is a new entrant with between 0-5 years principalship experience.

(ii) Roles and responsibilities in IQMS implementation

This question probed principals to give their roles and responsibilities in IQMS implementation. Most respondents cited their roles and responsibilities as stated in ELRC 2003 which are, having the overall responsibility to ensure that IQMS is implemented uniformly and effectively at the school; being responsible for advocacy and training at school level by organising workshops and facilitating the establishment of SDT in a democratic manner; providing educators with relevant IQMS documents; ensuring that all documentation sent to the district office are correct and delivered in time, and being responsible for internal moderation of evaluation results in order to ensure fairness and consistency. This indicated that they are well aware of what is expected of them as far as IQMS implementation is concerned. Only one (1) respondent did not give his/her roles and responsibilities. This may be because the one respondent did not undergo training, as a result he/she may not be aware of his or her responsibilities in IQMS implementation.

(iii) Discharging roles and responsibilities as expected

Principals were asked if they see themselves carrying out their roles and responsibilities as expected, in implementing IQMS and why they say so. Four principals indicated that they carry out their roles and responsibilities as expected, though they acknowledge that they are not properly knowledgeable about IQMS. Two respondents carry their roles and responsibilities to a certain extent citing workloads and teachers who are not knowledgeable about IQMS, who hamper them to discharge their duties as expected. The remaining half (6) of the respondents indicated that they do not discharge their duties as expected, because there are other activities and projects that need their attention at school and as a result the workload becomes unbearable. One principal indicated that he/she is not properly knowledgeable about IQMS, though he/she received training on IQMS.

From the background information, it was clear that besides managing the school and overseeing everything at their schools, most principals also have classes with more than one learning area or phase to teach, and all principals are part of Developmental Support groups as peers and as immediate supervisors. Besides IQMS, principals are expected to manage every aspect of their schools. All of this needs their attention and one may conclude that though they know what is expected of them, their workload impedes them from to discharging their duties as expected.

(iv) Roles and responsibilities of structures in IQMS implementation.

This question probed their opinion if the following structures were carrying out their roles and responsibilities as expected, in IQMS implementation: SDT, SMT DSG, Educators. The responses are indicated in table 4 below.

STRUCTURE	NO	YES
SDT	4	8
SMT	2	10
DSG	7	5
Educators	8	4

Table 4: Do structures carry out their roles and responsibilities as expected in IQMS implementation?

From the responses, principals generally observe DSG's and educators not to be carrying out their roles and responsibilities as expected. The School Development Teams and the School Management Teams are generally perceived by principals to be trying to do what is expected of them as far as IQMS implementation is concerned.

Document analysis also proved that SDTs in all schools had their IQMS school files ready when needed. It was observed that the previous year's documents were all neatly filed and in order, however most schools did not have the management plan for 2012. To a certain extent, the opinion of most principals about educators might be true because educator files that were available were found not to be having completed Personal Growth Plans, which, according to the District Management Plan, is supposed to be done during the first quarter of each year. The completed documentation was observed by the researcher to be a duplication of work from previous year's documents and to some extent, a duplication of other educators work.

(v) Reasons for answering NO

The question posed was, for those that you answered NO above, what are the reasons for such? Amongst the reasons cited by principals, the following were included: Educators are not sure of their responsibilities; inadequate training received or no training at all; time constraints; educators are merely doing it for monetary value; educators see IQMS as an imposition by the Department of Education. These responses may have been due to the fact that principals have experienced these on their daily interaction with educators and due to the fact that they too, are educators who have experienced it.

4.2.1.3. Challenges encountered in IQMS implementation

Challenges encountered by principals in IQMS implementation were probed by the following questions: (i) Are you of the opinion that IQMS implementation poses challenges to your school? (ii) If yes, what are these challenges? (iii) Do you think

IQMS implementation also poses challenges to you as the principal? (iv) If yes, what are the challenges? The findings were as follows:

(i) IQMS implementation poses challenges to school

Respondents were asked if in their opinion, IQMS implementation posed challenges to their schools. Their responses are indicated in table 5 below.

RESPONSES	YES	NO
	11	1

Table 5: Are you of the opinion that IQMS implementation poses challenges to your school?

The majority of the principals believe that IQMS implementation poses challenges to their schools. Only one principal did do not have a challenge in his/her school. This may be due to the fact that the one respondent has the least number of learners enrolled in his/her school, with a minimal number of educators to manage, and participate in the least number of DSG as compared to the other respondents.

(ii) If yes, what are the challenges?

Principals are of the opinion that IQMS adds on overloaded educators who already have a time constraint as a challenge, and this adds more challenges to their institutions. Another challenge cited is lack of understanding of IQMS and not being properly trained on IQMS. Reluctance of educators to be observed; following annual plan not possible; IQMS just done for fulfilment; seeing IQMS as a tool to increase salaries and that scores did not give true reflection, are some of the challenges experienced. The challenge of workload has already been backed by the responses in background information where the number of grades and subjects that principals are teaching and the number of DSG that they serve in, were indicated. Most principals had training on IQMS, but the researcher observed that the training offered may not have been sufficient enough to thoroughly prepare the principals to implement IQMS, hence the many challenges stated by principals.

(iii) IQMS implementation poses challenges to principals

The question that was asked was, do you think IQMS implementation poses challenges to you as the principal? Their responses are presented in table 6 below.

RESPONSES	YES	NO
	9	3

Table 6: Are you of the opinion that IQMS implementation poses challenges to you, as a principal?

From the table of responses, 9 respondents are of the opinion that IQMS poses challenges to them as principals. The respondents indicated that they are unable to follow the Management Plan because they claim that IQMS consumes a lot of time. Lack of understanding of IQMS and lack of cooperation from educators also becomes a challenge to them as principals. Three principals do not see it as posing challenges to them.

(iv) If yes, what are the challenges?

The majority of the principals that are of the opinion that IQMS poses challenges to them indicated the following challenges that they encountered: being unable to follow the management plan; lack of cooperation by educators; time factor; lack of understanding of IQMS and submitting reports that do not give a true reflection. These challenges may be overcome if principals and educators are well trained to understand the dynamics of IQMS.

4.2.1.4. Perceptions of educators about IQMS

Perceptions of educators about IQMS were probed by the following three questions: (i) What is your perception/understanding of IQMS? (iii) In your opinion, educators participate in IQMS for what reasons? (iii) In your opinion, do you think IQMS serves the purpose for which it was intended, why?

(i) Perceptions/understanding of principals of IQMS

The majority of the respondents (ten) have a positive perception/understanding of IQMS. This is evident in their responses where some cited that they perceive IQMS

as a good tool for self-evaluation; it is a way of recognising and rewarding good performance of educators; it is a system to enhance school performance; it is a system to improve and uplift educators and education; It is a tool to ensure quality of education for all and to improve quality of teaching and learning; It is a good programme to help teacher development; it is meant for continual improvement of schools. However, a few respondents perceive IQMS as a challenge to schools because it is not properly implemented and that educators have a negative attitude towards it. This may have been caused by lack of understanding of IQMS as a result of inadequate training.

(ii) Educators participate in IQMS for the following reason(s): Salary progression; educator development; other (specify).

Principals were asked if they think educators participate in IQMS for the following reasons: Salary progression, educator development, other (specify). Their responses are given in table 7 below.

REASON	RESPONSES
Salary progression	12
Educator development	2
Other (Specify)	1 (compliance)

Table 7: Reasons educators participate in IQMS.

All principals are of the opinion that educators participate in IQMS for salary progression. This may be true because teachers who may decide not to participate in IQMS, will find that educators with the same experience, qualification and post level will earn higher than them and will continually widen the salary gap, which will never be closed as long as their conditions remain the same. Two principals added educator development as another reason for educators to participate in IQMS. One added that besides participating for salary progression, educators also participate in IQMS for compliance because it is a government policy.

(iii) Does IQMS serve the purpose for which it was intended? Why?

The majority of respondents are of the opinion that IQMS does not serve the intended purpose because of the following reasons: lack of understanding; lack of honesty; not measuring accurately what it was intended to measure; educators giving themselves high scores for mediocre performances and resisting support and monitoring by SMT; IQMS only concentrating on salary progression; educators sometimes not getting their pay progression; IQMS not properly administered and monitored; lots of paperwork, resulting in poor control which creates loopholes for educators and different programmes of IQMS not carried out effectively and efficiently. One principal believes that IQMS serves the intended purpose because educator performance in their school has improved. Another principal (1) indicated that IQMS will only serve the intended purpose partially if it is properly implemented.

4.2.1.5. Effectiveness of IQMS in educator performance

In this question, the researcher wanted to find out the effectiveness of IQMS in educator performance by asking the following question: (i) In your opinion, did IQMS improve educator performance at your school? (ii) Do you think successful implementation of IQMS may improve educator performance, why?   (iii) What do you think can be done to improve the effectiveness of IQMS?

(i) Did IQMS improve educator performance at your school?

Principals gave the following responses to the question that was posed.

RESPONSES	YES	NO
	9	3

Table 8: IQMS improved educator performance at your school.

From the table of responses above, three principals are of the opinion that their educators' performance has improved because of IQMS. The majority of the principals do not think so, however. This may be because principals understand that the performance of schools depend on many factors such as availability of

resources, the learners themselves, parents, the community, the Department of Education and many other stakeholders that play a role in education.

(ii) Do you think successful implementation of IQMS may improve educator performance? Why?

Principals were asked their opinion if successful IQMS implementation would improve educator performance. Their responses are indicated in table 9 below.

RESPONSES	YES	NO
	11	1

Table 9: Successful IQMS implementation would improve educator performance.

From the responses, only one (1) principal believes that successful implementation of IQMS will not improve educator performance because IQMS does not measure effectiveness and output. The remaining eleven principals believe successful implementation will improve educator performance because educators will assess and evaluate themselves on time and properly, and that they will be able to identify their strengths weaknesses and subsequently be developed on those identified weaknesses, an exercise which will improve performance of educators.

(iii) What do you think can be done to improve the effectiveness of IQMS?

Five principals feel that more workshops and thorough training on IQMS may improve the effectiveness of IQMS. Three principals believe that more staffing to reduce workloads of educators will also help educators implement IQMS successfully. Other responses included government playing its role realistically; changing the instrument to measure effectiveness of teaching; supervisors being the ones who assess performance; annual management plan to be followed and procedures and processes of IQMS followed properly. The responses advanced by principals may be due to the fact that they strongly believe that the advocacy and training done by the department were not sufficient enough for educators, coupled with the workloads, may have caused them not to be fully ready to implement IQMS.

4.2.1.6. Recommendations in IQMS implementation

Recommendations were sought from principals in as far as IQMS implementation is concerned. The following questions were asked to help the researcher in getting these recommendation: (i) IQMS, if implemented successfully is a good system to improve the quality of education in South Africa. (ii) In your opinion, do you think IQMS should continue to be implemented in schools as Performance Measurement and Developmental Appraisal systems, why?   (iii) What other recommendations do you have that may improve the quality of education in South Africa?

(i) IQMS, if implemented successfully is a good system to improve the quality of education in South Africa.

The principals' responses to the question that was posed are given in table 10 below.

RESPONSES	YES	NO
	12	0

Table 10: IQMS, if implemented successfully, is a good system to improve the quality of education in South Africa.

From table 10 above, all respondents are of the opinion that if IQMS is implemented successfully, it is a good system to improve the quality of education in South Africa. This may be because currently, there is no other system in place that motivates and supports educators to perform maximally so as to contribute in the improvement of education in South Africa, and that the in-service training currently offered by the Department of Education only focuses on developing educators on the new curriculum, that is, these training sessions focus on performance of educators with regards to aspects in the classroom, ignoring aspects out of the classroom such as professional development; human relations and contribution to school developments; extra-curricular and co-curricular participation; administration of resources and records; personnel; decision making and accountability; leadership; communication; strategic planning and financial planning, to mention but a few.

<u>(ii) IQMS should continue to be implemented in schools as Performance Measurement and Developmental Appraisal systems? Why?</u>

Principals were asked if they think IQMS should continue to be implemented as PMS and DAS and why they think so. Their responses are given in table 11 below.

RESPONSES	YES	NO
	7	5

Table 11: IQMS should continue as Performance Measurement and Developmental Appraisal systems.

The majority of the principals are of the opinion that IQMS should continue as PMS and DAS, citing the following reasons: it will help educators and SMTs to be accountable for the effectiveness of schools; it will help in teacher development, performance and quality assurance and that will help improve the quality of results for all grades. Few (five) responded in the negative, because they are of the opinion that it is not serving its intended purpose; the two programmes should be separated because educators tend to hide their inadequacies in order to score high marks for salary progression purposes; it is a waste of time as educators do not understand it and are not yet ready, and others believe that it is of little value to appraise a new entrant, and that it should be done at an interval of 5 years at least.

<u>(iii) What other recommendations do you have that may improve the quality of education in South Africa?</u>

Four principals are of the opinion that when the Department of Education introduces new approaches and systems, thorough advocacy and training through workshops must be conducted to help educators to perform their duties as expected. Three believe that educators need to be supported fully by the department. Other principals included the following recommendations: stabilising new approaches rather than changing them because that creates uncertainty; clear disciplinary measures and limitation of rights for learners; salary increase will improve educator performance; evaluation of educators versus results per grade should be studied by subject advisors; equipping schools so that all performance standards are carried out;

monitoring, supervision, teamwork, team teaching, counselling, encouragement and motivation may improve the quality of education in South Africa.

4.2.2. SCHOOL DEVELOPMENT TEAM (SDT)

The structured interview questionnaire for SDT's also consisted of two parts. The first part required biographical information while the other part consisted of questions categorised into five themes, with each theme consisting of between three to five questions each. Two SDT members per school were expected to participate. Twenty three (23) interview questionnaires are analysed below.

4.2.2.1. Biographical information

This part of the structured interview questionnaire required information about the SDT members' gender, teaching experience, learning areas and grades that they teach and the number of DSG's that they serve in as peers and as supervisors.

(i) Gender

This information was needed to determine the gender of SDT member so that the researcher can have general knowledge of statistics of males and females participating in teams and committees at schools. Findings indicated as follows:

GENDER	NUMBER
MALE	18
FEMALE	5

Table 12: Gender of SDT members

The fewer number of female SDT members may have been due to the imbalances of the past that prevented women from assuming leadership roles, which makes them not want to participate in committees and teams. This will be addressed by Employment Equity Act in due course.

(ii) Teaching experience

This information was needed to find out the teaching experience of SDT members as teachers. This information gave a better understanding of the SDTs knowledge in educator appraisal and development issues in education. The findings are indicated below.

EXPERIENCE IN YEARS	NUMBER OF SDT MEMBERS
0 – 5	1
6 – 10	2
11 – 15	3
16 – 20	4
20 upwards	13

Table13: Experience in teaching

The findings revealed that most SDT members have been in the system as educators for a long period such that they have experience and knowledge on teacher appraisal and teacher development in education.

(iii) Learning areas and grades taught

This information was needed to determine workloads of SDT members. The findings revealed that ten SDT members teach more than one learning area in both GET and FET bands. Thirteen teach more than one subject in either GET or FET band.

(iv) SDT position held

This information was also needed to determine the workloads of SDT members on the team. The findings are presented below:

SDT POSITION	NUMBER OF SDT MEMBERS
Chairperson	6
Secretary	5
Other	9

Table 14 : SDT position held

From the responses above, three SDT members decided not to answer it because they do not know what their positions are in the teams. This may have been caused by lack of proper training of the team after they were nominated to serve in those teams.

(v) Number of DSG's that SDT members serve in as peers and as supervisors

Information asked here was to establish the workloads of SDT members. The findings revealed that on average, SDT members participate in one to seven DSGs as peers and in one to eleven DSGs as supervisors.

4.2.2.2. Roles and responsibilities of educators and structures in IQMS implementation

To determine roles and responsibilities of educators and structures in IQMS implementation, five questions were asked to probe SDT members. These were: (i) Have you had any training on IQMS? (ii) What is your role/responsibilities in the implementation of IQMS (iii) Do you see yourself carrying out your roles in IQMS implementation and responsibilities as expected, why?   (iv) In your opinion, do you think the following structures carry out their roles and responsibilities in IQMS implementation as expected? (v) For those that you answered NO in 1.4, what could be the reasons for such? The findings are presented below.

(i) Training

SDT members were asked whether they had had any training on IQMS. Their responses indicated that the majority have had training with only a few who did not

receive any training. Those who indicated that they did not receive training on IQMS are possibly new entrants in the system.

ii) Roles and responsibilities in IQMS implementation

Five SDT members gave responses that indicate that they do not know their roles and responsibilities in IQMS implementation. Of the five, three did not answer the question at all and the other two gave their roles and responsibilities as being a member and signing documents when required to, respectively. These responses may have been because some respondents did not receive training or the training received was not adequate. The majority of SDT members (eighteen) cited one or two roles and responsibilities as stated in ELRC (2003). These responses indicate that the majority of SDT members are, to a certain extent, aware of what is expected of them in implementing IQMS.

(iii) Discharging roles and responsibilities as expected

Respondents were asked if they see themselves carrying out their roles and responsibilities in IQMS implementation as expected and why they say so. The responses are indicated in table 15 below.

RESPONSE	NO OF RESPONDENTS
YES	12
NO	9
I DON'T KNOW	1
NO ANSWER	1

Table 15: Discharging roles and responsibilities as expected.

From the table of responses, one SDT member chose not to respond to this question. Another one (1) responded that he/she does not know. Their responses may have been due to the fact that lack of training or inadequate training have failed to clarify their roles and responsibilities. Twelve SDT members believe that they carry their roles and responsibilities as expected. Although these twelve believe that they carry out their roles and responsibilities as expected, the reasons they advanced did not thoroughly convince the researcher. The researcher observed that

only two schools had IQMS management plans. All the schools visited have not yet completed the baseline evaluation which, according to district plan, should be completed by the end of the first term of each year. From what the researcher observed, the majority of SDT members do not carry their roles and responsibilities as expected and this can be attributed to lack of or inadequate training. Nine responded that they do not carry out their roles and responsibilities as expected. The respondents gave the following reasons for not carrying out their roles and responsibilities as expected: Implementation difficult due to time factor and general morale; workload, management plan not fully drawn; reluctance of staff members and lack of understanding; educators inflating scores for pay progression though they lack in certain aspects; time factor; lack of support by SMT and principals and not properly trained.

(iv) Roles and responsibilities of structures in IQMS implementation.

Respondents were asked if, in their opinion, the following structures were carrying out their roles and responsibilities in IQMS implementation as expected. The responses are indicated in table 16 below.

STRUCTURE	YES	NO
Principal	17	7
SMT	18	5
DSG	15	8
Educators	12	11

Table 16: Do structures carry out their roles and responsibilities in IQMS as expected?

From the SDTs' opinion, most of them are of the opinion that principals, SMTs and DSGs carry out their roles and responsibilities as expected, as far as IQMS implementation is concerned. Almost half of the SDT members perceive educators as not carrying out their roles and responsibilities as expected. This may have been due to the fact that educators are not committed to IQMS, as observed by the

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researcher from their IQMS files. Educators duplicate other people's work or duplicate previous year's work when it comes to completing IQMS documents.

(v) Reasons for answering NO

The question asked was, for those who answered NO in 1.4. above, what could be the reasons for such? The reasons advanced included the following: time factor; not trained or not properly trained; insufficient knowledge or lack of knowledge; negative attitudes; lack of motivation; pre-occupied by other responsibilities; principal and SDT do not encourage IQMS implementation and failing to interpret IQMS documents. All these reasons may have been caused by inadequate or no training at all.

4.2.2.3. Challenges encountered in IQMS implementation

Challenges encountered by SDT members in IQMS implementation were probed by the following questions: (i) What challenges, if any, do you experience as a member of SDT in implementing IQMS? (ii) In your opinion, do you think structures and individuals mentioned in 1.4. above support you, as an SDT member who implements IQMS at your school and why? (iii) Do you offer or arrange developmental programmes to educators who need development? If yes, what type of programmes?

 (i) Challenges experienced as SDT member in IQMS implementation

SDT members were asked about challenges they encounter in implementing IQM. Four chose not to respond this question. The lack of response may have been due to the fact that these particular respondents were not trained in IQMS and therefore they did not know their roles and responsibilities. As a result they could not tell whether they had challenges or not. Three responded that they did not experience any challenges. The remaining SDT members experience challenges such as IQMS consuming a lot of time while it bears no fruits, which may be caused by the fact that they see IQMS as an addition to their already overloaded schedule. Other challenges include: A lot of administrative work, which makes it consume a lot of time; resistance by educators whose scores are adjusted downwards; lack of interest, resources and honesty; negative attitudes towards IQMS in general; lack of

knowledge, and educators losing trust in IQMS because the department is not paying the 1% pay progression timeously.

(ii) Do structures and individuals such as principal, SMTs, DSGs and educators support SDT in implementing IQMS?

SDT members were asked if different structures and educators support them in implementing IQMS. Those who responded affirmatively pointed out that the structures and individuals support them. Some respondents, however, acknowledge that these structures and individuals support them even though sometimes it proves hard for them to understand IQMS. Those who responded in the negative think that the reason for lack of support may be because these structures and individuals lack knowledge and capacity and are overloaded. There is also the question of lack resources.

(iii) Development programmes offered or arranged.

Eleven responded that they did offer or arrange such programmes to the educators who were observed to need such. These respondents believe they did so by arranging workshops and by sometimes calling other IQMS members from other institutions to help them. Some indicated that they involve the circuit, neighbouring schools and curriculum advisors and also hold staff development meetings. They also encourage team-work and offer support and mentoring in lesson preparations and presentations and peer to peer assistance in classrooms when offering lessons. Some indicated that they develop educators from issues identified in their personal growth plans. Another eleven did not offer or arrange development programmes because they themselves are not sure of what IQMS entails. One indicated that they offer developmental programmes partially, by assisting educators in their school in lesson plans and preparations and by encouraging educators to further their studies.

(iv) Why are you not offering or arranging development programmes for educators?

SDT members were asked to advance reasons as to why they are not offering or arranging development programmes for educators. The reasons given by SDTs for not offering or arranging development programmes to educators were: They believe such programmes must be offered by the circuit. Some other reasons for not offering developmental programmes include time constraints and a heavy workload.

Respondents also cited that they are not trained to develop educators, and also that there is a lack of funds to pay those who will develop educators. Improper implementation of IQMS and developmental needs that are beyond the SDTs' control also do not allow them to offer these programmes.

4.2.2.4. Perceptions of educators about IQMS

To probe perceptions of SDTs about IQMS, three questions were posed to them. These questions were: (i) What is your perception/understanding of IQMS (ii) In your opinion, educators participate in IQMS for the following reason: Salary progression, Educator development, other (specify)   (iii) In your opinion, do you think IQMS serves the purpose for which it was intended? Why?

<u>(i) Perceptions/understanding of SDT about IQMS</u>

Perceptions of SDT members about IQMS were probed. Most SDT members perceive IQMS positively. To them, IQMS is a tool for measuring performance and improving skills to educators; it encourages educators to teach and always be on time; it helps educators understand and develop in the subjects they are teaching; its aim is of absolute importance and that it is an all embracive programme that is good if seriously considered; it is an ultimate process to achieve high quality according to set standards; it is a tool to encourage schools to participate towards development of schools; it is a good programme and that IQMS was introduced to develop educators. Few perceive it negatively, stating the following issues: IQMS undermines educators because it traces whether they do good or bad; it does not make sense, there is a lot of confusion because its purpose is not yet clear; some respondents believe that there is no thorough understanding, which leads to lack of interest; it is practically stressful and demanding; it is a way of making educators sweat a bit before getting salary progression, and it is done for fulfilment and it has a lot of administration work. Other respondents believe that it was better when it was done by outsiders because it was objective and brought positive results. These negative perceptions may have been caused by lack of understanding of IQMS.

<u>(ii) Educators participate in IQMS for the following reason(s): Salary progression; Educator development, other (specify).</u>

The responses are given in table 17 below.

REASON	RESPONSES
Salary progression	23
Educator development	5
Other (Specify)	0

Table 17: Reasons educators participate in IQMS.

From the table of responses above, All SDT members believe that educators participate in IQMS for salary progression, with five respondents adding educator development as another reason why educators participate in IQMS.

(iii) Does IQMS serve the purpose it was intended for? Why?

Most (18) SDT members believe that IQMS does not serve the purpose it was intended for because of the following reasons: Educators fail to rate themselves and their peers realistically, they inflate scores to qualify for salary progression; IQMS is only practised when it is needed. The response that IQMS is practised when is needed may be due to the fact that schools are expected to submit composite schedules with all the schools' educators. If not all educators have participated in IQMS for that year, then everything is nullified. This forces educators to participate in IQMS irrespective of whether they understand it or not, because they are bound by policy. Other respondents gave the following reasons: the meagre reimbursement that goes with it does not encourage or make educators to see IQMS as something that deserves attention; it is not for developmental purposes and that if contextual factors are not attended, it remains only as a tool for salary progression; it is only done for formality reasons; challenges faced before IQMS are still there and gradually increasing; educators participate in IQMS for salary progression, hence the abnormal scores they give themselves and no development; educators only complete the forms and ask for signatures only; educators just complete forms on their own and get someone to sign ; educators just use common sense to complete the IQMS forms; it is not a true reflection of what is happening at schools; educators and SMTs do not give IQMS the attention it deserves, it is only done for monetary purposes; it is not well followed up by department, that is why it is done for compliance only; lack of resources, extra responsibilities take up time for IQMS

implementation. Only five SDT members believe that IQMS serve the purpose it was intended for. Of the five, two respondents indicated that educators progressed to the next salary level, hence they believe IQMS serves its intended purpose. The remaining three believe that IQMS brings some changes in educator development, educators were developed by IQMS because they are now able to provide quality education.

4.2.2.5. Effectiveness of IQMS in educator performance

In this question, the researcher wanted to find out the effectiveness of IQMS in educator performance by asking the following questions: (i) In your opinion, did IQMS improve educator performance at your school? (ii) Do you think successful implementation of IQMS may improve educator performance, why? (iii) What do you think can be done to improve the effectiveness of IQMS?

(i) Did IQMS improve educator performance in your school?

Respondents gave the following responses to the question that was posed.

RESPONSES	YES	NO
	9	14

Table 18: IQMS improved educator performance in your school.

From the responses, 14 SDT members are of the opinion that IQMS did not improve educator performance in their schools. Nine of them believe that IQMS did improve educator performance in their respective schools. These are the schools where developmental programmes were arranged or offered.

(ii) Do you think successful implementation of IQMS may improve educator performance? Why?

SDT members were asked if they think successful IQMS implementation may improve educator performance. Their responses were captured in table 19 below.

RESPONSES	YES	NO
	18	3

Table 19: Successful IQMS implementation would improve educator performance.

From the responses above, 18 SDT members are of the opinion that successful implementation of IQMS may improve educator performance, while 3 respondents do not think so, citing reasons such as IQMS is not well structured and does not fit in the present environment, and that trainers need training as well; educators are no longer interested because it does not improve their salaries and that IQMS needs to be cancelled altogether because the school atmosphere is no longer conducive for peer evaluation. The remaining two SDT members indicated that maybe it might improve if there is substantial payment that will go with IQMS. The majority of SDT members advanced the following reasons that make them believe that successful implementation would improve educators' performance: If implemented properly and contextual factors attended to, perceptions will change, educators will realise their strong and weak points and entire development in teaching profession will take place; educators will know where they must improve and will seek help from others; educators will be developed in areas where they are weak, it will improve the quality of education in schools; educators will be able to identify their strengths and weaknesses, and educators will be given assistance in their areas of need to improve their performance; educators will improve where they have mistakes in teaching of other subjects. Only if educators understand the aims and objectives of IQMS will the negative perception be eliminated. Some believe that its requirements assure quality only if teachers are given manageable work and a manageable number of learners and that if enough resources are provided and educators target to achieve their set goals, then IQMS may improve educator performance.

(iii) What do you think can be done to improve the effectiveness of IQMS?

Many opinions were given by SDT members which included the following: More workshops and thorough training on IQMS to increase the understanding of IQMS was indicated by a number of respondents. Other responses included substantial

salary progression; IQMS should not be a separate programme that adds extra burden to educators; paying more money will make people improve their teaching skills; it must be implemented by an accredited institution and that officials from those institutions be at schools on a full time basis; subject advisors to do teacher evaluation just like before to make it objective and credible; educators and SMTs must be educated and informed about the importance of IQMS, that is, increase the understanding of IQMS; systems must be handled by structures comprising senior or experienced educators and that not the entire staff should be used to evaluate educators. Efforts should be made to assist and contextual factors indicated by educators should be addressed; and that the mind-set of educators need to be changed by motivating them.

4.2.2.6. Recommendations in IQMS implementation

The researcher probed recommendations in as far as IQMS implementation is concerned. The following questions were asked to help the researcher in getting these recommendations: (i) IQMS, if implemented successfully is a good system to improve the quality of education in South Africa   (ii) In your opinion, do you think IQMS should continue to be implemented in schools as Performance Measurement and Developmental Appraisal systems, why?   (iii) What other recommendations do you have that may improve the quality of education in South Africa?

<u>(i) If implemented successfully, IQMS is a good system to improve the quality of education in South Africa.</u>

SDT members were probed to see if they are of the opinion that IQMS is a good system to improve the quality of education in South Africa, if implemented successfully. Their responses are given in table 20 below.

RESPONSES	YES	NO
	20	3

Table 20: If implemented successfully, IQMS is a good system to improve the quality of education in South Africa.

Most SDT members are of the opinion that if IQMS is implemented successfully it is a good system to improve the quality of education in South Africa. The response may have been due to educators believing that teacher appraisal and development are vital in improving the quality of educators, something which will ultimately improve the quality of education in South Africa. Only a few SDT members do not think so, and this may have been caused by negative perceptions that they already formulated about IQMS.

(ii) IQMS should continue to be implemented in schools as Performance Measurement and Developmental Appraisal Systems? Why?

SDT members were asked if they are of the opinion that IQMS should continue to be implemented in schools as PMS and DAS and why they say so. The responses to the posed question were as follows:

RESPONSES	YES	NO
	11	12

Table 21: IQMS should continue as Performance Measurement and Developmental Appraisal systems.

From the responses in the above table 21, eleven responded Yes, they think that IQMS should continue to be implemented in schools as PM and DA systems because of the following reasons: IQMS keeps on developing educators and the standard of schools; it will continue only if implemented correctly; it will ensure quality education because educators will be developed in their areas of weaknesses; IQMS reminds educators about their responsibilities and what should be done to achieve objectives; IQMS aims at assessing educators' strengths and weaknesses and to provide them with support and opportunities for development; it helps and supports the individuals to achieve the set goals through assessment, appraisal and evaluation; IQMS is used for quality assurance and that educators will work harder to achieve set targets and for better remuneration. The rest of respondents responded No, citing the following reasons: IQMS will only continue if done by external evaluators and only if results are used to measure performance of educators. Some

respondents are of the opinion that authorities do not understand what is expected of them; IQMS serves no purpose it can only work if integrated; no honesty in the whole process starting from the principal to the educators; the way it is handled renders it irrelevant and is used as a means of getting money and not a measure for performance; a new system is needed because this one is flawed; it has already proven to be a failure, and has a negative image; educators have already developed a negative attitude towards it, and lack of honesty and interest by educators fails IQMS.

(iii) What other recommendations do you have that may improve the quality of education in South Africa?

Seven SDT members are of the opinion that more workshops and training on whatever systems and approaches introduced in the education system will help educators to have a better understanding of what is expected of them. Three SDT members believe that continuous monitoring of IQMS processes and the overall school activities throughout the year will improve the quality of education in South Africa. Two SDT members are of the opinion that balancing teacher-learner ratios and providing enough resources will have a positive effect on South Africa's education system. The other responses included the following: Involve parents, community and learners in education; education system must be consistent; improving teacher salaries; performance of educators to be based on results; principals need to be given space to operate and meetings at circuit level should be limited to one per term where principals may give feedback on the progress of their institutions, and legislations on governance should be reviewed. Some believe that salary progression should be implemented timeously.

4.2.3. EDUCATORS

The structured interview questionnaire for educators also consisted of two parts. The first part required biographical information while the other part consisted of questions categorised into five themes, with each theme consisting of between three and five questions each. Two educators per school were expected to participate. Twenty (20) questionnaires were returned and are analysed below.

4.2.3.1. Biographical information

This part of the structured interview questionnaire required information about the educators' gender, teaching experience, learning areas and grades that they teach and the number of DSGs that they serve in as peers and as supervisors.

(i) Gender

This information was needed to determine the gender of educators so that the researcher can have a general knowledge of statistics of males and females in leadership as educators. The findings indicated as follows:

GENDER	NUMBER
MALE	7
FEMALE	13

Table 22: Gender of educators

The findings revealed that there are more female educators than male educators. The fewer number of male educators may have been because male educators available in education are occupying senior positions and roles.

(ii) Teaching experience

This information was needed to find out the teaching experience of educators. This information gave a better understanding of educators' knowledge in educator appraisal and development issues in education. The findings are indicated below.

EXPERIENCE IN YEARS	NUMBER OF EDUCATORS
0 – 5	2
6 – 10	2
11 – 15	4
16 – 20	2

20 upwards	10

Table 23: Teaching experience

The findings revealed that half of the educators have been on the system for long such that they have experience and knowledge on teacher appraisal and teacher development issues in education.

(iii) Learning areas and grades taught

This information was needed to determine workloads of educators. The findings indicated that educators teach more than one subjects in both GET and FET bands.

 (iv) Number of DSGs that principals serve in as peers and as supervisors

This information also helped in determining the workloads of principals. The findings indicated that educators serve in a maximum of four DSGs as peers and maximum of five DS's as supervisors.

4.2.3.2. Roles and responsibilities of educators and structures in IQMS implementation

The researcher wanted to understand the roles and responsibilities of educators and structures in IQMS implementation, from the educators' point of view. The following questions were asked to probe educators: (i) Have you had any training on IQMS? (ii) What is your role/responsibilities in the implementation of IQMS (iii) Do you see yourself carrying out your roles and responsibilities in IQMS implementation as expected, why? (iv) In your opinion, do you think the following structures carry out their roles and responsibilities in IQMS implementation as expected? (v) For those that you answered NO in 1.4, what can be the reasons for such? The findings are as follows:

(i) Training

Educators were asked whether they received training on IQMS. The responses are indicated in table 24 below.

RESPONSES	YES	NO
	12	8

Table 24: Educators who received training on IQMS.

The results indicated that most educators did receive training with only eight educators who indicated that they did not any training. This may have been due to the fact that these educators are new entrants with work experience of between zero and five years.

ii) Roles and responsibilities in IQMS implementation

Educators' roles and responsibilities in IQMS implementation was probed by this question. Nine educators responded that their roles and responsibilities in IQMS implementation include completing Personal Growth Plans and other documents and to form part of Developmental Support Group either as a peer or immediate senior. Four respondents believe that their role and responsibility is to monitor, support and evaluate their peers and to participate in self-evaluation. The remaining seven educators did not give their roles and responsibilities as stated in ELRC 8, 2003. These may be the educators who did not receive training due to other reasons such as them being new entrants in the field.

(iii) Discharging roles and responsibilities as expected

Educators were asked if they see themselves carrying out their roles and responsibilities as expected, in IQMS implementation and why they say so. The responses are indicated in table 25 below.

RESPONSE	NO OF RESPONDENTS
YES	13
NO	4
PARTIALLY	3

Table 25: Discharging roles and responsibilities as expected.

Most educators responded Yes citing the following reasons: Implementation is simple, it helps in improving the results; good for evaluation of teachers' performance and incentives; areas that need improvement were communicated and focused on our set goals; there is a significant improvement in my peer group and timeous submission of IQMS files; they are now able to do things that they could not do before, support by peer and supervisor gave me confidence and courage; they complete all IQMS forms every quarter and do what is expected and submit in time; they monitor development of their peers. Four educators are of the opinion that they do not carry out their roles and responsibilities as expected due to workload that makes it impossible to follow the management plan because there is a lot of written work needed. Some respondents who did not receive training gave the following reasons: Not sure what is expected of me and insufficient training. The remaining three educators responded that they partially carry out their roles and responsibilities because implementation is complicated due to lack of understanding; workshops required, not trained enough; it is not that easy, there are challenges still unchecked by the national department.

The researcher believes that even though educators claim to discharge their duties as expected, the study document proved that on paper, educators do what is expected by duplication of work from previous year's files and from other educators. Also, the high scores do not give a true reflection of the practical situation. This led to the researcher to conclude that educators participate in IQMS because it is policy that they should comply to and that educators use this opportunity to inflate their successes.

(iv) Roles and responsibilities of structures in IQMS implementation.

Educators were asked their opinion if the following structures were carrying out their roles and responsibilities in IQMS implementation as expected. The responses are indicated in table 26 below.

STRUCTURE	YES	NO
Principal	15	5
SMT	16	4
DSG	18	2
SDT	17	3
Educator	15	5

Table 26: Do structures carry out their roles and responsibilities in IQMS as expected?

Most educators generally perceive all structures at school level to be carrying out its roles and responsibilities as expected. It was observed earlier that the principals and SDT think that educators are not doing as expected, but educators themselves think otherwise. This may be so because inadequate or lack of training would make educators to be unable to know whether he/she is doing things correctly or not.

(v) Reasons for answering NO

Educators were asked to give reasons for answering NO on the previous question. Educators believe that IQMS management by SDT is perceived to overlap with SMT responsibilities; some principals do not convey staff meetings for IQMS implementation; poor training, lack of motivation, too much workload and paperwork; SDT and educators do not understand it; principals did not get proper training on IQMS; All stakeholders have not been trained properly on IQMS and insufficient knowledge about IQMS.

4.2.3.3. Challenges encountered in IQMS implementation

The aim of this question was to probe educators on challenges they encountered in IQMS implementation. The following five questions helped in probing the educators. (i) What challenges, if any, do you experience as an educator in implementing IQMS? (ii) In your opinion, do you think structures and individuals mentioned in 1.4.

above support you, as an educator in implementing IQMS in your school and why? (iii) What developmental needs, if any, do you have or have indicated in your PGP? (iv) Did your DSG and SDT develop or arrange development courses for you in your indicated needs. If NO, what could be the reasons for that? (v) If YES above, did the courses develop you satisfactorily?

<u>(i) Challenges experienced as educators member in IQMS implementation</u>

This question probed educators of the challenges that they experience in implementing IQMS. Few educators did not experience any challenges in implementing IQMS. Seventeen experienced challenges in IQMS implementation. Of the seventeen educators, five are of the opinion that lack of training and inadequate resources poses challenges and that a lot of workshops are still needed so that they can be properly trained to implement IQMS correctly. Four educators cite overcrowding and workload as another challenge that they experience. The rest of the responses included teachers generally having a negative attitude towards IQMS; educators seeing IQMS as a tool for increment, less marks makes them think that someone is denying them a chance to get money, hence they inflate their scores; IQMS is meant for development but educators do not know how to develop themselves and that there is little or no feedback about IQMS and the challenge of not adhering to the plan.

<u>(ii) Do structures and individuals such as principal, SMT, DSG, SDT and fellow educators support educators in implementing IQMS ?.</u>

The majority of the educators believe that the mentioned structures support them in IQMS implementation. Some reasons given by educators included the following: Whenever an area of weakness is identified, systems are put in place to address and strengthen it; they support us even if they are not clear on how to do it; DSG's sometimes accompany us to class to check our performances, there is teamwork to develop ourselves socially, academically and professionally; the DSG and peers help to identify our strengths and weaknesses and ultimately provide a possible solution; though they give support, but there is still more to be done in terms of supporting educators. These responses may have been given because these structures and individuals are expected to comply with policy and this compromise

the quality of work done . They may also have been given because some of the role players are not doing their work because they do not have enough knowledge so more workshops are needed.

(iii) Developmental need that educators have or indicated in PGP.

Educators were asked to indicate the developmental needs that they may have. Two educators indicated that they do not have any developmental need. This means that these educators had achieved maximum scores in all performance standards. The researcher observed otherwise. Of all the IQMS teacher's files that were studied by the researcher at different schools, educators had on average four developmental needs indicated in their previous year's Personal Growth Plans. Principals and SDT members that the researcher interacted with, indicated that they could not offer developmental programmes as they were not capacitated to render such programmes. These two educators' responses may be because they do not have a thorough understanding of IQMS such that they cannot correlate their scores to developmental needs. The majority of the educators indicated their developmental needs as record keeping/filing; involvement in extra-mural activities; use of modern IQMS terminologies, different resources and materials; extra-curricular and co-curricular; subject contents; new curriculum and new approaches; latest developments; team teaching, use of computer and managerial skills.

(iv) Development courses attended.

Educators were asked if their DSG and SDT have developed or arranged development courses for them for their indicated needs? If NO, what can be the reasons for that? Eight educators did attend the developmental courses though two of them indicated that they attended but it was not enough. They believe more still need to be done. Others stated that they attended in the first year of IQMS implementation but now SDTs no longer organise such courses. The rest of the educators did not attend any developmental courses though they indicated their developmental needs in their PGPs. The reasons cited by respondents included the following: SDT and DSG not clear with what we ask them, they also still need support in this regard, they are still struggling to grasp the IQMS model and they can only develop us when they are fully orientated, they do not know what is expected from them, i.e. they lack knowledge. Other reasons indicated are lack of funds and

financial problems; insufficient time and too much workload and paperwork; time factor and lack of clear understanding; time-constraints and overloaded.

<u>(v) If development courses were attended, were you developed satisfactorily? Why?</u>

Educators were asked if the developmental courses that they may have attended were satisfactory to them. Few educators from those who attended these courses believe that the developmental courses that they went through did not develop them satisfactorily because it was difficult for them to understand as the allocated time for these courses was very little. Workload that they have also could not afford them enough time to execute their duties well. Time is a serious factor at secondary schools. School's year plans are packed and leaves no time for educators to even fit other activities in it. Most of those who were developed believe that they were developed satisfactorily because they are now able to identify their strengths and weaknesses and to rectify some of the past mistakes and implement the curricular effectively. They also claim that it enriched them and now they have knowledge of aspects they did not know before. They also claim that these courses assisted them in executing their duties as they are now competent in providing quality teaching.

4.2.3.4. Perceptions of educators about IQMS

Perceptions of educators about IQMS were probed by the following three questions: (i) What is your perception/understanding of IQMS? (iii) In your opinion, educators participate in IQMS for which reasons? (iii) In your opinion, do you think IQMS serve the purpose it was intended for, why?

<u>(i) Perceptions of educators of IQMS?</u>

Educators were asked to give their perception of IQMS. The majority (15) of the educators perceive IQMS to be a good system that is meant for developing educators and the education system and to improve the quality of education in South Africa. However, most believe that it can only do so if more training and workshops on IQMS are offered so that it may be implemented correctly. Two of the respondents perceive it as a tool or method to get salary increment from the department. The remaining three educators perceive it as not being clear to educators, because even those who trained the trainers were not clear. Some

perceive it as continuous assessment. The negative perceptions may have been caused by the general lack of understanding of IQMS.

<u>(ii) Educators participate in IQMS for the following reason(s) : Salary progression; Educator development; other (specify).</u>

Educators were asked their opinion of educator participation in IQMS. Their responses are given in table 27 below.

REASON	RESPONSES
Salary progression	17
Educator development	11
Other (Specify)	0

Table 27: Reasons educators participate in IQMS.

Most respondents are of the opinion that educators participate in IQMS for the 1% salary progression. Of the seventeen, 14 also added educator development as another reasons for educators participating in IQMS.

<u>(iii) Does IQMS serve the purpose it was intended for? Why?</u>

Educators were asked if in their opinion, IQMS serve the purpose it was intended for. From their responses, thirteen educators believe that IQMS serves the purpose it was intended for citing that educators were remunerated and progressed to next salary level and this is one of the purpose of IQMS. Others indicated that educators were developed and their performance improved. Few educators are of the opinion that IQMS does not serve the purpose it was intended for, because most educators and schools do it as a fulfilment to satisfy the department, if it was not policy, educators would not do it; it is a meaningless thing done haphazardly, IQMS is done for compliance without understanding; it is only done for salary progression while educator development and improvement of results are undermined; educators participate in IQMS for monetary purposes only; it is done for salary progression only; educators relate IQMS with salary progression; those who are supposed to implement it are not properly trained.

4.2.3.5. Effectiveness of IQMS in educator performance

This question wanted to find out the effectiveness of IQMS in educator performance by asking the following question: (i) In your opinion, did IQMS improve your performance as an educator (ii) Do you think successful implementation of IQMS may improve your performance, why?   (iii) What do you think can be done to improve the effectiveness of IQMS?

(i) Did IQMS improve your performance as an educator?

Educators were asked if IQMS improved their performance as educators. Their responses are indicated in table 28 below.

RESPONSES	YES	NO
	10	10

Table 28: IQMS improved educator performance at your school.

From the responses, half of the educators believe it did improve their performance while the other half do not think that IQMS improved their performance as educators. This may have been caused by lack of understanding of IQMS, which resulted in them not knowing exactly what successful IQMS might do to their performance.

(ii) Successful implementation of IQMS may improve educator performance? Why?

Educators were probed to see if successful implementation of IQMS may improve their performance and why they say so. Their responses are given in table 29 below.

RESPONSES	YES	NO
	19	1

Table 29: Successful IQMS implementation would improve educator performance.

Only one (1) educator did not believe that successful implementation of IQMS may improve his/her performance because he/she claims that nothing was done before, no feedback was given so the educator believes that nothing will happen to make it more successful. Most believe that if IQMS is implemented successfully, it may improve their performance. Of the nineteen, twelve think that because it is meant for development, educators will be developed and that will improve their performance which will ultimately improve the quality of teaching and learning. Other respondents believe that IQMS may improve educator performance if it is revised to a level where teachers and learners enjoy teaching and learning; if teachers have a good support system from the department and if all challenges and contextual factors are addressed, IQMS will definitely improve educators performance.

(iii) What do you think can be done to improve the effectiveness of IQMS?

Educators were asked what their opinions are on things to be done to improve effectiveness of IQMS. Eight respondents are of the opinion that more training and more workshops on IQMS will improve the effectiveness of IQMS. Two educators believe that provision of adequate resources by the government will help. One is of the opinion that if workloads may be reduced proper management plan will be followed and this may improve the effectiveness of IQMS. The rest of the educators believe that IQMS effectiveness may be improved if each school may determine its programme because schools are at different levels of development and resources are not the same. Taking out salary progression out of IQMS might also help because educators only concentrate on the monetary part of it. Others believe that more incentives be given for motivation and monitoring learners' work. Others believe that if implementation may be brought back to the public concerned to evaluate its success or failure for assistance in remediation and correctional measures, this may help the effectiveness of IQMS. Others think more class visits and more planning is needed.

4.2.3.6. Recommendations in IQMS implementation

Educators were asked to advance their recommendations in IQMS implementation. The following questions were asked to help the researcher in getting these recommendation: (i) IQMS, if implemented successfully is a good system to improve the quality of education in South Africa   (ii) In your opinion, do you think IQMS

should continue to be implemented in schools as Performance Measurement and Developmental Appraisal systems, why? (iii) What other recommendations do you have that may improve the quality of education in South Africa?

(i) IQMS, if implemented successful is a good system to improve the quality of education in South Africa

Educators were probed if they think successful implementation of IQMS is a good system to improve the quality of education in South Africa. Their responses are indicated in table 30 below.

RESPONSES	YES	NO
	19	1

Table 30: IQMS, if implemented successfully, is a good system to improve the quality of education in South Africa.

From the responses it is evident that educators still believe in IQMS, only if it is implemented correctly will it bring the necessary changes to the education of South Africa. This may be so because presently there is no teacher appraisal or development programmes that are in place other than the IQMS that teachers have a negative perception about it.

(ii) IQMS should continue to be implemented in schools as Performance Measurement and Developmental Appraisal systems? Why?

Educators were asked to give their opinion if IQMS should continue to be implemented in schools as PMS and DAS and why. Their responses are indicated in table 31 below.

RESPONSES	YES	NO
	15	5

Table 31: IQMS should continue as Performance Measurement and Developmental Appraisal systems.

Most respondents are of the opinion that IQMS should continue as PMS and DAS. These educators stated that they believe it should continue because educators will be developed and this will help to improve the quality of teaching and learning and it will also serve as a checklist for educators, self- evaluation will enable teachers to assess themselves. The few educators do not think that IQMS should continue to be implemented in schools as PAM and DAS because of the following reasons: educators repeat their lesson presentation or chose topics that they excel in, in order to score a lot of marks; it does not serve the purpose it was intended for, it only measure performance and no development; IQMS adds a lot on already overloaded educators; stakeholders are unfamiliar with IQMS; the type of training received years ago in teacher training colleges and the enrolment that they have now in public schools does not cater well the implementation of IQMS.

(iii) What other recommendations do you have that may improve the quality of education in South Africa

Seven educators responded that training, workshops and retraining of educators on new approaches in education will help improve the quality of education in South Africa because teachers and other stakeholders would know what to do and what is expected of them. Four educators recommended that improving teacher salary may help in improving the quality of teaching and learning. The others gave the following recommendations: department of education must develop a curriculum that will not change with every minister; South African education must be consistent; Schools must have a proper teacher-learner ratio and enough learner teacher support materials; all schools to have all resources needed for education to take place; employing well trained staff who will deal with facilitating and monitoring IQMS; South Africa must stop copying education systems of other countries that do not suit South Africa's situation; all stakeholders to be included when developing education systems and coming up with effective implementation plans.

4.3. CONCLUSION

This chapter focused on the findings from respondents of selected schools on the implementation of IQMS at their respective schools, and documents studied at these schools. Findings on roles and responsibilities of educators and structures in IQMS implementations; challenges encountered in IQMS implementation; perceptions of

educators about IQMS; effectiveness of IQMS in educator performance and recommendations in IQMS implementation, were discussed and analysed.. The next chapter will give an overview of the research summary, recommendations and conclusions.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter will outline the summary of this research according to literature and the empirical investigation conducted. Conclusions and recommendations on the overall implementation of IQMS in secondary schools in Mopani District, Limpopo Province, will be given. These conclusions and recommendations were drawn from data gathered by means of literature review, structured interview questionnaires and documents study. Conclusions and recommendations will be given on roles and responsibilities of the structures and individuals in IQMS implementation; perceptions of educators about IQMS and effectiveness of IQMS on educator performance. Recommendations to be tabled may help authorities in making IQMS implementation more effective and help IQMS yield the desired results, that is improving the quality of education.

5.2. SUMMARY OF RESEARCH

The aim of the research was to investigate the implementation of IQMS in secondary schools in Mopani District, Limpopo Province. The literature provided conceptual framework of this study. Empirical investigation done by means of structured interview questionnaires and document study provided the researcher with data that indicated the true reflection of what is actually transpiring in a real situation. The summary on literature review and empirical investigation are discussed below.

5.2.1. Literature review

The literature review presented in this study indicated how educator appraisal and educator development have transformed since pre-democratic South Africa until the present. The literature also stressed the importance of quality and quality assurance in education, indicating that assuring quality of education in South Africa will help improve the quality of teaching and learning, which will ultimately improve the quality of South African education as a whole.

Public administration and education were also dealt with in detail in the literature review. The literature proved that education is a facet of public administration

because it is also governed by the basic principles and values that govern public administration in South Africa as stipulated in the Constitution of South Africa chapter 10 section 195.

The concept IQMS was also discussed in detail. The purpose of IQMS as given by different researchers was discussed. Features of IQMS, that is, Developmental Appraisal System; Performance Management System and Whole School Evaluation were also discussed in detail in chapter 2. IQMS' guiding principles were also discussed. Different studies outlined the roles and responsibilities of stakeholders in IQMS implementation. Other aspects that were discussed and backed by literature included the implementation process of IQMS at the school level; the benefits of successful implementation of IQMS; challenges encountered in IQMS implementation, and monitoring of IQMS implementation.

5.2.2. Empirical investigation

As indicated earlier, empirical investigation aimed at providing the facts as experienced by the respondents in implementing IQMS. These experiences are summarised below.

5.2.2.1. Roles and responsibilities of structures and individuals in IQMS implementation

Concerning roles and responsibilities, the researcher concludes that principals, School Development Team (SDT) members and educators did receive advocacy and training on IQMS implementation. However, the training sessions and workshops received did not prepare them thoroughly for effective implementation because most educators do not have a thorough understanding of IQMS. This made them to generally dislike it.

Principals are well aware of their roles and responsibilities as stated in ELRC 8, 20; however, they are unable to carry out their roles and responsibilities as expected because of the workloads that they experience. This is evident in biographical information where almost all principals are subject teachers, DSG members as immediate superiors of other educators and, are part of SDT as required by policy. All schools have other programmes besides their core duty of teaching and learning

and the principals must oversee all these aspects, which leaves them little time to effectively manage their schools.

SDT members and educators know their roles and responsibilities to some extent and a number of them are not fully knowledgeable about their roles and responsibilities. SDT members do not carry out their roles and responsibilities as expected because, they are also overloaded. Though most educators claim to know their roles and responsibilities and believe to be carrying them as expected, the present investigation indicated that most of them do not know these roles and responsibilities as stated in the policy.

SDT members do not get the full support from other individuals and teams. This can be attributed to the fact that educators in general lack the general understanding of IQMS, a fact that may have been caused by lack or inadequate training. Educators generally do get support from individuals and teams in their schools despite their lack of knowledge on IQMS.

5.2.2.2. Challenges encountered in IQMS implementation

Principals, SDTs and educators generally experience challenges in IQMS implementation. Principals experience lack of cooperation from educators, time constraints which prevents them from following IQMS management plan, and workloads that are not manageable. SDT members also experience the same challenges as principals. Educators' main challenge is lack of understanding, resulting from lack or inadequate training. Because of lack or inadequate training educators tend to dislike the process and this is interpreted by the principals and SDTs as lack of cooperation.

5.2.2.3. Perceptions/understanding of educators about IQMS

Principals, SDTs and educators generally have a positive perception of IQMS. They all understand it to be a generally good approach which is meant mainly for professional development and salary progression. They also believe that developing them as educators will improve the quality of teaching and learning.

From the collected data, the researcher concludes that the main reason educators participate in IQMS is salary progression with educator development and compliance being other reasons they take part in this exercise.

It is been evident from the findings that IQMS does not serve the intended purpose. Only a few people believe it does. This is evident in the inflated scores that do not give a true reflection of what is transpiring at schools, which educators allocate themselves. Most educators allocate these scores themselves without being observed by their DSGs. The few schools that do class visits face resentment from fellow educators if they underscore them, because they see it as being denied salary increment. The researcher observed a pattern of similarity, from completing IQMS documents to scoring, when studying educators IQMS files for educators at the same school. This led to the conclusion that IQMS is done for salary progression compliance because it is a policy whose main objective is loosely understood.

5.2.2.4. Effectiveness of IQMS in educator performance

Educator performance has improved because of IQMS, according to principals, but SDTs and educators are not in agreement. However, from the collected data, it can be concluded that successful implementation of IQMS will improve educator performance. Successful implementation of IQMS means that developmental needs and contextual factors identified by educators will be given attention. Educators will be able to identify their strengths and weaknesses with the help of their peers and seniors. Development will take place and factors hampering progress will be addressed. All this will improve and motivate educators, something which will greatly improve the overall performance of educators.

To improve the overall effectiveness of IQMS, educators need to have a thorough understanding and be clear about IQMS. Educators' attitudes about IQMS will also have to be changed. This will be achieved by getting experts to conduct continuous training and workshops on IQMS. Evaluating IQMS to remove or add aspects that will make it more effective will also be helpful.

5.3. RECOMMENDATIONS

Based on objectives of this research as stated in chapter one and the discussions that ensured, the following recommendations are advanced:

1. Thorough and continuous training in various forms on IQMS to all stakeholders is needed. Training and workshop will improve IQMS understanding and attitudes, and many challenges experienced in IQMS implementation will be eliminated.

2. Staffing will help reduce workloads that educators are currently experiencing. Generally there is a lack of qualified educators, especially those who offer scare skills subjects. This becomes a challenge to educators because they are faced with huge workloads, which leaves them with little or no time to dedicate to other school programmes such as IQMS.

3. Continuous monitoring, support and evaluation of IQMS by authorities and quality assuring of scores and reports will help minimise dishonesty and will also encourage all educators to participate in this exercise with seriousness and professionalism.

4. Provision of resources such as learner teacher support materials, classes and any other relevant resources will motivate educators to go the extra mile, because the current state of most public schools are under-resourced, which frustrates educators, making them lose interest.

5. Circuit and the district offices must take an active role in educator observation and evaluation. These should be conducted monthly or quarterly by the circuit and the district. Lessons taught during these observations must be informed by that specific subject and grade's pacesetters, which indicate what must be taught to which grade and when. This will eliminate educators choosing lessons or topics that they are comfortable with, because these supposedly make educators competent while it is not an overall reflection of their capabilities.

6. Developmental Appraisal should not be linked to salary adjustments because people tend to concentrate on the financial aspect of this exercise, neglecting the core developmental part. This also gives rise to dishonesty and

deteriorating standards of education because educators' main focus becomes the salary increment issue.

7. Developmental programmes must be arranged by the circuit or district, after compiling developmental needs of educators in their circuits or districts. This will help in the quality of programmes that educators will undergo because competent and well qualified people will be summoned to offer such capacity building programmes.

It is also important to point out that from the results of this study, other issues that can be further researched on IQMS are:

- Peer evaluation – Is it a true reflection of activities or is it flawed?
- Does IQMS serve its intended purpose?
- The overall effectiveness of IQMS.
- The effect of Performance Measurement on Developmental Appraisal.

5.4. CONCLUSION

Teacher appraisal and development in South Africa is inevitable. Imbalances of the past will only be overcome by empowering today's children, which can be done by means of imparting quality education to the present generation. Inferior quality education means a weaker nation overall, and that does not have a place in a dynamic and competitive world. Superior quality education will make South Africa develop as a nation socially, economically, politically and technologically. In today's global world, education is important in sharing knowledge with other countries for collective development. Therefore, the government together with the Department of Education needs to play a key role in providing the necessary resources that will improve the state of educator appraisal and development, so that IQMS may begin to serve its intended purpose, which is improving the quality of education in South Africa, and that will make this nation and its people strong.

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e-mail :wismal@webmail.co.za   Tzaneen
                                                 0850
                                                 30 April 2012

The District Senior Manager
Department of Education
Mopani/Tzaneen District
Tzaneen
0850

Dear Sir/Madam,

RE : REQUEST TO COLLECT DATA AT THE DISTRICT'S SECONDARY SCHOOLS

The above matter refers:

1. I hereby request to collect data from educators in schools in your district for research purposes.

2. I am registered with the University of Limpopo for Master of Public Administration Degree (MPA), and my approved research topic is: **The implementation of IQMS in Mopani District secondary schools.**

3. I assure the district that information gathered will be used for the purposes of the present research only, and that the research findings and recommendations will be made available when requested.

Thanking you in anticipation.

Yours truly

…………………………………………
MALEMA PINNY WISANI (Ms)

Tel :015-3076861/082 744 8686   P.O. Box 1095
e-mail :wismal@webmail.co.za   Tzaneen
                                                                          0850
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The Principal
……………………………………
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……………………………………

Dear Sir/Madam,

**RE : REQUEST TO COLLECT DATA AT YOUR SCHOOL FOR RESEARCH
PURPOSES**

The above matter refers:

1. I hereby request to collect data from you the **Principal**, **2 SDT** members other
    that the principal and **2 educators** other that you and the SDT members, for
    research purposes.

2. I am registered with the University of Limpopo for Master of Public
    Administration Degree (MPA), and my approved research topic is: **The
    implementation of IQMS in Mopani District secondary schools.**

3. I assure the school that the information gathered will be used for the purposes
    of the present research only, and that research findings and
    recommendations will be made available to the school when requested.

Thanking you in anticipation.

Yours truly

…………………………………………..
MALEMA PINNY WISANI (Ms)

INTERVIEW QUESTIONNAIRE ON THE IMPLEMENTATION OF IQMS AT MOPANI DISTRICT SECONDARY SCHOOLS, LIMPOPO PROVINCE

N.B. PRINCIPAL'S QUESTIONNAIRE

You are kindly requested to complete the following questionnaire, which consists of 6 pages (including this one), on the implementation of Integrated Quality Management System (IQMS) in your institution.

PLEASE NOTE :

1. Do not write your name on the questionnaire.
2. Completing this questionnaire is voluntary and you are assured anonymity and confidentiality.
3. Information gathered will be used for the research purpose only and research findings will be available.
4. There are no correct or incorrect answers, only your honest opinion is required.
5. Please answer all questions honestly.

BIOGRAPHICAL INFORMATION

Please answer the following questions. Where applicable, please indicate your answer with   X.

1. Gender :

M	F

2. Experience as a principal:

0 – 5 Years	
6 – 10 years	
11 – 15 Years	
16 – 20 years	
> 20	

3. Which learning areas and grades do you teach?

Languages		GET		FET	
Maths and Sciences		GET		FET	
Social Sciences		GET		FET	
Management Sciences		GET		FET	

4. Please complete the table (School Statistics):

Total number of learners enrolled	
Total number of Educators	
How many Deputy Principals?	
How many HOD's	
Total Number of SMT members	
Total number of SDT members	

5. Number of Developmental Support Groups you serve in as:

   5.1.   Supervisor:………………….
   5.2.   Peer:………………………….

1. ROLES AND RESPONSIBILITIES OF EDUCATORS AND STRUCTURES IN IQMS IMPLEMENTATION.

1.1. Have you had any training on IQMS implementation?

YES	NO

1.2. What is your role or responsibilities in the implementation of IQMS at your institution?…………………………………………………….
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1.3. Do you see yourself carrying out your roles and responsibilities as expected, in IQMS implementation? Why?..
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1.4. In your opinion, do the following structures carry out their roles and responsibilities as expected, in IQMS implementation?

	YES	NO
School Development Teams (SDT)		
School Management Teams (SMT)		
Developmental Support Group (DSG)		
Educators		

1.5. For those that you answered NO in 1.4, what can be the reasons for such?...
…………………………………………………………………………………..
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2. CHALLENGES ENCOUNTERED IN IQMS IMPLEMENTATION

2.1. Are you of the opinion that IQMS implementation poses challenges to your school?

YES	NO

2.2.   If yes, what are these challenges?...
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2.3. Do you think IQMS implementation also poses challenges to you as the principal?

YES	NO

2.4. If yes, what are these challenges?...
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3. PERCEPTIONS OF EDUCATORS ABOUT IQMS

3.1. What is your perception/understanding of IQMS?.............................
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3.2.   In your opinion, educators participate in IQMS for the following reason(s):

Salary progression	
Educator development	
Other (specify)	

3.3. In your opinion, do you think IQMS serves the purpose for which it was intended? why?

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4. EFFECTIVENESS OF IQMS IN EDUCATOR PERFORMANCE

4.1. In your opinion, did IQMS improve educator performance at your school?

YES	NO

4.2. Do you think successful implementation of IQMS may improve educator performance, why?..

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4.3. What do you think can be done to improve the effectiveness of IQMS?...

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5. RECOMMENDATIONS IN IQMS IMPLEMENTATION

5.1. IQMS, if implemented successfully is a good system to improve the quality of education in South Africa.

YES	NO

5.2. In your opinion, do you think IQMS should continue to be implemented in schools as Performance Measurement and Developmental Appraisal systems? Why?...

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5.3.   What other recommendations do you have that may improve the
        quality of education in South Africa?..
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THANK YOU!!!

INTERVIEW QUESTIONNAIRE ON THE IMPLEMENTATION OF IQMS AT MOPANI DISTRICT SECONDARY SCHOOLS, LIMPOPO PROVINCE

N.B. SCHOOL DEVELOPMENT TEAM (SDT) QUESTIONNAIRE

You are kindly requested to complete the following questionnaire, which consists of 6 pages (including this one), on the implementation of Integrated Quality Management System (IQMS) in your institution.

PLEASE NOTE :

1. Do not write your name on the questionnaire.

2. Completing this questionnaire is voluntary and you are assured anonymity and confidentiality.

3. Information gathered will be used for the research purpose only and research findings will be available.

4. There are no correct or incorrect answers, only your honest opinion is required.

5. Please answer all questions honestly.

BIOGRAPHICAL INFORMATION

Please answer the following questions. Where applicable, indicate your answer with   X.

1. Gender :

M	F

2. Teaching experience:

0 – 5 Years	
6 – 10 years	
11 – 15 Years	
16 – 20 years	
> 20	

3. Which learning areas and grades do you teach?

Languages		GET		FET	
Maths and Sciences		GET		FET	
Social Sciences		GET		FET	
Management Sciences		GET		FET	

4. Your position in SDT:

CHAIRPERSON	
SECRETARY	
OTHER(SPECIFY)	

5. Number of Developmental Support Groups you serve in as :

      a.   Peer…………………………………

      b.   Immediate Senior (Supervisor)……………………………….

1. ROLES AND RESPONSIBILITIES OF EDUCATORS AND STRUCTURES IN IQMS IMPLEMENTATION.

1.1. Have you received training on IQMS implementation?

YES	NO

1.2. What is your role or responsibilities in the implementation of IQMS at your institution?…………………………………………………………………………………
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1.3. Do you see yourself carrying out your roles and responsibilities as expected, in IQMS implementation? Why?...
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1.4. In your opinion, do the following structures carry out their roles and responsibilities as expected in IQMS implementation?

	YES	NO
Principal		
School Management Teams (SMT)		
Developmental Support Group (DSG)		
Educators		

1.5. For those that you answered NO in 1.4, what can be the reasons for such?..

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2. CHALLENGES ENCOUNTERED IN IQMS IMPLEMENTATION

2.1. What challenges, if any, do you experience as a member of SDT in implementing IQMS?..
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2.2. In your opinion, do you think structures and individuals mentioned in 1.4. support you, as a SDT member who implements IQMS at your school?
Why?..
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2.3. Do you offer or arrange developmental programmes to educators who need development? If yes, what type of programmes?..
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2.4. If you answered NO in 2.3., why are you not offering or arranging development for educators? ....
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3. PERCEPTIONS OF EDUCATORS ABOUT IQMS

3.1. What is your perception/understanding of IQMS?..
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3.2. In your opinion, educators participate in IQMS for the following reason(s):

Salary progression	
Educator development	
Other (specify)	

3.3. In your opinion, do you think IQMS serves the purpose it was intended for, why?...
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4. EFFECTIVENESS OF IQMS IN EDUCATOR PERFORMANCE

4.1. In your opinion, did IQMS improve educator performance at your school?

YES	NO

4.2. Do you think successful implementation of IQMS may improve educator performance, why?...
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4.3. What do you think can be done to improve the effectiveness of IQMS?...
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5. RECOMMENDATIONS IN IQMS IMPLEMENTATION

5.1. If implemented successfully, IQMS is a good system to improve the quality of education in South Africa.

YES	NO

5.2. In your opinion, do you think IQMS should continue to be implemented in schools as Performance Measurement and Developmental Appraisal systems? Why?..
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5.3. What other recommendations do you have that may improve the quality of education in South Africa?...
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THANK YOU!!!

ANNEXURE E

INTERVIEW QUESTIONNAIRE ON THE IMPLEMENTATION OF IQMS AT MOPANI DISTRICT SECONDARY SCHOOLS, LIMPOPO PROVINCE

N.B. EDUCATOR'S QUESTIONNAIRE

You are kindly requested to complete the following questionnaire, which consists of 6 pages (including this one), on the implementation of Integrated Quality Management System (IQMS) in your institution.

PLEASE NOTE :

1. Do not write your name on the questionnaire.

2. Completing this questionnaire is voluntary and you are assured anonymity and confidentiality.

3. Information gathered will be used for research purposes only and research findings will be available.

4. There are no correct or incorrect answers, only your honest opinion is required.

5. Please answer all the questions honestly.

BIOGRAPHICAL INFORMATION

Please answer the following questions. Where applicable, please indicate your answer with   X.

1. Gender :

M	F

2. Teaching experience:

0 – 5 Years	
6 – 10 years	
11 – 15 Years	
16 – 20 years	
> 20	

3. Which learning areas and grades do you teach?

Languages		GET		FET	
Maths and Sciences		GET		FET	
Social Sciences		GET		FET	
Management Sciences		GET		FET	

4. Number of Developmental Support Groups you serve in as :

　　4.1. Peer…………………………………
　　4.2. Immediate Senior (Supervisor)…………………………….

1. **ROLES AND RESPONSIBILITIES OF EDUCATORS AND STRUCTURES IN IQMS IMPLEMENTATION.**

1.1. Have you had any training on IQMS implementation?

YES	NO

1.2. What is your role or responsibilities in the implementation of IQMS at your institution?…………………………………………………………………………………

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1.3. Do you see yourself carrying out your roles and responsibilities in IQMS implementation as expected? Why?...

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1.4. In your opinion, do the following structures carry out their roles and responsibilities in IQMS implementation as expected?

	YES	NO
Principal		
School Management Teams (SMT)		
Developmental Support Group (DSG)		
School Development Teams (SDT)		
Educators		

1.5. For those that you answered NO in 1.4, what can be the reasons for such?..
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2. CHALLENGES ENCOUNTERED IN IQMS IMPLEMENTATION

2.1. What challenges, if any, do you experience as an educator who implements IQMS?

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2.2. In your opinion, do you think structures and individuals mentioned in 1.4. support you as an educator who implements IQMS at your school?
Why?...
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2.3. What developmental needs, if any, do you have or have indicated in your Personal Growth Plan (PGP)?..
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2.4. Did your DSG and SDT develop or arrange development courses for you in your indicated needs? If NO, what can be the reasons for that?
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2.5. If YES in 2.4., did the courses develop you satisfactorily? Why?
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3. PERCEPTIONS OF EDUCATORS ABOUT IQMS

3.1. What is your perception/understanding of IQMS?...
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3.2. In your opinion, educators participate in IQMS for the following reason(s) :

Salary progression	
Educator development	
Other (specify)	

3.3. In your opinion, do you think IQMS serves the purpose for which it was intended? why?
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4. EFFECTIVENESS OF IQMS IN EDUCATOR PERFORMANCE

4.1. In your opinion, did IQMS improve your performance as an educator?

YES	NO

4.2. Do you think successful implementation of IQMS may improve your performance, why?...
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4.3. What do you think can be done to improve the effectiveness of IQMS?...
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5. RECOMMENDATIONS IN IQMS IMPLEMENTATION

5.1. IQMS, if implemented successfully is a good system to improve the quality of education in South Africa.

YES	NO

5.2. In your opinion, do you think IQMS should continue to be implemented in schools as Performance Measurement and Developmental Appraisal systems? Why?...
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5.3. What other recommendations do you have that may improve the quality of education in South Africa?..
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<div align="center">THANK YOU!!!</div>