INTEGRATED QUALITY MANAGEMENT SYSTEM
AT PRIMARY SCHOOLS IN NKOWANKOWA, LIMPOPO PROVINCE

by

MACK MILTON MASHELE
(203253800)

Submitted in partial fulfilment of the requirements for the

MAGISTER IN EDUCATION

in the

Department of Educational Studies

FACULTY OF HUMANITIES

TSHWANE UNIVERSITY OF TECHNOLOGY

Supervisor: Prof C.J. White

February 2010
DECLARATION

Herewith I, the undersigned Pieter Daniel de Kock, confirm that I have proofread the dissertation entitled:

Integrated quality management system at primary schools in Nkowankowa, Limpopo Province

by

Mack Milton Mashele
203253800
for the degree
Magister in: Education
at the Tshwane University of Technology

PD de Kock
12/5/2009
012 430 4782
DECLARATION

I hereby declare that the dissertation submitted for the Magister in Education at Tshwane University of Technology is my own original work and has not previously been submitted to any other institution of higher education. I further declare that sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

M.M. MASHELE

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ACKNOWLEDGEMENTS

I would like to thank the following people sincerely for their different contributions and co-operation in order to make this dissertation a reality.

- My supervisor, Prof. C.J. White for his patience, advice, assistance and professional guidance he gave me. His enthusiasm, encouragement and valuable inputs are greatly appreciated.

- My dear wife, Pardon Rivalelo, for your encouragement, support, advice, and assistance with regard to many facets of this dissertation. Thank you so much for your patience, understanding and willingness to assist me during my busy schedule. You have always been a valuable conversation partner, I appreciate it sincerely.

- My daughters, Vuyeya, Selma and Xiluvelo, for your understanding not to interrupt your daddy while working on this dissertation. I know you always needed my attention and company. I highly hope that God Almighty will help you follow my successful steps.

- My parents, James and Catherine, for your encouragement and support while attending contact sessions at Tshwane University of Technology, and for your warm-hearted words that I shall not forget, “Education is the light of success and it heals the wounds of the past.”

- Last but not least, thanks to all the school managers and their educators of all the primary schools in Nkowankowa Circuit Office for their co-operation and understanding to conduct this research in the respective schools: their participation and inputs were of crucial importance.
ABSTRACT

The implementation of Integrated Quality Management System (IQMS) poses many challenges for educators. One of the challenges is the planning, implementation, monitoring, and evaluation of IQMS process at school level. Educators need to implement the IQMS programmes successfully.

The main objective of the study was to determine the current situation regarding the implementation of IQMS at primary schools in Nkowan kowa. In order to do this study, the researcher opted to use both qualitative and quantitative approaches. A literature study and unstructured interviews were used to collect qualitative data, while questionnaires were used to collect quantitative data.

This study is an attempt to shed the light on, and make proposals concerning the problems experienced with the implementation, evaluation and monitoring of IQMS at primary schools. Findings from the research indicated that the main problem areas concerned incorrect implementation of government policies of IQMS programmes, lack of proper advocacy and training amongst the educators on IQMS, lack of moral support amongst educators and long waits for pay progression and grade progression for educators as promised by the Department of Education.

The researcher recommends that educators need to receive proper training for the successful implementation and evaluation of IQMS. IQMS policy documents should be available to all educators to understand the programme. In order for educators to implement IQMS, the DoE needs to control and monitor the progress of IQMS in all primary schools through school visits. The Department of Education should support, encourage and motivate educators to successfully implement IQMS in schools. The Department of Education needs to motivate educators by establishing a good pay progression system for the work done during teaching and learning. The top management should involve all educators in the financial planning and budgeting of the schools in order to improve the quality of the education system.
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ABBREVIATIONS

BS5750 British Standard 5750
C2005 Curriculum 2005
CS1 Post level one educator
CST Circuit Support Team
CTT Circuit Training Team
DA Developmental Appraisal
DAS Developmental Appraisal System
DSG Development Support Group
DTT District Training Team
EEA Employment of Educators Act
ELRC Education Labour Relations Council
IQMS Integrated Quality Management System
LRA Labour Relations Act
NTTs National Training Teams
OBE Outcomes Based Education
PAM Personnel Administration Measures
PGP Personal Growth Plan
PM Performance Measurement
PTTs Provincial Training Teams
<table>
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<th>Acronym</th>
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<td>Quality Management System</td>
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<tr>
<td>RNCS</td>
<td>Revised National Curriculum Statement</td>
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<td>SACE</td>
<td>South African Council of Educators</td>
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<td>South African Schools Act</td>
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<td>SDT</td>
<td>Staff Development Team</td>
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<td>SIP</td>
<td>School Improvement Plan</td>
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<td>School Management Team</td>
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<td>TQM</td>
<td>Total Quality Management</td>
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<td>WSE</td>
<td>Whole School Evaluation</td>
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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The term quality is usually used in everyday language to indicate a high standard. In terms of education it indicates the worth or excellence of the education services and monitoring process, and is essential in the implementation of quality work (Van der Linde, 2001:535-539). Section 29 of the Constitution of the Republic of South Africa regards quality education as a human right and the right must be seen more broadly than in terms of access and completion.

Quality education addresses all aspects of learning throughout life, and quality education again provides the tools to transform society at large. The imperatives of quality education are stipulated in the Preamble to the Constitution, which aspires to “establish a society based on democratic values, social justice and fundamental human rights” and to build a “democratic and open society” to improve the quality of life of all citizens and free the potential of each person.

In South Africa, the Department of Education through negotiation with unions of their employees in the Education Labour Relations Council (ELRC), were trying to change the quality of education by the introduction and implementation of an Integrated Quality Management System (IQMS). Educator unions are playing an integral role in the development and implementation of IQMS.

IQMS was developed and implemented after the implementation of difference systems of evaluation and appraisal. Three programmes were combined together to enhance and monitor the performance of the education system in South Africa. These programmes are the Development Appraisal System (DAS), the Performance Measurement (PM) and the Whole School Evaluation (WSE) (ELRC, 2003:3).

The goal of IQMS is to appraise individual educators in a transparent manner with the view of determining areas of strengths and weaknesses; to evaluate individual teachers for salary
progression, affirmation of appointment and finally to evaluate the overall effectiveness of a school in totality (ELRC, 2003:3).

1.2 BACKGROUND

1.2.1 Environment

Nkowankowa is a small residential area which is developing, and it is situated near Tzaneen under Greater Tzaneen Municipality which is amalgamated under Mopani District. Mopani District is one of the five districts (Capricorn District, Greater Sekhukhune District, Vembe District, Mopani District and Waterberg District) in Limpopo Province, South Africa. Mopani District consists of 24 circuit offices of the Department of Education. Nkowankowa primary schools are controlled, monitored, and supported by Nkowankowa Circuit Office, which consists of 18 primary schools and 11 post primary schools. Prior to 1994, Nkowankowa primary schools were controlled by the former Gazankulu Homeland, one of the homelands of South Africa during the apartheid regime. The main instruments of determining the quality of education were through class visits and inspection.

1.2.2 Quality management

The transformation of quality education in the democratic South Africa is in the process of change. Different organisations all over the world, including South Africa, have adopted to Total Quality Management (TQM) for obtaining good quality in the production and development of their organisations. Many companies use names such as Total Quality Control; Total Quality Service; Continuous Improvement; Strategic Quality Management and Service Quality (Sallis, 1996:28) for this process. In South Africa, the Department of Education also pursues the philosophy of TQM under their own brandname known as IQMS which was introduced in 2003 (ELRC, 2003:1).
1.2.3 IQMS

The Department of Education has since 1994 introduced various policies on development and performance of educators at school level. An agreement was reached in the ELRC to integrate the existing programmes on quality management in education (Agreement number 8 of 2003). The programmes are DAS, which came into being on 10 July 1998 (Resolution 4 of 1998); PM was agreed upon on 10 April 2003 (Agreement 1 of 2003); and the WSE was launched in 2001 (Government Gazette Volume 433, Number 22512 of 26 July 2001). IQMS is informed by schedule of the Employment of Educators Act (Act 76 of 1998), where the Minister of Education was required to determine performance standards for educators in terms of which their performance should be evaluated.

1.3 STATEMENT OF THE PROBLEM

An agreement was reached in the ELRC on 5 September 2003 to integrate DAS, PM and WSE (ELRC, 2003:1-3). Since this integration, the Department of Education is faced with challenges in planning, implementation and monitoring the process of IQMS effectively in all schools, while educators on the other hand have to adjust themselves to adapt to the transformation of IQMS programmes, introduced and implemented by the Department of Education.

The Department of Education in Limpopo Province requires individual educators to be evaluated, developed and supported effectively and fairly by their peers and immediate superiors in a more transparent way at school level, while salary progression, grade progression, affirmation of appointment, and rewards and incentives will be at the top of IQMS programme schedules. Educators are expected to perform well in planning and presenting their work to obtain the remuneration from their employer and they should know how to use the instruments to be applied in evaluation. They must also implement the processes which are unknown to all of them (educators) at primary schools in Nkowankowa.
Despite all these changes and expectations from educators, there have not been enough opportunities for staff development to empower them to be able to handle all changes they encounter in the implementation and evaluation of IQMS.

1.4 RESEARCH QUESTIONS

1.4.1 Grand tour question

What is the current situation regarding the implementation of Integrated Quality Management System (IQMS) at primary schools in Nkowankowa?

1.4.2 Sub-questions

- What is the government policy on IQMS?
- How is government policy on IQMS being implemented at primary schools in Nkowankowa?
- What effect does the implementation of IQMS have on primary schools in Nkowankowa?
- What role does the School Management Team (SMT) play at primary schools in Nkowankowa regarding the implementation of IQMS?
- How does IQMS affect educators’ morale?

1.5 OBJECTIVES OF THE STUDY

- To determine what the current situation is regarding the implementation of IQMS at primary schools in Nkowankowa.
- To determine what government policy is regarding IQMS.
- To determine how government policy on IQMS is being implemented at primary schools in Nkowankowa.
- To determine what effect the implementation of IQMS has on primary schools in Nkowankowa.
- To determine what role the SMT plays in IQMS at primary schools in Nkowankowa regarding the implementation of IQMS.
• To determine how the IQMS affects educators’ morale.

1.6 RESEARCH METHODOLOGY

1.6.1 Research design

Qualitative and quantitative approaches were used in this study.

1.6.1.1 Qualitative approach

The purpose of selecting a qualitative approach for this study was that the researcher was more concerned with understanding educators’ experiences on IQMS. Glesne and Peshkin (1992:6) describe qualitative research as a study that understands and interprets how various participants in a social setting construct the world around them. Creswell (1994:2) defines qualitative research as an inquiry process of understanding a social or human problem based on building a complex holistic picture formed with words, and reporting detailed views of information conducted in a natural setting.

1.6.1.2 Quantitative approach

The researcher also embarked on a quantitative approach. A quantitative approach focuses on measurement and frequency of the characteristics displayed by people and events that the researcher studies (Thomas, 2003:1). Bennet (2003:97) describes quantitative research as research dealing with data that make use of numbers which can be analysed by statistical techniques if drawn from a wide sample.

1.6.2 Research method

Descriptive research was used as research method. Gay (1987:10) describes descriptive research as a method of collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. Van der Merwe (1996:287) points out that the purpose of descriptive research is to describe what exists as exactly as possible.
Thomas (2003:41) describes descriptive research as a method that involves gathering information about the status of some target variable within a particular collectivity rather than reporting a summary of the finding.

1.6.3 Population and sample

1.6.3.1 Population

A population is a group of elements from which the researcher would like to select the sample for his/her study (Trochim, 2001:44). The population for this study consisted of 346 educators at primary schools in Nkowankowa, Limpopo Province.

1.6.3.2 Sample

A sample means to select a part of the elements in a population. The sample must be selected properly, and it must be large enough to meet the requirements for reliability but not too large as it will waste resources (Alreck & Settle, 1985:63).

(a) Qualitative sample

Non-probability sampling was used by the researcher to select the sample. White (2005:119) describes non-probability sampling as sampling that does not include random sampling. The researcher uses subjects who happen to be accessible or who may represent certain types of characteristics.

Purposive sampling was used by the researcher to seek the best information needed to address the research questions. A purposive sampling technique is useful in situations where a researcher need to reach a targeted sample quickly (Trochim, 2001:56).

A sample of two educators (N=2) at five primary schools in Nkowankowa were selected for interviewing. The sample was composed of the following stakeholders:
One school principal/deputy principal/education specialist and one staff developmental team member/CS1 educator.

For this qualitative sample, 10 educators were selected to participate in the interviews.

(b) Quantitative sample

Probability sampling was used by the researcher to select the quantitative sample. Probability sampling is any sampling technique that ensures a random sample, that is, a technique that ensures that elements in the sampling frame have an equal chance of being included in the sample (White, 2005:117).

Simple random sampling was applied in this study to select the number of educators, both males and females, to be included in the research. In simple random sampling each individual case in the population has an equal chance of being selected for the sample (Strydom & De Vos, 1998:198). A balance of gender was applied on selecting educators. A sample of 103 educators out of 346 was selected at primary schools in Nkowankowa, where 36 were males and 67 were females.

1.6.4 Data collection

In this study, the researcher combined qualitative and quantitative data collection methods to support the research findings and conclusions, and this is called triangulation or a multi-method approach. Bennet (2003:99) defines triangulation or a multi-method approach as gathering data from different sources, and often using more than one method, to strengthen claims resulting from study.

The researcher wrote formal letters to obtain permission to conduct the study at primary schools in Nkowankowa. The following offices of the Department of Education were approached for this permission: Nkowankowa Circuit Office and Mopani District Office.
1.6.4.1 Qualitative data collection

A literature study and interviews as a form of qualitative data collection were conducted.

(a) Document analysis

The researcher used available literature to study the background about the introduction of IQMS programmes. The study of documents provided a clear picture of the topics being studied in terms of its culture, priorities, values, resources and performance (Bennet, 2003:58). Materials used by the researcher were generally readily available, though access to the documents needed to be negotiated and existing sources of data were collective agreements, departmental circulars, government gazettes and articles published by various institutions.

(b) Unstructured interviews

The unstructured interview is an open-ended situation allowing the interviewer greater flexibility and freedom (White, 2005:146). One-to-one interviews were conducted. The respondents were asked to answer some simple categories but in a more detailed manner.

During the interview session, respondents were given enough time to answer questions asked. Interviews were conducted between July 2007 and September 2007. These are the months where educators are effectively involved in the evaluation process, mentoring, and supporting one another during IQMS programmes.

1.6.4.2 Quantitative data collection

The researcher used questionnaires to collect quantitative data. A questionnaire is an instrument with open or closed questions or statements to which respondents must react. Questionnaires are relatively economical and have the same questions for all subjects and can ensure anonymity (White, 2005:126). An advantage of a questionnaire is that the data
analysis is normally straightforward and not overly time-consuming. Questionnaires were developed and structured based on the literature study of IQMS programmes.

1.6.5 Data analysis

1.6.5.1 Analysis of qualitative data

All tape recorded interviews were transcribed and interpreted. The data were analysed and included as part of the final findings of this study. The importance of collecting data is to bring order, structure, and meaning to the mass of collected data by analysing it. The various meanings identified were used to develop an overall description as seen by the respondents (McMillan & Schumacher, 2001:464).

1.6.5.2 Analysis of quantitative data

Descriptive statistics were used by the researcher in analysing data based on questionnaire responses. The purpose of descriptive research is to describe that which exists as accurately and clearly as possible which includes amongst others:

- A description of frequency with which a certain characteristic occurs in a sample;
- statistical summary, which entails systematic classification of variables; and
- correlation studies, which demonstrate relationships between variables (Van der Merwe, 1996:287).

1.7 DELIMITATION

This study confined itself to educators of primary schools in Nkowankowa.
1.8 SIGNIFICANCE OF THE STUDY

The use of IQMS by the Department is one of the monitoring and measuring tools used by the Department as employer for all educators at their workplaces. Some of the educators have not yet been trained to administer the tools needed in the evaluation process.

A need has been identified in the introduction of this study. It is expected that the result of this study will make a purposeful and effective contribution to the implementation and evaluation processes of IQMS. It is expected that the educators will benefit from the findings and recommendations that emerge from this study.

This study will consist of sections that:

- highlight the pressing needs in this regard and analyse thoroughly the current situation of IQMS in South Africa,
- explore and identify the factors that should be taken into account in the implementation and evaluation process of IQMS,
- use the findings to make constructive proposals for the implementation and evaluation process of IQMS.

1.9 DEFINITIONS

In order to clarify what is meant when specific terminology is used in this study, key terms are explained.

- **Appraisal** means a continuous and systematic process to help professional development and career planning, and to help ensure that the in-service training and development of educators matches the complementary needs of individual educators and school or institution (Mortimer & Mortimer, 1991:126).

- **Integrated Quality Management System** means the combination of DAS, PM, and WSE for a quality education system to form IQMS as defined in collective agreement number 8 of 2003 (ELRC, 2003:3).
• **Quality** means conformance to requirements that can be measured and managed (MacDonald, 1998:7).

• **Total Quality Management** is the business philosophy that became popular in the 1980s as a way to improve the quality of organisations, products or services (MacDonald, 1998:6).

### 1.10 EXPOSITION OF THE STUDY

**Chapter 1**

This chapter introduces issues that provide the ultimate aim of this study. These issues are background factors, the statement of the problem, research questions, and the objectives of the study. The research refers in short to the research design, delimitation as well as providing definitions of the terminology used.

**Chapter 2**

This chapter focuses on the literature study.

**Chapter 3**

This chapter focuses on the research methodology that is used in this study. The research design, population and sampling, data techniques as well as data analysis are dealt with in this chapter.

**Chapter 4**

In this chapter the data collected through questionnaires and interviews are analysed in a logical manner.
Chapter 5

This chapter deals with the conclusions and recommendations that are made with regard to the findings in chapter 4.

1.11 CONCLUSION

In this chapter, issues such as the background, statement of the problem, research questions, objectives of the study, and research design were introduced. The delimitation and significance of the study were discussed and the most important terminology was defined. In the last part of the chapter the exposition of the rest of the study is given.

The next chapter, chapter 2, deals with the literature study.
CHAPTER 2: LITERATURE STUDY

2.1 INTRODUCTION

The definition of quality comes from the literature concerning TQM. Quality was developed out of the application of behaviourist principles to management used largely in Japanese industries. The idea of TQM has been incorporated with the British Standard 5750 (BS5750) kite-making system used in manufacturing (Wisniewski, 1997:247). The idea of TQM and of the use of BS5750 kite making, has been adapted by some higher education institutions in most of the countries in the world. Coetzer, De Wilzem and Van Dyk (2004:34) point-out that TQM is more frequently used in the private sector, it can also be used by school managers to improve their organisational performance. The principles of TQM require staff members to rethink what they are doing, and to become more involved in workplace decisions.

The Japanese industrial leaders believe that TQM could not have been discovered without the help of Deming and his fellow American statistical expert, Juran. Deming and Juran lectured throughout Japan in the years following the Second World War, and they were teaching manufacturers how to reverse their well-established reputation for cheap goods by designing quality into their work system. Deming informed the nation’s top industrial leaders that if they would embrace the philosophy of quality management, they would capture the markets of the world. Deming’s philosophy was transferred to the United States in 1980 after he appeared on a television documentary. He urged Americans to learn how to work smarter not harder, by adopting a new quality focused way of approaching the process of production. Significant efforts were made to catch up with Japanese companies in the areas of production and service quality. Deming and the Japanese believed that education is the key to quality and success (Terry, 1996:4).

In the debates about education in South Africa, the term quality management system is heard and is used in relation to claims about whether things are getting better or worse in the education system. Quality management system attempts to assure quality through the introduction of appropriate processes for the management and monitoring of operations, and
an attempt has been made to integrate the process of a work with the necessary mechanisms for assuring quality at each stage of the process (Cuttance, 1997:13-25). A quality management system is more than just the application of techniques to quality problems in an organisation. It is also concerned with organisational structure, organisational culture, interpersonal relationships, motivation, team building, and links between the employers and the employees. However, it is widely acknowledged that a number of common tools have an important part to play in any organisation searching for improved quality in education (Wisniewski, 1997:249).

Top managers wanting to bring TQM into the school can provide resources and experiences that will allow institutions to absorb the TQM approach to management. If the business schools choose to resist change and hope that TQM goes away, they run the risk of lacking relevance, which can be a problem to their most important customers (students) and their employees (Bruce & Douglas, 1993:44-49). The demands upon teachers differ from the demands upon employees working in industry, because the demands of the former are much more complex. Since the schools are focused on educative teaching, there are people (teachers, parents and learners) involved. TQM play a role in respect to dignity and the value of human potential (Van der Linde, 2000:235 & 383).

In this literature study the focus is based on quality management in South Africa (Department of Education), and the views of other researchers on quality management in other countries.

2.2 DEFINITION OF QUALITY

Quality has been defined in a number of ways. Goetsch and Davis (2003:3-5) defined quality as a dynamic state associated with products, services, people, processes and environments that meets or exceeds expectations. In providing a definition of quality, it is necessary to understand the difference between other important quality ideas. These are the distinctions made between quality control, quality assurance and Total Quality Management (Murgatroyd, 1992:172-200). Quality control is the oldest quality concept. It involves the defection and elimination of components or final products which are not up to standard. It is after-the-event process concerned with detecting and rejecting items. Goetsch and Davis
(2003:21-23) describe quality control as involving the process of assessing actual quality performance, comparing performance with goals, and lastly to act on differences between performance and goals. Quality assurance differs from quality control as it takes place before and during the event process. Its concern is to prevent faults. Quality is designed into the process to attempt to ensure that the product is produced to a predetermined specification.

Total Quality Management incorporates quality assurance and extends and develops it. TQM is about creating a quality culture, where the aim of every member of staff is to satisfy their customers, and where the structure of their organisation allows them to do so. TQM is normally a bottom-up initiative seeking incremental improvements of something that is basically acceptable, depending on the specific nature of the present organisational culture of the school (Robbins, 2000:15).

2.3 QUALITY AMONGST STAFF MEMBERS

Staff needs a suitable environment in which to work. They need the instruments from the employer to implement quality education successfully, and they need to work with systems and procedures which are simple and which aid them in doing their jobs. To do a good job, educators need encouragement and recognition of their successes and achievements. They need leaders who can appreciate their performance and coach them to greater success. The motivation to do a good job comes from the managers’ leadership styles that can heighten self-esteem and empower individuality (Sallis, 1996:30). IQMS’s success is determined by a good relationship amongst staff members in any institution.

2.4 TEAMWORK FOR QUALITY

Teamwork throughout any organisation is an essential component of the implementation of TQM for it builds up trust, improves communication, and develops independence (Oakland, 1993:236). Teams can be discussed under three sub-headings which are: importance of teamwork, teams as building blocks and effectiveness of teams in an organisation (Sallis, 1996:80-85).
2.4.1 The importance of teamwork in education

Institutions which become involved in a quality management system discover the benefits of having effective teams at all levels. To build an effective TQM culture, teamwork needs to be extended and must penetrate and permeate throughout the institution and be used in a wide range of decision-making and problem-solving situations. Teamwork needs to extend across all functions and should include both academic and supporting staff (Sallis, 1996:80-82).

2.4.2 Teams as building blocks for quality

A team is an essential building block for delivery of quality in education. The main functions of a team include: being accountable for the quality of learning; being accountable for the use of the educator’s time, non-teaching time, materials, and space which it utilises; being a vehicle for monitoring, evaluating, and improving quality; and acting as a conduit of information to management on the changes necessary to improve provision (Sallis, 1996:83).

2.4.3 The effective team

The effectiveness of the team in any organisation relies on the following points for the success of the team:

- A team needs the roles of its members to be clearly defined;
- a team needs the basic resources to operate;
- a team needs to know its accountability and the limits of its authority;
- a team needs a plan to work to and to use the appropriate tools to tackle problems, and arrive at solutions; and
- a team needs to develop beneficial team behaviour (Sallis, 1996:83).

Scholtes (1988:6-15) argues that the keys to good teamwork is good team behaviour. These are things which ideally all team members should be able to do and this includes the ability to: initiate discussions, seek information, and opinions from others; suggest procedures for reaching goals and clarity or elaborate on ideas; act as gatekeepers by directing
conversational traffic, avoiding simultaneous conversations, making room for received talkers; compromise and be creative in resolving difference; try to ease tensions in the group and work through difficult matters; express the group’s feeling and ask others to check their impressions; get the group to agree on standards, and refer to documentation and data; praise and correct others with equal fairness, accept both praise and complaints; and finally test for consensus.

2.5 EDUCATIONAL LEADERSHIP FOR QUALITY

Leadership is the essential ingredient in TQM. Leadership must have the vision and be able to translate it into clear policies and specific goals (Sallis, 1996:75). Charlton (2000:31) defines leadership as the ability to influence an individual or a group toward the achievement of goals, and also involves choosing and implementing the right strategy and sustaining the momentum.

2.5.1 Educational leader

The significance of leadership for undertaking the transformation to TQM at all levels of the institution should not be underestimated. The improvement process cannot be sustained, and commitment to quality has to be a top-down process. Peter and Austin (1986:394-414) see the educational leader as needing the following perspectives:

- Vision and symbols. The principal must communicate the institution’s values to the staff, learners and the wider community.
- Management through recruiting. The principal should recruit all organisational stakeholders (such as the learners’ parents) to fully participate towards the development of the organisation.
- ‘For the kids’ this is their educational equivalent to be ‘close to the customer’. It ensures that the institution has a clear focus on its primary customers.
- Autonomy, experimentation, and support in the event of failure. Educational leaders must encourage innovation among their staff and be prepared for the failures that inevitably accompany innovation.
- Create a sense of ‘family’. The leader needs to create a feeling of community among educators, learners, parents and support staff.
- Sense of the whole, rhythm, passion, intensity, and enthusiasm: these are the essential personal qualities required of an educational leader.

2.5.2 The role of the leader in developing a quality culture

A leader, who wants to be effectively involved in an efficient quality management of the institution, should enquire from other experienced leaders on how to formulate a vision of total quality and communicate the quality message to their staff members in their organisation. An organisation should formulate policies which ensure that every member is protected and ensure that there are adequate channels of communication between the leader and the members (Sallis, 1996:74).

A good leader encourages staff members to always prepare themselves for any change which may be implemented in the organisation, and should not always blame them when problems arise without looking in the cause of the problem. In order for an organisation to develop total quality, the leader should lead with innovation and ensure that the organisational structures clearly define responsibilities and provide the maximum delegation compatible with accountability. For an organisation to be effective, the leader should develop appropriate mechanisms for motivating and evaluating staff members (Sallis, 1996:76).

2.6 TRADITIONAL INSTITUTION AND TQM INSTITUTION

Institutions with traditional ways of working are finding it increasingly difficult to cope with the pressure of change. Such traditional institutions are usually characterised by departmental barriers such as the lack of a common mission, over-bearing hierarchies and an over-reliance on rigid procedures. A TQM institution has an outlook differing from the traditional model. It integrates quality into its structure and recognises that quality involves everyone at all levels, making their contribution (Sallis, 1996:71). McLaughlin (1995:13) differentiates between a traditional institution and a TQM/ordinary institution as reflected in table 2.1.
Table 2.1: The difference between traditional institution and TQM/ordinary institution

<table>
<thead>
<tr>
<th>TQM/ordinary institution</th>
<th>Traditional institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Customer focused</td>
<td>• Focused on internal needs</td>
</tr>
<tr>
<td>• Focus on preventing problems</td>
<td>• Focus on detecting problems</td>
</tr>
<tr>
<td>• Invests in people</td>
<td>• Is not systematic in its approach to staff development</td>
</tr>
<tr>
<td>• Has a strategy for quality</td>
<td>• Lacks a strategic quality vision</td>
</tr>
<tr>
<td>• Treats complaints as an opportunity to learn</td>
<td>• Treats complaints as a nuisance</td>
</tr>
<tr>
<td>• Has defined quality characteristics for all areas of the organisation</td>
<td>• Is vague about quality standards</td>
</tr>
<tr>
<td>• Has a quality policy and plan</td>
<td>• Has no quality plan</td>
</tr>
<tr>
<td>• Senior management is leading quality</td>
<td>• The management role is seen as one of control</td>
</tr>
<tr>
<td>• The improvement process involves everybody</td>
<td>• Only the management team is involved</td>
</tr>
<tr>
<td>• A quality facilitator leads the improvement process</td>
<td>• There are no quality facilities</td>
</tr>
<tr>
<td>• People are seen to create quality and creativity is encouraged</td>
<td>• Procedures and rules are all important</td>
</tr>
<tr>
<td>• It has clear evaluation strategies</td>
<td>• Has no systematic evaluation</td>
</tr>
<tr>
<td>• Sees quality as a means to improve customer satisfaction</td>
<td>• Sees quality as a means to cut costs</td>
</tr>
<tr>
<td>• Has long-term plans</td>
<td>• Plans for the short-term</td>
</tr>
<tr>
<td>• Quality is seen as part of the culture</td>
<td>• Quality is seen as another and troublesome initiative</td>
</tr>
<tr>
<td>• Has a distinctive mission</td>
<td>• Has no distinctive mission</td>
</tr>
<tr>
<td>• Treats colleagues as customers</td>
<td>• Has a hierarchical culture</td>
</tr>
</tbody>
</table>

(McLaughlin, 1995:13).
2.7 QUALITY MANAGEMENT SYSTEM

A Quality Management System (QMS) is a cooperative form of doing business that relies on the talents and capabilities of labour and management to continually improve quality and productivity by using teams (Jablonski, 1992:21). McLaughlin (1995:33) defines QMS as a set of philosophies by which a management system can direct the efficient achievement of the objectives of the organisation to ensure customer satisfaction and maximize stakeholder value. This is accomplished through the continuous improvement of the quality system which consists of the social system and the management system. Omachuno and Ross (1994:3) describe QMS as the integration of all functions and processes within an organisation in order to achieve continuous improvement of quality and services and the goal is customer satisfaction.

2.8 TOTAL QUALITY MANAGEMENT STRUCTURES

The implementation of a total quality approach in an organisation always continuously serves the needs of its customers. In order for total quality to work, a system must be instituted, studied, and reviewed for effectiveness. Three systems can be distinguished:

• The management system which provides policies/strategies/operations/processes that affect the business on a daily basis.
• The social system which gives details of the human dynamics present in any business or organisation. Human dynamics include personal interaction, employees’ growth development, teamwork, communication, rewards, performance, and productivity.
• The technical system includes those tools and methods used by employees to accomplish tasks and responsibilities. The integration of the three systems is illustrated in figure 2.1 (McLaughlin, 1995:10).
2.9 THE SYSTEMATIC IMPROVEMENT PROCESS

TQM is practical but needs a strategic approach to running an organisation which focuses on the needs of its customers and clients. It aims to reject any outcome other than excellence. As an approach, TQM seeks a permanent shift in an institution’s focus and focuses on short-term expenditure for long-term quality improvement. To create a continuous improvement culture, managers have to trust their staff and have to delegate decisions to the appropriate levels to give staff the responsibility to deliver quality within their own spheres. Staff needs the freedom to operate within a framework of clear and known corporate goals (Sallis, 1996:28).

Implementing continuous improvement in any department or organisation is a five stage or phase process. This process involves numerous outcomes at each stage. Outcomes represent performance criteria for each stage of the improvement process (McLaughlin, 1995:115-170).

Stage 1: Assessment phase

In this stage the entire organisation is examined and reviewed. The management in cooperation with employees examines operations, and finally organises communication systems from the global perspective. Assessment requires objective and subjective information.
Assessment starts in an organisation through the use of the research and development, organisation infrastructure and self-assessment checklist.

Outcomes of this stage are two-fold, which consists of realisation and measurement. Realisation as an outcome involves management of continuous improvement in values and should also yield significant benefits. Changes in management techniques are introduced to management to facilitate the cultural evolution requirement for success. Measurement as the second outcome involves the establishment of performance measures and evaluates performance and completes the assessment instruments.

**Stage 2: Management concurrence phase**

This is the most critical phase in the systematic improvement process. Management accepts the challenges of continuous improvement by practicing a more proactive management style. During this phase, management starts to change the implementation of values, and rewards employee behaviour. This stage consists of seven major outcomes, which are:

- Accepting the challenges of the total quality philosophy: The organisation should accept change brought to them by the TQM.
- Realisation of the long-term perspective: The managers should know that a change due to TQM takes a long-time to be effectively implemented.
- Development of both commitment and support: For the success of TQM all members should work together to fulfil the organisational goal.
- Willingness to measure the business beyond traditional business measures: The top managers should create instruments which should be use to assess the performance of their employers.
- Willingness to change both organisationally and personally: The management of change should be applied to both the organisation and its employees.
- Establishing management structures that recognise added value: The employees should be rewarded for the work done during the transformation in the organisation.
- Improved communication and feedback throughout the organisation: The managers should give feedback for every failure and success of the organisational changes.
**Stage 3: Planning phase**

This stage comprises the organisational effort to establish and coordinate the philosophy of total quality with the strategic plan. The plan takes on both short-term and long-term focuses. The short-term planning is guided by the need to demonstrate results quickly and efficiently, and is a result of orientation benefiting the organisation based on goals established in stage 2. Long-term planning focuses primarily on sustainment, growth, and development by impacting on the management cycle of the organisation.

**Stage 4: Implementation phase**

This stage is where formal training of employees begins. This stage requires the development of teams and the structuring of the improvement process. Implementation is an on-going process, and the implementation team has to choose team members and empowers the team through workshops by using the improvement process. The implementation team issues guidelines for implementation, optimal team size and depth, goal and objectives, a formalised team improvement process or plan, feedback and monitoring mechanisms and a reward structure for team behaviour. Outcomes of stage 4 are fivefold, dealing with actions and tasks. All the training begins at this stage, as well as team development. Communications improve throughout the business and with the customer. The outcomes of stage 4 are: guidelines for sustained success; manage employee responsibilities and behaviour; team process; communication; and a monitoring mechanism.

**Stage 5: Evaluation and improvement phase**

This phase involves monitoring progress while structuring improvements throughout the organisation. Monitoring mechanisms and measurement need to consider both internal and external needs. Internal measurement include establishment of system-wide performance measures, management feedback, and internal process measurements and review. External efforts focus on meeting and exceeding customer requirements. The task includes developing and implementing a customer satisfaction measurement programme, supplier review and evaluation, competitive review and evaluation. An outcome of this stage, encompasses
internal and external measurements that relate to both research and development performance and customer satisfaction.

2.10 STRATEGIC QUALITY PLANNING FOR EDUCATORS

Loewen (1997:7) compares strategic management to a compass that will direct an organisation through the stormy ocean of contemporary business management. This concept is also applicable to contemporary education management. Unprecedented changes are taking place in schools all over the world. Schools are increasingly being managed like businesses, and without effective strategic planning, principals will be involved in crisis management.

Strategic quality planning reflects the principles of TQM, and is relatively a new concept in education management. It indicates that it becomes difficult and frustrating for educational managers and leaders to accurately plan for a school in an environment that is changing rapidly. Weindling (1997:219) describes strategic planning as a technique, which assists leaders and managers in applying direction when the future is getting unpredictable and turbulent. It is a way of continuously keeping the organisation on course, by making adjustments as internal and external contexts change. Seyfarth (1996:19-20) defines strategic planning as a process through which stakeholders in an organisation work together to assess the internal and external environments, identify an organisation’s mission and goals, and develop strategies for achieving those goals.

Van der Watt (1998:45) describes the purpose of strategic planning as determining the mission, vision, guidelines, and deployment infrastructure of an organisation, which will encourage all employees to focus on or move in a common direction. Van der Watt (1998:47) defines strategic quality planning as involving forces in an institution’s strategy that will reflect, in conjunction with the external environment factors, the impact on client needs (internal and external) as well as on quality related organisational ability. Furthermore, it reflects the TQM philosophy and principles, with a view to bringing about institutional improvement. Loewen (1997:24) provides the following reasons why it is necessary for strategic quality planning to take place within an organisation:
• To control the future of organisation;
• to improve human resource management;
• to develop leadership skills within an organisation;
• to improve communication; and
• to focus on the client and to improve service.

It should be noted that the mentioned strategies are no longer the duty of top management to manage the strategic planning process. The educator also has a duty and responsibility in this regard, and is an active participant in this entire process. Educators should be informed about how strategic quality planning works, and they have to realise that the clients (for instance the learner, the parent, the university or the employer) are central in the entire planning process. Loewen (1997:56) distinguishes between strategic planning and strategic thinking as reflected in table 2.2. Strategic thinking is the opposite of what is done in strategic planning, and is responsive to changes in an organisation.

Table 2.2: Difference between strategic planning and strategic thinking

<table>
<thead>
<tr>
<th>Strategic planning</th>
<th>Strategic thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Only top management</td>
<td>• The entire personnel</td>
</tr>
<tr>
<td>• Structure planning</td>
<td>• Continuous planning</td>
</tr>
<tr>
<td>• Structural sessions according to agenda</td>
<td>• Not structured, theme based</td>
</tr>
<tr>
<td>• Correct answers and subject to top management opinions</td>
<td>• No immediate answers</td>
</tr>
<tr>
<td>• Specific steps</td>
<td>• Creative ad-hoc</td>
</tr>
<tr>
<td>• Control takes place by means of normal measuring</td>
<td>• Innovative measuring linked to client satisfaction</td>
</tr>
<tr>
<td>• Formal</td>
<td>• Chaotic and informal</td>
</tr>
</tbody>
</table>

(Loewen, 1997:56).

In management terms a distinction is made between planning and thinking. The two strategic qualities encourage educators to play a significant role toward the implementation, evaluation and improvement of the quality education in schools. Literature on the subject shows that this
distinction has been approached from various viewpoints in an attempt to demonstrate the advantages of one over the other as indicated in table 2.2.

2.11 SUCCESS OF TQM

There are six elements that are critical in making TQM efforts successful. These six steps are vision, audit, plan, train, implement, and monitor. Following the said steps without understanding TQM basics, will not guarantee a successful TQM effort. All the steps have been to be essential to the development of a successful TQM system (Terry, 1996:6).

The **vision** is the first key element that must present a clear picture of what the school wants to achieve, and an image that all members can share in, take pride in, and use as a daily criterium for assessing their work. Principals who want to implement TQM in their schools find that developing a vision statement is difficult to do. The term vision means many things to many people.

An **audit** is done by taking a good look at the present culture in order to develop a plan for the transition. TQM cannot change a poor organisation into a good organisation. However, TQM can help a good organisation to become a great organisation.

The **plan** is to establish short-term and long-term goals to move towards the vision. Top management must lead by establishing their own quality improvement team, requiring the same training to be offered to the employees and very publicly addressing some critical quality challenges that everybody in the organisation is aware of.

**TQM training** is most effective when it is provided when the recipients are ready for it. This is called “just-in-time” training (Law, 1993:50). TQM can be successfully implemented to any organisation if people involve are willing to accept changes.

To **implement** TQM, it is critical to form quality improvement teams as soon as possible after the initial training has taken place. Simulation training gives people great confidence and enthusiasm, and it is very important to take advantage of that. Coaches must be assigned
to teams, and teams must be empowered by their manager to make changes. Team empowerment is what makes TQM different and it is what makes TQM effective.

The monitoring of TQM is reinforced with continuous top management involvement. It is a new way of life with top management setting the example by getting involved in the improvement projects (Law, 1993:51).

2.12 QUALITY MANAGEMENT SYSTEM IN SOUTH AFRICA

South Africa has engaged itself in quality education by introducing IQMS in its education system. IQMS was developed to improve quality management systems for all schools. IQMS was developed to integrate three programmes which were introduced and implemented in 2003 for the quality of the South African education system. The three programmes integrated are: Developmental Appraisal (DA), which is used to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development; Performance Measurement (PM), which is used to evaluate individual teachers for salary progression, grade progression, affirmation of appointments, and reward and incentives; and Whole School Evaluation (WSE), which is used to evaluate the overall effectiveness of a school including the support provided by the district, school management, infrastructure and learning resources, and as well as the quality of teaching and learning (ELRC, 2003:3).

Quality management initiatives are planned by the Department of Education for schools, and it is aligned in a coherent way to avoid duplication, repetition and an unnecessary increase in workload on educators. The philosophy underpinning the IQMS is based upon the fundamental belief that the purposes of IQMS are five-fold namely to: determine competence; assess strengths and areas for development; provide support and opportunities for development; to assure continued growth; promote accountability; and to monitor an institution for overall effectiveness (ELRC, 2003:4).
2.12.1 The purpose of alignment of IQMS

The successful implementation of IQMS requires good communication between all difference stakeholders. The employer, the Department of Education, identifies specific needs of educators, schools and district offices for support and development. It should be understood that the three programmes (PM, DAS and WSE) of IQMS are interrelated to each other. The main purposes of the alignment process of IQMS are as follows:

- To enable the different quality management programmes to inform and strengthen one another;
- to define the relationship among the different programmes of an IQMS;
- to avoid unnecessary duplication in order to optimise the use of human resources;
- to assure that there is on-going support and improvement; and
- to advocate accountability

(ELRC, 2003:4).

2.12.2 Advocacy and training on IQMS

Advocacy and training are different terms but are both necessary in the implementation of IQMS. Advocacy focuses on achieving a large scale of the process, while training focuses on capacitating all involved in the process of IQMS to ensure successful implementation. Advocacy should relate to what the IQMS is and what the benefits will be for educators, and for the school as a whole. It should explain why a particular approach was adopted. Training must specifically address issues relating to how IQMS should be implemented in all schools. All officials and educators must have a thorough understanding of the principles, processes, and procedures. Training must enable officials and educators to plan and administer IQMS in a uniform and in a consistent manner. Training is jobs related, and focuses on broadening or expanding an individual’s knowledge and skills so that he/she is in a better position to do his/her work more effectively (Education Facilitators, 1999:51).

Van Schalkwyk (1992:100 & 218) states that the overall responsibility of advocacy, training, and proper implementation of quality education system in South Africa, consists in the
control and monitoring by the National Training Teams (NTTs), Provincial Training Teams (PTTs) and training in schools.

The NTTs are responsible in clarifying all the relevant issues and questions in the process of training. The NTTs must develop the necessary guidelines for training and must train the PTTs. The NTTs should consist of officials from the National Department of Education, Provincial Departments of Education, and officials from National Unions represented in the ELRC.

The PTTs should consist of provincial officials including officials from regional/district/area departmental offices. It should include those officials who will work directly with schools in their regions/districts/areas as well as education support service personnel. Provincial unions, as represented in the Provincial ELRC, should also be included in the provinces.

Training in schools (clusters of schools) should be led by regional/district/area officials and supported by the provincial Department and trade unions. Since advocacy and training must precede implementation in schools, the Staff Development Team (SDT) will not yet have been identified. If regional/districts/area officials are unable to train all the educators in schools within their areas, then the school management team and nominated senior educators from each school must be trained, so that they will be able to do advocacy and training of all educators in their respective schools.

2.12.3 Developmental Appraisal

Van Staden (1999:95) refers to appraisal as a process of assessment during which an individual’s or a group’s strengths and weaknesses are determined. Seyfarth (1996:129) says that staff development provides opportunities for educators and other support personnel to acquire new skills and attitudes that may lead to change in behaviour that results in increased teaching achievement.
2.12.3.1 Aim of Developmental Appraisal

The aim of DA is to facilitate the personnel and professional development of educators in order to improve the quality of teaching practice and education management (Government Gazette Vol. 404 Number 19767 of 18 February 1999). Robbins (2000:485-486), Seyfarth (1996:150) and Van Staden (1999:131) identify the following aims and objectives of appraisal in general terms.

- It facilitates the personnel and professional development of educators in order to improve the quality of teaching practice and education management.
- It forms the basis of a training and development strategy.
- It provides already qualified educators with the knowledge and expertise to expand their teaching duties within the profession and to function better.
- It helps in making human resource decisions such as promotion, transfer and termination.
- It is used to identify training and development needs.
- It provides feedback to employees on their performance.
- It is used for deciding on reward allocations.
- It can be used as criteria for validating selection and development programmes.

Van Schalkwyk (2002:114) describes the aims and purposes of appraisal as more judgmental, while the others see it as more developmental in nature. The aims and purposes of appraisal approaches, system and programmes indicate that educators should also be very clear on what they want to appraise.

2.12.3.2 Requirements for effective developmental appraisal in education

Education Facilitators (1999:136) mention four requirements that should be met to make developmental appraisal possible in education:
• **Democratic organisational climate**

A democratic organisational climate implies that the educational leader must adopt a bottom-up management approach instead of top-down. The educators must have the opportunity to air their views and take part in the management of the school/institution. If that happens they will feel part of the school/institution and will be more inclined to follow instructions and take part in developmental appraisal.

• **Learning culture at institutions**

It is a known fact that in some schools/institutions a learning culture does not exist. Educators come and go as they like. They do not prepare lessons or control written work. They have no ethics in maintaining a certain academic standard, and have no respect for authority figures such as the school principal. In such an environment, developmental appraisal is almost impossible.

• **Commitment of educators to development**

If educators are not committed to development, they will never improve, which will not be conducive to a healthy teaching and learning process. Educators have to stay abreast in their specific field(s) of specialisation to make a valuable contribution to the education of learners. A lack of commitment among educators leads to stagnation, not just regarding their own development, but also the development of learners and country as a whole.

• **Openness and trust**

The professional development of educators to enhance the teaching and learning process will not be possible if there is no openness and trust among the staff members, management team, union representatives and/or other advisors who will be part of appraisal. There should be no hidden agendas and the integrity of all taking part in developmental appraisal should not be in question.
2.12.3.3 Process of Developmental Appraisal System

DAS consists of the following on-going processes: reflective practice; self-appraisal; peer appraisal; collaboration and interaction with panels (RSA, 1999:3). Each of the mentioned on-going processes is briefly explained below:

- **Reflective practice** is an on-going activity that requires educators to interpret and analyse the extent to which their performance meets objectives in serving the needs of clients with the intention to rethink current practices.

- **Self-appraisal** is when an individual educator undertakes self-analysis and introspection in terms of his/her own performance, client questionnaire results as well as institution development plans. This is followed by self-evaluation in order to determine priorities for personal and professional growth.

- **Peer appraisal** is the involvement of a colleague in assisting the appraisal to review his/her performance with a view to prioritise professional development needs.

- **Collaboration** is where educators work together to assist one another in problem solving.

- **Interaction with panels** is the relationship which should be developed between members, and they should work collectively to assist the appraisee to identify needs, formulate objectives, select professional development activities, implement such activities within timeframes, and to provide timeous feedback.

2.12.4 Structures involved in the implementation of IQMS in school

Robbins (2000:488) argues that the traditional view that the immediate boss or supervisor is the ideal person to evaluate employee performance is flawed. He points out that others may actually do the job better. He proposes the so called 360-degree evaluation approach that has its primary objectives in a pooled feedback from all the employee’s customers. For IQMS to be effectively implemented, the following structures should be in place in all schools in the South African education system (Van der Westhuizen, 1995:266):
2.12.4.1 The School Management Team

The School Management Team (SMT) consists of the school principal, deputy principal and education specialists (heads of departments). The school principal has the overall responsibility to ensure that IQMS is implemented uniformly and effectively at the school, and together with the other members of the SMT they are responsible for advocacy and training of other educators at school level. The SMT’s role and responsibility in school about the implementation of IQMS are that SMT members should assist with broad planning and implementation of IQMS; SMT members should inform all educators about the in-service training and other programmes aimed at the development of educators and they should make proper arrangements for attendance; and in collaboration with the Staff Development Team (SDT), they must ensure that self-evaluation is done according to the agreement.

2.12.4.2 The Staff Development Team

Van Schalkwyk (2002:128) describes the responsibilities of the SDT as making needs analysis in terms of development. If the collection of information is done in terms of DAS, detailed needs and priorities are obtained after an extensive survey of the development needs of staff members. The SDT at school level is responsible for planning, overseeing, coordinating and monitoring of quality management processes. The SDT members should include the SMT and post level one educators. It is suggested that the number of the members of the SDT should consist of three to six people, depending on the size of the school. The District/Circuit Office has to provide support in schools with one educator. It is suggested that the term of office for the SDT should be a period of three years for continuity’s sake and stability. When an individual educator leaves a school, he/she must be replaced through a democratic election (ELRC, 2003:12; RSA, 1999:8).

2.12.4.3 The Development Support Group (DSG)

For each educator the DSG should consist of the educator’s immediate senior and one other educator (peer). An educator’s peer must be selected by the educator on the basis of appropriate phase/learning area/subject expertise and not friendship. This selection of a DSG
takes place after an educator has completed a first evaluation and reflected on strengths as well as areas in need of development. In respect of one educator in a school, the District Offices and the Circuit Offices should provide support and mentoring. Each educator must have a different DSG, while some individuals (for example, education specialists) will be involved in several DSGs for the evaluation of different educators. Once educators have determined who their DSGs are, this information will have to be drafted in the broad planning of the SDT to ensure a reasonable spread and pace of work for evaluators towards the end of the year (National Teachers Organisation of South Africa, 2003:1-5).

Nicholson (1989:63) argues that improving educator performance by means of staff development goes much further and deeper than introducing a scheme for educator appraisal or better in-service training. Staff development provides on-going programmes, and value systems of the school/institution as it impacts on educators, as well as on learners. The main purpose of the DSG is to provide mentoring and support. If an immediate senior is the education specialist (head of department) in the school, then mentoring and supporting fall within his/her job description. The DSG is responsible for assisting the educator to develop a Personal Growth Plan (PGP) and to work with the SDT to incorporate plans for development of the educator into the School Improvement Plans (SIP). The DSG is responsible for the baseline evaluation of the educator for developmental purposes. The immediate senior is responsible for the summative evaluation at the end of the year for PM. The DSG must verify that the information provided for PM is accurate.

The educator is the one who identifies his/her personal support group in a DSG. All educators should undertake self-evaluation for their own performance and should also develop a PGP. Educators on the other hand must co-operate with the DSG and the external WSE team when the school is being evaluated. Educators should attend in-service training and other programmes in terms of areas identified for development (Van der Westhuizen, 1995:273).
2.12.5 The evaluation process of IQMS

The steps which should be employed by the supervisor in the evaluation process are reflected below. The cycle of implementation is a twelve months period (Education Facilitators, 1999:59-62; Seyfarth, 1996:136-150; RSA, 1999: 9).

**Step 1: One-on-one meeting between supervisor and evauluee**

An educator and his/her immediate supervisor (education specialist/head of department) and peer discuss procedures and processes which will provide the basis for the evaluation exercise. The supervisor, peer and the educator should also discuss the expected performance criteria. Minutes of the meeting should be taken for future reference by the educator. Van der Westhuizen (1995:259) says that during a one-on-one meeting, the evaluator and the evaluated are involved in the attainment of objectives, the planning of follow-up actions and determining future aims as well as specifying criteria.

**Step 2: Educator’s self-evaluation**

Immediately after advocacy and training, each educator should evaluate herself/himself using the required instruments that will be used for both DA and PM. This enables the educator to become familiar with the instrument. Educators must also familiarise themselves with performance standards, the criteria (what they are expected to accomplish) as well as the levels of performance (how well they meet at least the minimum requirements for pay progression). The self-evaluation forms are part of both DA and PM. Van der Westhuizen (1995:255) describes the primary aims of self-evaluation as the improvement in the work achievements of staff, and the secondary goal as evaluation aims at giving recognition to proven achievement, identifying future educational leaders, determining attitudes to work, and determining whether the person is ready for promotion.

Since PM is used for determining pay and/or grade progression (notch increases), it must be used to evaluate the performance of educators within the period of a school calendar year,
even though the award will only be made in the following year (National Teachers Organisation of South Africa, 2003:1-5).

**Step 3: Identification of the DSG**

After having completed a first self-evaluation and having reflected on strengths as well as areas in need of development, each educator needs to identify his/her own support group within the school. The support group must include the educator’s immediate senior (education specialist) and one other educator (peer) which should be selected by the educator, and who has the same learning area/subject experience, and is able to provide the necessary guidance and support. Each educator will therefore have a different DSG although some individual education specialists will be involved in several DSG’s for different educators (National Teachers Organisation of South Africa, 2003:1-5).

**Step 4: Observation of educators in practice**

After identifying the personal DSG, the educator needs to be evaluated for the purposes of determining a baseline evaluation with which subsequent evaluation can be compared in order to determine progress. By this time the educator will have completed a self-evaluation and will have determined strengths as well as areas in need of development. The evaluation must be preceded by a pre-evaluation discussion. The evaluation (including the observation of the educator in practice) can be done by either one or both of the DSG members. The purposes of evaluating educators by members of the DSG are:

- To confirm the educator’s perceptions of own performance as arrived at through the process of self-evaluation;
- to enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the PM and to resolve any differences of opinion that may exist;
- to provide the opportunity for constructive engagement around what the educator needs to do for himself/herself;
• to enable the DSG and the educator to develop a PGP, this includes targets and time frames for improvement. The educator must primarily develop the PGP with the assistance provided by the DSG;

• to provide a basis for comparison with the evaluation for PM purposes. Since it includes data gathered during the pre-evaluation discussion and will result in the development of PGP, this information can be used in the School Improvement Plan (SIP) (Education Facilitators, 1999:136-142).

Step 5: Drafting of Personal Growth Plan

The educator needs to develop a PGP which should include contextual factors experienced during the teaching process. It is anticipated that this will take place soon after the observation of the educator in practice and the evaluation on which consensus was reached. The educator’s PGP and all copies of the completed instruments need to be sent to the SDT of the school for final assessment and compilation of SIP (RSA, 1999:12).

Step 6: Moderation and evaluation of report

This step is very important and can never be over-emphasized. An educator’s overall performance rating is determined by a combination of educator rating against the performance standards. It needs to be ensured that the overall rating reflects the real overall performance of the educator. The purpose of moderation is to ensure that supervisors are evaluating the performances in a consistent way across the school with a common understanding of the standard required at each level of the rating scale. All results should be submitted to District Office for the purpose of salary and grade progression. A summary of the process of evaluation is illustrated below in figure 2.2 (ELRC, 2003:6-17).
The process of evaluation of IQMS

First year of implementation of IQMS at school level

Period: First quarter (January to March)

- Self-evaluation
- Identification of the DSG (each educator)

Baseline Evaluation by DSG members

Development of PGP by individual educator

Period: Second and third quarters (April to September)

Development cycle: Support and developmental by DSG

Period: Fourth quarter (October to December)

Summative evaluation
- Self-evaluation
- Lesson observation and evaluation by DSG
Second year of implementation of IQMS process at school level

The summative evaluation of the previous year becomes the baseline study

Development process takes place over a period of nine months (January to September)

Summative evaluation

- Self-evaluation
- Lesson observation and evaluation by DSG
- Final report and scoring

- Submission of report to the District Office for salary progression and grade progression
- Merit awards/performance bonus

ELRC (2003:6-17).

Figure 2.2: The process of IQMS evaluation
In the evaluation as indicated in figure 2.2 above, the process starts with self-evaluation and end at the merit award/performance bonus of an individual educator. The process of evaluation is continuous for each year of academic performance of both educators and learners. The downward arrows indicate that the evaluation process is in progress at the beginning of the year, while the upward arrows indicate that the process of evaluation is continuous in the second year of implementation for the development and support of educators.

### 2.12.6 Quality control on IQMS

Goetsch and Davis (2003:25) describe quality control as comparing performance with goals, and acting on differences between performance and goals. Control as a management tool aims at ensuring that all planned goals and objectives are attained. The degree and nature of the control of information need to be negotiated between all parties involved. Different schools depending on the purpose for which information is being collected may need different control mechanisms. Therefore, the SDTs will need to address this issue in their planning in order to ensure that personnel feel adequately protected.

Van der Westhuizen (1995:232) describes control as a management tool aimed at ensuring that all planned goals and objectives are attained. Control is therefore a centre of achieving a common goal on realisation of teaching and education. The SDTs are responsible for managing the evaluation process, and for ensuring the consistency and fairness of the process as well as the accuracy of specific, as well as overall rating of educators. The school principal and relevant regional/district/area managers must sign all documents being submitted to the Department. The school principal and the relevant regional/district/area managers must verify that the information provided is accurate.

The regional/district/area manager (or any delegates) should review a sample of the evaluations to ensure their consistency, fairness and relevance to the school plan and other stipulations. It is only during the cyclical/external evaluations by the WSE team that it will be possible to validate evaluations of the sample of educators identified for the purpose of observing educators in practice for the external WSE (ELRC, 2003:10).
2.13 CONCLUSION

In terms of the application of the principles of TQM in education, TQM aims at improving and enhancing the quality of schools as organisations in order to fulfil the expectations of its clients. It must be fully understood that quality is achieved not only by improving the human, technical, and the conceptual skills of educational leaders, but by acknowledging that education is a business (McLeod et al., 1992:40).

In the South African educational system, there is a need for continued staff training and an increased involvement from parents and learners. The Department of Education should find ways to involve the educators, students, parents and business leaders in making suggestions in the quality improvement of educational conditions. Learners and parents should also develop techniques to set quality standards. The Department of Education should integrate the goals of quality, and improve the process into day to day, and long-range customer service activities.

Educators should be aware that the process of IQMS is not a separate function, but add on to the normal job description, and that it is a method all educators can use to meet the requirements of each of their internal and external customers. Educators must have skills to do the job effectively, and be dedicated to their work for quality education to succeed.

Franklin (1996:213-217) stated that the emergence of any nation’s business has to be predicated on the success or failure of its education system. If the education system fails to deliver qualified graduates as workers, then the business community will have the following choices, either educate the new workers at an exorbitant cost, or to accept the shoddy or to remove all industrial production from the nation.

The next chapter, chapter 3, deals with research methodology that is deployed to answer the research questions. Issues such as research questions, research design, population and sampling, data collection techniques and data analysis are discussed thoroughly.
CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter the research methodology is explained. McMillan and Schumacher (1997:59) describe research methodology as the general planning of how the research is going to be conducted. This planning includes specifically the research design, research method, population and sampling, data collection as well as data analysis. According to McMillan and Schumacher (1997:330), this approach can be qualitative or quantitative or sometimes both. A qualitative and quantitative research was adopted for this research study.

3.2 RESEARCH DESIGN

According to Hittleman and Simon (2002:8), the research design is the plan used to study an educational problem or question. It is the researcher’s plan of how to proceed to gain understanding of a group or phenomenon in its natural setting. Terreblache and Dürrheim (2002:29) define a research design as a strategic framework for action that serves as a bridge between research questions and execution or implementation of the research. Research designs are plans that guide “the arrangement of condition and analysis of data in a manner that aims to combine relevance to economy in procedure”.

Two basic research designs based on the way data are collected, presented and analysed, are qualitative research (non-statistical data) and quantitative research (statistical data). A combination of these two types can also be used (Hittleman & Simon, 2002:8).

In this study, the researcher used both qualitative and quantitative approaches due to the nature of the research problem. Cohen, Manion and Morrison (2001:3) argue that there is no fixed way to plan a research. The design is mainly controlled by the objectives that a researcher wants to achieve with the study.
3.2.1 Qualitative approach

According to Gall, Borg and Gall (1996:18 & 67), a qualitative approach is grounded in the assumption that individuals construct social reality in the form of meanings and interpretations and that those constructions tend to be transitory and situational. The dominant methodology is to discover meaning and interpretations by studying cases intensively in natural settings and subjecting the resulting data to analytical induction. De Vos (2001:241) describes a qualitative approach as an approach that aims to understand social life and the meaning that people attach to everyday life and is subjective in nature.

The researcher used a qualitative approach in an attempt to understand how educators experience the implementation and evaluation of IQMS at primary schools in Nkowankowa. The qualitative social-research process relies largely on the qualitative critical-approaches to social science, but in this study, the researcher involves documenting real events, for example, interviewing educators. Bogdan and Bilken (1992:30) indicate that the qualitative researcher believes that human actions are strongly influenced by settings in which it occurs. They feel that action can be best understood when it is observed in the setting it occurs.

The researcher followed the basic research process, as suggested by Technikon Pretoria (1998:77) in the following manner:

- Getting permission from the stakeholders to do the research and building relations with the sample;
- informing the respondents about the research study;
- collecting data through interviews;
- categorising coding and conceptualising the data; and
- putting collected data together, considering all the evidence and report-writing.
3.2.2 Quantitative approach

According to White (2005:81) quantitative research seeks to establish relationships and to explain causes of change in measured social facts. Quantitative research is usually based on what is called a positivist philosophy, which assumes that there are social facts with a single objective reality, which is separated from the feelings and beliefs of individuals. This objective reality can be explained, controlled, and predicted by natural laws. Leedy (1993:140) describes a quantitative approach as an approach that aims to measure social life objectively.

In this study, the quantitative research method was used to cover a substantial population. Quantitative techniques diverge from strict positivism, and they apply theory in a different way to give historical context and reveal deep structures of social relations (Neumann, 1997:329).

3.3 RESEARCH METHOD

In this study, descriptive research was used as a research method. Charles and Mertler (2002:32-33) describe descriptive research as a research method which is used to depict people, situations, events, and conditions as they in fact exist. It is non-experimental and can be used in qualitative or quantitative research or as a combination of the two. Hittleman and Simon (2002:125) describe descriptive research as a method that simply describes quantitative phenomena by means of statistics such as frequencies, percentages, averages, and sometimes a measure of variability.

Cohen and Manion (1981:48) describe three types of descriptive research under the umbrella term developmental research, which are:

- **Longitudinal survey** is a descriptive research which collects data at two or more occasions in order to measure changes over a period.
- **Cross-sectional survey** is a descriptive research tool which involves the collection of data from selected individuals in a single time period.
A trend study is a descriptive research which may be short or long in duration. Trend study examines recorded data to establish patterns of change that have already occurred in order to predict what would likely occur in the future.

For this study, the researcher used a cross-sectional survey to research the introduction, implementation and evaluation of IQMS at primary schools in Nkowankowa. Questionnaires and unstructured interviews were used as data collection instruments.

3.4 POPULATION AND SAMPLE

3.4.1 Population

De Vos (1998:190) defines a population as a group of interest to the researcher that possesses specific characteristics. It is the totality of persons, events, organisation units, case records or other sampling units with which the research problem is concerned.

The population for this study consisted of 346 educators in eighteen primary schools in Nkowankowa, Limpopo Province. The 346 educators included: CS1 educators, principals, deputy principals and education specialists.

3.4.2 Sample

Sampling is the process of selecting a number of individuals for the study in such a way that the individuals represent the population. Sampling is the element of population considered for actual inclusion in the study, and is important in both qualitative and quantitative research (Gay, 1987:101 & 123).

3.4.2.1 Qualitative sample

In this study, purposive sampling was used to find the most informative subjects to address the research questions. Ary, Jacobs and Razavieh (2002:428) describe purposive sampling as providing maximum insight and understanding of what is being studied.
In this study a sample of two educators (N=2) in five primary schools in Nkowankowa were selected for interviewing. The sample was composed of the following stakeholders:

- One principal/deputy principal/education specialist and
- One staff developmental team member/CS1 educator.

For this qualitative sample, 10 educators were selected to participate in the interviews.

### 3.4.2.2 Quantitative sample

In this study probability sampling was used by the researcher to select the quantitative sample. Bickman and Rog (1998:108) are of the opinion that the selection methods for non-probability sampling contrast with the methods used for probability samples, which are selected by random mechanisms that assure selection independent of subjective judgment.

For the purpose of this study, simple random sampling was used. De Vos (2000:95) describes simple random sampling as a method in which each individual case in the population theoretically has an equal chance to be selected in the sample. A sample of 103 educators out of 346 was selected, and a balance of gender was considered when selecting the participants. A total of 120 males and 226 females were available for selection for this research study. For this quantitative sampling, 30% of 120 males (that is 36 males), and 30% of 226 females (that is 67 females) were selected to participate.

### 3.5 DATA COLLECTION

Leedy and Ormrod (2001:100) describe data as links between the absolute truth and the researcher’s inquiring mind. Data contain pieces of the truth but are in a rather unrefined state. Data and methodology are interdependent. For this reason, the methodology to be used for a particular research problem must always take into account the nature of the data that will be collected for the resolution of the problem. To some extent, the data dictate the research method.
As outlined in paragraph 1.6.4 of this dissertation, the researcher combined qualitative and quantitative data collection methods to support the research findings and conclusions. This approach is called triangulation. Fraenkel and Wallen (1993:558) define triangulation as a cross checking of data using sources or multiple sources or data collection procedures.

The researcher wrote formal letters (see Addenda A, B, D and F) to seek permission to conduct the study at the primary schools in Nkowankowa. The Nkowankowa Circuit Office and the Mopani District Office were approached for permission to conduct the research in their districts. Examples of formal letters which were sent to the Department of Education are in Addendum A and Addendum B.

The main purposes for conducting the research were outlined on all formal letters submitted by the researcher to the school principals and respondents (see Addenda D and F). The questionnaire (see Addendum H) and informed consent (see Addendum G) were attached to all the formal letters submitted to all the respondents of this study. The suggested dates for conducting this study were also provided.

3.5.1 Qualitative data collection

According to McMillan and Schumacher (1997:46), qualitative techniques collect data in the form of words rather than numbers. According to Leedy and Ormrod (2001:158), qualitative research often uses multiple forms of data in a single study. This multiple form of data collection is called triangulation.

Miller and Dingwall (1997:39), note that all research findings are shaped by the circumstances of the production. Thus each method can be done separately as a study, however combining the techniques in different ways for triangulation allows one a wider scope in order to see the same scene from different angles.

This study was conducted using multiple data-collection techniques. A document analysis and unstructured interviews as forms of qualitative data collection were conducted.
3.5.1.1 Document analysis

McMillan and Schumacher (1997:147) define literature as the collective body of prior knowledge as well as what other have said about what you are researching. The ultimate goal of a document analysis is to place the problem in theoretical perspective, identify alternatives for understanding the problem, and to identify central points. Researching literature broadens the understanding of the subject being researched (McMillan & Schumacher, 2001:134).

For this study, extensive reading in the relevant field benefited the researcher. Reading relevant literature has the following benefits:

- If others have done research on similar or related topics, consulting their reports can help to confirm that an appropriate topic has been chosen, or that the topic has been overworked and should be changed.
- The literature review can aid in the choice of a topic, as other studies show what is known and unknown about a topic. A chosen topic in this instance should aim to fill the gap, or put a new complexion on existing research.
- The review assists in the development of a research design, and the choice of an appropriate methodology. If others have succeeded in using certain designs and methodologies to investigate a similar problem, these can support what one intended to do (Gorman & Clayton, 1998:74).

Since qualitative research is characterised by being descriptive by nature, more information was gathered through reading more about quality management system in South Africa and in other countries around the world. Different sources were used, namely collective agreements, government gazettes, books, journals articles published by various institutions and the internet. Relevant information was selected and organised logically as indicated in chapter 2.
3.5.1.2 Interviews

Slavin (1984:144-145) describes interviews as alternatives to questionnaires. Individuals as respondents were asked questions and allowed to answer on their own. The researcher give clarifying remarks if a respondent misunderstood a question asked. Gerber, Nel and Van Dyk (1998:115) describe an interview as a data-collection instrument where face to face communication takes place. Impressions are formed of the personalities, values and attitudes of the respondents.

The interaction that takes place during an interview can occur in several ways. The nature of the research project usually determines the type of interview (Cherrington, 1995:245-248). Some of the interview types as indicated by Gerber, Nel and Van Dyk (1998:115) are:

- A **structured interview** is a highly structured interview, where the interviewer prepares a list of predetermined questions and does not deviate from it during the course of the interview. The structured interview leaves little room for adaptation to the interview situation, as an opportunity to expand on answers received.

- An **unstructured interview** is a type of interview in which the interviewer is free to adapt to any situation during the course of the interview. The interviewer requires little or no preparation.

- A **focus-group interview** involves organised discussions with a selected group of individuals to gain information about their views and experience of a topic. This type of interviewing is particularly suitable for obtaining several perspectives about the same topic (White, 2005:146). Powel and Single (1996:499) define a focus group as a group of individuals selected and assembled by a researcher to discuss and comment on from personal experience of the topic, which is the subject of the research.

- A **panel interview** involves the use of a panel or board of interviewers to question and observe a single candidate. The technique is especially useful in situations where the respondent depends on the approval of several people.

Unstructured interviews were used as a form of data collection to strengthen the quality of this research study. Trochim (2001:352) describes unstructured interviews as a method that
allows a respondent to answer categories in a more detailed manner and it also allows opportunities and creativities or self-expression by the respondent on the subject matter.

The researcher sought permission from school managers to conduct interviews in their respective selected primary schools by means of formal letters (see Addendum D). In the letter, the researcher stated the main purpose of interviews, the dates for interview sessions, the venue for the interviews, and all the stakeholders to be included in the interview sessions. All letters were handed personally by the researcher to the selected primary schools, to ensure that every selected participant was informed. The letters were accompanied by a copy of an approved letter to conduct interviews from the Department of Education (see Addendum I). In this study, interview schedules were prepared in advance in order to obtain the information for the study (see Addendum E).

3.5.2 Quantitative data collection

According to Erasmus (1994:49), an interview can easily be substituted by questionnaires, and more data can be collected from sampling respondents through questionnaires. Hittleman and Simon (2002:27) describe questionnaires as requiring the respondents to write answers to questions about a topic. The answer form may be structured with fixed choices, or it may be open, in a way that the respondent uses his or her own words. When the respondent answers orally and the researcher records the answers, the researcher considers the instrument an interview. Thomas (1997:12) describes questionnaires as printed forms containing queries for respondents to answer. The question can be of a factual nature or can focus on the respondent’s opinions, attitudes, interests, likes and dislikes. Two advantages of questionnaires are that they permit a researcher to collect data from a large number of respondents in a short period of time, and the responses are in a more convenient form for summarising the results than is usually true of information gathered by means of interviews.

White (2005:126-127) describes questionnaires as an instrument with close or open questions or statements to which a respondent must react. Open-ended questions are questions where the respondents make any responses they wish in their own words. Close-ended questions are questions which permit only certain responses and are used where the answer categories are
discrete, distinct and relatively few in number. The following close-ended type questions used in this study were the following:

- **Dichotomous questions** - are type of questions which have only two responses possibilities, example, Yes or No;
- **multiple-choice questions** - this type of question consists of three or more responses;
- **statements** - are type of close-ended question which are used to obtain data of subjective in nature, example, about dispositions, attitudes and opinions; and
- the **Likert scale** – is another form of close-ended question and uses scale with 3 to 9 responses, in which there is an assumption of equal intervals between responses. It is sometimes better to make use of choices with even numbers (Fouché, 1998:161-173).

Questionnaires were developed, based on the document analysis on IQMS programmes as discussed in chapter 2 as well as on the research questions stated in paragraph 1.4. The questionnaires were distributed to eighteen primary schools in Nkowankowa. A maximum of six questionnaires were handed to fifteen primary schools and five questionnaires were handed to three primary schools. The remaining three questionnaires were handed to one school. A total of one hundred and three questionnaires were used in this research. A covering letter was attached to the questionnaire explaining the research purpose to the respondents. Addendum F is an example of such a letter. The researcher requested the respondents to complete the questionnaires, and respondents’ anonymity was guaranteed which resulted in candid and honest responses by the respondents. The researcher collected all the completed questionnaires on the same day before leaving the school’s premises.

The questionnaire was divided into two units. The first unit concentrated on the biographical data and the second unit on the document analysis on IQMS. In the second unit the respondents’ knowledge on the document analysis on IQMS were asked. Addendum H is an example of the questionnaire used in this study.
3.6 DATA ANALYSIS

Seaman and Verhonick (1982:249) define analysis as the process by which the researcher summarises and describes data and, if possible, makes inferences from the sample to the population from which the sample was drawn. The purpose of data analysis is to make sense of the accumulated information after the data have been collected from the field. Charles and Mertler (2002:199) state that the research data, whether qualitative or quantitative, must be analysed in order to answer research questions or test hypotheses.

3.6.1 Analysis of qualitative data

McMillan and Schumacher (1989:464) define qualitative data analysis as an inductive process of organising the data into categories and identifying patterns (relationships) among categories. Data analysis entails that the analysis breaks down data into constituent parts to obtain answers to the research questions (De Vos, 1998:203).

For qualitative research, the similarities of patterns and differences were examined thoroughly. In order to establish connections to analyse and interpret data, the researcher transcribed recorded interviews to code patterns in the data. In qualitative research, the researcher organised the raw data into conceptual categories and created themes. These steps free the researcher from entanglement in details of raw data and encourage a higher level of thinking about them. Miles and Huberman (1994:36) describe the codes as tags or labels for assigning units of meaning to the descriptive or inferential information compiled during the study.

For analysis, respondents were allocated keys in the form of abbreviations. All responses of the interviews were transcribed directly without the correction of any language errors (see Addendum J). Table 3.1 illustrates the identification of respondents in the transcripts used.
Table 3.1: Data coding and extraction of categories and themes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM1</td>
<td>School principal 1</td>
</tr>
<tr>
<td>SM2</td>
<td>School principal 2</td>
</tr>
<tr>
<td>DP1</td>
<td>Deputy principal 1</td>
</tr>
<tr>
<td>DP2</td>
<td>Deputy principal 2</td>
</tr>
<tr>
<td>ES1</td>
<td>Education Specialist 1</td>
</tr>
<tr>
<td>ES2</td>
<td>Education Specialist 2</td>
</tr>
<tr>
<td>FCS1</td>
<td>First Post level 1 educator</td>
</tr>
<tr>
<td>SCS2</td>
<td>Second Post level 1 educator</td>
</tr>
<tr>
<td>SDT1</td>
<td>Staff Development Team member 1</td>
</tr>
<tr>
<td>SDT2</td>
<td>Staff Development Team member 2</td>
</tr>
<tr>
<td>Q</td>
<td>Question</td>
</tr>
<tr>
<td>R</td>
<td>Response</td>
</tr>
</tbody>
</table>

3.6.2 Analysis of quantitative data

In this study, descriptive statistics was used by the researcher to analyse the data based on questionnaire responses. According to Borg and Gall (1989:336), descriptive statistics are used to describe the data that the researcher has collected from a sample. The advantage of descriptive statistics is that it enables the researcher to use one or two numbers to represent all of the individual scores of the subjects in the sample. The data collected were presented in visible tables in order to get a visual presentation of dispersion.

3.7 VALIDITY, RELIABILITY AND TRUSTWORTHINESS

3.7.1 Validity

According to Dyer (1995:96), validity refers to the degree to which a test measures what it is supposed to measure and it also concerns the extent to which the instrument is actually capable of providing information which it claims to provide. For any data gathering procedure such as questionnaires and interviews, content validity is one of the strongest techniques available to the researcher (Du Plooy, 1996:112).
Both content and face validity of the instrument were obtained in this study. In conducting this research project, sufficient control was undertaken to ensure that results are not biased. To prevent prejudice, participants were thoroughly informed about the aims of the study to be conducted. Participants were also reassured about issues regarding privacy and confidentiality. For this study, participation was voluntary.

3.7.2 Reliability

Hudson, as cited by De Vos (2000:85), defines reliability as the accuracy or precision of an instrument; as the degree of consistency or agreement between two independently derived sets of scores; and as the extent to which independent administrations of the same instrument yield the same (or similar) results under comparable conditions. According to Marshall (1997:79), reliability is the degree to which one could expect the same result, if the same or another researcher carried out the study again by using the same methods on another sample. Similar results will be obtained if the same instrument is used more than once.

For this study, the researcher has preserved all information regarding this research project, this includes data collected and notes, so that the findings may be verified by independent persons, even long after the study has been completed. The researcher used audiotapes to store interview information and computer for the processing of data.

3.7.3 Trustworthiness

According to Krefting (1994:214), qualitative research is evaluated too often against criteria appropriate for quantitative research. It is important to look at qualitative and quantitative research methods, for ways to ensure the quality of the findings and the trustworthiness of the research.

Guba’s model for assessing the trustworthiness of qualitative data, as discussed by White (2005:203-206), shows strategies that can be used throughout the research process to increase the trustworthiness of qualitative projects. He recommends the criteria of credibility,
transferability and dependability. The researcher used strategies as recommended by White (2005:203-206) to strengthen the trustworthiness of this research as stipulated below.

(a) First strategy

Strategy: Credibility.
Criterion: Interview techniques.
Application: In this study, the researcher conducted unstructured interviews which were tape recorded and transcribed. The researcher first sought permission from participants to use a micro-cassette tape recorder during the interview sessions. To enhance credibility of this study, the researcher has stored all documents such as notes and tape recorded items of data collected, and is willing to make them available for determining credibility.

(b) Second strategy

Strategy: Transferability.
Criterion: Comparison of sample to demographic data.
Application: The aim of this study is to evaluate the situation regarding the implementation of IQMS at primary schools in Nkowankowa. As the study was conducted only with educators in primary schools, the researcher intends to make this research report available to all primary schools selected and to the Department of Education – Limpopo Province (including Nkowankowa Circuit Office and Mopani District Office) if requested.

(c) Third strategy

Strategy: Dependability.
Criterion: Triangulation.
Application: The researcher used interviews, questionnaires and document analysis as forms of data collection. Interviews were recorded by means of audiotape. After the interviews, the recordings were transcribed verbatim. Unedited copies of interviews were preserved for the purpose of analysis. Questionnaires were handed personally to all selected primary schools, after the researcher has sought permission from the Department of Education and the
participants of this research study. The document analysis was useful in gaining more knowledge about the topic being studied and it also assisted in the formulation of research questions.

3.8 ETHICAL CONSIDERATIONS

Strydom (1998:24) defines ethics as an asset of moral principles which is suggested by an individual or a group, and is subsequently widely accepted. Ethics offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students. Robson (1993:29-33) defines ethics as the rules of conduct which are included to observe protocol, to obtain permission, and to negotiate with those affected. Ethical dilemmas arise unexpectedly in the course of observing and reacting in the field (Neumann, 1997:376). All participants who did not participate in this research project were all respected. To ensure confidentiality, numbers were assigned to participants of this research study.

Sieber (1982:142) defines privacy as that which normally is not intended for others to observe or analyse. Cohen and Manion (1994:367) advise that it is important to protect a participant’s right to privacy through the promise of confidentiality. Strydom (1998:29) states that under no circumstances should concealed media such as video cameras, audiotapes and one-way mirrors or microphones be used without the knowledge and (preferable written) consent of the research respondents. All possible means of protecting the privacy of respondents should be applied.

In this study, the participants were assured that information given would be treated with strict confidentiality. Respondents were also assured that the data would be used for the stated purpose of the research and that no other person would have access to recorded data. Such assurances were made so that the respondents would feel free to give honest and complete information that he/she knows about this topic. The use of audiotape was first negotiated with the participants before it was used. In order to protect the participant’s right to privacy, the questionnaires did not require respondents names (see Addendum H).
An informed consent was handed to all participants to sign (see Addendum G). This was made to inform the participants about the potential impact of this research study. White (2005:212) states that obtaining an informed consent implies that the procedures which will follow during the investigation, the possible advantages, disadvantages and danger to which respondents may be exposed and the credibility of the researcher will be shared with subjects in the research.

3.9 CONCLUSION

In this chapter the focus was on the research methodology. Qualitative and quantitative approaches as a form of research design were explained in detail. Due to the nature of the topic a descriptive research method was selected to strengthen the quality of this research study. Other procedures followed in conducting this research study included a discussion of the population and sampling methods, the instruments used in collecting data, and the procedure used to analyse the data.

The next chapter, chapter 4, deals with analysis of the data collected in chapter 3.
CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In chapter 3, the research methodology and research design was discussed. In this chapter, the data which were collected by means of questionnaires and unstructured interviews, are analysed and findings are presented and discussed. The findings and analysis are based on the implementation, evaluation and monitoring process of IQMS at primary schools in Nkowankowa.

Analysis and interpretation are two separate processes. Analysis is the process of bringing order to data, trying to organise data into patterns, categories and descriptive units. Interpretation involves the attachment of logic or sense to the analysis explaining descriptive dimensions (Patton, 1990:52).

4.2 QUANTITATIVE DATA ANALYSIS

The researcher collected quantitative data through questionnaires as explained in chapter 3, paragraph 3.6.2. The aim of the questionnaires was to research the implementation, evaluation and monitoring of IQMS at primary schools in Nkowankowa. The questionnaires consisted of both the biographical data and the document analysis on IQMS implementation. The biographical data dealt with gender, age of the respondents, residential area of the respondents, teaching rank and teaching experience (see Addendum H). In this quantitative data analysis, the researcher used tables to represent the data.

4.2.1 Response rate on questionnaire

Table 4.1 gives an indication of respondents who returned the questionnaires for this research study.
Table 4.1: Percentages of the returned questionnaires

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>36</td>
<td>34,9%</td>
</tr>
<tr>
<td>Females</td>
<td>67</td>
<td>65,1%</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 36 out of 103 (34,9%) participants who took part in this research project were males and 67 out of 103 (65,1%) participants were females. According to paragraph 3.4.2.2, a sample of 103 educators out of 346 was selected. A total of 120 males and 226 females were available for selection in this research study. A balance of gender was considered when selecting the participants. For this study, 30% males (36 male educators), and 30% females (67 female educators) were selected to participate. This shows that the majority of educators in primary schools under Nkowankowa Circuit Office were female. It is expected that more female educators are employed in primary schools than in high primary schools because female educators may cope better with children in primary schools than male educators. 100% completed questionnaires were returned. The questionnaires were handed personally by the researcher to all selected primary schools involved in this research project to eliminate disappointment (see paragraph 3.5.2).

4.2.2 Age of respondents

Table 4.2 gives an indication of the age of the respondents at primary schools in Nkowankowa.

Table 4.2: Age groups of the respondents

<table>
<thead>
<tr>
<th>Age of respondents</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-25 years</td>
<td>0%</td>
</tr>
<tr>
<td>26-30 years</td>
<td>0%</td>
</tr>
<tr>
<td>31-35 years</td>
<td>6,8%</td>
</tr>
<tr>
<td>36-40 years</td>
<td>25,2%</td>
</tr>
<tr>
<td>41-45 years</td>
<td>29,2%</td>
</tr>
</tbody>
</table>
According to table 4.2, after the random selection of participants (see paragraph 3.4.2.2) no respondents between the ages of 21 to 30 years were included in this sample. Table 4.2 shows that 93,2% of the respondents were older than 36 years, while 6,8% of the participants were between the ages of 31 and 35 years. The results indicate that most of the participants seem to be employed for a long-time in the education system by the Department of Education. This indicates that many of the respondents have experienced many changes in the education system in South Africa. Some of the educational policies which had an impact on the education system in South Africa, which the respondents have experienced since the first democratic election, included Curriculum 2005 (C2005) which was implemented in 1998; C2005 which was further developed into the Revised National Curriculum Statement (RNCS) and the staff Developmental Appraisal System (DAS). Some of the policies were essential in the development of educators such as DAS (see paragraph 2.12.3, Seyfarth, 1996:129).

4.2.3 Residential area

Table 4.3 indicates the residential areas of the respondents

<table>
<thead>
<tr>
<th>Residential area of respondents</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural*</td>
<td>54,4%</td>
</tr>
<tr>
<td>Deep rural**</td>
<td>3,9%</td>
</tr>
<tr>
<td>Suburb***</td>
<td>23,3%</td>
</tr>
<tr>
<td>Township****</td>
<td>18,4%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Rural area is a form of settlement which is not well-developed and many of the activities are not available such as community libraries and shopping complexes. Some of the schools are
dilapidated and were constructed by community members for the education of their children (Swanevelder et al., 1993:210).

**Deep rural area is a form of settlement which depends on agriculture or forestry for its existence. Fewer people and a single school is available for the community (Swanevelder et al., 1993:207).**

***Suburb area is a form of settlement which is situated nearer to the city or town and the people who live there are well-developed educationally and financially (Swanevelder et al., 1993:260).***

****Township area is a form of settlement where middle class citizens are living and their area is developed with many activities provided by the government and business people, such as well-structured and developed schools, a community hall and a shopping complex (Swanevelder et al., 1993:208).****

The purpose of question 1.3 of the questionnaire was to determine if the respondents were staying in well-developed areas or non-developed areas. Table 4.3 shows that 58,3% of the respondents live in rural and deep rural areas. The remaining 41,7% live in suburbs and townships. It is expected that people living in suburbs and townships have access to libraries while those living in rural and deep rural areas do not have such an opportunity. The educators living in rural and deep rural areas are advantaged in a certain way. The advantage of living among the community is that the educators become aware of the needs of the community. The participants living in suburbs and townships who are teaching in rural areas, have little information of the needs of the community, since their only contact with the community is during school hours.

### 4.2.4 Teaching ranks of the respondents

Table 4.4 indicates the teaching rank of the respondents in their respective primary schools.

<table>
<thead>
<tr>
<th>Teaching rank of respondents</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1,9%</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>4,9%</td>
</tr>
</tbody>
</table>
For the formation and normal functioning of the IQMS programme in a school, one or two member(s) of the SMT should be included in the SDT of that school (see paragraph 2.12.4.2). Table 4.4 indicates that 15,5% of respondents were SMT members (principals, deputy principals and education specialists). Hence, the larger percentages (84,5%) of the responses were CS1 educators. One of the extra responsibilities of the SMTs is to give guidance and motivation to other educators in the implementation of new policies by the employer, the Department of Education (see paragraph 2.12.4.1). Van der Westhuizen (1995:266) indicated that for IQMS to be implemented uniformly and effectively at a school, the school principal and the SMT are responsible for advocacy and training of other educators. The SMT should assist with broad planning and implementation of IQMS at school level (see paragraphs 2.12.4 and 2.12.5).

4.2.5 Teaching experience of respondents

Table 4.5 indicates the teaching experience of the respondents at primary schools in Nkowankowa.

Table 4.5: Years of teaching experience

<table>
<thead>
<tr>
<th>Years of teaching experience</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>11,7%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>5,8%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>26,2%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>19,4%</td>
</tr>
<tr>
<td>21 years and over</td>
<td>36,9%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.5 indicates that 82.5% of the respondents’ teaching experiences were more than 15 years. Hence, they had experienced many changes in the education system in South Africa such as the implementation of C2005. The respondents’ experiences could be useful in the implementation, evaluation and monitoring of IQMS process. However, 17.5% of the respondents’ teaching experiences were less than 11 years.

IQMS was implemented in 2003 by the Department of Education in agreement with the educator unions (see paragraph 1.2.3, ELRC, 2003:3). This implies that the respondents were employed before the introduction and implementation of IQMS. Hence, the policies governing IQMS were introduced and implemented in their presence. This may indicate that the educators’ experiences may assist them to adapt to the implemented policy on IQMS by the Department of Education.

4.2.6 Implementation of IQMS

Question 2.1.1: IQMS is successfully implemented at my school.

Table 4.6 gives an indication of the implementation of IQMS at primary schools.

Table 4.6: Implementation of IQMS at primary schools

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>17.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>59.2%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>17.5%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>5.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.6 indicates that 76.7% of the respondents were in agreement that IQMS was successfully implemented at primary schools. The smaller percentage (23.3%) disagreed with the statement. The majority (76.7%) of the respondents indicated that they were experiencing the successful implementation of IQMS at primary schools. This shows that selected primary schools were applying the policy governing the introduction and implementation of IQMS.
correctly. A smaller percentage (23,3%) disagreed about the success of the implementation of IQMS in their schools. It may indicate that in some primary schools, training is required with regard to the implementation and evaluation of IQMS, so that schools may be in a position to implement the programme successfully. According to Van Schalkwyk (1992:100 & 218), the implementation and evaluation of IQMS should be controlled and monitored by the NTTs, PTTs and SMTs at schools. On the other hand, the Department of Education requires the implementation of IQMS to be an on-going process and that the implementation team should choose team members and empowers the team through workshops of the improvement process. The implementation team should issue guidelines for implementation of optimal team size and depth, setting of goals and objectives, formularisation of team improvement process, giving feedback and monitoring mechanisms, and finally giving reward to structures for team behaviour (see paragraph 2.12.2).

4.2.7 The changes brought by the implementation of IQMS

Question 2.1.2: The implementation of IQMS brought many changes in teaching and learning at my school.

Table 4.7 gives an indication of the changes brought by the implementation of IQMS process for teaching and learning at primary schools.

**Table 4.7: The effect of the implementation of IQMS on teaching and learning**

<table>
<thead>
<tr>
<th><strong>Response option</strong></th>
<th><strong>Number of respondents in percentages</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>17,5%</td>
</tr>
<tr>
<td>Agree</td>
<td>53,4%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>24,3%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>4,8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The majority of the respondents (70,9%) agreed that the implementation of IQMS had brought many changes in teaching and learning at primary schools. However, 29,1% of the respondents disagreed that the implementation of IQMS had brought many changes in
teaching and learning at primary schools. The larger percentage (70.9%) is an indication that most of the primary schools have experienced changes in teaching their learners when IQMS was implemented. This means that the quality of education system was experienced in the schools where teaching and learning was effective due to the implementation of IQMS. The small percentages (29.1%) had not felt changes in their teaching and learning due to the implementation of IQMS at their schools. It implies that educators require in-service training, support and development from the top management of the school and the Department of Education so that educators could be in position to teach their learners effectively for the quality of education system in schools. According to the evaluation process of IQMS (paragraph 2.12.5), each educator need to plan, control, monitor and evaluate their work and those of their learner for effectiveness of teaching and learning. Hence, on the other hand Van der Linde (2000:235-383) states that schools focuses on educative teaching and there are teachers and learners involve. Quality management play a role in respect to dignity and the values of human potential in schools (see paragraph 2.1).

4.2.8 SMTs’ knowledge of IQMS process

Question 2.1.3: The School Management Team (SMT) has a thorough understanding of the IQMS process at my school.

Table 4.8 gives an indication of the responses about the understanding of the IQMS process by SMT members at primary schools.

Table 4.8: Understanding of IQMS process by SMT members

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>13.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>55.3%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>25.3%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>5.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Of the respondents, 68,9% agreed with the statement. Since the SMT members form part of the SDTs and DSGs, this implies that they were in a position to train, support and motivate other educators in the evaluation process. However, 31,1% disagreed that SMT members have a thorough understanding of the IQMS process. It may indicate that the SMT members of some schools were not capable to evaluate, train and support other educators successfully. According to ELRC (2003:12), the SMTs of schools should be knowledgeable about the IQMS process, so that they can train other educators in the programme. Hence, Sallis (1996:74) states that leaders who wants to be effectively involved in the efficient quality management of their institution, should enquire from other experienced leaders how to formulate a vision of total quality and communicate the quality message to their staff members in their organisation (see paragraph 2.5.2).

4.2.9 Training of SMTs for the IQMS programme

Question 2.1.4: The SMT members of my school were trained for the IQMS programmes.

Table 4.9 gives an indication of the responses towards the training for the SMT members for the IQMS programmes.

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>20,4%</td>
</tr>
<tr>
<td>Agree</td>
<td>60,2%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>11,6%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>7,8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to table 4.9, 80,6% of the respondents agreed that the SMT members at their primary schools were trained for the IQMS programmes. Since the SMTs were trained for IQMS, it may indicate that educators at some primary schools have an advantage of being developed and supported in IQMS implementation. However, 19,4% of the respondents felt that this was no so at their primary schools. According to the government policy on IQMS,
the SMT forms part of the SDT and DSG of the schools and they are responsible for training other educators and have to assist in the evaluation process of IQMS. Since the SMT members were not trained for IQMS, it may indicate that the implementation, evaluation and monitoring process of the IQMS was not successful in those schools. According to Van der Westhuizen (1995:266), the SMT members are responsible for advocacy and training of other educators at school level. Training should specifically address issues relating to the implementation of IQMS at schools. SMT members should have a thorough understanding of the principles, processes and procedures of IQMS. The district training teams are responsible for the training of SMT members so that they are in a position to train other educators in their schools (see paragraphs 2.12.2 and 2.12.4.1).

4.2.10 Election of SDT members

Question 2.1.5: According to me, the SDT has been elected democratically.

The responses on the democratically election of SDT members at primary schools are reflected in table 4.10.

Table 4.10: Election of SDT members at primary schools

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>35,9%</td>
</tr>
<tr>
<td>Agree</td>
<td>46,6%</td>
</tr>
<tr>
<td>Do no agree</td>
<td>7,8%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>9,7%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.10 indicates that 82,5% of the respondents agreed that the SDT members were elected democratically at primary schools. This shows that the majority of primary schools have correctly applied the departmental policy governing the selection of SDTs. However, 17,5% of the respondents disagreed with the statement. This may indicate that the process of evaluation in IQMS was not correctly applied in some schools and that educators were not supported, developed and mentored as expected for the quality of education at those schools.
According to ELRC (2003:8) and RSA (1999:8), the SDT members should be elected democratically by educators of schools. The SDT members should include the SMT members and CS1 educators (see paragraph 2.12.4.2). It is the duty of the SMT to train other educators to effectively elect the SDT at their schools (see paragraph 2.12.4.1, Van der Westhuizen, 1995:266). The data gathered shows that the majority of the schools have correctly applied the departmental policy governing the election of SDT members.

4.2.11 Selection of DSGs

Question 2.1.6: The DSGs are selected on the basis of competency.

Table 4.11 gives an indication of the responses on the selection of DSG’s at primary schools.

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>26,2</td>
</tr>
<tr>
<td>Agree</td>
<td>38,8%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>28,2%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>6.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.11 shows that 65% of the respondents agreed and 35% disagreed with the statement that DSG members were selected on the basis of competency at primary schools. This shows that most of the DSGs were functioning well. According to the National Teachers Organisation of South Africa (2003:1-5), for each educator the DSG should consist of the educator’s immediate senior and one other educator (peer). An educator peer must be selected by the educator on the basis of appropriate phase/learning area/subject expertise and not friendship. Each educator should have a different DSG, while some individuals (for example, education specialists) are involved in several DSGs for evaluating different educators (see paragraph 2.12.4.3). However, the smaller percentage (35%) who disagreed with the statement that the DSG members were selected on the basis of competency, is an indication
that the departmental policy governing the selection of DSG members was not applied by the primary schools, and it may lead to unfaithfulness in evaluation of educators during evaluation process of IQMS.

4.2.12 Democratic selection of DSG members

Question 2.1.7: The selection of DSG’s at my school is a democratic process.

Table 4.12 gives an indication of the responses to the democratic selection of DSG members at primary schools.

Table 4.12: Democratic selection of DSGs

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>39,8%</td>
</tr>
<tr>
<td>Agree</td>
<td>42,7%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>11,7%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>5,8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the National Teachers Organisation of South Africa (2003:1-5) each educator has to identify his/her own support group within the school, after having completed self-evaluation and having reflected on strengths as well as areas in need of development (see paragraph 2.12.5).

According to table 4.12, the majority (82,5%) agreed that the DSG members were selected democratically and 17,5% disagreed. The statistics show that the majority (82,5%) of primary schools selected DSG members democratically and that selection based on friendship was discouraged. This may result in positive support and mentoring by the DSG members of the educator been evaluated. However, the smaller percentage (17,5%) of the respondents who disagreed indicates that the evaluation process and educational support amongst educators was not successful at those schools.
4.2.13 Self-evaluation process

Question 2.1.8: At my school, self-evaluation is done by all educators before formal observation takes place in the classroom.

Table 4.13 indicates the responses to the self-evaluation process before formal observation takes place in the classroom.

Table 4.13: Self-evaluation process

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>49.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>42.7%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>6.8%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.13 indicates that 92.2% of respondents agreed with the statement. This may indicate that educators were in a position to evaluate their strong and weak points in teaching and learning for quality education system at their schools.

A smaller percentage (7.8%) of respondents disagreed that self-evaluation was not done at schools. According to the process of evaluation, the purpose of self-evaluation is to set good goals and to improve the self-motivation of individual educators, but this was not the case at every school because some educators were not in position to evaluate themselves successfully before formal evaluation was done by their DSGs in the classroom. According to Van der Westhuizen (1995:255), self-evaluation should be done after advocacy and training for IQMS. Educators should undergo self-evaluation using the required instruments that are used in both developmental appraisal and performance measurement (see paragraph 2.12.5).
4.2.14 Clarity of IQMS documentation

Question 2.1.9: It is easy to understand IQMS documentation

Table 4.14 gives an indication of the understanding of IQMS documentation.

Table 4.14: IQMS documentation

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>14,5%</td>
</tr>
<tr>
<td>Agree</td>
<td>48,5%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>26,2%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>10,8%</td>
</tr>
</tbody>
</table>

According to the information on table 4.13, 63% of the respondents found it is easy to understand IQMS documentation. This implies that some educators were trained and supported by IQMS documents. However, 37% of the respondents could not agree with the statement. This may be due to a lack of proper training of the policy governing IQMS programme. According to Law (1993:50), TQM can be successfully implemented in any organisation if people involved are willing to accept change (see paragraph 2.11). The responses gathered show that most of the respondents were trained to administer IQMS documentation but for a small percentage of respondents better training is required.

According to the Department of Education, the SMTs of schools should train other educators about all the documents governing IQMS. The training of educators should start as soon after all SMT members were trained in IQMS (see paragraph 2.12.2).

4.2.15 Importance of self-evaluation

Question 2.1.10: Self-evaluation in the IQMS process assists individual educators to realise their strong and weak points.
The information in table 4.15 shows the responses with regard to self-evaluation of the IQMS process; if it had assisted individual educators to realise their strong and weak points.

**Table 4.15: Importance of self-evaluation in the IQMS process**

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>33%</td>
</tr>
<tr>
<td>Agree</td>
<td>47.6%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>12.6%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>6.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.15 shows that 80.6% of the participants agreed that self-evaluation in the process of IQMS assisted individual educators to realise their strong and weak points. Self-evaluation has to do with the assessment of educators’ strengths and weaknesses during teaching and learning. Educators have an interest in knowing their strengths and weaknesses in doing their work. However, 19.4% of the participants disagreed with the statement that self-evaluation assisted individual educators to realise their strong and weak points in the IQMS process. According to the evaluation process of IQMS, self-evaluation is used to evaluate educators on the basis of teaching and learning for quality education system in schools. This may indicate that individual educators do not know their strengths and weaknesses in teaching and learning. According to Van der Westhuizen (1995:255), the primary aims of self-evaluation is to improve the work done by the staff members, and the secondary goal is to evaluate their aims at the given recognition of proven achievement, identifying future educational leaders, determining attitudes toward work done, and determining whether a person is ready for promotion or not. Self-evaluation enables educators to become familiar with instruments used during the IQMS process (see paragraph 2.12.5).

**4.2.16 School finances**

Question 2.1.11: My school suffers financially because of the implementation of IQMS.

Table 4.16 shows the financial suffering of schools because of the implementation of IQMS.
Table 4.16: Suffering of school finances

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of participants in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>15.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>26.2%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>36.9%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>21.4%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Although the majority of participants (58.3%) indicated that their primary schools do not suffer financially because of the implementation of IQMS, a significant percentage (41.7%) of participants indicated the opposite. The primary schools which did not suffer financially because of the implementation of IQMS may have budgeted in advance for the IQMS process. The financial loss at primary schools may be caused due to the purchase of IQMS resources which were essential in the evaluation of educators during the IQMS evaluation process. According to McLaughlin (1995:10), the implementation of total quality approach in an organisation is always continuously serving the needs of customers (educators and learners). In order for total quality to work, a system must be implemented and evaluated for effectiveness. Those tools and methods used by employees to accomplish tasks and responsibilities, should be provided for the institutions to function well (see paragraph 2.8).

4.2.17 The SDT and DSG support

Question 2.1.12: The SDT and DSG supported me in the process of IQMS implementation at my school.

Table 4.17 shows the support given by the SDTs and DSGs to educators during the implementation of IQMS process.
Table 4.17: The support of SDTs and DSGs during the IQMS process

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of participants in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18,4%</td>
</tr>
<tr>
<td>Agree</td>
<td>53,4%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>16,5%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>11,7%</td>
</tr>
</tbody>
</table>

Table 4.17 indicates that 71,8% of participants were supported by SDTs and DSGs at primary schools during the implementation of IQMS. This may show that the educators were knowledgeable about the IQMS process due to the support given by the SDT and the DSG. The lack of support for the remaining 28,2% may result in the unsuccessful implementation and evaluation process of IQMS in their primary schools.

According to Oakland (1993:266), team work throughout any organisation is an essential component of the implementation of quality management for it builds up trust, improves communication and develops independence (see paragraph 2.4). Hence, Scholtes (1988:6-15) argues that the key to good teamwork is good team behaviour. Things which team members should be able to do include the ability to get to agree on standards and to refer to documentation; praise others with equal fairness; accept both praise and criticism; and finally test for consensus (see paragraph 2.4.3).

4.2.18 Financial planning and budgeting

Question 2.1.13: I am playing a role with regard to financial planning and budgeting at my school.

Table 4.18 shows the responses with regard to financial planning and budgeting at primary schools in Nkowankowa.
Table 4.18: Financial planning and budgeting

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of participants in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>17.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>47.6%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>23.3%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>11.6%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the implementation and evaluation process in IQMS, the evaluation process is continuously applied in each year of the school calendar by all educators for quality management of the schools (see paragraph 2.12.5). This implies that proper financial planning and budgeting need to be drafted in each school for the effectiveness of the IQMS process. The IQMS process requires adequate resources to be used by the educators during the evaluation process. The results reflected in table 4.18 indicate that 65.1% of the participants agreed that they were playing a role with regard to financial planning and budgeting at their primary schools. This implies that most primary schools were giving educators the opportunity to be involved in financial planning and budgeting. This may indicate that the IQMS process was implemented successfully at some primary schools who were involving educators in financial planning and budgeting.

According to Loewen (1997:24), for every activity at school level, planning and budgeting must be initiated and educators should be involved in drafting the school budget. It should be noted that planning and budgeting are no longer the duty of top management alone (see paragraph 2.10). The data in table 4.18 show that 34.9% of the participants were not involved in the financial planning and budgeting of their schools. This shows that some schools were not involving educators when planning and budgeting school finances. It is clear that the quality management these schools is a form of traditional institution where quality planning and controlling is only managed by the top management while other educators are not given the opportunity to create quality management.
4.2.19 Formulation of PGP

Question 2.1.14: I assist in the formulation of the Personal Growth Plan (PGP) to evaluate the effectiveness of the IQMS process.

Table 4.18 indicates the participants’ role in the formulation of the PGP to evaluate the effectiveness of the IQMS process.

Table 4.19: Formulation of PGP

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>16,5%</td>
</tr>
<tr>
<td>Agree</td>
<td>53,4%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>25,2%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>4,9%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The data in table 4.19 show that 69,9% of the respondents agreed that they assisted in the formulation of the PGP to evaluate the effectiveness of the IQMS process. This may indicate that the majority of the participants were involved in the formulation of both the SIP and PGP of the school and educators respectively. SIP is formulated by combining all the PGPs gathered from individual educators of that school and it assists to identify the contextual factors and the needs of the educator (see paragraph 2.12.5).

Hence, 30,1% of the respondents disagreed that they assisted in the formulation of PGP at their primary schools to evaluate the effectiveness of the IQMS process. This implies that self-evaluation was not done by educators at those primary schools, and this may result in a failure to draft the SIP by the SDTs and SMTs of those schools. According to Van der Westhuizen (1995:273) educators should undertake self-evaluation of their own performance and should develop a PGP with the assistance of DSG members. The DSGs must work together with the SDTs to formulate a school improvement plan which should then be submitted to the circuit office for control and support (see paragraph 2.12.4.3).
4.2.20 Incentives related to evaluation process

Question 2.1.15: The incentives obtained after the evaluation process encourages me to work harder.

Table 4.20 gives an indication of the responses about on the incentives obtained after the evaluation process.

Table 4.20: Incentives related to evaluation process

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>19,4%</td>
</tr>
<tr>
<td>Agree</td>
<td>54,4%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>18,4%</td>
</tr>
<tr>
<td>Definitely disagree</td>
<td>7,8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The information in table 4.20 shows that 73,8% of the respondents agreed that the incentives obtained after the evaluation process encouraged them to work harder. This implies that the incentives obtained after the evaluation procedure at from the Department of Education has made the process of teaching and learning to be effective at some primary schools, since they know that they will be rewarded for the work done. According to ELRC (2003:28-29), the district offices of the Department of Education were given a mandate to monitor the progress of educators with regard to their performances during the evaluation process. They should give educators salary and grade progression for the work done after the necessary documentation on evaluation processes have been received by the Department of Education (see paragraph 2.12.5).

However, 26,2% of respondents reported that the incentives provided by the Department of Education did not motivate them to work harder. This implies that normal teaching and learning amongst educators at these primary schools was not conducive due to the lack of sufficient incentives from the employer and this may also result in loss of enthusiasm and the demotivation of educators.
4.2.21 Training of educators for IQMS programmes

Question 2.2: Who trained the educators with regard to IQMS at your school?

The data in table 4.21 show the responses about the persons who trained educators for the IQMS programmes.

<table>
<thead>
<tr>
<th>Stakeholders who trained participants</th>
<th>Number of participants in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>15%</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>7.8%</td>
</tr>
<tr>
<td>Education specialist</td>
<td>12%</td>
</tr>
<tr>
<td>SGB</td>
<td>0%</td>
</tr>
<tr>
<td>Department of Education</td>
<td>37%</td>
</tr>
<tr>
<td>Union representatives</td>
<td>28.2%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The majority (65.2%) of participants indicated that they were trained by the Department of Education and educators’ union representatives on IQMS. This implies that some primary schools were fortunately supported by the employer together with their unions so that they may implement, evaluate, monitor and mentor each other in the IQMS process. According to Van Schalkwyk (1992:100 & 218), the overall responsibility of advocacy, training and implementation of quality education system in South Africa is controlled and monitored by the Department of Education training teams which include the NTTs, PTTs and DTTs (see paragraph 2.12.2).

Hence, 34.8% of participants were trained on IQMS by SMT members (principals, deputy principal and education specialists). This may indicate that the SMT members at some primary schools were thoroughly responsible for the quality improvement of their schools and that they were the reason for the success of the IQMS process to be successful by giving training to their educators so that they could master the process of IQMS effectively. This
may further mean that the training given to educators by SMT members has made the implementation, evaluation and monitoring process easier and more effective, since educators were all trained in the process of IQMS at those primary schools.

4.2.22 Training of educators for IQMS in 2006

Question 2.3: How many times did you undergo IQMS training in 2006?

The data in table 4.22 show the time(s) that participants were trained for IQMS in 2006.

Table 4.22: Time trained for IQMS in 2006

<table>
<thead>
<tr>
<th>Time(s) for training on IQMS</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>52,4%</td>
</tr>
<tr>
<td>Once</td>
<td>25,3%</td>
</tr>
<tr>
<td>Twice</td>
<td>15,5%</td>
</tr>
<tr>
<td>3 times</td>
<td>4,9%</td>
</tr>
<tr>
<td>4 times</td>
<td>1,9%</td>
</tr>
<tr>
<td>5 times</td>
<td>0%</td>
</tr>
<tr>
<td>6 times and more</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the responses, 52,4% of the participants did not receive any training on IQMS in 2006. This is of great concern, because it may indicate the core of the dilemma, namely that educators cannot deal with the introduction of IQMS effectively, because they have not been trained properly. It may imply that the educators will not be sufficiently equipped as they are expected to be, according to the requirements of the IQMS policy documents. This may also indicate that there is a definite need for proper training and sufficient supporting material for the IQMS process.

The data in table 4.22 show that 6,8% of respondents were trained in IQMS from three to four times in 2006. According to the data in table 4.21, the largest percentages (65,2%) of participants were trained by the Department of Education and union representatives. This
implies that training was offered to participants, even though the training was offered for a short period of time. Training educators for a short period on IQMS may lead to unsuccessful implementation and evaluation process of IQMS. The SMT and SDT members may not be in a position to evaluate and monitor educators effectively due to a lack of proper training on IQMS. Training educators for a longer period may improve the quality of the programme and it may capacitate individuals involved in the process of IQMS, to ensure successful implementation of the programme.

According to Van Schalkwyk (1992:100 & 218), educators must have a thorough understanding of the principles, processes and procedures governing IQMS. Training enables officials and educators to plan and administer IQMS uniformly. Hence, training should be on-going and must focus on broadening or expanding an individual’s knowledge and skills, to be in a position to do his/her work more effectively (see paragraph 2.12.2). The responses indicate that 40.8% of the respondents received training only once or twice. This may imply that these respondents were not capable to evaluate and be evaluated, since that they received inadequate training for IQMS. The data in table 4.22 further show that no respondents were trained at least for five to six times in 2006. This shows that the maximum training given in 2006 was four times for only 1.9% of the respondents, which is not satisfactory for the continuous implementation and evaluation of the IQMS.

4.2.23 Monitoring of IQMS

Question 2.4: How many time(s) in 2006 did the circuit manager monitor the progress of the IQMS at your school?

Table 4.23 indicates the number of visits by the circuit manager to schools to monitor the progress of the process of IQMS.
Table 4.23: Circuit manager visits to primary schools in 2006

<table>
<thead>
<tr>
<th>Number of visit by circuit manager</th>
<th>Number of respondents in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>58,2%</td>
</tr>
<tr>
<td>Once</td>
<td>26,2%</td>
</tr>
<tr>
<td>Twice</td>
<td>11,7%</td>
</tr>
<tr>
<td>3 times</td>
<td>3,9%</td>
</tr>
<tr>
<td>4 times</td>
<td>0%</td>
</tr>
<tr>
<td>5 times</td>
<td>0%</td>
</tr>
<tr>
<td>6 times and more</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The data collected show that for 58,2% of the respondents their circuit manager never visited their primary schools in 2006 to monitor the progress of the implementation and evaluation of IQMS. This may indicate that support and encouragement was only seldom given by the circuit manager at primary schools in Nkowankowa. Other causes of failure to visit schools by the circuit manager may be due to lack of a Circuit Support Team (CST) for IQMS, which may be responsible on training, supporting and monitoring the progress of IQMS at schools. The CST is not yet structured in the circuit office under Nkowankowa by the Department of Education. According to the policy governing the introduction, implementation, evaluation and monitoring of IQMS, the Department of Education has only formulated the NTTs, PTTs and DTTs and are responsible for training educators on IQMS (see paragraph 2.12.2).

However, 41,8% of the respondents indicated that educators received one to three visits by the circuit manager to monitor the progress of the IQMS process in 2006. This shows that the maximum visits to primary schools by the circuit manager were three times in 2006. Law (1993:51) states that it is a duty of the managers to set examples by getting involved in the improvement of the organisation and that he/she should monitor the progress of quality management of the process (see paragraph 2.11). In the random selection of the participants there was no respondent who has indicated that the circuit manager visited their school for four to six times to monitor the progress of IQMS in 2006.
4.2.24 Implementation of IQMS

Question 2.5: The implementation of IQMS benefits all educators at my school.

Table 4.24 shows the responses on the benefits of IQMS implementation at primary schools.

Table 4.24: Educators benefited from IQMS implementation at primary schools

<table>
<thead>
<tr>
<th>Response option</th>
<th>Number of participants in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>81.6%</td>
</tr>
<tr>
<td>No</td>
<td>18.4%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The larger percentage (81.6%) of the participants in table 4.24 indicated that educators benefited from the implementation of IQMS at the primary schools. According to the findings gathered in table 4.7, the larger percentage (70.9%) of the participants agreed that the implementation of IQMS brought changes to teaching and learning at their schools. In table 4.20, 73.8% of participants felt that agreement that the incentives obtained from the evaluation process encouraged individual educators to work harder at schools. This implies that the majority of primary schools in Nkowankowa have implemented IQMS programmes successfully and they have also benefited from it, while few selected schools need additional support to successfully implement the process of IQMS.

However, 18.4% of the participants indicated that educators did not benefit from the implementation of IQMS. The data collected in table 4.20 show that 26.2% of the respondents said that the incentives obtained from the evaluation process were not motivating them to work harder in the implementation and evaluation of IQMS. Furthermore, 34.9% of the respondents in table 4.18 indicated that they did not have an opportunity to play a role in the financial planning and budgeting in making the implementation of IQMS successful at their primary schools. This shows that respondents at some primary schools do not benefit from the introduction and implementation of IQMS by the Department of Education. According to Terry (1996:6), the success of the implementation of quality management should have a vision as the first key element that should present a picture of what the school
wants to achieve. Vision should be an image that all members share, take pride in, and use as a daily criterium for assessing individual work (see paragraph 2.11).

4.2.25 Bodies supplying support in the implementation of IQMS

Question 2.6: Indicate the people and bodies supplying support for the implementation of the IQMS at your school.

The information in table 4.25 indicates the people and bodies that supported the participants during the implementation of IQMS.

Table 4.25: Support during the implementation of IQMS

<table>
<thead>
<tr>
<th>Body supported the respondent</th>
<th>Number of participants in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>31,1%</td>
</tr>
<tr>
<td>Deputy principals</td>
<td>20,4%</td>
</tr>
<tr>
<td>Education specialists</td>
<td>6,8%</td>
</tr>
<tr>
<td>Department of Education</td>
<td>26,2%</td>
</tr>
<tr>
<td>S.G.B</td>
<td>0%</td>
</tr>
<tr>
<td>Unions representatives</td>
<td>15,5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The data in table 4.25 show that 58,3% of the participants were supported by the SMT members (principals, deputy principals and education specialists) during the implementation of IQMS at primary schools. Table 4.21 indicates that 34,8% of the respondents were trained for IQMS programmes by the SMT members. This implies that the SMT members were playing a role towards the implementation, evaluation and monitoring of IQMS at primary schools. The support given by SMT members to other educators may contribute in the short and long term of the implementation, evaluation and monitoring of IQMS in primary schools.

However, 41,7% of the participants were supported by the Department of Education and union representatives during the implementation of IQMS at primary schools. The data collected in table 4.21 indicate that 34,8% of the participants were trained on IQMS
programmes by the SMT members, while 65.2% were trained by the Department of Education and unions representatives. This shows that the participants at most of the selected primary schools were trained and supported by the SMT’s, Department of Education and educators’ union representatives.

### 4.3 Respondents’ comments on the implementation of IQMS programmes

Question 2.7 of the questionnaire (see Addendum H) required respondents to comment on the implementation of IQMS at their primary schools. The following are some of the comments by respondents.

**(a) Incentives**

IQMS encouraged educators to work harder toward the achievement of educators’ goal in assisting learners. The data collected through questionnaires in this study, revealed that incentives provided by the Department of Education brought positive motivation amongst participants (see paragraph 4.2.20). This caused participants to work harder than before the introduction of IQMS. According to the respondents, the pay progression given to educators after the evaluation on IQMS was a source of motivation for educators to work harder in the implementation and evaluation of IQMS. The responses in table 4.20 revealed that incentives obtained after the evaluation process encourages individual educators to work harder.

**(b) Planning**

According to the respondents, planning helped educators to thoroughly plan their school work before formal teaching and learning take place. During the apartheid regime the form of instruments of determining the quality of education were through class visits and inspection, which demotivated educators to produced quality education to the schools (see paragraph 1.2.1). According to the comments of a respondents the introduction and implementation of IQMS in schools involve educators in teaching and learning, since they were controlled, supported and motivated by the stakeholders (such as the SMTs, SDTs, DSGs, SGBs and the Department of Education) and planning becomes easier in implementing IQMS in schools.
(c) Training

The respondents indicated that educators need time for training in IQMS to gain more knowledge. According to data collected in paragraph 4.2.23, some respondents were never trained in IQMS and some respondents obtained training in IQMS once in 2006. The comment from respondents to question 2.7 (see Addendum H) indicated that the Department of Education has only trained the SMT members of the primary schools in IQMS, and neglecting the CS1 educators who form the majority of these schools. This may indicate that training was required by educators to implement IQMS effectively.

(d) Support in the implementation of IQMS

- The comments of respondents show that more support was required from all stakeholders (SMTs, SDTs, and DSGs) involved in the implementation of IQMS. The findings in paragraph 4.2.25 revealed that the educators were supported by the SMT members, Department of Education and union representatives. According to the comment of the respondents, the SMT members ensure that the IQMS is implemented at their school and they were encouraged to develop themselves academically and professionally. This shows that at some selected primary schools support was given to educators by the stakeholders (such as the principal, heads of the department, SDT and DSG) involved in the implementation and evaluation of IQMS.

- According to the respondents, support was needed from the circuit manager and developmental strategies need to be instituted properly. According to the data collected in paragraph 4.2.23, the respondents indicated that the circuit manager has never visited some primary schools under Nkowankowa Circuit Office and that some other schools were visited only once by the circuit manager to monitor the progress of IQMS in 2006. This shows that a number of selected primary schools were not supported by the circuit manager. According to Omachuno and Rose (1994:3), for a quality management system to be successful, the integration of all functions and processes within an organisation need to be instituted in order to achieve continuous improvement of the quality and services.
• The respondents indicated that some educators focused on incentives rather than improving their teaching abilities. According to the National Teachers Organisation of South Africa (2003:1-5), educators should know that Performance Measurement is used for determining pay and/or grade progression (notch increases), and is also used to evaluate the performance of educators’ within the school calendar year. Educators’ overall performance rating will be determined by a combination of educator rating against the performance standard (see paragraph 2.12.5).

(e) Evaluation process

• According to the respondents, educators were criticising one another during the evaluation process rather than supporting and assisting each other. According to the evaluation process of IQMS (see paragraph 2.12.5), the purpose of observing educators in practice by the DSGs are to enable discussion around the strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Measurement and to resolve any differences of opinion that may exist. The DSGs need to evaluate educators effectively and support them when need arises.

• The respondents indicated that it was difficult to teach, as some schools cater for learners with disabilities (blind and physical disabled learners). The resources supplied by the Department of Education were not helping much and it was difficult to obtain relevant resources for the disabled learners. This shows that the employer was not supportive to schools which cater for learners with special needs.

• The respondents indicated that some educators preferred their best friends as their DSG members which led to imbalanced evaluation of individual educators. According to RSA (1999:3-8), the DSG should consist of educator’s immediate senior and peer. The peer should be knowledgeable on the learning area his/her evaluee is teaching. The peer assists the evaluee to review his/her performance with a view to prioritise professional development needs (see paragraph 2.12.3.3).
4.4 QUALITATIVE DATA ANALYSIS

Gay and Airasian (2000:244) describe qualitative data analysis as a process of understanding and interpreting the contents of data and finding commonalities in it. In order for researchers to make the links, they need to repeatedly read the data until they really know and live their data. The process of analysis and interpretation can be tedious, time-consuming and necessarily iterative.

The analysis of qualitative data occurred simultaneously with data collection. The first step of data analysis was to manage the data so that it could be studied. The transcripts of the interview responses which were collected through the audio tape were summarised by the researcher (see Addendum J). Data coding was applied to all the participants selected to protect their anonymity. Data were categorised and coded, and further grouped into themes which were then organised into conclusions and recommendations.

4.4.1 Presentation and analysis of qualitative data

At each of the five primary schools, the following participants were selected to be interviewed.

- The school manager/deputy principal/education specialist.
- A staff development team member/CS1 educator.

The data gathered from the participants focused on individual interview responses that were used to emphasise the meaning ascribed to the phenomenon by the respondents of this research study. The following are the findings and analysis gathered from the responses to this research study.
4.4.1.1 The success of implementation of government policy on IQMS

**Question 1:** How successful is the government policy on IQMS being implemented at your school?

One respondent indicated that the government policy on IQMS was successfully implemented at some of the selected primary schools in Nkowankowa. One school manager said, “The implementation of IQMS policy at this school is implemented successfully, although clarity with regard to IQMS terminology is required by most of us at this school.”

Another school manager interviewed was encouraging his educators to be involved in the whole process of IQMS and to know all the policies governing IQMS. “I personally encourage my educators to abide to the rule of the Department of Education to implement the IQMS policy, since I was trained for two days on those policy governing IQMS,” he said. The response shows that at some of the selected primary schools, educators were trained to apply the IQMS and educators encourage their colleagues to do the same. This indicates that the implementation of IQMS has motivated educators to be more dedicated to their work than before the introduction of IQMS because they were supported by both the SMT and the DSG members. Table 4.25 indicated that 58.3% of the participants were supported by the SMT members during the implementation of IQMS at their schools. This indicates that the SMTs and DSGs were supporting educators in the implementation of government policy on IQMS. However, in table 4.25 41.7% participants indicated that the DoE and union representatives supported educators during the implementation of IQMS. This shows that the DoE and union representatives contributed in the implementation of IQMS in primary schools.

Although some of the primary schools have implemented the government policy on IQMS successfully, some participants indicated that they need training and support to implement IQMS policy. A response from a SDT member was that training is required to implement the IQMS policy effectively. “IQMS policy has partially been implemented at my school, but we are struggling in implementing IQMS policy,” she said. According to the responses in table 4.22, 52.4% of the participants have not received any training in IQMS in 2006, while 40.8% were only trained once or twice in 2006. A small percentage (6.8%) had training of up to four
times. This indicates that the Department of Education has not monitored and supported schools which were left behind with the implementation and evaluation of IQMS.

According to the purpose of alignment on IQMS, the successful implementation of IQMS requires good communication between all the different stakeholders, such as the Department of Education, the SMTs, the DSGs, educator’s union representatives and educators themselves. The employer, the Department of Education, needs to identify specific needs of educators, schools and district offices for support and development (see paragraph 2.12.1).

4.4.1.2 Being informed about policies and regulations on IQMS

**Question 2:** How are you informed about IQMS policies and regulations?

The transcript of interviews (Addendum J) shows that respondents were informed about policies and regulations on IQMS by the Department of Education and the educators’ union representatives. Short courses were conducted for educators, specifically the top management of the schools by the district officials and union representatives. The majority (63%) of participants in table 4.13 indicated that it was easy to understand IQMS, however 37% disagreed. This may indicate that some educators were informed about IQMS policies, while others were unfortunate not to be informed about policies and regulation of IQMS. One deputy principal indicated that she became aware of the policies and regulations of IQMS through her employer, the Department of Education. Another deputy principal said: “I became informed of IQMS policies in a workshop I have attended, which was conducted by the Department of Education accompanied by my union representatives.” A response of a school manager was that she became aware of IQMS policy through the district officials of the Department of Education. “The district office has conducted a workshop for school managers and selected educators who were expected to report back at their schools,” she said.

The responses gathered indicate that at some primary schools educators were unfortunate to be informed of the policies governing IQMS by the Department of Education. The second SDT member indicated that educators were not trained properly on the policies and
regulations governing IQMS. “The collective agreement of 2003 is the only source of
information which opened my eyes in knowing and understanding about IQMS
programmes.”

According to McLaughlin (1995:10), the implementation of a total quality approach in an
organisation is continuously serving the needs of customers (learners and parents). In order
for total quality to work, a system must be instituted, studied and reviewed for effectiveness.
It must provide policies, operations and processes that affect the business (schools) on a daily
basis (see paragraph 2.8).

4.4.1.3 The effect of IQMS implementation on schools

Question 3: What effect does the implementation of IQMS have at your school?

The responses showed that the effects which schools encounter were financial support which
should be provided by the Department of Education to all schools to manage the schools
effectively. Schools have to budget for the implementation and the evaluation process of
IQMS, and they have to buy documents related to IQMS. One school manager said: “Our
school is spending lots of money on photocopying documents related to IQMS, because the
employer does not supply us with enough resources to cater for the whole process of IQMS.”
According to the response of the second deputy principal, schools require enough finances to
implement IQMS successfully. “Our school is supposed to budget for IQMS while our
finances are not sufficient to cater for the programme.” An SDT member indicated that the
introduction and implementation of IQMS has caused an overdraft on the school account. “It
has caused a shortfall in our school finances because we are bound to budget for IQMS.”
According to table 4.16, a significant percentage (41.7%) of the participants indicated that
their schools suffer financially due to the implementation of IQMS. This may further
challenge the Department of Education to provide sufficient resources to cater for the
successful implementation of IQMS in schools.

The responses by the first CS1 educator and second SDT member show that financial
problems were not the only effects that prevent the successful implementation of IQMS at
primary schools. According to these two participants, the incentives and scheduling of evaluation process were factors which affect the implementation of IQMS in primary schools. The CS1 educator stated that the Department has failed to abide to the IQMS policy governing the remuneration of educators after the evaluation process as promised in the ELRC Collective Agreement number 8 of 2003. “Implementation of IQMS has both positive and negative effects at our schools. The positive effect is that educators are really dedicated to the school work. The negative effect is that educators are demotivated by the Department of Education on the failure to remunerate them on time as promised,” he said. The indication from the second SDT member was that evaluation scheduling was not structured in a way that learners’ and educators’ time were not affected. He said, “Normal teaching time is disrupted when educators are being evaluated.”

According to ELRC (2003:6-17), IQMS implementation encourages educators to prepare their school work thoroughly in advance before presenting the lessons in class. It motivated individual educators to take part in extramural activities of the school because they are evaluated on it. IQMS serves as an awareness assessment tool for teaching and learning. Educators should play a role in motivating and guiding learners towards choosing relevant learning areas suitable for their careers (see paragraph 2.12.5).

4.4.1.4 Roles of respondents in implementing IQMS

**Question 4:** What role are you playing at your school with regard to the implementation of IQMS?

The responses show that participants were actively involved in the implementation of IQMS. The first education specialist said: “I am a DSG member involved in assessing and motivating my colleagues for all school activities they are involved in.” According to the National Teachers Organisation of South Africa (2003:1-5), the role of a DSG is to give support, motivation and mentoring to other educators during and after the evaluation process of IQMS (see paragraph 2.12.4.3).
The second CS1 educator indicated that she plays a role as a DSG member, where she was acting as a peer for her colleague during the evaluation process. “I assess my peer in terms of the evaluation process and I also assist in the smooth running of IQMS.” The response of the second SDT member was that he was actively involved in the compilation of IQMS documents which are finally send to the Department of Education. “I am a DSG member and I also assist the SDT in compiling all IQMS documentation before they are taken to the Department for final processing,” he said. The first SDT member interviewed also contributed to the effectiveness of the implementation of IQMS at his school. “I am a SDT additional member and I advise my colleagues on the use of IQMS documentation.” According to Van Schalkwyk (2002:128), the role and responsibility of SDT members at school level is to plan, oversee, coordinate and monitor the quality of the management process.

Even though school managers have lots of work to render in the management of their schools, the responses show that they were willing to monitor and support educators in the implementation IQMS. The first school manager said: “As a member of DSG and ex-officio of the SDT, I’m offering my services toward the development of my school.” The second school manager was involved in making the implementation of IQMS a success at her school. “As one of the top management members, I’m responsible to see that the whole process of IQMS is implemented successfully at our school. I have made it possible that all structures needed in evaluation process are in place.”

The CS1 educators were assisting their peers in drafting their PGPs after the evaluation process. The first CS1 educator said: “My role is simple, I participate in self-evaluation and I also evaluate my peers. I assist my peers in drafting their PGPs.” According to the second CS1 educator she was selected as DSG member and evaluates other educators. “I assess my peers in terms of the evaluation process and I also assist in the smooth running of IQMS.” According to RSA (1999: 3-8), the PGP enables educators to determine the contextual factors (such as shortage of resources, building and inadequate classrooms) experienced during the teaching process. PGP assists the top management of the schools to draft a School Improvement Plan (SIP) (see paragraph 2.12.5).
4.4.1.5 Role of SMT in implementing IQMS

**Question 5:** What role does the SMT play at your school with regard to the implementation of IQMS?

The SMTs at the selected primary schools lead in the whole process of IQMS and gave valuable guidance to the teaching of their staff members. The SMTs assisted other educators in the implementation of IQMS and they were trained by the Department of Education. They compiled overall IQMS profiles which were submitted to the circuit manager for final assessment. At primary schools, all members of the SMT were included in each of the DSGs formed at that school and they gave moral support to each educator being evaluated. The SMT’s role was to inform educators about an in-service training and other programmes aimed at the development of educators, and they should make proper arrangements for attendance. The SMTs must collaborate with the SDT to ensure that self-evaluation was done according to the IQMS policy (see paragraph 2.12.4.1).

The first school manager indicated that she takes the lead and gives support to other educators of her school in the implementation of IQMS. “The SMT takes the lead in the whole process of IQMS, and give valuable guidance to the teaching of the staff members at my school,” she said. According to the second CS1 educator, the role and responsibility of SMT is to assists with the broad planning and implementation of IQMS at the schools. “The SMT actually assist us in implementing the IQMS correctly and further assist individual educators in their daily performance at their classes,” he said.

According to IQMS policy, the SMT members should inform educators about the in-service training and other programmes aimed at the development of educators. They should make proper arrangements for attendance for such in-service training. The second education specialist indicated that the SMT of his school were supporting educators in the implementation of IQMS. “Our SMT ensures that the IQMS is implemented and they also encourage educators to develop themselves academically,” he said.
The responses showed that SMT members were part of the SDT and DSG members. The second school manager said: “I form part of the DSG, where I assess educators according to the criteria needed in the evaluation process.” The SMT in collaboration with the SDT ensures that self-evaluation was done according to the policy agreement on IQMS (see paragraph 2.12.4.1). According to the first CS1 educator, the SMT’s role at his school is to submit IQMS documents and to ensure that the school operates effectively. “The SMT’s role at our school is just to submit overall results of IQMS process to the circuit manager.”

4.4.1.6 Effect of IQMS on morale of respondents

**Question 6:** How does the implementation of IQMS affect your morale?

Participants were stressed during the evaluation process and the SMTs were having lots of work in controlling and supporting educators during the IQMS process. The second deputy principal indicated that IQMS causes a lot of work and it affects educators’ performance in the normal teaching. “I am affected by a load of work which needs to be prepared on the assessment of educators and administration duties need to be taken into account.”

The morale of respondents was affected by the lack of training for the IQMS programmes. The second SDT member said: “Actually, it is not only the IQMS which affects my confidence, but almost 80% of the implemented policies by the employer were having a negative outcome because of lack of training.” In table 4.14, 37% of the respondents indicated that it was difficult to understand IQMS documentation. This may be due to insufficient training for educators. It may contribute to an unsuccessful implementation and on-going evaluation process of the IQMS in schools.

The incentives, which the Department of Education provides to educators after they should have successfully completed the evaluation process, also have an affect on the morale of respondents in the implementation of IQMS in primary schools. The first CS1 educator said: “Low percentages on incentives and a lack of support from the Department, really has a negative affect on my daily work.” According to table 4.20, 26,2% of the respondents said that the incentives provided by the Department of Education were not motivating them to be
more dedicated to their work. This may show that incentives provided for educators were not satisfactory, and have negative effects on the morale of some educators.

4.4.1.7 The effect of IQMS on teaching and learning

**Question 7:** How does IQMS affect the quality of teaching and learning at your school?

The responses showed that the participants have benefited from the implementation of IQMS with regard to the quality of teaching and learning in primary schools. The first CS1 educator said: “There were improvements on teaching, and we motivate learners to participate positively in learning.” These remarks were supported by the second SDT member, who said: “It motivated educators at my school to actually be more involved in teaching than before IQMS was introduced and implemented.” The majority (70.9%) of the respondents in table 4.7 agreed that the implementation of IQMS has brought many changes in teaching and learning in schools, however 29.1% disagreed. This may shows that the quality of education has improved in selected primary schools due to the implementation of IQMS.

The responses showed that teaching and learning were disrupted during the evaluation process of educators, because participants were involved as DSG and SDT members, and were also expected to evaluate other educators. The second deputy principal said: “During the evaluation process most of the educators are involved with the process, which makes them not to observe their classes regularly.”

Although the evaluation process of IQMS has an influence on selected primary schools, according to the first education specialist, IQMS yielded a positive result in teaching and learning. “IQMS has improved the quality of teaching and learning at our school, because my colleagues are more dedicated to their work than before the implementation of IQMS,” she said.
4.4.1.8 Training for IQMS

Question 8: Elaborate on the training that you received regarding IQMS.

Training in IQMS amongst participants was given for a short period. The CS1 educator interviewed said: “The training I received was not up to standard, and educators were trained in a single hall from 13:00 to 14:00, which at the end the production was unsuccessful due to little time offered for training.” The first school manager was also trained in IQMS, but only for a short period. “As a school manager, I have received training from the Department of Education once and I have gained knowledge on IQMS through the training conducted by the SMT at my school. Helpful issues were discussed at length during the training by my SMT members.”

However, other respondents had received no training by the DoE in IQMS implementation, but they were supported, encouraged and trained by the SMT and union representatives. According to the first deputy principal, “I never attended any IQMS training, but I was assisted by my school manager and other educators, to cope with the implementation of IQMS.” The second CS1 educator said: “I was never trained on IQMS. Only the top management of my school received IQMS training.” In table 4.22, 52.4% of the participants did not receive any training in IQMS in 2006. According to table 4.21, the majority (65.2%) of educators were trained for IQMS by the Department of Education and the union representatives, and 34.8% by the SMTs. However, in table 4.9, a majority (80.6%) of the respondents said that the SMT members received training in IQMS. This implies that the majority of the educators who did not receive IQMS training in 2006 may be CS1 educators, because they formed the majority of the participants as reflected in table 4.4, where 84.5% of the selected participants were CS1 educators.

At selected primary schools, respondents indicated that they were trained by the Department of Education, union representatives and SMT members. The second education specialist said: “I attended workshops where district officials trained us. As a school we also invited our union representatives to come and train us.” This shows that at selected primary schools in
Nkowankowa, IQMS were implemented successfully with the support and motivation from the Department of Education, union of educators and the top management of schools.

According to the ELRC (2003:7), all departmental officials and educators should be trained in all the principles governing IQMS. The National Training Teams should train the Provincial Training Teams who will finally train the District Training Teams. It is the duty of the District Training Teams to train, monitor and support schools in all the processes and procedures for the implementation of IQMS programmes (see paragraph 2.12.2).

4.4.1.9 Benefits of IQMS for individual educators

**Question 9: How does the implementation of IQMS benefit you as an individual educator?**

The implementation of IQMS resulted in respondents realising that working together with other staff members can change a negative attitude towards other colleagues and it helps a educator to socialise with fellow educators. The larger percentage (81.6%) of participants in table 4.24 indicated that educators benefited from the implementation of IQMS in their schools. On the other hand, the evaluation process made individual educators part of the DSG in schools where he/she is employed to actively involve in the IQMS processes (see paragraph 2.12.4.3). Hence, McLaughlin (1995:13) indicates that the improvement process in an organisation should involve everybody for a quality education system (see paragraph 2.6).

According to the view of the second education specialist, “It brought a sense of introspection and it enables me to improve my leadership skills and teaching in general,” he said. According to the education specialist, she received support from her DSG members and SDT members with respect to the implementation of IQMS. “IQMS benefited me, because I am supported professionally and emotionally by my DSG and SMT members.” This may indicate that some educators were not upgrading themselves before the introduction and implementation of IQMS, and it made them enroll to keep their standard of education at a high level. It seems that the support and encouragement given to educators by the DSG and SMT make them accept the changes occurring in their schools. The support of DSG and SDT amongst individual educators professionally was important for the success of IQMS programmes and the efforts in managing the implementation and the evaluation of the IQMS.
process. According to Smit and Cronjé (2002:315-316), emotional support is the ability to access, manage, and make use of one’s feelings in the workplace. This shows that selected individual educators may have realised their own strengths and weaknesses in the use of IQMS. Emotional support may also contribute in producing trust amongst colleagues, that is, letting others know one’s values and principles, intentions and feelings, and acting in ways that are consistent with theirs. This shows that the emotional support by the DSG and SMT members to educators may have contributed positively in the implementation of and evaluation by IQMS process at selected primary schools in Nkowankowa. Emotional support may also be motivational in nature (Smit & Cronjé (2002:315-316). This may indicate that the DSGs and SMTs at selected primary schools were committed in motivating and making the educators understand and knowledgeable about IQMS.

The implementation of IQMS has benefited participants by making them actively involved in teaching and learning. According to the second CS1 educator, “It made me realise that working together with my colleagues has changed my attitude and potential. I have learned to socialise with my fellow educators. I have also realised that learners’ potentials can be enhanced.” The first SDT member has improved her teaching strategies since the introduction and implementation of IQMS. “IQMS implementation has helped me to recognise my weaknesses and strengths in my teaching,” she said.

Therefore, incentives received by participants after the evaluation process of IQMS have positive results in the implementation of IQMS at primary schools. The second deputy principal said: “Pay progression really motivated me to work harder.” According to the response of the first educator, the implementation of IQMS has not benefited him.

4.4.1.10 Difficulties concerning IQMS implementation

Question 10: What difficulties are you experiencing with regard to the implementation of IQMS?

The selection of a DSG was a problem for the selected primary schools, since some educators at primary schools were offering learning areas which were referred to as scarce learning
areas (such as mathematics and science) which other educators were not knowledgeable enough about to assess those educators. The first CS1 educator said: “My senior educators were not trained in the field of my learning areas, which becomes difficult for them to evaluate me.”

In other selected primary schools, overcrowding and shortage of teaching resources made it difficult for participants to be evaluated fairly. “There are shortages of IQMS resources, such as the policy documents, resolutions governing the implementation of IQMS and other related IQMS documentation,” said the second deputy principal. During the evaluation process some educators wanted to attain higher score marks easily, while they did not deserve those marks. “Some of my colleagues are choosing their friends as DSG members. They offer each other higher marks during the evaluation process, which makes the evaluation process to be unfaithful,” said the second CS1 educator.

According to the second SDT member it is difficult to use the terminology used in IQMS. “The terminology used in IQMS is difficult to memorise,” he said. According to the first deputy principal, they had no difficulties in the implementation of IQMS at their primary school. He said, “No difficulties at all, because as a school we are assisting each other academically and professionally.” This may indicate that some primary schools were having difficulties with the terms used in IQMS, but educators at other primary schools were assisting each other in understanding and mastering IQMS terminology.

4.5 CONCLUSION

This chapter focused on the presentation and analysis of quantitative and qualitative data. In quantitative data, the tables were provided and discussed. In qualitative data the responses to the interview schedules based on the implementation, evaluation and monitoring process on IQMS were summarised.

The research findings show that the implementation, evaluation and monitoring processes of IQMS are in order at some primary schools under the Nkowankowa Circuit Office in Nkowankowa. Therefore, the top management of the schools, the Department of Education
and the unions did perform their function of assisting educators towards the effective implementation of IQMS programmes as espoused in the IQMS policy document. However, while they were performing this specific function, the SMTs, SDTs, and DSGs encountered some problems caused by insufficient training in IQMS, lack of moral support amongst educators, and lack of support from the Department of Education.

According to the most important findings from the questionnaire and the interviews, the researcher will suggest guidelines in the next chapter (chapter 5) on the implementation, evaluation, monitoring and support arising from IQMS at primary schools in Nkowankowa. Some of the primary schools did not implement IQMS effectively, whilst others ignored the basic requirements for the implementation, evaluation and monitoring process in IQMS. If the guidelines could be followed by all stakeholders, such as the SMTs, SDTs, DSGs, educators unions and the employer the Department of Education, it will positively contribute to the improvement of the quality of implementation of IQMS in schools.

Chapter 5 deals with the final summary, conclusions and recommendations that are based on the findings of chapter 4.
CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The introduction and implementation of IQMS has brought many challenges and changes for the controlling, monitoring and evaluation of educators in primary schools in Nkowankowa. Schools have found it difficult to implement the process of IQMS effectively due to the lack of support, tools and proper training. To manage the process of IQMS effectively, educators need to be knowledgeable enough in respect of the policies and regulations of IQMS.

This chapter will provide an overview of the research, the general conclusions and recommendations made with regard to the research questions, which were formulated in paragraph 1.4 as follows:

- What is the current situation regarding the implementation of IQMS at primary schools in Nkowankowa?
- What is the government policy on IQMS?
- How is government policy on IQMS being implemented at primary schools in Nkowankowa?
- What effect does the implementation of IQMS have on primary schools in Nkowankowa?
- What role does the School Management Team (SMT) play at primary schools in Nkowankowa regarding the implementation of IQMS?
- How does IQMS affect educators’ morale?

Conclusions and recommendations of the research questions will be provided after a summary of this study in paragraph 5.2.

5.2 SUMMARY AND OVERVIEW

This study is divided into five chapters and the most important aspects of each chapter are discussed briefly in the summary below.
5.2.1 Chapter 1: Introduction to the study

This chapter deals with the introductory issues that supply the aims of this study. The background of the study was discussed in terms of the environment, quality management and IQMS (see paragraph 1.2). In terms of the environment, the nearest town (Tzaneen) and district (Mopani) where this research project was conducted, was mentioned (see paragraph 1.2.1). In quality management, the different terminologies used by other countries in the world to describe quality management were briefly stated (see paragraph 1.2.2). The background of the IQMS programmes was described by the researcher in terms of its origin (see paragraph 1.2.3).

The statement of the problem with regard to the introduction, implementation, evaluation and monitoring of IQMS was described (see paragraph 1.3). The researcher formulated the research questions and objectives of this study (see paragraph 1.4). A short research design, research method, population and sample were also given attention in this chapter (see paragraph 1.6).

The methods of data collection (that is, quantitative and qualitative data collection) were described in short in this chapter (see paragraph 1.6.4), together with data analysis (see paragraph 1.6.5). The delimitation and significance of the study were given attention, together with important definitions used throughout this study (see paragraphs 1.7, 1.8 and 1.9). Finally, the expositions of all chapters were described to highlight what is required in those chapters (see paragraph 1.10).

5.2.2 Chapter 2: Literature study

This chapter focuses on the literature about quality management systems based in South Africa, and the views of other researchers on quality management in other countries.
5.2.3 Chapter 3: Research methodology

In this chapter, a qualitative and quantitative research was adopted. The researcher used a qualitative approach in an attempt to understand the experiences of educators about IQMS implementation, evaluation and monitoring in primary schools. Hence, a quantitative approach was also used by the researcher to cover a substantial population (see paragraph 3.2). Descriptive research was used in this study as a research method. The types of descriptive research under the umbrella term developmental research were described. The researcher used the cross-sectional survey as a form of descriptive research due to the nature of this study (see paragraph 3.3).

The population and sample were indicated in this chapter, where 346 educators in 18 primary schools in Nkowankowa were identified by the researcher. The researcher used simple random sampling to select 103 out of 346 participants at primary schools in Nkowankowa. Purposive sampling was used to find the most informative subjects to address the research questions (see paragraph 3.4).

A document analysis and interview schedule as forms of qualitative data collection were used in this chapter. Hence, a questionnaire as form of quantitative data collection was used by the researcher (see paragraph 3.5). In this chapter data analysis was done qualitatively and quantitatively. Validity, reliability, trustworthiness and ethical considerations were also described in detail.

5.2.4 Chapter 4: Data analysis and interpretation

This chapter focuses on the research findings and interpretation of the data collected in chapter 3. In this chapter, the findings revealed that training for IQMS were effective at some schools. However, some respondents indicated that they had insufficient support and training as required in the IQMS policy document (see paragraphs 4.2.22 and 4.3.1.8). According to the responses the implementation of IQMS was successful at some schools (see paragraph 4.2.6). However, this was not the case at selected primary schools because educators were not as knowledgeable as expected, due to lack of insufficient training (see paragraph 4.2.8).
The finding further revealed that the implementation of IQMS caused financial loss at some primary schools (see paragraph 4.2.16). At some primary schools educators were not given the opportunity to participate in the financial planning and budgeting (see paragraph 4.2.18). The participants of this study indicated that educators’ morale was affected by lack of training, low percentage on incentives and lack of support from the Department of Education (see paragraph 4.3.1.7). Furthermore, the circuit manager was not supporting and monitoring primary schools as expected and it resulted in discouragement among educators towards IQMS (see paragraph 4.2.23).

5.2.5 Chapter 5: Summary, conclusions and recommendations

This chapter focuses on the final overview of the whole research project; the research questions and research problems are attended to; conclusions and recommendations of the research questions are highlighted in this chapter and a summary of the research as a whole is provided. A final conclusion is also given to summarise the whole chapter.

5.3 RESEARCH QUESTIONS REVISITED

The researcher provided answers to the six research questions mentioned in paragraph 5.1, of this chapter. As indicated in paragraph 3.6 after transcribing the data from categorised and coded data, the researcher grouped them into themes which were then organised into conclusions and recommendations.

5.3.1 Implementation of IQMS at primary schools

Question 1: What is the current situation regarding the implementation of IQMS at primary schools in Nkowankowa?

The study reveals that some educators were employed after 2003 when IQMS had already been implemented by the Department of Education. The said educators did not have an opportunity to be trained in IQMS (see paragraph 4.2.5).
The finding in paragraph 4.2.6 further reveals that, even though in some primary schools the implementation of IQMS was successful, this was not always the case, because some primary schools encountered some problems during the implementation of the IQMS. This may be caused by a lack of training in IQMS. The majority of respondents have indicated that the implementation of IQMS brought about many changes in teaching and learning, but a small percentage of respondents have not felt changes in their teaching and learning due to the implementation of IQMS (see paragraph 4.2.7).

The CS1 educator indicated that he did not benefit at all from the implementation of IQMS (see paragraph 4.3.9). This may be due to late pay progression as promised by the employer (Department of Education) to the educators. On the other hand, the respondent indicated that the implementation of IQMS was having difficulties when it comes to choosing DSGs, because some of the other educators were choosing their friends as their DSG members, this made the evaluation process of IQMS biased. According to the policy governing IQMS, DSGs should not be elected in terms of friendship but in terms of knowledge or expertise of the learning area and the DSG members must be in position to support and mentor other educators (see paragraph 2.12.4.3).

Respondents indicated that choosing a DSG was a problem at their primary school, since some educators were offering learning areas/subjects which are referred to as scarce learning areas/subjects which other educators were not knowledgeable about to be able to assess them. In some primary schools overcrowding and shortage of teaching resources made it difficult for educators to evaluate each other during the process of IQMS (see paragraph 4.3.10). According to the CS1 educator interviewed, the terminology used in IQMS programmes was difficult to memorise and use. The data collected further reveal that respondents found it difficult to understand IQMS documentation (see paragraph 4.3.10). This may be due to a lack of training of the educators in IQMS.
5.3.2 Government policy on IQMS

Question 2: What is the government policy on IQMS?

According to the policy governing IQMS, an educator must be evaluated and supported by educator’s immediate senior and one other educator (peer). An educator peer must be selected by the educator on the basis of appropriate subject expertise and not friendship (see paragraph 4.2.11). The data in paragraph 4.2.12 indicated that the DSG members were not selected democratically as required in government policy on IQMS, but some educators opted to choose their friends as their DSG members. This may have contributed to unsuccessful mentoring, controlling, evaluation and monitoring of the involved educators at primary schools (see paragraph 4.2.12).

Government policy on IQMS requires educators to undertake self-evaluation process before formal observation takes place in the classroom (see paragraph 2.12.5). The finding showed that the respondents had not done self-evaluation, which contributed in educators not to realise their strong and weak points in teaching and learning (see paragraphs 4.2.13 and 4.2.15).

5.3.3 Implementation of government policy on IQMS

Question 3: How is government policy on IQMS being implemented at primary schools in Nkowankowa?

The challenge which primary schools in Nkowankowa face was to implement government policy on IQMS effectively. This was not the case in some of the primary schools because from the responses some educators were trained for a short period while others were not trained at all in IQMS in 2006. This implies that educators at selected primary schools were not sufficiently equipped as they were expected to be, according to the requirements of the IQMS policy documents (see paragraph 4.2.22).
5.3.4 Effect of implementation of IQMS

Question 4: What effect does the implementation of IQMS have on primary schools in Nkowankowa?

Findings have revealed that financial planning and budgeting contributed to the positive and negative implementation of IQMS at primary schools. Since the implementation and evaluation process of IQMS is applied continuously in each year (see paragraph 2.12.5), the data collected show that some educators were not playing a role with regard to financial planning and budgeting in managing their school effectively.

The data in paragraph 4.2.16 indicate that some schools were not allocated enough funds to implement the process of IQMS effectively. According to the findings in paragraph 4.2.16, the implementation of IQMS has led to financial loss at some of the primary schools. This was caused due to lack of financial planning, budgeting and insufficient supplied of funds to the schools by the Department of Education.

According to the responses in paragraph 4.3.13, schools require financial support which was not allocated by the Department of Education to continuously implement and evaluate the process of IQMS. Some primary schools were bound to budget for the implementation and evaluation process of IQMS, and they were to buy documents related to IQMS which affected their schools funds. Teaching and learning were disrupted during the evaluation process of individual educators, this was because participants were involved in both the SDT and the DSG, and they were expected to evaluate other educators (see paragraph 4.3.1.7).

5.3.5 Role of SMT in the implementation of IQMS

Question 5: What role does the School Management Team (SMT) play at primary schools in Nkowankowa regarding the implementation of IQMS?

The data in table 4.25 indicated that the SMT members (principals, deputy principals and education specialists) were supporting educators during the implementation of IQMS.
According to table 4.21, the SMT members have trained participants of this research study with regard to IQMS. This may indicate that the SMTs were playing a role in the implementation of IQMS.

However, the data in paragraph 4.2.8 revealed that some SMT members do not understand the IQMS process which resulted in unsuccessful implementation of IQMS. The response in table 4.9 indicated that some SMT members at selected primary schools were not trained for IQMS. This shows that some SMT members were not playing a positive role in assisting educators in the implementation and evaluation of the IQMS process.

5.3.6 Effect of IQMS on morale of educators

Question 6: How does the implementation of IQMS affect your morale?

The data gathered during the interviews indicated that the respondents were stressed during the evaluation process and that the SMTs were having lots of work in controlling and supporting educators during the process of IQMS (see paragraph 4.3.1.6). According to a SDT member the educators’ morale was affected by the lack of training on IQMS. The CS1 educator indicated that the incentive provided by the employer has an affect on the morale of educators in the implementation of IQMS (see paragraph 4.1.3.6).

5.4 CONCLUSIONS

The findings revealed that the implementation, evaluation and monitoring process of the IQMS was successful at some of the primary schools in Nkowankowa. However, some respondents indicated that the policy governing the introduction, implementation, evaluation and monitoring of IQMS was not correctly applied at their primary schools, which resulted in the incomplete success of the programme. The school principals and the SMTs were not supporting and encouraging educators to adapt to the changes occurring in their schools due the implementation of IQMS.
The lack of proper training was experienced by educators at some schools. This has contributed to the negative attitude about IQMS. The SDT and the DSG members were not elected democratically at some primary schools. It resulted in the improper manner to evaluate, monitor and mentor educators.

Findings showed that respondents experienced the quality of the education system in their schools where the teaching and learning were effective. However, this was not the case at other selected schools since educators has not felt changes in their teaching and learning after the implementation of the IQMS.

According to the data, financial planning and budgeting contributed to the positive and negative implementation of IQMS in schools. At some primary schools educators were involved in the financial planning and budgeting at their schools. However, educators at other selected primary schools were not given opportunities to plan and budget school finances. Schools were encountering problems in implementing IQMS and evaluating educators as expected due to the lack of finances, because the DoE was not financial supporting schools which resulted in financial loss for some of the primary schools. Findings revealed that some schools were bound to buy IQMS documents for the implementation and evaluation of the IQMS process which the DoE should have provided to each school for the successful of the implementation of IQMS.

Controlling and monitoring of the IQMS was effective at some primary schools. This study, however, revealed that SMTs, SDTs and DSGs were not thoroughly trained on IQMS as expected by the policy governing the implementation of IQMS. This led to unsuccessful control, monitoring and evaluation of educators in IQMS at some other primary schools.

According to the findings, the DoE was only controlling and monitoring the implementation and evaluation of the IQMS process through the support given by the circuit manager. There was no CTT to support and train educators in IQMS. Findings revealed that the circuit manager never visited some of the primary schools in 2006 to monitor the progress of the implementation of IQMS. According to the data collected the circuit manager is not
supporting and encouraging educators for the effectiveness of the implementation and evaluation of the IQMS.

IQMS policies and regulations are areas of concern. These documents are a must if schools are to implement, control and monitor IQMS. In this study the findings showed that educators at some primary schools were not adequately informed about the policies and regulations governing the implementation of IQMS. At some schools educators were informed about IQMS through the collective agreement number 8 of 2003, which is the only source of information they knew about and could apply.

It was also discovered that the Department of Education has not remunerated educators accordingly for the work done after evaluation as agreed in the ELRC bargaining chamber. It was determined that the morale of educators was negatively affected when they received nothing after being evaluated. Findings revealed that the DoE was providing low levels of incentives for the hard work put in by educators on IQMS. Moral support for the educators was also lacking in the implementation of IQMS.

5.5 RECOMMENDATIONS

The following are the recommendations that address the issues governing the implementation, evaluation and monitoring processes of IQMS at primary schools under the Nkowankowa Circuit Office.

5.5.1 Implementation of IQMS

It is recommended that the Department of Education provide proper training to educators before the implementation of IQMS in schools. The following guidelines may assist during the implementation of IQMS in schools.

- The Department of Education needs to make the strategic plan and the different plan of implementing IQMS clear so that educators can fully understand and apply it;
• the Department of Education should always meet with the top management of the schools to track the progress of the IQMS process;
• adequate resources is to be provided to all schools to implement the IQMS successfully;
• departmental management plans for the implementation, evaluation and monitoring of IQMS should be taken into account by schools;
• the Department of Education needs to provide regular feedback to all employees and educators’ unions on the progress and failure of the process of IQMS; and
• all IQMS records should be kept in safe places by both the schools and the Department of Education.

5.5.2 Evaluation process

Educators should understand that to ensure the effective implementation and follow-up ongoing evaluation must be built into the implementation, based on predetermined critical success criteria for each learning initiative of the IQMS. Frequent evaluating must be conducted in order to prevent stagnation and encourage on-going implementation of IQMS. The evaluation process should include opportunities for revisiting the organisation strategies in order to affect amendments and improvements. Learning organisation evaluation should be linked to the measurement of overall school performance.

Educators should understand that the implementation of IQMS is an essential contributor to school results, and that their role as employees is important in implementing quality education. The following guidelines may be helpful in the amendment of the drafting of IQMS policy for the purpose of improving the quality of education.

• IQMS should improve educators’ performance practices and capabilities;
• IQMS should facilitate communication and sharing of best practices information between the employer and the employees;
• IQMS should serve as a working tool for understanding and managing performance, and guiding planning and training.
Recognition and assessing the competence of educators should be part of transformation in the education system. The Department of Education should know that the quality of the products or services of all schools begins and ends with individual educator’s inputs, efforts and attitude. Educators should be evaluated on the work done, both inside and outside the classroom as recommended by the Department of Education. Judgment of assessment should be done through continuous observation of the educator being evaluated. The responses gathered in paragraph 4.2.13 indicated that some educators were evaluated by their friends. Friendship should be discouraged at all times to enhance evaluation of the educator fairly and effectively. If an educator has been evaluated fairly, it helps the educator to realise his/her potential.

The Department of Education has introduced tools and techniques which are used by schools to evaluate the performance standards of educators during evaluation process. Some educators have found it difficult to use the instruments for the implementation of IQMS effectively. The SMTs and SDTs should give support to educators during and after the evaluation process. Self-evaluations should be drafted in a way that educators are in a position to determine their weaknesses and strengths in teaching and learning. Self-evaluation should further assist school managers on how to support their educators in IQMS. Through self-evaluation, schools should draft their SIPs by combining all the factors gathered from PGP of individual educators as expected from the policy governing IQMS (see paragraph 2.12.5). Educators need to be aware of the objectives, procedures and important information involved in the introduction, implementation and evaluation of the IQMS process.

5.5.3 IQMS policies and regulations

For quality of education in primary schools, the following items were taken into consideration: IQMS policies and regulations

The majority of respondents indicated that they were not familiar with policy governing the introduction, implementation and evaluation of the IQMS process. The respondents of this study became aware of IQMS through the ELRC Collective Agreement booklet supplied by
the Department of Education to their schools. The ELRC is a bargaining council for the education sector (see paragraph 1.1). The council consists of equal representation of employer (the National and Provincial Departments of Education) and employees (trade unions representing educators and other employees in the sector) (see paragraph 1.1). The Employment of Educators Act (EEA) of 1998 (Act 76 of 1998), forms part of the formulation of IQMS educational policy document which regulates the professional, morals, ethical responsibility and competency of educators (see paragraph 1.2.3). The South African Council for Educators (SACE) which was established in terms of the SACE Act of 2000 (Act 31 of 2000), also has a positive impact in the implementation of IQMS because it is a professional council that aims to enhance the status of the teaching profession and promote the development of educators’ professional conduct. The Department of Education needs to provide all relevant educational policies governing the introduction, implementation, evaluation and monitoring of the IQMS process to the educators to seal the gaps which were left behind.

It should be taken into consideration that an agreement was reached on the ELRC by the Department of Education and educators’ unions to integrate DAS, PM and WSE for quality management of education in South Africa (see paragraph 1.2.3). Educators should be capable of doing what needs to be done in IQMS and they should have the capacity to deal productively with the policy governing IQMS. The school managers together with the SMT members should manage a social system of work in assisting educators to understand and implement the IQMS. The system of leadership that leaders should manage, must create the opportunity in practice, that all educators are empowered to prove to themselves and others, that they have the capacity and motivation to deal productively with one another in the implementation of IQMS.

In order for schools to achieve this, competency and realisation of potential amongst educators are some of the contributing factors that must be instituted. The school managers must accommodate for the release of competence and the realisation of potential in order of the capacity of the staff members to respond positively to the implementation of IQMS policy.
Individual educators should have the ability to deal effectively with the changes occurring in their schools. On the broader scale educators’ competence reflects their capacity for adaptive ability to understand policies. In addition to the capacity for behaving in a competent way, there is an intrinsic need or motive for competence that should drive educators to perform well in implementing the IQMS. The SMTs, SDTs and DoE should support and encourage educators to read IQMS policy documents and undergo further conduct training.

5.5.4 Training of educators for IQMS

This study showed that some of the respondents were not trained for IQMS and this resulted in an unsuccessful implementation of the IQMS process at selected primary schools. IQMS documentation must be thoroughly understood by all educators for the successful implementation, evaluation and monitoring of the process. It is the duty of school managers to make sure that their educators are trained for any programme instituted by the Department of Education before it is implemented at schools. The Department needs to assist schools by providing training courses for all educators in IQMS. Newly appointed educators should also be included. If educators are well trained, it will improve their skills and knowledge to use IQMS. A well-designed staff development can do much to reduce a high attrition amongst educators. It is important for the Department to let educators make suggestions as to what is to be included in the IQMS for the success of on-going of the IQMS programme. Involving educators will ensure relevancy and can proactively deal with areas of potential and actual weaknesses of educators in the programme. For effective implementation of IQMS, the top management of the schools should be trained to build confidence in handling the communication that is fundamental in gaining the level of other staff members and to commit themselves in achieving the desired productivity improvements.

For effective management of IQMS in schools, school principals should have access to training so that they can administer the process and convey developmental goals to other educators in a sensitive and successful manner. IQMS as an educational programme requires training and committed enthusiasm by professional educators. The training of educators for IQMS should be done by appropriately trained professional educators registered with the South African Council of Educators (SACE). Representatives from the Department of
Education and educators’ unions who are registered with SACE could be engaged and as with other educational programmes, guest facilitators from various Non-Governmental Organisations (NGO) may be utilised, provided that this is done on an equitable basis. Such guest facilitators need not be registered with SACE, but they must be highly qualified to trained educators for IQMS effectively. The Department of Education is therefore encouraged to explore ways in which schools, especially poorly resourced schools and those in remote (rural and deep rural) areas, could also have access to such guest facilitators for the success of on-going implementation of and evaluation by IQMS.

Since IQMS should be facilitated by trained and registered educators, higher institutions should also be called upon to provide appropriate training for prospective educators by introducing suitable courses in the study of IQMS as part of educators’ education programmes, as the Department did with the introduction and implementation of Outcomes Based Education and Curriculum 2005.

For the benefit of schools, it is essential that educators should have thorough understanding of IQMS. The terminology used in the IQMS documents should be clearly defined to the educators. Accessibility and clarity should be a fundamental of IQMS process. The proposals for improving training can accordingly be grouped into two main categories linked to long and short-term strategies. The long-term strategies should be based on the view that properly develops educators for the successful implementation of IQMS (see paragraph 2.9). Short-term training should be improved and built into a long-term training strategy. It is suggested that the long-term and the short-term training amongst educators be applied for the success of IQMS (see paragraph 2.9).

(a) **Long-term training**

It is important that preparation of educators for IQMS occur within an overall integrated educator development framework, strategy and plan (see paragraph 2.9). This requires:

- A co-ordinate national strategy for preparation of educators which links pre-service education and in-service training of educators.
• The statutory location of teacher preparation in an institution of higher education. It will be important that the Department of Education involve higher education (university and technikons) in the planning of the IQMS and support its implementation.

• The developmental of partnerships between provincial departments should be encouraged with NGOs and tertiary institutions to strengthen on-going professional support and development at school level.

(b) Short-term training

Short-term measures are required to improve existing planning of implementation of the IQMS in schools. Some recommendations which may be helpful in the training of educators towards the successful implementation, evaluation and monitoring in IQMS are:

• The Department needs to identify, select and train a special cadre of national, provincial and district training teams on IQMS, including Circuit Training Teams and educators’ union representatives. These teams should work collaboratively with NGOs towards the success of implementation and evaluation process of IQMS. This could serve to improve the quality of training and uniformity amongst teams. This is particularly true in the area of evaluation, reporting and recording of IQMS process.

• These roving national and provincial core teams should be provided with intensive and regular training in evaluation, reporting, record keeping developing supplementary materials and policy interpretation. They should be deployed to work directly with school clusters providing on-site support to educators and to serve as mentors. Quality assurance procedures should be developed to ensure a more standard quality of training throughout the country. All trainers should be accredited through an appropriate process.

• The Department should support the formation of school clusters in every circuit office by identifying leader educators (such as the chairperson of SDT) to co-ordinate each cluster. The employer should provide some incentives to these leader educators to motivate them to work better and harder.

• The Department should train leader educators to provide on-site support and development. This could be done by identifying two educators from every school to
participate in provincial training in IQMS, and this may be conducted by district or circuit office. Training should focus on:

- the deepening content of IQMS,
- sharpening understanding and use of the evaluation process,
- using IQMS documentations and designing supplementary evaluation materials, and
- be in position to supervise and mentor other staff-members.

### 5.5.5 Management of IQMS resources

Schools have SMTs, SDTs and DSGs who are helping with the management of IQMS resources for individual educators; therefore it becomes difficult for individual educators to be able to control and manage IQMS effectively. Schools should have good planning in the management of IQMS in order to save the resources for future use by other educators in the schools. All schools which have a shortage of IQMS resources have to request them from the Department for individual educators to successfully implement IQMS. It is essential that IQMS documents be requested and be available to educators so that they can understand the IQMS.

It is important for schools to evaluate their own situation according to their post-establishment (number of educators in the school) and must determine their needs. If schools want to achieve IQMS goals, the need for extra IQMS resources for newly appointed educators and previously-employed educators must be included in the planning and budgeting of the school, or be requested from the Department in advance. It is vitally important for SMTs, SDTs and DSGs to keep a firm hand on the control and administration of IQMS materials in their school. This should apply equally to individual educators in those schools.

Individuals from school principals down to the CS1 educators are responsible, accountable and liable for proper utilisation, care, maintenance and safekeeping of IQMS resources that were assigned to them for the continuous implementation and evaluation of IQMS. For
IQMS to be continuously implemented in school, IQMS resources should be controlled accurately by all educators. Budget allocation for purchasing IQMS documents must be efficiently utilised for the schools to effectively implement, evaluate and monitor the process of IQMS. It is the duty of the school principals as ex-officios to control and monitor IQMS resources in the schools for the success of the implementation of IQMS.

5.5.6 Financial planning and budgeting for IQMS

Financial management is one of the key aspects in ensuring the effective and efficient management of education in schools in general. Financial management within a school should deal specifically with the procurement, appointment, maintenance and control of human and physical resources, facilities and equipment, and teaching or learning aids. IQMS documentation is part of the resources which should be managed by the school’s budget on a yearly basis. The school principals, SMTs and SGBs should improve the quality of education in their schools by raising additional resources to supplement those which the state provides from public funds. All parents, but particularly those who are less poor or who have good incomes should also be encouraged to increase their own direct financial and other contributions to the quality of their children’s education in schools.

Since schools receive part of their financial resources from Treasury, channeled through provincial Departments of Education, school principals should involve all educators in planning and budgeting their funds for effective planning of their schools. Some selected schools receive part of the revenue from learners’ parents through school fees or donations. Those schools should manage their finances in such a way that IQMS is implemented effectively.

It is the responsibility of the principal, SGB, finance committee and all educators to manage school funds in good manner. This includes drawing up a budget and getting it approved, managing the budget, keeping records, having the record audited and reporting back to the relevant stakeholders (the state, parents, donors, sponsors, educators and learners).
5.5.7 Development and support in the implementation of IQMS

The school principals need to conduct in-service training within their schools to develop and support educators in IQMS. On the other hand, the Department needs to support and encourage educators through school visits so that IQMS is implemented successfully. The CTT should conduct individual training for school principals in order to share and plan departmental objectives on IQMS for their successful implementation of IQMS. The CTT needs to train the SMTs, SDTs and DSGs so that they can be in position to evaluate other educators in their respective schools.

Staff development needs to be supported by the school principals if it is to operate successfully in schools. Staff development should be seen as a right for all educators in schools. In order for IQMS to be successful, the responsibility for staff development should rest with all the members of staff within the schools. It is necessary for the Department to issue schools with more information on IQMS than too little for the programme to be successful. It is recommended that the DoE together with the top management of the schools need to listen to the educators’ ideas in making IQMS successful in schools.

5.5.8 Control and monitoring of IQMS

The control and monitoring of the IQMS process should be done internally at school level and externally by the Department as recommended by the policy governing the implementation, evaluation and monitoring of IQMS (see paragraphs 2.12.4.3 and 2.12.6).

(a) Internal controlling and monitoring of IQMS

Internal control and monitoring of IQMS process should be managed by the school principals who are the accounting officer of the Department. The following recommendation may be helpful in the control and monitoring of IQMS in schools.
• The school principal and the SDT should make sure that the departmental management plan of IQMS is included in their school year plan (school management plan) for proper management of IQMS.

• The SMT, SDT and DSG should work together in controlling and monitoring the on-going implementation and evaluation process of IQMS.

• All IQMS meetings conducted in schools should be recorded in the IQMS minute book. Each stakeholder (SDT, SDT and DSG) involved in the IQMS process should have its own IQMS minute book in order to document everything discussed and proposed at the meeting for future reference.

• The SDTs should fully control the planning and management of IQMS in order for the schools to implement a quality education system.

• The DSG members should support and mentor educators for the success of teaching and learning in their schools.

• The school principals should make sure that individual educators at their schools have IQMS record files for proper control and monitoring of the evaluation process, as recommended by the employer.

• The SDTs should meet at least twice a month with the CTT to report on the progress of the IQMS process.

• The school managers should encourage the DSGs, SDTs and SMTs to work together in the monitoring and control of educators during the evaluation process.

• Motivation and support should be given to all educators who experience problems in understanding the process of IQMS.

(b) External control and monitoring of IQMS

The Department should control and monitor schools through the departmental training teams (CTT, DTT, PTT and NTT) on IQMS, whose responsibility it is to train and support schools (see paragraph 2.12.2). The following recommendation may assist in the on-going implementation and evaluation of the IQMS process in schools.

• The NTT should formulate the IQMS management plan which controls and monitors the overall IQMS.
• The PTT should manage, support and control the DTT, and they should include the NTT management plan in their IQMS year plan.
• PTT should always report to the NTT on the progress of IQMS so that they can amend any changes required.
• The DTT should have a good management plan of IQMS, because they are controlling and monitoring many circuit offices (Mopani District Office in Limpopo Province has 24 circuit offices; see paragraph 1.2.1).
• The District Senior Manager should encourage, support and motivate the DTT and CTT to be dedicated in managing, planning, controlling and monitoring the process of IQMS effectively.
• The circuit managers should visit schools regularly to give moral support and encouragement to educators.
• IQMS workshops should be conducted by the CTT at all schools in order to actively revive the process of IQMS throughout the school calendar year.
• The circuit managers should control and monitor schools effectively for the success of IQMS.

5.5.9 Incentives

Incentives are a vital part of any compensation system to achieve quality in the education system. Money as a form of incentive is important for challenging jobs, recognising achievement, and opportunity for personal growth and creativity in the workplace. Money may influence educators’ work performance and may also be used as a reward to reinforce behaviour of educators toward the implementation of IQMS. The Department should establish a good pay progression performance system for the work done by the employees, which should be conducive to the principles of individual merit and performance. The Department should reward individual employees according to their performance, which should be of a high standard for the work done. Educators should know that incentives as a form of compensation are effective when a formal performance evaluation process is correctly implemented at schools. Quality work done should be rewarded with high incentives to increase the performance standards of employees.
5.6 SUGGESTIONS FOR FURTHER RESEARCH

Because of the limited scope of the study that only focused on eighteen primary schools under the Nkowankowa Circuit Office in Nkowankowa, it is suggested that the following proposals should be considered for further research:

- The impact of IQMS training on educators in all schools.
- Moral support, pay progression and grade progression among educators.
- Control, monitoring and evaluation of IQMS in schools.
BIBLIOGRAPHY


The Circuit Manager  
Nkowankowa Circuit Office  
Private Bag X1413  
LETABA  
0870

Dear Sir

A REQUEST TO CONDUCT RESEARCH FOR A MASTERS DEGREE

I am register for M.Ed with Tshwane University of Technology. I am requesting permission to conduct research at primary schools in Nkowankowa under your circuit office. My dissertation topic is: Integrated Quality Management System (IQMS) at primary schools in Nkowankowa, Limpopo Province.

I have already completed a literature study on the topic and should now collect empirical data. Enclosed are my interview schedule and questionnaire to be used during the research.

If permitted, I would like to do my research between July 2007 and September 2007. These are the months where educators are effectively involved in the evaluation process, mentoring, and supporting one another on IQMS programmes. I promise to abide by the conditions as may be prescribed by the principals of schools and your circuit office.

When completed, a copy of the dissertation will be forwarded to the district manager if required.
Thank you in anticipation.

Yours faithfully

__________________________
MASHELE MACK MILTON
(RESEARCHER)
CELL NO: 0827044327
Dear Sir

A REQUEST TO CONDUCT RESEARCH FOR A MASTERS DEGREE

I am register for the Masters Degree in Humanities at Tshwane University of Technology. I am engage in a research project involving the implementation and evaluation of Integrated Quality Management System (IQMS) at primary schools in Nkowankowa. The title of my dissertation is: Integrated Quality Management System at primary schools in Nkowankowa, Limpopo Province.

Please understand that the study involves no invasion of individual rights or privacy, nor will it apply any procedures which may be found ethically objectionable. No personal information regarding those who participate in the research will be made known.

I have already completed a literature study on the topic, and should now collect empirical data. Attached please find a copy of the questionnaire and the interview schedules.

If permitted, I would like to begin with my research between July 2007 and September 2007. When completed, a copy of my dissertation will be forwarded to your office if requested.
Your attention to this matter is highly appreciated.

Yours faithfully

_________________________

MASHELE MACK MITON
(RESEARCHER)

CELL NO: 0827044327
ADDENDUM C

APPROVAL LETTER FROM THE DEPARTMENT OF EDUCATION
(MOPANI DISTRICT OFFICE)

REF. NO. : 913155
ENQ. : DR. V.M. LOWAN
TEL. NO. : 015 812 1671
CELL. : 082 803 2150

03 MARCH 2009

TO WHOM IT MAY CONCERN

REQUEST TO CONDUCT RESEARCH FOR A MASTERS DEGREE: MASHELE M.M.

This is to confirm that permission was granted to Mr. M.M. Mashele to conduct research for a Masters Degree at Nkowankowa Circuit from March 2007.

(  )
(DR. V.M. LOWAN)
CHIEF EDUCATION SPECIALIST: MOPANI DISTRICT

DEPARTMENT OF EDUCATION
MOPANI DISTRICT
Dear Principal

I am a student at Tshwane University of Technology currently doing research on Integrated Quality Management System (IQMS). Your school happened to be one of the schools that fall within a sample for a research project in Nkowankowa primary schools under Ritavi circuit office.

I hereby request your permission to conduct research at your school. Approval has been granted by the Circuit Manager as per attached letter to proceed with my research.

In order to maintain the smooth running of your school, as a researcher I will abide by the procedure as may be outlined by you. However, a sample of two educators will be selected for interviewing at your school. The sample will comprise of the following stakeholder: One principal/deputy principal/education specialist (head of department); and One staff development team member/ educator (Post level 1).

The interview will be conducted between July 2007 and September 2007. The researcher will notify you telephonically of the exact date when visiting your school.

Thanking you in anticipation.

Yours faithfully

_________________________________
MASHELE MACK MILTON
(RESEARCHER)
CELL NO: 0827044327
INTERVIEW SCHEDULE

1. How successful is the government policy on IQMS being implemented at your school?
2. How are you informed about IQMS policies and regulations?
3. What effect does the implementation of IQMS have at your school?
4. What role are you playing at your school with regard to the implementation of IQMS?
5. What role does the School Management Team (SMT) play at your school with regard to the implementation of IQMS?
6. How does the implementation of IQMS affect you morale?
7. How does IQMS affect the quality of teaching and learning at your school?
8. Elaborate on the training that you received regarding IQMS.
9. How does the implementation of IQMS benefit you as individual educator?
10. What difficulties are you experiencing with regard to the implementation of IQMS?
Dear Respondent

Thank you for agreeing to partake in the answering of this questionnaire. The aim of this study is to research on evaluation, implementation and monitoring process on IQMS at primary schools in Nkowankowa. I am doing this study as part of my research towards completion of my studies at Tshwane University of Technology.

Please note that the information obtained from this questionnaire will be confidential, including your name and school. Anonymity is assured.

Participating in this study is completely voluntary, and you are expected to complete the questionnaire, and return your response to the researcher when completed before school out.

Please feel free to contact the researcher researchers regarding any clarity you will want regarding questionnaire.

Yours sincerely

MASHELE M.M

____________________

CELL NO: 0827044327
INFORMED CONSENT FORM FOR RESPONDENTS ON QUESTIONNAIRES

I_______________________________________________________________have read the
(the respondent of the questionnaire)
relevant questionnaire as used by the researcher, and I have fully understood that my
response to the questionnaire will be confidentially, including my name and my school.

______________________________________________  ________________
Name of respondent          Date

MASHELE MACK MILTON

Name of Researcher          Date
The aim of these questionnaires is to research the implementation, evaluation, and monitoring of Integrated Quality Management System (IQMS) at primary schools in Nkowankowa, Nkowankowa Circuit Office.

- The information obtained from this questionnaire will be treated with confidentiality.
- Please answer the questions honestly. There is no right or wrong answers.
- Instructions:
  1. In most cases you are supposed to put a cross in the block of your choice.
  2. Some questions require your comments
  3. Some of the questions are open statements which require understanding on IQMS programmes
Section 1: BIOGRAPHICAL DATA

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<th>1.4 Indicate your rank:</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy principal</td>
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<tr>
<td>Education specialist</td>
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<td>CS1 educator</td>
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| 1.5 Years of teaching experience: |
### Section 2: CONTENT OF IQMS

2.1 For each of the following statements choose one of the options. Indicate your response by marking the appropriate space with an ‘X’.

1 = Strongly agree  
2 = Agree  
3 = Do not agree  
4 = Definitely disagree

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<thead>
<tr>
<th>STATEMENT</th>
<th>1</th>
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<tbody>
<tr>
<td>2.1.1 IQMS is successfully implemented at my school.</td>
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<tr>
<td>2.1.2 The implementation of IQMS brought many changes in teaching and learning at my school.</td>
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<tr>
<td>2.1.3 The School Management Team (SMT) has a thorough understanding of the IQMS process at my school.</td>
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<tr>
<td>2.1.4 The SMT member of my school were trained On IQMS programmes.</td>
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<td>2.1.5 According to me, the SDT has been elected democratically.</td>
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<td>2.1.6 The Development Support Groups (DSGs) are selected on the basis of competency.</td>
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<tr>
<td>2.1.7 The selection of DSG’s at my school is</td>
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democratic process.

2.1.8 At my school, self-evaluation is done by all educators before formal observation takes place in the classroom.

2.1.9 It is easy to understand IQMS documentation.

2.1.10 Self-evaluation in the IQMS process assists educators to realise their strong and weak points.

2.1.11 My school suffer financially because of the implementation of IQMS.

2.1.12 The SDT and DSG supported me in the process of IQMS implementation at my school.

2.1.13 I am playing a role with regard to financial planning and budgeting at my school.

2.1.14 I assist in the formulation of the Personal Growth Plan (PGP) to evaluate the effectiveness of the IQMS process.

2.1.15 The incentives obtained after the evaluation process encourages me to work harder.

Please tick the appropriate box(es) with an ‘X’.

2.2 Who trained the educators with regard to IQMS at your school? For office use only

<table>
<thead>
<tr>
<th>Educator</th>
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<th>V39</th>
<th>V40</th>
<th>V41</th>
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<td>Union representative</td>
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2.3 How many times did you undergo IQMS training in 2006?
2.4 How many time(s) in 2006 did the Circuit Manager monitor the progress of the IQMS at your school?

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2.5 The implementation of IQMS benefits all educators at my school?

| YES |   | V58 |
| NO  |   | V59 |

2.6 Indicate the people and bodies supplying support for the implementation of the IQMS at your school.

| Principal |   | V60 |
| Deputy principal |   | V61 |
| Education specialist |   | V62 |
| S.G.B |   | V63 |
| Department of Education |   | V64 |
| Union representative |   | V65 |
2.7 Any further comment on the implementation of IQMS at your school?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Thank you for your cooperation.
ADDENDUM I

APPROVAL LETTER FROM THE DEPARTMENT OF EDUCATION
(NKOWANKOWA CIRCUIT OFFICE)

PRIVATE BAG X1413
LETABA
0870
Tel.: 015 303 1719
Fax: 015 303 1539
09 MARCH 2007

PROVINCIAL GOVERNMENT

Ref. : 013155
Enq. : P. HALALA

MR M.M. Mashale
P.O. BOX 1115
LETABA
0870

REQUEST TO CONDUCT RESEARCH FOR A MASTERS DEGREE:
YOURSELF

1. The above matter refers.

2. Your application to conduct research for a Masters Degree at
Nkowankowa Circuit between July 2007 and September 2007 has
been approved.

3. After the compilation of your research, we would appreciate it if
you could favour us with a copy of your dissertation.

4. The Department of Education wishes you good luck in your
research.

CIRCUIT MANAGER

DEPARTMENT OF EDUCATION
NKOWANKOWA CIRCUIT
**ADDENDUM J**

1.1 In order to prepare and create a relaxed interviewing atmosphere, the following was done:

All participants were welcomed and thanked for making themselves available for the interviews.  
Permission was sought for the use of the audiotape.  
Anonymity and confidentiality was confirmed to each interviewee.  
The research topic was introduced and explained to each interviewee.

1.2 Presentation of data

Responses of interviews are quoted directly, without the correction of any language errors.

1.3 Key to abbreviations used in transcription

SM1 = School Manager 1  
SM2 = School Manager 2  
DP1 = Deputy Principal 1  
DP2 = Deputy Principal 2  
ES1 = Education Specialist 1  
ES2 = Education Specialist 2  
FCS1 = First Post Level 1 educator  
SCS1 = Second Post Level 1 educator  
SDT1 = Staff Development Team member 1  
SDT2 = Staff Development Team member 2  
Q = Question  
R = Response
Q: How successful is the government policy on IQMS being implemented at your school?

R: The implementation of IQMS policy at this school is implemented successfully, although clarity with regard to IQMS terminology is required by most of us at this school.

Q: How are you informed about IQMS policies and regulations?

R: About policies and regulations, I am well informed by the Department of Education. Educators of my schools depict clear application of policies and regulation because I always informed them about any changes our department brought to us.

Q: What effect does the implementation of IQMS have at your school?

R: Actually at our school, good results are timely earned and our learners’ attitudes towards learning have improved due to IQMS.

Q: What role are you playing at your school with regard to the implementation of IQMS?

R: As a member of the DSG and ex-officio of the SDT, I’m offering my services toward the development of my school.

Q: What role does the School Management Team (SMT) play at your school with regard to the implementation of IQMS?

R: The SMT takes lead in the whole process of IQMS, and give valuable guidance to the teaching of the staff members at my school.

Q: How does the implementation of IQMS affect your morale?

R: Upliftment of my morale aspect is achieved on a daily basis.
Q: How does IQMS affect the quality of teaching and learning at your school?

R: The quality of both teaching and learning improves daily at my school.

Q: Elaborate on the training that you received regarding IQMS.

R: As a school manager, I have received training from the Department of Education once a year and I have gain knowledge on IQMS through the training conducted by the SMT at my school. Helpful issues were discussed at length during the training by my SMT members of my school.

Q: How does the implementation of IQMS benefit you as an individual educator?

R: Expansion of my teaching ability is observed and my enthusiasm toward teaching has highly improved.

Q: What difficulties are you experiencing with regard to the implementation of IQMS?

R: Lack of sufficient resources forms part of the obstacle that prevent many educators at my school to be evaluated fairly by their DSG.

1.5 SM2

Q: How successful is the government policy on IQMS being implemented at your school?

R: I personally encourage my educators to abide to the rule of the Department of Education to implement all the policy on IQMS, since I was trained for two days on those policies governing IQMS.

Q: How are you informed about IQMS policies and regulations?
R: The district office has conducted workshop to school managers and selected educators who inturn were expected to report back at their schools.

Q: What effect does the implementation of IQMS have at your school?

R: Our school is spending lots of money in photocopying documents related to IQMS, because the employer does not supply us with enough resources to cater for the whole process of IQMS.

Q: What role are you playing at your school with regard to the implementation of IQMS?

R: As one of the top management member, I’m responsible to see that the whole process of IQMS is implemented successful at our school. I have made it possible that all structures needed in evaluation process are in place.

Q: What role does School Management Team (SMT) play at your school with regard to the implementation of IQMS?

R: I form part of the DSG member, where I assess other educators according to the criterion needed in evaluation process.

Q: How does the implementation of IQMS affect your morale?

R: It is very stressful to evaluate an educator who does not want to change their negative attitude on policy the department is implementing.

Q: How does IQMS affect the quality of teaching and learning at your school?

R: Educators at my school has attended departmental workshop to empower themselves for the benefit of the learners.

Q: Elaborate on the training that you received regarding IQMS.
R: The SMT and the union representative have empowered me with all the training on IQMS process.

Q: How does the implementation of IQMS benefit you as an individual educator?

R: I am able to respect other people views when the give me some advice on work related issues and life in general.

Q: What difficulties are you experiencing with regard to the implementation of IQMS?

R: No problem experienced at all.

1.6 DP1

Q: How successful is the government policy on IQMS being implemented at your school?

R: I was employed at the time when the Department of Education introduced IQMS, and it was very big challenge for me to show my colleagues that I am a hard working person. It made me to seek more information on IQMS programme, and it also made our school to follow the entire requirement needed towards the implementation of IQMS policy.

Q: How are you informed about IQMS policies and regulations?

R: Since I was new in the field of top manager, my school manager and other SMT members have assisted me on all policies governing IQMS programme.

Q: What effect does the implementation of IQMS have at your school?

R: It has an effect on the financial planning of our schools, because we are bid to buy IQMS documents and other related documentations for the new appointed educators.
Q: What role are you playing at your school with regard to the implementation of IQMS?

R: I check that the entire IQMS documents are up to date and that they are submitted to the circuit manager for approval. I have been selected to be the chairperson of the SDT of the whole school, and I see to it that the process of IQMS is functioning at my school.

Q: What role does the School Management Team (SMT) play at your with regard to the implementation of IQMS?

R: As I am part of the SMT member at my school, I would not say we are not working though some of my members are a little bit lazy on doing their work perfectly, but the implementation of IQMS is satisfactory.

Q: How does the implementation of IQMS affect your morale?

R: Really, they are a lot of work especially when you have to evaluate educators who are not dedicated to their school work. You should think on how to support and motivate such educators. On the other hand you should cater for management work of the school.

Q: How does IQMS affect the quality of teaching and learning at your school?

R: Actually, IQMS process did not affect our school academically but it made educators to pull their socks up to transform to new educational system.

Q: Elaborate on the training that you received regarding IQMS.

R: I never attended any IQMS training but I was assisted by my school manager and other educators, to copy with the implementation of IQMS.

Q: How does the implementation of IQMS benefit you as an individual educator?

R: It made me to know my colleagues academically and professionally better than before.
Q: What difficulties are you experiencing with regard to the implementation of IQMS?

R: No difficulties at all, because as a school we are assisting each other academically and professionally.

1.7 DP2

Q: How successful is the government policy on IQMS being implemented at your school?

R: IQMS policies are successful being implemented at this school, and we are involved in the whole process of evaluation.

Q: How are you informed about IQMS policies and regulations?

R: I became informed of the IQMS policies in a workshop I have attended, which was conducted by the Department of Education accompanied by my union representatives.

Q: What effect does the implementation of IQMS have at your school?

R: Our school is supposed to make budget for IQMS while our finances are not enough to cater for the programme.

Q: What role are you playing at your school with regard to the implementation of IQMS?

R: I personally trained my colleagues on IQMS process and I informed them of all policies changes which are implemented by the department.

Q: What role does the School Management Team (SMT) play at your school with regard to the implementation of IQMS?

R: The SMT control and monitor IQMS process with the help of the SDT at my school.
Q: How does the implementation of IQMS affect your morale?

R: I am affected by load of work which needs to be prepared on the assessment of educators and administration duties need to be taken into account.

Q: How does IQMS affect the quality of teaching and learning at your school?

R: During the evaluation process most of educators are committed with the process, which makes them not to observe their classes regularly.

Q: Elaborate on the training that you received regarding IQMS.

R: The Department of Education and my union representative have help most of us to understand the process of IQMS better.

Q: How does the implementation of IQMS benefit you as an individual educator?

R: Pay progression really motivated me to work harder.

Q: What difficulties are you experiencing with regard to the implementation of IQMS?

R: Shortages of IQMS resources, such as the policy documents, resolution governing the implementation of IQMS and other related IQMS document.

1.8 ES1

Q: How successful is the government policy on IQMS being implemented at your school?

R: At our school, government policy on IQMS is being implemented successful because each educator was assessed while presenting their lesson in their classroom by their DSG. I personally still require some training on those policies governing IQMS.
Q: How are you informed about IQMS policies and regulations?

R: I started to be aware about the IQMS policies through my school manager after she has attended the workshop on IQMS, which was presented by delegates from the Department of Education.

Q: What effect does the implementation of IQMS have at your school?

R: My school is situated in a rural area and most of the parents are not working, and they are exempted from paying school fund, while the school is bound to budget for the process of IQMS.

Q: What role are you playing at your school with regard to the implementation of IQMS?

R: I am a DSG member involves in assessing and motivating my colleagues from all school activities they are involves to.

Q: What role does the School Management Team (SMT) play at your school with regard to the implementation of IQMS?

R: Each member of the SMT is included in the DSG of individual educator.

Q: How does the implementation of IQMS affect your morale?

R: No affect at all, but IQMS help me to improve my confidence towards educating my learners.

Q: How does IQMS affect the quality of teaching and learning at your school?

R: IQMS has improved the quality of teaching and learning at our school, because my colleagues are dedicated to their work than before the implementation of IQMS.
Q: Elaborate on the training that you received regarding IQMS.

R: Our school manager has invited a District Official to assist us with regard to process of IQMS.

Q: How does the implementation of IQMS benefit you as an individual educator?

R: IQMS benefited me, because I am supported professionally and emotionally by my DSG and SMT members.

Q: What difficulties are you experiencing with regard to the implementation of IQMS?

R: Lots of preparation for teaching and we do not have enough teaching resources to help our learners properly.

1.9 ES2

Q: How successful is the government policy on IQMS being implemented at your school?

R: It is in a fair stage and I together with my colleagues need thorough training to implement the IQMS process successfully.

Q: How are you informed about IQMS policies and regulations?

R: Workshop and booklets supplied by the Department of Education help me to know more about IQMS.

Q: What effect does the implementation of IQMS have at your school?

R: It brings an awareness of the different activities in which all educators should take part. It also serves as an assessment tool for effective teaching and learning.
Q: What role are you playing at your school with regard to the implementation of IQMS?

R: I support my colleagues in their school work and inform them about their shortcomings.

Q: What role does your School Management Team (SMT) play at your school with regard to the implementation of IQMS?

R: Our SMT ensures that that the IQMS is implemented and they encourage educators to develop themselves academically.

Q: How does the implementation of IQMS affect your morale?

R: It instills proper conduct to me, as an educator.

Q: How does IQMS affect the quality of teaching and learning at your school?

R: It inspires educators to be dedicated and motivated to their school work.

Q: Elaborate on the training that you received regarding IQMS.

R: I attended workshops where district official trained us. As a school we also invited our union representatives to come and train us.

Q: How does the implementation of IQMS benefit you as an individual educator?

R: It brought a sense of self-introspection and it enables me to improve my leadership skills and teaching in general.

Q: What difficulties are you experiencing with regard to the implementation of IQMS?
R: The selection of DSG members was my big problem since I am teaching learning areas which other educators at my school is not teaching at all.

1.10 FCS1

Q: How successful is the government policy on IQMS being implemented at your school?

R: A sign of truly teaching and learning are visible at our school. IQMS has revives the performance of education in preparation of school lesson and teaching the learners using the correct teaching techniques. To tell you the truth, we were motivated by our school manager to read and apply all the policies on IQMS programme.

Q: How are you informed about IQMS policies and regulations?

R: Short courses were conducted by the District Officers and our union representative.

Q: What effect does the implementation of IQMS have at your school?

R: Implementation of IQMS has both positive and negative effect at our school. The positive effect is that educators are really dedicated to the school work. The negative effect is that educators are demotivated by the Department of Education on the failure to remunerate them on time as promised.

Q: What role are you playing at your school with regard to the implementation of IQMS?

R: My role is simple, I participate in self-evaluation and I also evaluate my peer. I assist my peer in drafting their Personal Growth Plan (PGP).

Q: What role does the School Management Team (SMT) play at your school with regard to the implementation of IQMS?
R: The SMT role at our school is just to submit overall result of IQMS process to the circuit manager.

Q: How does the implementation of IQMS affect your morale?

R: Low percentages on incentives and a lack of support from the department side, really has a negative affect on my daily work.

Q: How does IQMS affect the quality of teaching and learning at your school?

R: They are a high improvement on teaching, and we motivate learners to participate positively in learning.

Q: Elaborate on the training that you received regarding IQMS.

R: The training I has received was not up to standard and we were trained at the same hall from 13H00 to 14H00, which at the end the production was unsuccessful due to little time offered for training.

Q: How does the implementation of IQMS benefit you as an individual educator?

R: I personally befitted nothing in the implementation of IQMS.

Q: What difficulties are you experiencing with regard to the implementation of IQMS?

R: My senior’s educators were not trained on the field of my learning areas which becomes difficult for them to evaluate me.
Q: How successful is the government policy on IQMS being implemented at your school?

R: It brought changes in the attitude of educators, and they have discovered that they could be remunerated when they exert effort in their daily work.

Q: How are you informed about IQMS policies and regulations?

R: I became aware of all the IQMS policies through my superior.

Q: What effect does the implementation of IQMS have at your school?

R: Educators work on their own without external motivation from the Department of Education

Q: What role are you playing at your school with regard to the implementation of IQMS?

R: I assess my peer in term of evaluation process and I also assist in the smooth running of IQMS.

Q: What role does the School Management Team (SMT) play at your school with regard to the implementation of IQMS?

R: SMT actually assist us in implementing IQMS correctly and further assist individual educators in their daily performance at their classes.

Q: How does the implementation of IQMS affect your morale?

R: It actually changed my personality towards learners. I discovered that learners and educators can work together through motivation.
Q: How does IQMS affect the quality of teaching and learning at your school?

R: The performance of educators and learners has changed in the educational system.

Q: Elaborate on the training that you received regarding IQMS.

R: I have never trained on IQMS, only the top management of my school was trained.

Q: How does the implementation of IQMS benefit you as an individual educator?

R: It made me realise that working together with my colleagues has changed my attitude and potential. I have learned to socialise with my fellow educators. I have also realised that learners potentials can be enhance.

Q: What difficulties are you experiencing with regard to the implementation of IQMS?

R: Some of my colleagues are choosing their friends as DSG members. They offer each other more score marks during evaluation process, which make evaluation process to be unfaithful.

1.12 SDT1

Q: How successful is the government policy on IQMS being implemented at your school?

R: IQMS policy is partially been implemented at my school, but we are strangling in implementing the IQMS policy successfully.

Q: How are you informed about IQMS policies and regulations?

R: Through workshops and the ELRC collective agreement of 2003.

Q: What effect does the implementation of IQMS have at your school?
R: It has caused a shortfall on our school finances because we are bound to budget for IQMS process.

Q: What role are you playing at your school with regard to the implementation of IQMS?

R: I am a SDT additional member and I advise my colleagues on the use of IQMS documentations.

Q: What role does the School Management Team (SMT) play at your school with regard to the implementation of IQMS?

R: The SMT function is to ensure that our school is operating efficiently and effectively with regard to IQMS process.

Q: How does the implementation of IQMS affect your morale?

R: I was bound to seek for information in the nearby school because of lack of training.

Q: How does IQMS affect the quality of teaching and learning at your school?

R: We have improved drastically on the teaching and learning strategies.

Q: Elaborate on the training that you received regarding IQMS.

R: Workshop helps me to understand the meaning of IQMS and its importance.

Q: How does the implementation of IQMS benefit you as an individual educator?

R: IQMS implementation has helped me to recognise my weaknesses and strength in my teaching.

Q: What difficulties are you experiencing with regard to the implementation of IQMS?
R: Lack of support from the Department of Education.

1.13 SDT2

Q: How successful is the government policy on IQMS being implemented at your school?

R: Policy on IQMS implementation is not satisfactory, but as a school we are trying our level best to implement it with other stakeholder.

Q: How are you informed about IQMS policies and regulations?

R: The collective agreement of 2003 is the only source of information which has opened my eyes in knowing and understanding about IQMS programmes.

Q: What effect does the implementation of IQMS have at your school?

R: Normal teaching time is disrupted when educators are being evaluated.

Q: What role are you playing at your school with regard to the implementation of IQMS?

R: I am a DSG member and I also assist the SDT in compiling all IQMS documentation before they are taken to the department for final processing.

Q: What role does the School Management Team (SMT) play at your school with regard to the implementation of IQMS?

R: SMT make it sure that IQMS is properly implemented.

Q: How does the implementation of IQMS affect your morale?
R: Actually not only the IQMS which affect my confidence, but almost 80% of the implemented policies by the employer were having a negative outcomes because of lack of training.

Q: How does IQMS affect the quality of teaching and learning at your school?

R: It motivated educators at my school to actually be more involved in teaching than before IQMS was introduced and implemented.

Q: Elaborate on the training that you received regarding IQMS.

R: The training I received was insufficient and only the SMT members were trained for 3 days by the department.

Q: How does the implementation of IQMS benefit you as an individual educator?

R: I have discovered my weakness and strength after I have been evaluated by my DSG.

Q: What difficulties are you experiencing with regard to the implementation of IQMS?

R: The terminology use in IQMS is little bit difficult to memorise.