TEACHER EXPERIENCES AND PRACTICES OF INTEGRATED QUALITY MANAGEMENT SYSTEM AT A PRIMARY SCHOOL IN KWAZULU-NATAL

By

Bafana Augustinus Jwara

A dissertation submitted in partial fulfilment of the requirements for the Masters Degree in Educational Management.

School of Education and Development (Edgewood Campus)

University of KwaZulu-Natal

Supervisor: Mr S.E. Mthiyane

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DECLARATION OF ORIGINALITY

I solemnly declare that **"Teacher experiences and practices of Integrated Quality Management System at a primary in KwaZulu-Natal"** is my own work and that all sources consulted and quoted have been indicated and acknowledged by means of complete references.

I further declare that this research has not been previously submitted for a degree at another university.

Signed: _____ 11 December 2010

Bafana Augustinus Jwara

Statement by Supervisor:

This mini dissertation is submitted with/without my approval.

Signed: _____

Mr S.E. Mthiyane

ABSTRACT

This small-scale study sought to investigate "Teacher experiences and practices of Integrated Quality Management System (IQMS) at a primary school in KwaZulu-Natal". This qualitative study gathered data through the case study approach guided by the following key questions:

1. What are the teachers' understanding of how IQMS evaluation process works?

2. What are the teachers' perceptions of the shortcomings of the IQMS?

3. How do teachers perceive the support that they may have received or not received as a result of IQMS interventions?

The study entailed interviewing the principal of a school, deputy principal, three heads of department and four level one educators; providing and administering questionnaires to ten level one educators; and doing documents analysis. The findings of the study revealed that the teachers understand the purpose of the IQMS policy but this policy is challenged when coming to its implementation. It emerged from the findings that one factor contributing to the unfairness of the system, was the tendency to give high scores on educator's performance when the performance is not up to the standard. Level one educators argue that the system allows educators to appoint their friends to act as DSG members, and that in their minds, this presents some flaws which undermine good intentions of the policy. It was also fond that the National Department of Education made assumption that the educators have skills to evaluate themselves and that all educators are honest and trustworthy people and this in their view, contributes to ineffective implementation of the IQMS policy. The teachers feel that they needed training on self-

evaluation prior to the implementation of this policy. The issue of the lack of physical resources in schools was also raised. These physical resources need to be used in the classroom during the teacher evaluation in class and during the professional development of educators in order to assist them to grasp the new concepts easily. It also emerged from the findings that the Teacher Unions who represented the educators during the initial stages of the introduction of the IQMS policy, did not express all the teachers' concerns regarding the policy and as a result the educators still do not have the ownership of the policy.

In the light of what has been said above, I recommended that the National Department of Education must review this policy and change some of its aspects where the teachers have concerns, for example, an expert in the subject/learning area in which the teacher is evaluated, must be appointed and serve in the DSG instead of a friend appointed by the teacher. This will eliminate the awarding of undeservedly high marks and dishonesty. The expert may be appointed within the school or from a neighbouring school or district office. I further recommended that the educators need to be trained in a workshop on how to do self-evaluation or self-reflection in preparation for their appraisal. These are the important skills that the teachers need to acquire so that they will be honest to themselves and effectively determine their real strengths and areas of development. Another recommendation is that the Department of Education must equip all the schools with support materials to facilitate learning at all levels. The professional growth of educators must be supported by the physical resources or learning materials. On the whole the IQMS policy needs to be reviewed and revised by the National Department of Education.

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Introduction

In many countries, schools are faced with a number of innovations like self-evaluation, development planning, changes in staff development policy and practice (Hopkins & Lagerweij 1996) cited in Reynolds, Bollen, Creemers, Hopkins, Stoll & Lagerweij,1997. It is impossible to meet the various demands of teaching without planning, organising, monitoring and evaluating the activities you carry on (Kyriacou, 1991). This means that schools will have to engage themselves in the process of enquiry and reflection for successful innovations.

It is important for the schools to review their activities or programmes and measure the extent to which they meet the set objectives and then design development plans towards school improvement. School improvement is particularly interested in the question, "does this improvement strategy work and is this intervention in these circumstances effective?" (Reynolds et al. 1996).

School evaluation is used in many countries to review the functioning of the schools, for example, in England and Wales, in January 1981 a report giving the results of a review of education for the 16 – 19 age group, undertaken jointly by the government and by the Local Education Authorities (LEA), was published (Department of Education and Science, October 1982). The Office for Standards in Education (OFSTED) inspectors require a great deal of "pre-inspection" documentation on how your department plans to deliver and assess its planned curriculum and this data will provide hypothesis that the inspectors will test during their on-site inspection (Stephens & Crawley, 1994). The

Inspectorate not only wants schools to make self-observations as a preparation for the inspection but promotes a self-evaluation culture (Devos & Verhoeven, 2003).

In contrast with England, the development of a national programme for monitoring educational standards in France is designed to collect detailed information, which can be used by teachers, as well as by policy-makers and educational administrators, to monitor the strengths and weaknesses of educational provision at all levels (Karsten, Visscher, De Jong, 2001). The Secretary of State, Kenneth Baker, used a highly-publicised visit to several United States (US) cities in 1987 to assess the success of magnet schools in support of the City Technology Colleges (CTCs) initiative (Whitty & Edwards, 1998).

By the law of 17 July 1991, the Inspectorate in the Flemish Government (Belgium) was given a task of evaluating whether the subject attainment targets were being achieved and whether the development objectives and attainment targets were being striven for with sufficient zeal by the educational institutions (Devos & Verhoeven, 2003).

The personnel involved in teacher evaluation in Kenya, is inspectors employed by the Ministry of Education, Science and Technology (Wanzare, 2002). In Botswana there was an implementation of the White Paper on Job Evaluation for Teachers implemented in 1988 which emphasized the need for continuous assessment of teachers (Republic of Botswana, 1994 as cited in Monyatsi, 2006).

In South Africa, the Minister of Education appointed a Ministerial Committee to advise on the relationship between the proposed unit and existing policies and mechanisms aimed at school evaluation and development (National Education Evaluation and Development Unit report [NEEDU report], January 2009).

The collecting of school-based data of various kinds for purposes of informing planning and development is seen as a powerful element within each school's strategy. The evaluation suggests some form of measurement against objectives, aims, goals and targets and a concern with quality assurance and organisational and individual performance (McNamara, O'Hara & Ni Ainglers, 2009). Quality assurance attempts to

build in quality and to prevent failure from arising at all (Morrison, 1998). Schools must undergo the process of evaluation and monitoring to build in quality in education. During the 1980s, school-based evaluation established itself as a measure strategy for managing the change process and institutional renewal (Reynolds *et al*., 1996).

Many countries provide development appraisal for the teachers to bring about school improvement. The aim of developmental appraisal (DA) is to facilitate the personal and professional development of teachers in order to improve the quality of teaching practice and education management (Manual for Developmental Appraisal – Education Labour Relations Council [ELRC]). There are three objectives of appraisal, namely, to reward on the basis of merit; to review performance and to remedy defects; and to review potential and consider career planning and development (Stenning and Stenning, 1984 as cited in Gunter, 2001).

The old system of Education in South Africa prior to 1994, had no policies in place on evaluations aimed at school or staff development. There was no shared system of evaluation to hold teachers accountable for providing improved education but evaluation has been largely inspectorial and bureaucratic and it shares with all other aspects of the education bureaucracy a top-down, closed, hierarchical and authoritarian character (Chetty, *et al.,* 1993 as cited in Thurlow and Ramnarain, 2001). A policy on developmental appraisal (DA) was formulated as a result of changes in the country. This policy included teacher participation and a call for improvements and transformations. Developmental appraisal provides one means of needs identification for staff development in an organisation. The purpose of needs identification is to improve the performance by recognising skills discrepancies and growth points.

When DA was on its implementation stage, another policy known as Performance Management (PM) was introduced because the National Department of Education (NDoE) wanted to assume more of the monitoring and evaluation powers given to it by the National Education Policy Act (NEPA) by 2000. The purpose of PM is to evaluate individual teachers for salary progression, grade progression, affirmation of

appointments, and rewards and incentives (ELRC, 2003; NDoE, 2000 as cited in Weber, 2005). The school management can use rewards to increase present employees' performance (Gibson et al., 1997). This policy was followed by the Whole School Evaluation (WSE) (Govt Gazzette Vol. 433, No. 22512, July 2001) which was passed to monitor and improve schools.

An agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education (Training Manual, 2004). The Integrated Quality Management System (IQMS) was introduced and consists of three programmes namely, Developmental Appraisal, Performance Management and Whole School Evaluation. The purpose of IQMS is:

to identify the specific needs of teachers, schools and district offices, for support and development; to provide support for continued growth; to promote accountability; to monitor an institution's overall effectiveness; and to evaluate an educator's performance (Training Manual, 2004).

My study will focus on two aspects of IQMS, for an example, Developmental Appraisal (DA) and Performance Management (PM). I would like to know the views of teachers on their experiences and practices of IQMS so that I can assess the value of this policy.

1.2 The purpose of the study
The purpose of the study is to find out the teacher experiences and practices of the IQMS. This study involves ten level one educators and two Heads of Department (Senior Management Team) of the Primary School because they are the agents of change and have different experiences of evaluation. The study only focuses on two aspects of IQMS namely, Developmental Appraisal and Performance appraisal because they are directly involved with the teachers. Appraisal is seen as a professional entitlement that enables the individual to reflect, to develop and hence improve the quality of teaching and learning (Gunter, 2001). The emphasis is on achieving job satisfaction and that the system of

education should have credibility with the profession (Fidler & Cooper, 1988 as cited in Gunter, 2001).

It is important to know the views of teachers regarding their developmental appraisal and professional growth so that this policy will be given full support if it meets its intended objectives and draw attention to policymakers if there are shortcomings in its implementation. The IQMS process can contribute to the improvement of teachers' performance (Wadvalla, 2005 as cited in De Clercq, 2008). The study will reveal if this is practical and will also assist in comparing the South Africa's education system with the global world.

1.3 Statement of the Problem

This study will investigate the teacher experiences and practices of the IQMS. In my experience, the teachers give high marks to their peers during the evaluation process. What is it that makes them give high marks to their peers? I have not heard of the professional development side of the IQMS. Are the teachers developed professionally after their evaluation to help them improve their service delivery? What are the teacher experiences and practices of the IQMS?

1.4 Research aims and questions

This research project aims to:

- explore the teachers' understanding of how IQMS evaluation process works;
- investigate what the teachers' perception are of the shortcomings of the IQMS;
- explore how the teachers perceive the support, if any, they may have received or not received as a result of IQMS interventions.

Research questions:

- What are the teachers' understanding of how IQMS evaluation process works?
- What are the teachers' perceptions of the shortcomings of the IQMS?
- How do the teachers perceive the support that they may have received or not received as a result of IQMS interventions?

1.5 Significance of the Study

This study will make teachers aware that schools are responsible for the education and welfare of all learners; and are accountable for this to parents, governing body and the community. They must realize the importance of evaluation and teacher support towards professional growth in order to provide good service delivery in their schools. One of the performance indicators of this practice will be the improvement of school results. There can be no staff development without preceding evaluation, and there should be no evaluation without opportunities for staff development (Moses, 1985 as cited in Thurlow and Ramnarain, 2001).

As a Deputy Chief Education Specialist in the Department of Education in KZN, it is of intense interest to me to explore the views of teachers concerning the implementation of IQMS in schools. This will also help the policymakers to review the policy and bring corrective measures where there is a need.

1.6 Limitations

The sample is one school and therefore the findings cannot be generalized.

1.7 Definitions of Key Terms

NDoE – means the National Department of Education, established in terms of the Public Service Act of 1994, is responsible for the education at national level in South Africa.

Educator – would mean any person who teaches, educates or trains other persons or who provides professional educational services at a school as defined by s. 6(a) of Act No. 48 of 1999 (Policy Handbook for Educators, 2003)

ELRC – Educational Labour Relations Council (Maree, L.M., 1995).

DA – Developmental appraisal refers to appraising individual teachers in a transparent manner with a view to determining areas of strength and weaknesses and to drawing up programmes for individual development (Integrated Quality Management System – Training Manual, 2004).

PM – Performance Management refers to evaluating individual teachers for salary and grade progression, affirmation of appointments and rewards and incentives (Perspective in Education, volume 26(1), March 2008)

IQMS – Integrated Quality Management System refers to two components which are Developmental Appraisal and Performance Management. It is meant to evaluate the performance of organization based teachers (Perspective in education, Volume 26(1), March 2008).

WSE – Whole School Evaluation (The National Policy on Whole School Evaluation – Government Gazette Volume 433, No. 22512 of July 2001, Pretoria).

NEPA – National Education Policy Act (The National Policy on Whole School Evaluation – Government Gazette Volume 433, No. 22512 of July 2001, Pretoria).

1.8 Organisation of the Study

This research consists of five chapters. Chapter One is an introduction to the research and indicates what is to follow.

Chapter Two presents a detailed literature review and theoretical framework. It outlines the need and importance of evaluation internationally, continentally and nationally to bring about school improvement. It focuses on the development appraisal of teachers and concludes by exploring the theoretical framework that underpins this study.

Chapter Three is about the actual research. It provides the methodological framework within which the study is conducted. It outlines the research questions, the broad approach to the research, explains the research approach, details the sample and describes the research instrument.

Chapter Four presents the findings of the research. The focus will be on the analysis of the collected data and the interpretation thereof. The main focus will be on the themes that come from the experiences and practices of the sample group identified in chapter three.

Chapter Five draws conclusions from the findings of the study. This chapter also provides recommendations based on the findings and ends with an overall conclusion to the study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The purpose of this study is to explore the teacher experiences and practices of the Integrated Quality Management System. This chapter presents the literature and discusses the conceptual and theoretical frameworks that throw some light on the problem being investigated. The literature review is a useful source of questions since it identifies gabs in knowledge, shows up potential pitfalls, and help in avoiding unnecessary duplication by showing what has been covered already (Collins *et al*., 2000). Reviewing the literature helps in developing a framework for giving clarity to the Integrated Quality Management System (IQMS) aimed at school improvement. The IQMS provides teacher evaluation and this is followed by a programme designed to develop the teacher professionally. The structures exist in schools to drive this process of evaluation. With the IQMS, the National Department of Education seeks to provide a framework to ensure that each teacher's individual contribution contributes to the effectiveness of the education system (Bisschoff & Mathye, 2009). It is suggested that teacher development programmes are the process by which teachers learn to be more effective and efficient, and that these programmes focus on the improvement of learners' learning experiences through teacher enhancement of their knowledge, skills, values and attitudes (Elmore, 2001; Firestone, 1996; Guskey, 2000; Dean, 1991 as cited in Mestry *et al.,* 2009). This study will also reveal whether the implementation of IQMS was well advocated and whether teachers developed ownership of it.

2.2 The history of evaluation in England and France

In the 1990s both England and France embarked on educational performance tables (Karsten *et al*., 2001). These tables were published on the assumption that they would provide information to the parents and learners about the schools so that they would choose good performing schools for admission. The education performance tables would

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also provide information about school improvement and help schools to be more accountable. The education authorities and the media published the data on school results as a performance indicator (Karsten *et al*. 2001). These tables arranged schools in their order of performance on raw data and was about the percentages of pupils who pass the school-leaving examinations in each country at a certain level.

In England the tables were aimed at creating a market in the education system. Karsten *et al.* (2001) inform that the government claimed that applying market theories and enhancing choice would encourage schools to perform better and be more responsive to their customers, leading to more effective schools. This is in agreement with Stephens and Crawley (1994) who state that:

> In England, the Department for Education (DfE) is actively promoting a market-oriented approach to state-sector schooling. Linked to the market model, is the DfE emphasis on accountability. The "name of the game" is Total Quality Assurance (TQA). In short, keep the "customer" happy by providing her or him with unassailable evidence that your school comes out, respectively, top and bottom, in terms of national league tables of public examination results and truancy rates. Make sure that you and your head of department has your Departmental Handbook ready for the new Office for Standards in Education (OFSTED) inspectors when they come knocking on the doors of the school. Their first inspections began in September 1993.

In France the use of performance indicators was fitted in the system of education which involved hierarchical administrative culture of governmental evaluation and accountability (Karsten *et al*. 2001). All the schools in France comply in providing the data for the various performance indicators because of political pressure and pressure from the national authorities. Karsten (2001) states that in contrast with England, the development of a national programme for monitoring education standards in France is designed to collect detailed information, which can be used by teachers, as well by

policy-makers and educational administrators, to monitor the strengths and weaknesses of educational provision at all levels.

The choice of schools in France was made within the geographical area (Karsten *et al.* 2001). The school card which compels the pupils to register at the nearest school is applied in a varied way. It is used with flexibility. This flexibility ensures the movement to better schools or private schools and avoidance of the poorer schools.

The 1980 Education Act in England removed some of the restrictions which local education authorities (LEAs) had placed on parental choice. The removal of this restriction forced state secondary schools to publish their examination results (Karsten *et al.* 2001). A scheme to subsidize the fees of able children from poor homes at private schools was introduced. Whitty and Edwards (1998) inform that the main liberalising measures were intended to remedy the failures of monopolistic public provision by enhancing consumer choice and making locally managed schools deserve their intake. The central government and business sponsors funded the city technology colleges (CTCs) and magnet-style schools which were dedicated to a modern high-technology curriculum and the encouragement of enterprise (Karsten *et al*. 2001).

2.3 The history of evaluation in Africa

The education policies in England, France and US to bring about improvement in the school performance differ much from the policies in Kenya and Botswana aimed at school improvements. The policy in Kenya was on teacher evaluation which consisted of formative evaluation and summative evaluation. The formative evaluation is important because it promotes professional growth of teachers and provides the school with information on how teachers are improving their instruction for students. . In Wanzare s' (2002) view, as cited by Gullatt and Ballard (1998), summative evaluation is a judgmental decision of the quality and worth of an individual teacher over a special time frame. The professional growth is informed by formative evaluation and accountability is informed by summative evaluation.

The processes of evaluation in Kenya involved classroom observation and the inspection of documents like the teachers' portfolios. The personnel involved in teacher evaluation are inspectors employed by the Ministry of Education, Science and Technology (Wanzare 2002). The school principals are also given the responsibilities of evaluating teachers. Teacher evaluation in Kenyan schools has been inspectorial and achieved through inspection of teachers by inspectors from the inspectorate section of the Ministry of Education. Wanzare (2002) notes that the Education Act empowers the Minister of Education to appoint school inspectors with authority to:

enter and inspect any school or any place at which it is reasonable suspected that a school is being conducted, at any time, with or without notice, and to report to the Minister with respect to the school or any aspect there of as cited in Republic of Kenya, 1980).

The school inspectors were frustrated by attempts to monitor and evaluate school programmes and teachers (Wanzare, 2002). They lacked experience and expertise to evaluate the schools. They were untrained and incompetent. They did not relate comfortable to head-teachers. There is also a shortage of transport to make the inspectors move to schools. The heads of schools are regarded as first inspectors and evaluate the teachers in the classroom. They are checking the teaching standards by reference to schemes of work, lesson notes, records of work done and pupils' exercise books. These head teachers are provided with annual confidential report forms by the Teacher Service Commission which is charged with the responsibility of employing teachers.

In Botswana the government realised that colonial education did not adequately reflect the social, cultural and economic aspirations of the Botswana people (Monyatsi, 2006). In 1983 attempt to address the challenges, the Unified Teaching Service (UTS) in Botswana introduced annual confidential reports for teachers (Motswakae, 1990; Republic of Botswana, 1977) as cited in Monyatsi, (2006). The introduction of these reports was viewed as a strategy to make schools more accountable. The teachers spoke strongly against the annual confidential reports and the implementation of the White Paper on Job Evaluation for Teachers implemented in 1988 which emphasised the need for continuous assessment of teachers (Republic of Botswana, 1994) as cited in Monyatsi, (2006). In

response to the Job Evaluation exercise, the current system of teacher evaluation was introduced (Monyatsi, (2006) in Bartlett, 1999 p.30; Habagaan, 1998 p. 9; Republic of Botswana, 1994 p.47).

Monyatsi, (2006) notes that the current teacher evaluation system as practised in Botswana secondary schools is acceptable, but managerial and training aspects should be improved and that the teacher evaluation system should be periodically reviewed to keep it in line with changes that may have taken place in the education system. This places a challenge to Botswana to do more research work on educational changes, especially evaluation policies, and adapt to those changes.

2.4 The history of evaluation in South Africa

South African teachers come with different historical qualifications and educational backgrounds, the majority of which were developed under apartheid structures that deliberately disadvantaged and underdeveloped the large sections of the population. This has resulted in major differences in the development needs of teachers across the system, particularly with respect confidence and competence in dealing with the National Curriculum Statement and changes in education more broadly (Teacher Development Summit 29 June – 2 July, 2009 Declaration, 2 July 2009).

As a result, in the post-apartheid era, that is, after 1994, many reforms took place in the South African Education system. The policies which were aimed at bringing about change in the education system were formulated. This is also confirmed by the report given by the Ministerial Committee on a National Education Evaluation and Development Unit (NEEDU, 2009) which states that the new Department of Education after Apartheid (1994) prioritized legislative and policy reforms to overhaul the fragmented and discriminatory nature of education provision, and to establish a unified, non-racial system of education and training.

The Developmental Appraisal System (DAS) was introduced as a way forward to bring about the reforms in the South African education System.

2.4.1 Developmental Appraisal System

Studies regarding teacher evaluation practices and procedures, especially at the policy level, are needed urgently. Appraisal provides one means of needs identification for staff development in an organisation. The ultimate purpose of needs identification is to improve performance by recognising either skills or non-skills discrepancies and growth points and if these are not recognised, this benefits neither the individual, teams or work organisation's performance (Bush & Middlewood, 1997).

There are many reasons to appraise how well teachers are performing. School districts need a check on the effectiveness of their personnel-selection procedures; administrators need to make decisions about compensation, promotions, transfers or terminations; teachers need to know how well they are performing if they are to perform better (Lunenburg and Ornstein, 1991 as cited in Scott, 1998).

Formative evaluation or developmental evaluation (Reynolds and Martin-Reynolds, 1988) helps teachers to diagnose and to solve instructional problems in order to make improvements and to further their professional development (Acheson and Smith, 1986) as cited in Wanzare (2002). As noted by the Alberta Teachers' Association (ATA) (1995:5), as cited in Wanzare (2002), formative evaluation plays an important role in the promotion of professional growth of teachers and provides principals with information on how teachers are striving to improve their instruction for students and develop professionally.

The identification of a person's professional strengths and weaknesses may be achieved through an appraisal system (Hull, 1995). According to Hull (1995), if we accept that nobody is perfect and that gradual continuous improvement is desirable, appraisal should identify opportunities for professional development. He argues that appraisal systems usually include some, or all of the following:

- o   self-evaluation by the teacher;
- o   classroom observations by the appraiser;

- formal discussion, with structured preparation on both sides, leading to an agreed statement;
- acknowledgement of strengths;
- identification of opportunities for improvement;
- written record of the process signed by both parties.

Middlewood (1997) agrees that the purposes of evaluation relate both to improving individual performance and to greater organisational effectiveness, the latter ultimately being in the organisation's key purpose, that is, student learning. In the national evaluation of the Teacher Appraisal Scheme, Barber *et al*. (1995) as cited in Middlewood (1997), concluded that appraisal contributes to eight of the eleven factors identified by Ofsted as characteristics of effective schools:
- enhancing professional leadership;
- promoting a shared vision and goals;
- increasing the concentration on teaching and learning;
- establishing explicit high concentrations of staff;
- ensuring positive reinforcement through acknowledging the contribution of staff;
- monitoring progress and the career development of staff;
- providing opportunities to develop more purposeful teaching;
- enhancing the sense of a school being a learning organization.

The individual needs to be motivated personally to continue to improve through the process, and evaluation needs to occur so that the accountability of that individual to the organisation is ensured.

In South Africa, the aim of the Developmental Appraisal System (DAS), finalized in the Education Labour Relations Council (ELRC) Resolution 4 of 1998, was to facilitate the personal and professional development of individual teachers, and to improve the quality of teaching practice and education management through the principle of lifelong learning and development (ELRC Manual for Developmental Appraisal). This implies that one has to prioritise areas for development and growth throughout one's career in education.

This is a paradigm shift from the old system of education where such practices did not exist. DAS was a stakeholder-driven, transparent form of appraisal and targeted at school and office-based educators (Gallie, 2006 in NEEDU report, 2009). Davidoff and Lazarus (1997) are also of the view that educational policy needs to be developed in such a way that teachers have a supportive framework within which they can participate actively in processes of change and development.

When DAS was on its implementation stage, another policy known as Performance Management (PM) was introduced.

2.4.2 Performance Measurement (PM)

Performance Management is a process that starts with the setting of targets and provides for regular monitoring and coaching (Middlewood, 1997).

The purpose of Performance Management (PM) is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives (Weber, 2005).

2.4.3 Whole School Evaluation (WSE)

By 2000, the Department of Education (DoE) wanted to assume more of the monitoring and evaluation powers given to it by the National Education Policy Act (NEPA). The Department of Education at National level believed that, beyond access, equity and redress, "the issue of quality cannot be sidelined" (DoE, 2001). Following Section 3 (4) of NEPA, the national policy on Whole-School Evaluation (WSE) (Govt Gazette Vol. 433, No. 22512, July 2001) was passed to monitor and improve schools. Whole School Evaluation is defined in 'The National Policy on Whole School Evaluation (2001)' as a collaborative transparent process of making judgements on the holistic performance of schools that measured against agreed national criteria. The purpose of WSE is to evaluate the overall effectiveness of a school including the support provided by the district, school management, infrastructure and learning resources – as well as the quality of teaching and learning (ELRC, 2003; National Department of Education [NDoE], 2000 as cited in Weber, 2005).

An agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The existing programmes were the Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998), the Performance Management System that was agreed to on 10 April 2003 (Resolution 1 of 2003) and Whole School Evaluation (WSE) (Training Manual, January/February 2004).

2.4.4 The Integrated Quality Management System (IQMS)

In order to improve the education system of the country, a new system called Integrated Quality Management Systems was formulated by the Education Labour Relations Council (ELRC, 2003) as cited by Mestry *et al.* 2009. In the South African studies conducted by Weber (2005), he states that the Integrated Quality Management System (IQMS) combines the three programmes namely, Developmental Appraisal (DA); Performance Management (PM); Whole School Evaluation (WSE) that have been discussed over several years by the major stakeholders and is aimed at teachers and schools. This was the post-apartheid reform in education after 1994. He states further that IQMS in 2003 was preceded by several years of conflict between the leading teachers' organisation, the South African Democratic Teachers' Union (SADTU), and the State.

Weber (2005) argues that the IQMS contains general statements that imply agreement among all reasonable people in South Africa:

For the Department of Education and for all teachers – the main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching, and for this we are all accountable to the wider community (ELRC, 2003).

Education Labour Relations Council (ELRC, 2003) as cited in Weber (2005) informs that the philosophy underpinning the IQMS is based upon the fundamental belief that the purposes of the new measures are to:

determine competence; assess strengths and areas for development; provide support and opportunities for development to ascertain on-going growth; promote accountability; and

monitor an institution's overall effectiveness.

The World Bank study on Secondary Education in Africa, (World Bank, 2005 as cited in De Clercq 2008), states that the most important preconditions for effective teaching are competent and knowledgeable teachers, effective curriculum and resources, as well as the way in which teachers use these in the learning environment.

 (Bartlett, 2000; Cardno *et al.,*1997) as cited in Clercq (2008) inform us that evaluation provided a framework to identify teachers' strengths and weaknesses, and facilitated the identification of personal and professional development plans within the broader aim of school development. They further argue that schools in Scotland and New Zealand developed their own internal teacher system of teacher evaluation which encouraged a self-critical and self-developing approach to teacher and school improvement.

De Clercq (2008) concludes that teacher unions, and SADTU in particular, insisted that educator development support precedes performance appraisal, and that the districts and senior management adopt a developmental attitude in providing support to educators in line with their identified areas of development (SADTU, 2002 & 2005). She goes further and states that the capacity of the South African education system to provide appropriate professional support to school has poor record, whether such support is funded and managed by international donors.

It is suggests that two separate evaluation systems are required with their own instruments: an external standardised system (which can monitor teacher performance across the system) and a district-moderated school-based developmental and performance appraisal system which relates to the national system but is contextual and is backed up by more effective evaluators and support capacity. She argues further that appraisal will have legitimacy and positive results only when adequate support resources and capacity

are mobilised and sensibly targeted at the differentiated teachers' needs (De Clercq, 2008).

2.5 Professional development of teachers

Much has been said in this chapter about professional development of teachers which is needed to bring about school improvement. Professional development should be seen as a process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop their knowledge, skills and attitudes (Day, 1999 ; Dean, 1991 as cited in Mestry *et al*., 2009). There are many reasons for undertaking professional development, such as to improve the job performance skills of an individual, extend the experience of an individual teacher for career development or promotion purposes, develop the professional knowledge and understanding of an individual teacher in order to fulfil his/her responsibilities more effectively, extend the personal or general education of an individual, make staff feel valued, promote job satisfaction, develop an enhanced view of the job, enable teachers to participate and prepare for change and to derive excitement from it, and make teachers feel willing and competed to contribute positively to the development of the school. (Bradley, 1991; Sybouts & Wendel, 1994 and Craft, 2000) as cited by Mestry *et al*., 2009.

The professional isolation of teachers limits access to new ideas and better solutions, drives stress inward to fester and accumulate, fails to recognize and praise success, and permits incompetence to exist and persist to the detriment of students, colleagues, and the teachers themselves (Fullen & Miles, 1993). Continuous development of all teachers is the cornerstone for meaning, improvement and reform. Professional development, observes Fullan and Stiegelbauer (1992) can be best described as "service delivery".

Professional development of teachers can be promoted by collaboration among the staff. Schrage (1990), as cited in Fullan (1993), states that the real world demands

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collaboration, the collective solving of problems. He argues further that learning to get along, to function effectively in a group is essential. Schrage (1990) continue to say that the act of sharing ideas, of having to put one's own views clearly to others, of finding defensible compromises and conclusions, is in itself educative.

Joyce (1993), as cited in Mestry *et al*.,(2009) argues that teacher development programmes should be about school improvement and professional growth. It is for that reason that IQMS was introduced in the education system to make provision for the requirements needed for school improvement. The implementation of IQMS therefore implies that professional development should be placed high on the school's agenda. It is equally important that the implementation of IQMS in schools must be well managed.

Fullan (1997) as cited in Moloi (2002), asserts that teachers must learn if learners are to succeed, and learners must learn if society is to succeed.

2.6 Management of IQMS in schools
For IQMS to be successfully implemented, there are structures that should be introduced in schools, like the School Development Teams (SDT) and Development Support Groups (DSG) (ELRC Collective Agreement 8, 2003: section 3). The chairperson of the SDT or DSG, need not be the principal or deputy principal of the school. According to ELRC Collective Agreement 8, 2003, as cited in Bisschoff and Mathye (2009), the SDT performs the following functions:
   o ensure that all teachers are trained on the procedures and processes of IQMS;
   o coordinate activities pertaining to staff development;
   o prepare and monitor the management plan of the IQMS;
   o facilitate and give guidance on how DSGs have to be established; link the development appraisal to the school improvement plan.

The functions of the DSGs are as follows:
- o to mentor and support the teachers
- o to assist teachers to compile their Personal Growth Plans (PGP). PDG is a record of needs and progress of an individual teacher.

The transformation in the education system encourages the delegation of power which will contribute to the leadership of the whole school. This is addressed by the principle of distributed leadership. There is increasing research evidence that distributed leadership makes a positive difference to organisational outcomes and student learning (Spillane & Harris, 2008).

IQMS, the educator evaluation system introduced in schools in January 2005,combines teacher monitoring and evaluation for development and is based on an instrument with standardized performance areas (De Clercq, 2008). Monitoring takes place throughout the process, whereas evaluation takes place at a specific time period (Stoll & Fink, 1996) The first part of the instrument is used for lesson observation with four individual-based teaching performance standards, and the second part is used to assess professional issues outside the classroom with three performance standards. A further four standards are used to assess senior management (ELRC, 2003). Teachers do their on-going self-evaluation on the basis of this instrument, which are then verified by a development support group (DSG), consisting of a head of department and selected staff colleague.
In my experience this policy was welcomed by the teachers because it involved incentives especially the salary progression for those who met the requirements.

2.7 Theoretical framework

This study is underpinned by the evaluation theory. It will discuss the concepts of evaluation, the need for evaluation and also provide the brief literature information on evaluation policies in England, France, Botswana and Kenya. Evaluation in South Africa will be discussed at length. This chapter also attempts to present literature on the importance of teacher evaluation, follow-up professional growth and performance measurement for good service delivery in schools. The study will be framed by Kaufman

et al., (2006) theory of "Evaluating for Continuous Improvement". This theory stems from a belief that continuous improvement is dependent on asking the right questions, collecting useful data, and then applying that data to make decisions about what to continue, modify and change. Improvement allows for a continuous process of renewal, for example, self-correcting.

School improvement is generally associated with what is going on in an individual institution, relying on the professional experience of its teachers to identify a focus for improvement for that institution (Bush, Coleman and Thurlow, 2003). Jansen (1995) as cited in as cited in Bush *et al.*, (2003) uses the term "school quality" rather than the term "school improvement". The increasing responsibilities of professional educators for the results, consequences, and payoffs of their activities have magnified the importance of valid and useful evaluation (Kaufman *et al.*, 2006).

2.7.1 The Concept of Evaluation

Evaluation suggests some form of measurement against objectives, aims, goals and targets and a concern with quality assurance and organisational and individual performance (McNamara *et al.*, 2009). Sergiovanni (1995) as cited in Wanzare (2009), informs that evaluation is a process of calculating the extent to which teachers measure up to pre-existing standards, that may include a programme, goal, teaching intent, a list of desirable teaching competencies or performance criteria. According to Nevo (1995) as cited in *Educare* (2003), educational evaluation is the act of collecting systemic information, based on applications of quantitative and qualitative research methods, regarding the nature and quality of educational objects. Once researchers have collected their data, they analyse it to determine what their study has found. Evaluation seeks to determine whether the results obtained, their merit, is based on the valid needs of society that can be accomplished through educating its members so as to contribute to our common well-being, our individual and collective survival, self-sufficiency, and quality of life (Kaufman *et al.*, 2006).

Evaluation is the gathering of information for the purpose of making a judgement and the judgements which are made are important factors in decisions on the formulation of goals, the identification of needs, the setting of policies and priorities, the preparation of plans and budgets, and in the on-going implementation of school programmes (Beare, *et al.*, 1992). According to Hull (1995), evaluation is the use of the results of assessment in planning and reviewing teaching and learning, to improve the performance of the institution and its members. The terms assessment and evaluation tend to be interchangeable in American publications. Embretson *et al.* (1984), as cited in Wanzare (2002) regarded evaluation as a management function designed to maintain organisational efficiency, establish standards for staff performance and appraise staff performance.

Several writers as cited in Wanzare (2002), seem to agree on the following definitions of evaluation:

- A process of collecting and using information to determine the worth of something (Daresh and Playko, 1995).
- The reflective process of gathering data through formal and informal means and then making decisions for action (Drake and Roe, 1999).
- A means of making teachers aware of their practice, challenging them to think about it, and encouraging the to analyse and evaluate it and implement changes as needed (Gullatt and Ballard, 1998)
- A way of showing concern for students, faculty, staff and community (Drake and Roe, 1999).
- A diagnostic role in which a teacher seeks assistance from inspectors and evaluators in determining his or her performance (Koinange, 1980).

Wanzare (2002) argues that evaluation in the context of teaching is a measure of teacher competence based on data collected formally or informally and may be conducted for several reasons.

2.7.2 Evaluation research

Evaluation research provides a means of supplying valid and reliable evidence about the operation of social programmes – how they are planned, how well they operate, and how effective they achieve their goals (Monette, *et al.,* 2008). Social interventions can be defined as structured and more permanent social actions aimed at changing something in the social world for the better (Babbie & Mouton, 2001. An evaluation research might involve some combination of interviews, questionnaires, observation, available data and an experimental design (Monette *et al*., 2008).

The value of scientific research in education is that it will enable the teachers to develop the kind of sound knowledge base that characterises other professions and disciplines, and one that will ensure education maturity and sense of progression which is currently lacking (Cohen *et al*., 2007). Babbie & Mouton (2001) note the following features that characterize all interventions:

Clearly defined goals and objectives; the target group (intended beneficiaries); explicit measures of success (outcome measures); programme components (the means to achieve goals); the management and implementation system (programme infrastructure); the human resource base (who drives the programme?); the stakeholders that have a direct or indirect interest in the programme; the context of the programme.

Programme evaluation entails the use of scientific methods to measure the implementation and outcomes of programmes for decision-making purposes (Rutman, 1984 as cited in Babbie & Mouton, 2001). The central goal of programme evaluation is focused on answering specific questions about social programmes and their development. These questions focus on programme implementation and outcomes, as well as on the quality of service provided (Blanche & Durrheim, 2004).

2.7.3 The need for evaluation of policies in schools

Quality improvement assumes that no matter how good something is, it can always be improved (Hull, 1995). He argues that continuous quality improvement requires an attitude of never being satisfied with current success and a willingness to look for ways

of improving, rather than maintaining standards. The historian Gustavson (1955) as cited in Stoll and Fink (1996) supports this idea when he states that people:

> are afraid of drastic innovations, partly because they prefer the familiar, and partly because the vested interest of most people are normally bound up with the existing set up.

It is now time for change and learning organizations must consider the evaluation of their school programmes for continuous quality improvement.

Fidler and Cooper (1992) as cited in Bush and Middlewood (1988) describe the purpose of evaluation as to establish a correlation between the need, the activity and the outcome in terms of classroom and management practice if we are to enhance teachers' capacities to manage the quality of learning. Evaluations have been commissioned for the purpose of programme management, improvement and refinement, financial accountability, on public demand, to meet accreditation requirements, for the purposes of quality assurance and control and various other reasons (Babbie and Mouton, 2001). Quality assurance systems are processes for monitoring and regulating the quality of schools and are essential components of every part of the education service, from the school to the Department of Education (Report on Education Management Development : The Key to Transformation in Education).

Evaluation research is conducted for three major reasons (Rossi, Freeman, and Lipsey, 2004 as cited in Monette *et al*., 2008). First, it can be conducted for administrative purposes, such as to fulfill an evaluation requirement demanded by a funding source, to improve the service to clients, or to increase the efficiency of programme delivery Evaluations for administrative reasons tend to focus on assessing the daily operations for a programme rather than on its overall impact, with the goal of finding the most efficient means to run a programme.

A second reason for conducting evaluation research is impact assessment – that is, to see what effects, if any, a programme is producing. The impact assessment identifies programme goals and measures how well the programme achieves those goals. The results are then used to make policy decisions regarding whether to expand, change or curtail a programme.

Third, evaluation research may be conducted to test hypothesis or to evaluate practice approaches. Such evaluation not provides information about a particular practice intervention but also adds to the fund of social scientific knowledge, which may be useful in the design of new intervention strategies.

In many countries, schools are faced with a number of innovations – self-evaluation, development planning, changes in staff development policy and practice (Hopkins & Lagerweij (1996) as cited in Reynolds *et al.* (1997). Kyriacou (1991) informs that it is impossible to meet the various demands of teaching without planning, organising, monitoring and evaluating the activities you carry on. This means that schools will have to engage themselves in the processes of enquiry and reflection for successful innovations. Ainscow *et al*. (1994) cited in Harris *et al*. (1997) suggest that enquiry and reflection as development tools are at their most effective when there is:

> systematic collection, interpretation and use of school-generated data in decision-making; an effective strategy for reviewing the progress and impact of school policies and initiatives; widespread staff involvement in the processes of data collection and analysis; a clearly established set of 'ground-rules' for the collection, control and use of school generated data.

It is important for the schools to review their activities or programmes and measure the extent to which they meet the set objectives and then design the development plans towards the school improvement. School evaluation is used in many countries to review the functioning of the schools. Hargreaves (1994) as cited in McNamara *et al* (2009) agrees that the trend towards openness and accountability in all public institutions and the

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increasing acceptance among educationalists that whole-school planning and evaluation are purposeful means of promoting school effectiveness and development have started to have an effect.

The primary goal of school evaluation is to help schools to maintain and improve through critical self-reflection (MacBeath, 1999, as cited in Devos & Verhoeven, 2009). Individual teachers and schools as a whole need to clarify their aims and objectives, and a regular evaluation of progress towards them should be undertaken.

2.8 Review of IQMS

The former Minister of National Department of Education (N. Pandor), appointed a committee whose responsibility was to evaluate the implementation of the existing policies. The Ministerial Committee (Department of Education, 2009) found a generally positive attitude among teachers and principals towards monitoring and evaluation through interventions like IQMS.

2.9   Chapter summary

In this chapter I reviewed the evaluation processes undertaken internationally and nationally to throw more light on school evaluation. I have also discussed some concepts which are relevant to this study like, evaluation research, professional development and others. The theory framing this study has been mentioned.

The following chapter is about the actual research. It provides the methodological framework within which the study is conducted. It outlines the research questions, the broad approach to the research, explains the research approach, details the sample and describes the research instrument.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter presented a detailed literature review on evaluation process. It outlined the need and importance of evaluation internationally, continentally and nationally to bring about school improvement.

This chapter describes the methods used to explore the teachers' understanding of how IQMS evaluation process was perceived to be implemented in a rural school in the Ixopo Circuit. Research questions were designed to explore the following:

Firstly, to explore the teachers' understanding of how IQMS evaluation process works at their school. Secondly, to investigate the educators' experiences of the process of IQMS. Thirdly, to explore how the teachers perceive the support, if any, they may have received or not received as a result of IQMS interventions. The chapter outlines the design adopted as well as the methodology used in collecting data for the purpose of addressing the above-mentioned critical questions.

3.2 Research Design and setting

This research is a qualitative study utilising a case study method. Qualitative study takes the actual social context into consideration to develop an understanding of events or actions and its primary aim is to gain first-hand experience of a situation (Collins, du Plooy, Grobbelaar, Puttergill, Terre Blanche, van Eeden, van Rensburg and Wigston, 2000). Qualitative researchers always attempt to study human action from the insiders' perspectives (Babbie & Mouton, 2003). My intention was to study teacher experiences and practices of Integrated Quality Management System at a primary school.

A research design is a strategic framework for action that serves as a bridge between research questions and the execution of the research and ensures that the study fulfils a

particular purpose and that the research can be completed with available resources (Terre Blanche & Durrheim, 2004). They state further that the researcher seeks to draw coherent and plausible conclusions or inferences from his or her observations, and thus plan observation to ensure that it will fulfil the purposes of the research.

Qualitative researchers on the other hand argue that fixed, technical designs are restrictive and unsuited to much exploratory and inductive research which does not begin with general theories to be tested (Terre Blanche & Durrheim, 2004).

There is a need to design a research so that it will provide answers to research questions and this means that there is a need to decide on the type of research that would be suitable, the persons or situations from which the researcher is going to collect data, the type of data needed and how the researcher is going to collect and analyse the data (Collins *et al.,* 2000). Research design involves drawing up a plan for the research and is usually done early on in the research process (Collins *et al*., 2000).

This study involves a case study approach because case studies can establish cause and effect and one of their strengths is that they observe effects in real context, recognizing that context is a powerful determinant of both causes and effects (Cohen *et al.,* 2007). Case studies strive to portray what it is like to be in a particular situation, (as cited by Geertz, 1973b in Cohen *et al.,* 2007) of participants' lived experiences of, thoughts about and feelings for a situation. Research methodology focuses on the research process and the kind of tools and procedures to be used (Babbie & Mouton, 2001).

This is a qualitative study which seeks to examine the principal, deputy principal, heads of department and level one educators' experiences and practices of IQMS at a school.

The study's approach was exploratory in nature and involved qualitative approach to data acquisition and analysis. Qualitative methodology is more concerned with making sense of human experience from within the context and perspective of human experience (Terre Blanche & Durrheim, 2004). Qualitative information is often the only way to assess such

things as employee morale and commitment, the organisation's ability to learn from past mistakes, the extent to which different parts of the organisation share a common vision and work together as a team, and the use of creativity in overcoming obstacles (Miller & Dess, 1996). According to Miller and Dess, (1996) qualitative information helps in understanding basic concepts of what customers value and how they feel about a given product.

In this study, I used a triangulation method for data collection. Triangulation entails collecting material in as many different ways and from as many diverse sources as possible (Terre Blanche & Durrheim, 2004). These triangular techniques in the social sciences attempt to explain more fully, the richness and complexity of human behaviour by studying it from more than one stand point, and in so doing, by making use of qualitative data (Cohen *et al.*, 2007). The triangulation included the collection of data by means of interviews, questionnaires and analysis of school documents to enhance the validity of research findings. Triangulation is useful when looking at educational outcomes, teaching methods and case studies (Babbie & Mouton, 2001).

3.3 Sampling

The sample is one of the oldest primary schools which existed during the apartheid era for the black community in this ward. The school has a principal, deputy principal, two heads of department and 24 level one teachers. There is also Staff Development Team (SDT) and Development Support Group (DSG).

This study utilised a purposive sample. In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality and the sample is chosen for a specific purpose (Cohen *et al.*, 2007). Babbie and Mouton (2003) agree that sometimes it is appropriate for a researcher to select a sample on the basis of his or her own knowledge of the population, its elements and the nature of his or her research aims based on the judgement and the purpose of the study.

The participants in this study were the principal, deputy principal, two heads of department and 24 level one teachers. The sampling has been done which involves decisions about which people, setting, events, behaviours and social processes to observe (Terre Blanche & Durrheim, 2004). This study draws a purposive sample of one rural primary school in the Ixopo Circuit situated in the south coast of KwaZulu-Natal. Purposive sampling is commonly used in qualitative research and is entirely governed by the need to develop additional theories in social science (Gilbert, 1993 as cited in Collins *et al*.,2000). Interviews consisted of a principal, one deputy principal, two heads of department and 10 level one teachers. The questionnaire was administered to fourteen level one teachers who were not interviewed. The reason for questionnaires is that a researcher cannot interview al 24 teachers at the same time when given a limited time for data collection. This was be followed by the analysis of the school documents on IQMS. I chose this sample because I believe that it will give answers to my interview questions regarding teachers' practices and experiences of the implementation of IQMS.

3.4 Data collection instruments

I used three methods of data collection namely interviews, questionnaires and document reviews.

3.4.1 How the data collected was recorded
3.4.1.1 Interviews

The research interview has been defined as a two-person conversation initiated by interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation (Cannel & Kahn 1968, as cited in Cohen *et al*., 2007).

Kvale (1996) as cited in Cohen *et al.,* (2007) remarks that as an interview, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasises the social situatedness of research data. The interview was used in this study because it is a flexible tool for data

collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen *et al*., 2007).

The interviews were used because it was hoped that the interviewees would provide sufficient in-depth understanding about the implementation of IQMS in the school.

The researcher believes that the interviews are appropriate technique because it can easily illuminate concepts more meaningfully, and the educators will use the opportunity of interviews to express their views in detail about IQMS. The interviews enable the participants – interviewees – to discuss their interpretations of the world in which they live, and to express how they regard the situation from their own point of view (Cohen *et al.,* 2007).

Terre Blanche & Durrheim (2004) state that the advantages of using personal interviews are that an in-depth information can be derived from semi-structured interviews and probing; participants can ask for clarification if they do not understand any of the questions; personal interviews are the only option in rural areas, where a lack of telephones is still prevalent; interviews normally have high response rates.

Whenever the interview contains open-ended questions, those soliciting the participant's answer, it is very important for the interviewer to record that answer exactly as given (Babbie & Mouton, 2001). As a result, a battery operated tape recorder was used to continue data capturing. The tape recording most completes the record of what is said. Terre Blanche & Durrheim (2004) confirm it is relatively straightforward to record an interview using a tape recorder.

In this study, the semi-structured interview was used. The interviewer was relaxed and free to ask questions in whatever way he thought was effective and natural and in whatever order felt to be conducive in the circumstances. A discussion took place and all the information was tape-recorded. The tape-recorder was then taken by the researcher for data analysis.

3.4.1.2 Questionnaires

A questionnaire is a document containing questions and other types of items designed to solicit information appropriate to analysis. A questionnaire can be defined as a group of written questions used to gather information from participants, and it is regarded as one of the commonest tools for gathering data in the social sciences (Vogt, 1993 as cited in Terre Blanche & Durrheim, 2004).

Questionnaires are used in survey research and also in experiments, field research, and other modes of observation (Babbie & Mouton, 2003). Data for school evaluations can be collected through a wide range of procedures and instruments, including interviews and questionnaires (Babbie & Mouton, 2001). The advantages of a questionnaire are that it tends to be more reliable because it is anonymous, it encourages great honesty, it is more economical than the interview in terms of time and money and there is the possibility that it may be mailed (Cohen *et al.*, 2007).

The questionnaire differs from interview schedules because participants fill in the questionnaire without the researcher's assistance (Collins *et al*., 2000).

Another method of collecting data used in this study was a questionnaire which was administered to 14 teachers. Although this is not a big number of teachers, I used a questionnaire to find out if there is any link in responses obtained from the interviews and from the questionnaires. The questionnaire is a widely used and useful instrument for collecting information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse (Wilson and McLean, 1994 as cited in Cohen *et al.,* 2007).

In this study, a questionnaire was administered to ten teachers who had not been interviewed but had participated in the IQMS for three to four years. Open-ended questions and closed-ended questions were included in the questionnaire to solicit information required. There were spaces in the questionnaire left for the participants to write down their responses. The required information was recorded in a questionnaire which was collected from the teachers for the analysis.

3.4.1.3 Documents review

Interpretive analysis sometimes makes use of documentary source such as official documents (Terre Blanche & Durrheim, 2004). These documentary sources have the attraction of being available and being factual (Cohen *et al.,*2007). Analysis of documentary sources provides a record of events over a period of time (Babbie & Mouton, 2001). The main advantage of documentary analysis is that it provides a useful overview where data are ready and available and is a cost-effective source of specific and detailed information (Babbie & Mouton, 2001). Documentary material can be even more extensive than interview transcripts and requires careful management. In addition to interviews and questionnaires, document analysis was one of the instruments used to collect data regarding IQMS evaluation at a school.

The documents on IQMS were collected from the deputy principal of the school, heads of department and level one teachers for analysis. The analysis of the documents enrich the data obtained from interviews and questionnaires. According to Babbie & Mouton, 2001 analysis of documentary base sources provides a useful overview where data are ready and available and is a cost-effective source of specific and detailed information. I collected the documents on IQMS from the school for analysis. I was given three days to use them and then bring them back. On the basis of IQMS, the documents analysed, outlined the names of educators who constituted the Staff Development Team (SDT), Development Support Group (DSG) and the minutes of the planning meetings for educator evaluation and the record of the support given to the educator for professional development after his/her evaluation process.

A document form for collecting data from the school documents had been prepared. The document had guiding questions on what to look for and had spaces provided for recording all the information received. This was then used for data analysis.

3.5 Data analysis procedures

Once data was been collected, it was analysed. Data analysis defines a strict and systematic set of procedures for the analysis, examination and verification of the contents of written data (Flick, 1998 as cited in Cohen et al., 2007). Ezzy, (2002) as cited in Cohen *et al*., 2007) informs that data analysis starts with a sample of texts (the units), defines the units of analysis (e.g. words, sentences) and the categories to be used for analysis, reviews the texts in order to code them and place them into categories, and then counts and logs the occurrences of words, codes and categories. Coding has been described by Kerlinger (1970) as cited in Cohen *et al.,* 2007 as the translation of a question, responses and respondents' information to specific categories for the purposes of analysis.

Data analysis involves coding, categorising (creating meaningful categories into which the units of analysis – words, phrases, sentences – can be placed), comparing (categories and making links between them), and concluding – drawing theoretical conclusions from the text (Cohen *et al.,* 2007). Analysis involves 'breaking up' the data into manageable themes, patterns, trends and relationships whereas interpretation involves the synthesis of one's data into larger coherent wholes (Mouton, 2001).

In this study, there was a coding of data collected form interviews and questionnaire, for example, the breakdown of a body of data into labelled, meaningful pieces, with a view to later clustering the bits of coded material together under the code headings and further analysing them both as a cluster and in relation to other clusters (Cohen *et al.,* 2007). The concepts were developed by grouping similar meanings together. These concepts were used to identify categories in which information could be grouped together. The concepts used as codes, emerged from the data. The qualitative data was organized. Organizing qualitative data means looking for ideas, actions or events that describe the data (Collins *et al.,* 2000). Questionnaires were analysed through frequency count. Frequency count refers to the system of transforming information obtained from the questionnaires into numbers by counting the number of participants who give a particular response (Collins *et al*., 2000).

The interviews are often tape recorded or videotaped and then transcribed for the purpose of analysis (Collins *et al*.,2000). If, for example, many participants give a response to a question similar to this, "*IQMS policy implementation is not helpful but is stressful because few marks are awarded to you by the DSG if you have a conflict with them*", such responses would be grouped under one coding labelled as "lack of understanding of the purpose of IQMS implementation by the DSG" or these would be grouped under one coding and labelled as "lack of honesty".

3.6 Issues of Validity and Reliability

3.6.1 Validity

Validity refers to the degree to which the research conclusions are sound. According to Cohen *et al*., 2007, in qualitative data validity might be addressed through honesty, depth, richness and scope of the data achieved, the participants approached, the extent of the triangulation and the disinterestedness or objectivity of the researcher. To evaluate the validity of proposed research, the researcher should think about his or her anticipated findings and conclusions (Terre Blanche & Durrheim, 2004). In interviews, inferences about validity are made too often on the basis of face validity (Cannell & Kahn, 1968 as cited in Cohen *et al*., 2007) that is, whether the questions asked look as if they are measuring what they claim to measure. One cause of invalidity is bias, defined as a systematic or persistent tendency to make errors in the same direction, that is, to overstate or understate the true value of an attribute (Lansing *et al*., 1996 as cited in Cohen *et al*., 2007).

In this study I will use triangulation because it is a powerful way of demonstrating concurrent validity, particularly in qualitative research (Campbell & Fiske, 1959 as cited in Cohen *et al.,* 2007).

3.6.2 Reliability

Reliability is the degree to which the results are repeatable. Individuals will score similarly on reliable measures on numerous occasions (Terre Blanche & Durrheim, 2004). In qualitative research reliability can be regarded as a fit between what the researchers record as data and what actually occurs in the natural setting that is being researched, for an example, a degree of accuracy and comprehensiveness of coverage (Bogdan & Biklen, 1992:48 as cited in Cohen *et al.,* 2007). In addition to these methods to be used, I had to be very objective during data collection and data analysis. I tried to control for reliability by way of having the structured and semi-structured interview, with the same format and sequence of words and questions for each participant (Silverman,1993 as cited in Cohen *et al*., 2007).

3.7 Ethical issues

Ethical issues may stem from the kinds of problems investigated by social scientists and the methods they use to obtain valid and reliable data and this means that each stage in the research sequence raises ethical issues (Cohen *et al.,* 2007). They may arise from the nature of the research project itself; the context for the research; the procedures to be adopted; methods of data collection; the nature of participants; the type of data collected; and what is to be done with the data - publishing in a manner that may cause participants embarrassment (Cohen *et al*., 2007).

Ethics concern right and wrong, bad or good, and so one has to consider how the research purposes, contents, methods, reporting and outcomes abide by ethical principles and practices Cohen *et al.,* 2007). The principle of informed consent arises from the subject's right to freedom and self-determination. One of the primary responsibilities that we have towards the people whom we research, is that we must not harm them any way. This is why in certain instances we may need to obtain their permission to involve them in our research (Collins *et al*., 2000). This is also why we need to take measures to ensure their privacy. These ethical issues are important in research.

Informed consent has been defined by Diener & Crandall, 1978 as cited in Cohen *et al.,* 2007 as the procedures in which the individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions (Cohen *et al.,* 2007).

Ethical consideration in this study began with obtaining Ethical Clearance from the University of KwaZulu-Natal to conduct my research. In addition to this, permission to conduct the study at the same school in Ixopo Circuit in the south coast of KZN, was granted by both the KZN Department of Education and the principal of the school.
Much social research necessitates obtaining the consent and cooperation of subjects who are to assist in investigations and of significant others in the institutions or organisations providing the research.

An official from the Department of Education sent a letter of consent with a list of terms and conditions to abide by. Letters asking for permission to conduct the research were sent to the principal of the sample school. The permission was then granted to conduct a research (See appendix A and B).

Emphasis was placed on accurate and complete information regarding the investigation so that participants would fully understand and be able to make a voluntary and informed consent for participation. In addition, the participants were made aware that they are at liberty to withdraw from participating in the study at any time if they wished to do so.

Participants were informed that they have the right to privacy and also the right to decide when, where, to whom and to what extent their attitudes, beliefs and behaviour would be revealed. In addition, the participants were told that the information received from them would be treated with strict confidentiality and that they would remain anonymous.

3.8 Limitations

The study was conducted in one school only. My fear was that not all the teachers would cooperate by way of completing the questionnaire. Secondly, the free time for teachers might not be enough for interviews. Thirdly, the teachers might not believe in me and would think that I was spying them with regard to the implementation of IQMS.

I would explain to educators before data collection that this was a data collection on IQMS to find out if its implementation is successful and meet the needs of teachers, for example, educator evaluation and professional development and whether a support is provided to aid teacher professional growth. It was made clear that the research was not aimed at spying them. They would be made aware that their input was very valuable and therefore would be requested to complete the questionnaire. The principal was also requested to provide time for interviews and questionnaires as well as time for data analysis without disrupting the functioning of the school.

3.9 Chapter summary

This study provides an understanding of the practices and experiences of teachers regarding the implementation of the IQMS in schools. The issues regarding the research design deemed necessary for developing a better understanding of this study focus were discussed. In addition, forming part of the presentation, were discussions on who the respondents are. This chapter also included a description of the research instruments that will be used for data gathering, the procedure that will be followed when data is collected and analysed.

The following chapter focuses on data presentation and discussions of findings.
The focus will be on the analysis of the collected data and the interpretation thereof. The main focus will be on the themes that come from the experiences and practices of the sample group identified in chapter three.

CHAPTER FOUR

DATA PRESENTATION, FINDINGS AND DISCUSSION

4.1 Introduction

The previous chapter outlined the research design and methodology in this study.

The purpose of this chapter is to present data and discuss the findings. The data was collected through the interviews, questionnaires and documents analysis. In addition, the researcher wanted to ensure that the voices of the respondents were not lost. Therefore, verbatim quotations are used in the data presentation. The emerging themes from the presented data are then discussed in terms of the research questions generated in chapter one and the theoretical and conceptual tools outlined in chapter two. The study evolved around the following questions:

- What are the teachers' understanding of how IQMS evaluation process works?
- What are the teachers' perceptions of the shortcomings of the IQMS?

- How do the teachers perceive the support that they may have received or not received as a result of IQMS interventions?

4.2 Presentation of the data

The data collected was about teacher experiences and practices of the IQMS policy implementation. The data was presented in the form of themes that were generated after transcription, coding as well as data analysis processes. The data from the semi-structured interviews were grouped into themes, categories and sub-categories.

4.2.1 The emerging themes from the research questions

4.2.1.1 Teacher reaction on the understanding of the purpose of IQMS policy and how it works.

One of the themes to emerge from the participants was that the purpose of the IQMS policy is good because it is aimed at providing them with an opportunity for self-evaluation which helps them to identify their strengths and weaknesses in the teaching practice. This finding is in consistent with the one given in the questionnaire. This response indicates that the teachers have gone through the process of evaluation and that they fully understand this process as they describe it as good because it addresses their needs in terms of their strengths and weaknesses in teaching. They focused their thinking on teaching and state that the policy is aimed at developing and improving the educator's methods of teaching. This gives an idea that they understand the purpose of the IQMS policy and they value it as it is for development and improvement of the teacher's performance.

The above responses are in line with Weber (2005) who states that the purpose of Developmental Appraisal (DA), which is part of IQMS, is to appraise the individual teachers in a transparent manner with a view to determining areas of strength and weaknesses, and to draw up programmes for individual development.
The deputy principal in an interview put his views as follows:

> *"The purpose of the IQMS policy is good because it aims at professional development of educators for quality education".*

This statement is in agreement with Mestry *et al.*(2009) who state that the IQMS aims at identifying specific needs of teachers, schools and districts offices, providing support for continued growth, promoting accountability, monitoring an institution's overall effectiveness.

The majority of the participants seemed to understand the purpose of IQMS and how IQMS process works because they stated that it is aimed for development and

improvement. They further mentioned that IQMS policy helps to identify their strengths and weaknesses in the teaching practice. These claims are based on their experiences because the school has been implementing the IQMS policy for more than three years. We then proceeded to the following theme.

4.2.1.2 Teacher reaction on how the implementation of IQMS was welcomed in its early stages

The teachers responded by saying that they had fears because they thought that it was a form of an old inspection which was regarded as fault-finding process instead of teacher development process. This perception was removed from their minds as the implementation process unfolded.

"*When the implementation process unfolded, we became convinced that IQMS is not like an old system of inspection but it is a democratic and professional process*".

The teachers were suspicious of this policy because the inspectors of the past served as policing mechanism to entrench apartheid education policy (Department of Education – December 1998).

As the IQMS policy continued to be implemented, it removed some preconceptions from the teachers and they became positive about it.

4.2.1.3 Problems associated with teacher evaluation during IQMS implementation process

Some level one teacher felt that the process of the implementation of the IQMS policy is not fair because if you are not in good terms with the Development Support Group (DSG) members, you are unlikely to get high rating or good marks according to your good performance. The process of IQMS evaluation is used as a punishment. One teacher expressed herself as follows in a questionnaire:

"*IQMS policy implementation is not helpful but is stressful because few marks are awarded to you by the DSG if you have a conflict with them*".

Hull (1995) is against such a practice. He argues that prejudice should be avoided when doing teacher evaluation, and reasoned judgement, supported by the available evidence, should aid future planning. It is important that appraisees are aware that all are being treated in a similar way. The process involves one person evaluating another and some subjectivity is inevitable. Bush and Middlewood (1997), state that the evaluator's task is to make the process as objective as possible, so that trust is developed, suspicions of personal bias are allayed and a professional approach is assured.

However, the above statement was counteracted by the principal, deputy principal and the HODs in an interview who stated that the process of the implementation of the IQMS is fair, transparent and democratic because the teacher plans his/her evaluation with the DSG and discusses the issues together. The teacher also appoints his/her peer who will be part of the SDG. Many teachers agree that the process of the implementation of IQMS policy is fair if you are committed to your work. One level one teacher confirmed this by saying:

"The DSG organises meetings, negotiates and makes adjustments if possible and when a need arises".

This is in line with the functions of the Development Support Groups (DSGs) as their role function is to mentor and support the teachers (Bisschoff & Mathye, 2009).

It was also revealed by two of the participants that another factor contributing to unfairness was the tendency to give high scores on educator's performance when the performance is not up to standard. According to these teachers, the system allowed teachers to appoint their friends to act as DSG, and that in their minds, this presented flaws which undermine good intentions of the policy. On the other side, the principal made it very clear in the interview that the DSG members during their post-discussions after the educators' evaluation, reach a consensus in terms of performance rating or mark allocation and therefore such unfairness would be avoided.

Discussion

In our discussions, it became clear that the teachers value the implementation of the IQMS policy as a powerful tool towards their professional growth. However, their concern was that some teachers in some schools may not be honest or understand the purpose of this policy and as a result can simple complete the IQMS forms and send them to the department of education without undergoing the processes of evaluation and follow-up development. This statement makes it clear that there are no mechanisms in place by the department of education to monitor and make a follow-up on the process of the implementation of the IQMS policy at a school. Therefore the implementation of this policy leaves a room for cheating for those who may disregard its purpose.

It is clear from the above findings that there is a need for honesty, trust and responsibility amongst the teachers at school for the effective and fair implementation of IQMS policy. Unfairness in the implementation of the IQMS policy will upset the other teachers and erode the good intentions of the policy. As a result, the teachers will develop a negative attitude towards its implementation. The system allows the teachers to appoint their friends to be the members of the DSG. One of the difficulties of using friends is the feeling amongst many of the participants that honesty and objective judgement is lacking among many key stakeholders at school level. This argument makes it clear that the fairness in implementing this policy might not exist in all the schools.

The above discussion confirms that there are challenges facing the implementation of the IQMS policy and that its intentions, are good but are being challenged when coming to its implementation**.**

4.2.1.4 Teacher experiences regarding the effectiveness of the IQMS towards the school improvement efforts

Quite a number of teachers in the interview argue that in the initial stage of the introduction of IQMS policy, the teachers were not involved. They point out that if they, together with their principals and unions were involved in the policy-making, they would have had a full ownership of IQMS policy and therefore its implementation would be

effective in almost all the schools. According to the Senior Management Team (SMT) and level one teachers, it does not matter that their unions represented them at the highest level discussions of policy process. They are of the opinion that the teacher unions did not expressed all their concerns in terms of teachers' experiences on the ground. As a result one HOD said:

> *"Many teachers do not have the ownership of the IQMS policy because they were not involved in the early stages when this policy was formulated. We would have preferred that the principals were involved when it was formulated".*

The success of any performance system is based on a sense of ownership by those affected, coupled with a degree of honesty and integrity from all involved (Bisschoff & Mathye, 2009).

Ownership is necessary and those who carry out the hard work of change need to feel motivated and involved in the process (Dalin and Rolff (1993). Mestry et al., (2009) argues that in order for the IQMS policy to be effective it should be well communicated and understandable to teachers; flexible enough to take into account the different circumstances of South African schools; and support should be constructive to help schools improve. The Department together with principals has been severely criticised by teachers for forcing the implementation of IQMS (Mestry *et al.* 2009).

4.2.1.5 Teachers' skills to evaluate themselves and how they benefit from evaluation.

The teachers stated that some of the aspects of the IQMS policy were taken for granted which were far from reality when this policy was formulated and introduced to schools. This is revealed by an educator in an interview who states that:

> *"When the IQMS policy was formulated, it was taken for granted that we have skills to evaluate our selves and our colleagues and that is not true".*

This response indicates that the teachers need time for training on self-evaluation which is a very important part of the IQMS process. Teachers need to be equipped with skills of identifying their strengths and areas of development for the proper professional development.

Another teacher argued that the policy-makers assumed that all teachers are honest people and that they will not cheat during the IQMS process which is not the case because some educators give undeservedly high scores for the performances during the teacher evaluation process. Two teachers mentioned that there is no mechanism in place to make a follow-up on the proper implementation of the IQMS policy and pick up some aspects where cheating is evident. They suggest that an outsider is needed to ascertain that the standard of the implementation of the IQMS policy is a required one and that there is no cheating in the whole process.

4.2.1.6 What teachers would want to change in the IQMS policy
One of the participants said that he would not give out the rewards like one percent salary increment because some teachers focus on the increment instead of professional growth.

"I would stop giving out rewards because for some people the focus is on rewards and not on teacher development".

The teachers must not lose focus of the purpose of the IQMS. Professional development, as an aspect of IQMS, could be a powerful strategy to improve the knowledge and skills of teachers in order to enhance the quality of teaching and learning (Mestry *et al.,* 2009).

4.2.1.7 Teachers' perceptions of the instrument used for evaluation
The respondents did not criticize the instrument. They felt that it must not be changed.

Discussion

It is important for the teachers to have the ownership of the IQMS policy formulation. This could have been achieved through their involvement in its initial stage. According to the discussion above, they view the implementation of the IQMS as an order from the department of education. They take it as a duty assigned to them to do or an instruction given to them by the department of education. As a result some teachers link this policy to the practices of the past during the apartheid era where evaluation served as a fault-finding mission.

The assumptions made by the department of education with regard to teachers having skills to evaluate themselves and that all the teachers are honest and trustworthy people, contributed to ineffective implementation of the IQMS policy. There is also a need for the outsiders who will always look after the correct implementation of this policy in all the schools.

According to the discussion above, it is clear that the IQMS policy has more challenges and needs to be revisited and amended so that the mistakes of the past will be eliminated.

4.2.1.8 Teacher experiences regarding the support given to them for professional growth following the evaluation

The participants confirm that there is a programme designed by a school for development after the evaluation of the appraisee. The school uses experienced teachers to develop other teachers. This is done in the form of a workshop. However the teachers pointed out that there are insufficient resources at their schools that need to be used during their evaluation. Their school can only provide learners' books and wall charts. No science equipment and other models to be used in class especially when they are evaluated by DSG. Some teachers argued that:

> *"There are not enough resources at school to be used in class during teacher evaluation and also during the professional development of a teacher".*

It is revealed in the findings above that there is a shortage of resources for teacher development and for classroom presentation during teacher evaluation. This is a serious concern and the department of educations needs to address this issue. De Clercq (2008) argues that appraisal will have legitimacy and positive results only when adequate support resources and capacity are mobilized and sensible targeted at the differentiated teachers' needs.

4.2.1.9 Benefits of evaluation in terms of professional growth

The participants agree that there is a follow-up teacher development after the evaluation. This agrees with the response obtained when administering the questionnaire. The teachers said that they have improved in areas where they were not performing well prior to their evaluations. Some teachers say that they have been developed while some admit that IQMS process make teachers to be perfect and correct some mistakes in their teaching practice. This is in consistence with Scott's (1998) view that appraisal as a rational process, must have effective teaching as a target and staff development as its tool. Two teachers said that they benefited by getting one percent salary increase on annual basis.

The chosen experienced teacher develops an appraisee in the form of an organised workshop. Many participants believe that professional development of teachers will contribute to quality education and therefore IQMS policy implementation is a powerful tool towards school improvement. The HODs and teachers agree on the following statement:

> *"The colleagues were asked to develop me. Sometimes an outside expert would be requested to come and develop me. Workshops were organized by the DSG to help me develop".*

Teachers developing other teachers is known as a collaborative process. Teachers in the collaborative schools sought more ideas from colleagues, professional conferences and workshops (Fullan & Stiegelbauer, 1992). According to Dalin & Rolff (1993), the most

effective means of learning comes from interaction among colleagues, in an open climate based on trust. They confirm that adults work together to learn from each other and to have a common experiences base, as they reflect together upon their work. The arrangement of the school where the experienced teachers develop other teachers is recommended by the above-mentioned researchers.

Most of the participants (SMT) who were interviewed argue that there is not enough time for professional development. They feel that more time should be allocated by the department of education to cater for all educators in terms of IQMS policy implementation. This is a very serious concern. Even when the solution is on the right track, hasty implementation leads to failure (Fullan and Miles, 1993). However some participants were able to say that they have been developed through the IQMS process. They were able to utter the following words:

> *"I have been developed and benefited from assessment. I have also improved my teaching".*

The above statement confirms that IQMS policy does contribute towards teacher competence. The SMT, responsible for teacher professional development in schools, must encourage teachers to attend development programmes that will assist them in improving their knowledge, skills, values, and attitudes in order for them to become better equipped in the management of their classrooms (Mestry et al., 2009).

Discussion

The teachers and the SMT inform that the teachers are developed professionally after they have been evaluated. This is one of the main purposes of the IQMS. If there is no teacher development it would mean that the implementation of this policy is flawed. However, there are two serious concerns raised by the teachers and the SMTs. The first concern is the lack of physical resources to be used during the development of teachers. In their experiences, there is more talking than hands-on experiences during the development process because the materials are lacking at a school. They argued that there are no materials to be used to represent reality, for example, the models for

demonstration. They pointed out that a teacher who wants to be developed and have computer skills will not have a hands-on experience because there are no computers at school.

The department of education must address this issue because it is hard to develop a teacher without the required resources. I think that the schools should have been fully resourced as a first step in introducing the IQMS policy because you cannot work without the proper tools. The lack of resources to be used in teacher development is a major setback in the implementation of this policy and this needs an urgent attention.

The second concern raised by the participants in the interview and is that there is not enough time for professional development. This gives an impression that this process is done for the sake of doing it and does not really focus on the complete development of the teacher. Many intervention programmes have not been successful in their implementation because they were implemented in a very short space of time and no justice was done in terms of thoroughness. It means that although the intentions of the IQMS policy are good and well understood by the teachers, there are problems regarding the implementation of this policy e.g. lack of time to implement it.

4.2.2 Questionnaires

Fourteen level one teachers responded to a questionnaire. The following discussion emanates from the participants to the questionnaire.

4.2.2.1 Teacher reaction to the programme of development after teacher appraisal

Two teachers responded by saying that the areas for development were identified and they were assisted by the DSGs who organised workshops for them. Some level one teachers informed that some colleagues were organized to develop them. This is in line with Dalin & Rolff (1993) whose view is that collaborative work cultures not only use staff development more effectively, but they create and generate resources such as time and access to the expertise of others. Harris & Ovando (1992) as cited in Wanzare

(2009), also suggest that there is a need for a collaborative approach to evaluation in which people with diverse expertise (teachers, principals, supervisors, and others) work jointly with equal status and shared commitment in order to achieve mutually agreed-upon instructional goals.

4.2.2.2 Teacher understanding of the role functions of the Development Support Groups following teacher evaluation

Responses reveal that the DSGs help the teachers develop in weak areas by organising resource people for them. Some respondents reveal that the DSGs organise meetings and look at the scores of the appraisee and negotiate. They also make adjustments if necessary in terms of scores. These responses are consistent with the views of Elmore (2001), Firestone ((1996), Guskey (2000) and Dean (1991) as cited in Mestry and Bisschoff (2009), who suggest that teacher development programmes are the processes by which teachers learn to be more effective and efficient. The functions of the DSGs are to mentor and support the teachers (ELRC Collective Agreement 8, 2003:13 – section A).

4.2.2.3 Availability of sufficient resources to be used during the professional growth plan

The response to this question was that there is a need for enough resources in their school so that they can be well developed. The level one teacher also indicates that resources are needed so that learners can understand and participate effectively. This confirms that currently there are no resources at school. Some respondents mentioned the only resources available at school like, wall charts, learners' books and exercise books. Wanzare (2009) warns that resources must be provided to support evaluation activities and programmes in the schools.

4.2.2.4 Availability of personal growth plan (PGP) provided by the DSG after appraisal

All level one teachers indicated that the PGP is provided after the post evaluation process and is always formulated around their needs. The plan should include specific objectives based on the weaknesses seen and discussed during the previous appraisal process; the

kind of improvement aimed at; the activities and strategies intended to bring about the change; the time frame within which the change would occur; the support to be provided; and the communication channels available to both parties (Scott, 1998).

Discussion

The value of the IQMS is well understood by the level one teachers. The teachers undergo the process of teacher evaluation and there is a follow-up professional growth plan (PGP) aimed at developing the teachers.

In our discussions with the teachers, it was revealed by the participants that the purpose of the IQMS policy is good because it aims at professional development of teachers for quality education. They agreed that IQMS provides teacher evaluation which helps them to identify their strengths and areas of development for the professional growth purposes.

Evaluation suggests some form of measurement against set objectives, aims, goals and targets a concern with quality assurance and organisational and individual performance (McNamara *et al*., 2009). Therefore, teacher evaluation and a follow-up teacher development process aim at improving teacher performance for good service delivery. This is also in line with this study which is framed by Kaufman *et al*., (2006) theory of "Evaluating for Continuous Improvement". This theory stems from a belief that continuous improvement is dependent on asking the right questions, collecting useful data, and then applying that data to make decisions about what to continue, modify and change.

The teachers expressed their concerns about the IQMS policy implementation process as raised above. It is for this study to highlight those concerns so that the policy-makers will focus on them in order to improve the implementation of this policy. The research is policy-related, that is, guiding policy decisions, improving quality in areas of concern identified, facilitating the implementation of policy decisions, evaluating the effects of the implementation of policy (Burgess, 1993 as cited in Cohen, *et al*., 2005). Monyatsi, (2006) notes that the current teacher evaluation system as practiced in Botswana

secondary schools is acceptable, but managerial and training aspects should be improved and that the teacher evaluation system should be periodically reviewed to keep in line with changes that may have taken place in the education system. Therefore, it is clear that there will always be a room for improvement in the policy implementation.

The philosophy underpinning the IQMS is based upon the fundamental belief that the purposes of the new measures are to:

- determine competence;
- assess strengths and areas of development; provide support and opportunities for development to assure continued growth;
- promote accountability; and
- monitor an institution's overall effectiveness (ELRC, 2003,4) as cited in Weber (2005)

The lack of teacher support material is a serious concern. The teachers are evaluated in the classroom when they present the lessons to the learners. They need to use the materials which can help their presentations to be successful. The support material can help the learners grasp the new concepts easily. The teachers also need support materials during their professional growth. Resources must be provided to support evaluation activities and programmes in the schools (Wanzare, 2002). The department of education must supply the schools with these resources so that the IQMS is successfully implemented.

4.2.3 Documents analysis

The documents in the form of a file provides evidence for the existence of SDT, DSGs and PGPs. According to the Training Manual (January/February 2004), SMT, SDT and the DSG performs the following functions:

4.2.3.1 School Management Team (SMT)

The School Management Team informs teachers of the In-service training (INSET) and other programmes that will be offered and make the necessary arrangements for teachers to attend; assist with the broad planning and implementation of IQMS; ensures that school self-evaluation is done in terms of the WSE policy and in collaboration with the SDT.

4.2.3.2 School Development Team (SDT)

The School Development Team ensures that all staff members are trained on the procedures and processes of the IQMS; coordinates all activities pertaining to staff development; prepares and monitors the management plan for the IQMS; facilitates and give guidance on how DSGS have to be established; prepares a final schedules of DSG members; links Developmental Appraisal to the School Improvement Plan (SIP); liaises with the department in respect of high priority needs such as INSET, short courses, skills programmes or learnerships; monitors effectiveness of the IQMS and reports to the relevant persons; ensures that all records and documentation on IQMS are maintained; oversees mentoring and support by the DSGs; develops the School Improvement Plan (SIP) based of information gathered during Development Appraisals; coordinate ongoing support provided during the two developmental cycles each year; submits all the necessary documentation to the District/Local Departmental office in good time for data capturing; deals with differences between appraisees and their DSGs in order to solve differences.

4.2.3.3 Development Support Groups (DSG)

The main purpose of the Development Support Groups is to provide mentoring and support; the DSG is responsible for assisting the educator in the development and refinement of his/her Personal Growth Plan (PGP) and to work with the SDT to incorporate plans for development of a teacher into the School Improvement Plan (SIP); the DSG is responsible for the baseline evaluation of the teacher (for development purposes) as well as the summative evaluation at the end of the year for Performance Measurement (PM); the DSG must verify that the information provided for PM is accurate.

The structures aimed at facilitating the implementation of IQMS policy appear in the file as well as their functions. This gave assurance that the school is implementing the IQMS policy and that this policy is well managed.

The IQMS school file consisted of the documents, for example, school IQMS programme 2010; IQMS action plan 2009; IQMS schedule of teachers' performance: summative evaluation for 2005, 2006, 2007, 2009; summary sheet of IQMS scores; summary score sheets for individual teachers; survey on progress made in IQMS – 10 March 2005, 2006, 2007, 2008 which included self-evaluation, pre-evaluation, discussion, baseline evaluation, post evaluation, discussion and PGP finalised; IQMS monitoring tool; checklist profile form; observation of lesson in practice; School Improvement Plan; minutes of the pre-evaluation discussion.

Wanzare (2002) states that classroom observation has been the most practical and commonly used process of obtaining data on instruction. Maynes *et al*., 1995 as cited in Wanzare (2002), says that the process usually includes pre-conference planning, classroom observation and post-conference. He argues that pre-conference is a goal-setting process in which teachers establish instructional goals in consultation with the evaluator.

According to the Training Manual (January/February 2004), the purpose of classroom visit during teacher evaluation is to confirm the teacher's perception of his/her own performance as arrived at through the process of self-evaluation; to enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion that may exist; to provide the opportunity for constructive engagement around what the teacher needs to do for him/herself, what needs to be done by the school in terms of mentoring and support and what INSET and other programmes need to be provided by the District/Local office; to enable the DSG and the teacher (together) to develop a Personal Growth Plan (PGP) which includes targets and time

frames for improvement. The PGP must primarily be developed by the teacher with refinements being done by the DSG; to provide a basis for comparison with the evaluation for Performance Management purposes which is carried out at the end of the year.

Data collected during classroom observation may help to identify successful teaching practices and assess the effectiveness of teaching strategies and techniques, and to provide pictures of ongoing classroom events (Beach and Reinhartz, 2000) as cited in Wanzare, (2002). According to Root and Overly (1990), as cited in Wanzare (2002), teacher evaluation should provide feedback to teachers on what teaching processes have been effective and direction for improving instruction.

The Training Manual (January/February 2004), informs that the feedback on classroom observation should focus on performance and not personality; observations and not assumptions, inferences or explanations; objectivity and not subjectivity; the specific and concrete and not the general and the abstract; the present and not the past; sharing information and not giving instruction; alternatives and not "what you should do is…."; the individual's needs; requests from the individual.

The documents analysed provided evidence of these conferences which took place prior to classroom observation and after the classroom observation. This was reflected in the records of meetings held, for example, teacher pre-evaluation and post evaluation meetings.

A record of individual teacher development plan appears in the file. The IQMS provides teacher evaluation and this is followed by a programme designed to develop the teacher professionally. This is supported by the literature in this study which says it is suggested that teacher development programmes are the processes by which teachers learn to be more effective and efficient, and that these programmes focus on the improvement of learners' learning experiences through teacher enhancement of their knowledge, skills,

values and attitudes (Elmore, 2001; Firestone, 1996; Guskey, 2000; Dean, 1991 as cited in Mestry *et al*., 2009; p.477)

Discussion

The responses to the above questions indicate that there are structures in place at the school which facilitates the implementation of the IQMS policy, namely, School Management Team (SMT), staff development team (SDT) and development support group (DSG). The functions of these structures are well specified in the document. The dates for the previous events are also indicated in the file. This confirms without any doubt that the school is implementing the IQMS policy. All the responses given by the SMTs and level one teachers when data was collected by way of interviews and questionnaires, were verified in the document.

In my assessment of the implementation of the IQMS policy, more time needs to be provided for this policy implementation. It has been raised by the teachers that there is not enough time for professional development. This policy needs a thorough planning so that all the teachers of the school get enough time for evaluation and professional development. The school with many teachers would need more time for this process and at the same time justice must be done to all of them. At the same time the daily work like teaching and learning must proceed as usual. I cannot imagine the school implementing this policy without proper planning. I was fortunate to find a school where the management of the IQMS policy management is well done and the records are well kept.

4.3 Chapter summary

This chapter has presented a brief profile of the site where this study was conducted. It has also presented voices and ideas of the SMTs and level one teachers of the school based on their experiences and practices regarding the IQMS implementation.

It is clear from the above discussions that the purpose of the IQMS is well understood by the participants. However, there are difficulties when coming to its implementation, for an example, lack of honesty, trust and fairness.

It has also been mentioned that the physical resources at the school are lacking. It is also a major concern that there is not enough time for educator development. All these aspects of the IQMS policy need a thorough attention so that amendments can be done and problems become eliminated.

In future there is a need to be considerate and involve all the stakeholders in the policy-making, as suggested by the teachers above, for its successful implementation. There is also a need to be realistic and avoid all the assumptions which will not contribute to the successful implementation of the policy. According to the level 1 teachers and SMTs, the purpose of the IQMS is good but there are concerns stated above which need urgent attention for the successful implementation of this policy.

The Ministry of the National Department of Education must make amendments to the policy so that the problems regarding its implementation will be eliminated.

The following chapter will present the findings, analysis and conclusion of this study. It will also provide recommendations based on the findings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study is about quality assurance in schools and the teachers' experiences and practices of the IQMS policy. For the Department of Education and all educators, the main objective of the IQMS is to ensure quality public education for all and to constantly improve the quality of learning and teaching. Quality assurance, as mentioned in chapter one, attempts to build in quality and to prevent failure from arising. Schools must undergo the process of evaluation and monitoring to build in quality in education. With the IQMS, the National Department of Education seeks to provide a framework to ensure that each teacher's individual contribution contributes to the effectiveness of the education system.

The previous chapter dealt with the presentation, analysis and discussion of the data. In this chapter the main summary, conclusions and recommendations are presented. After a careful consideration of the data, certain clear conclusions emerge in terms of critical questions formulated in chapter one. Based on the findings outlined in chapter four and conclusions of this study, pertinent recommendations are made.

5.2 Summary

Chapter One provided an introduction and the background to the study. This chapter argues that teachers must realise the importance of evaluation and teacher support towards professional growth in order to provide good service delivery in their schools. It also states that the purpose of IQMS is to identify the specific needs of teachers, schools and district offices for support and development, to provide support for continued growth; to promote accountability; to monitor an institution's overall effectiveness; and to evaluate a teacher's performance.

Chapter Two presents a detailed literature review. It outlines the need and importance of evaluation internationally, continentally and nationally to bring about school improvement. This chapter also discusses the conceptual and theoretical frameworks that throw some light on the problem being investigated.

Chapter Three describes the research design and methodology adopted in this study. This chapter describes the methods which were used to explore the teachers' understanding of how IQMS evaluation process was perceived to be implemented in a rural school in the Jolivet Ward, Ixopo Circuit. The three data collection instruments used: interviews, questionnaires and document analysis are described.

Chapter Four consists of data presentation, findings and discussion. This chapter presents voices and ideas of the SMTs and level one educators of the school based on their experiences and practices regarding the IQMS policy implementation.

5.3 Conclusions

After a careful consideration of the findings of this study, the following conclusions were reached:

- o Although the purpose of the IQMS policy is clear and well understood by the teachers, this policy is challenged when coming to its implementation. It emerged from the findings that one factor contributing to the unfairness of the system, was the tendency to give high scores on teacher's performance when the performance is not up to standard. According to level one teachers, the system allowed teachers to appoint their friends to act as DSG members, and that in their minds, this presented flaws which undermine good intentions of the policy.

- o The findings reveal that the National Department of Education made assumptions that teachers have skills to evaluate themselves and that all teachers are honest and trustworthy people and this, in their view, contributes to ineffective implementation of the IQMS policy. They feel that they needed training on self-evaluation prior to the implementation of the policy.

o It also emerges from the findings that the Teacher Unions who represented the teachers during the initial stages of the introduction of the IQMS policy, did not express all the teachers' concerns regarding the policy and as a result the teachers still do not have the ownership of the policy. This finding indicates that there are still concerns to be addressed in this policy.

o The school has no physical resources which can be used during teacher development programmes and also during teacher evaluation in the classroom observation.

o Findings also reveal that there is not enough time allocated to professional growth of teachers.

5.4 Recommendations

Based on the aforesaid findings, the following recommendations are made:

o The National Department of Education must review this policy and change some of its aspects, for example, an expert in the subject/learning area in which the teacher is evaluated, must be appointed and serve in the DSG instead of a friend appointed by the teacher. This will eliminate the awarding of undeservedly high marks and dishonesty. The expert may be appointed within the school or from a neighbouring school or district office.

o The teachers need to be trained in a workshop on how to do self-reflection or self-evaluation in preparation for their appraisal. These are the important skills that the teachers need to acquire so that they will be honest and able to determine their real strengths and areas of development.

o The National Department of Education must revise the IQMS policy and take into consideration all the educators' concerns during this process. Teacher Unions must express all the teachers' concerns so that everybody will have a sense of

ownership of this policy own this policy. This kind of involvement is still needed and will enhance the implementation of the IQMS policy. This can be done if the comments are invited from the schools regarding the implementation of the policy during the revision process.

o The schools need to be equipped with the physical resources to enhance the development process of teachers during teacher evaluation, for example, it would help the teachers to have hands-on experience during their development. The Department of Education must address these issues. The physical resources help the non-doers to be the doers.

o The Department of Education or the schools must ensure that enough time is allocated to the professional development of teachers. This is a very important process and results from evaluation. The implementation of the IQMS will be a futile exercise if the evaluation is done but there is not enough time for a follow-up professional growth of teachers.

5.5 Chapter Summary

This chapter concludes the study by summarising the importance of the implementation of the IQMS policy. According to the responses based on data collected from the SMTs and level one teachers, the aims of this policy are good and highly valued by the teachers. However, the policy needs to be reviewed and revised so that much attention is paid to the teachers' concerns when this policy is implemented. Some conclusions have been made and the recommendations suggested which can assist the evaluators of this policy. The National Department of Education must ensure that the problems associated with the implementation of the IQMS policy are eliminated. Teachers need to be evaluated and developed professionally so that they will be able cope with the work they are doing and be accountable to the government, parents and to the community at large. The schools need to be supplied with the learner-teacher support materials (LTSM) which will help towards teacher development and during classroom teaching.

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APPENDIX A

LETTER TO THE PRINCIPAL OF THE SCHOOL

P.O. Box 92

MTWALUME

4186

2 December 2009

The School Principal

Soul Primary School

UMZINTO

4200

Dear Sir

RE: A REQUEST TO CONDUCT RESEARCH

I am currently studying for Masters in Education in Education at the University of KwaZulu-Natal. I am required to conduct a research as part of the course for the degree. I therefore humbly request you to grant me a permission to conduct research in your school. The title of the project is "**Teacher practices and experiences of Integrated Quality Management System (IQMS)".** The purpose of the research project is to try and understand the teachers' experiences and practices as well as their attitudes towards the IQMS. It is of intense interest to me to get the teachers' views regarding the IQMS. I would like to know if this policy contributes to their professional development which will help them towards good service delivery and improve school performance.

The project involves questionnaires, teacher interviews and document analysis. The interviews shall be conducted with two members of the Senior Management Team,

questionnaires shall be conducted with ten level one educators, and the documents on teacher evaluation and the follow-up support in terms of professional growth, will be analyzed. All these activities shall be conducted during non-teaching periods or at a convenient time to two Heads of Department and ten level one educators. The documents will also be analyzed at a convenient time to the Principal of the school. The duration of the interviews, document analysis and questionnaires shall be approximately 60 minutes. The documents to be analysed involves teacher evaluation and support towards professional growth as well as the record towards school improvement. I shall request your permission to tape-record the interviews and this will help towards data capturing process. The findings from this research will be used in the writing of my dissertation. Confidentiality and anonymity will be highly secured. Pseudonyms will be used to protect your school's identity as well as the teachers' identity.

You are kindly informed that your participation in this research project is voluntary and you are free to withdraw at any time. There will be no financial benefits for your participation in the research project. The findings of this research may be useful to your school, policy-makers, curriculum and teacher evaluators.

This study is supervised by **Mr S.E. Mthiyane. Telephone: (031) 260 1870, Email address: Mthiyanes@ ukzn.ac.za**

Your help towards this request will be highly appreciated.

My contact details are: Tel: (039) 9721 888, Cell: 071 6096 763, Email address: jwarabafana@gmail.com

Thank you for your support and co-operation.

Yours Sincerely

A.B. Jwara

RESPONSE SLIP

Permission to conduct research is _____

_____   _____

Mr …………………………………   DATE

(SCHOOL PRINCIPAL)

APPENDIX B

LETTER TO THE RESEARCH PARTICIPANT

P.O. Box 92
MTWALUME
4186
2 December 2009

Dear Participant

RE: REQUEST FOR YOUR PARTICIPATION IN THE RESEARCH PROJECT

I am currently studying for Masters in Education at the University of KwaZulu-Natal. I am required to conduct a research as part of the coursework for the degree. I therefore kindly request for your participation in my research project. The title of the project is **"Teacher experiences and practices of the Integrated Quality Management System" (IQMS).** The purpose of the research project is to try and understand the teachers' experiences, practices and attitudes towards the implementation of the IQMS. I want to understand to what extent is the implementation of IQMS helping the teachers towards their professional development which will contribute towards the school improvement. I would also like to know about their practices and experiences with regard to teacher evaluation during the implementation of the IQMS.

This project involves teacher questionnaires which will be conducted with ten teachers, interviews conducted with two members of the Senior Management Team and document analysis. The questionnaires, interviews and document analysis shall be conducted during the non-teaching periods or at a convenient time to you. The duration of the interviews shall be approximately 50 minutes. The questionnaires shall be approximately 30 minutes and the document analysis shall be approximately 35 minutes. The documents to be analyzed involves teachers' files on IQMS, minutes of the meetings held during teacher evaluation, record of teacher growth plan and record of school improvement. I will

request your permission to audio-record the interviews as this will help in the data capturing process. The findings from this research will be used in writing my dissertation. Confidentiality and anonymity will be highly guarded and pseudonyms will be used to in order to protect your identity.

I am confident and trust you that you are a relevant resource person for this research. Please be informed that your participation in this research project is voluntary and you are free to withdraw at any time. I assure you that your decision not to participate or withdraw will not disadvantage you in any way. There will be no financial benefits for your participation in the research project. The findings of this research may be useful to your school, policy-makers and Provincial and National curriculum developers. The findings of the research project will be forwarded to the Department of Education with recommendations. The gathered data will be kept by the University of KwaZulu-Natal for a period of five years. After this period, audio-recorded items will be destroyed and the transcribed copies of interviews shredded.

This study is supervised by **Mr S.E. Mthiyane. Tel: (031) 260 1870, Email address: Mthiyanes@ukzn.ac.za**

Your positive response will be highly appreciated.

My contact details are: **Tel: (039) 9721 888, Cell: (071) 6096 763. Email address: jwarabafana@ gmail.com.**

Thank you for your support and co-operation.

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

_____   _____

SIGNATURE OF PARTICIPANT   DATE

APPENDIX C

Interview Questions

1. What are the teacher experiences and practices of Integrated Quality Management System (IQMS) at this Primary School?
2. State whether some shortcomings were identified when you were evaluated during the process of IQMS and how did the school deal with them?
3. What has been the common strengths and weaknesses of teachers?
4. What are the teachers' experiences and practices regarding the support given to them for professional growth following their evaluation?
5. What are the teachers' experiences regarding the effectiveness of the IQMS towards the school improvement efforts.
6. How did the teachers react when they first heard of the implementation of the IQMS?
7. Did you attend a workshop on the implementation of IQMS and how did it help you?
8. What is your understanding of the purposes of the IQMS?
9. Do you think that you have enough skills to evaluate yourself and how will you benefit from this evaluation?
10. Do you think that your evaluators have enough skills for evaluation if not what do you think must be done.
11. How would you describe the process of evaluation in terms of fairness or transparency? Explain.
12. What has been the role function of the Development Support Group at your school?
13. Would you say that you have benefited from your evaluation and that you have grown professionally? Give concrete examples.
14. Given a chance to change some aspects of the IQMS, what would you change?
15. How do you feel about the instrument used for evaluation during the IQMS process?

16. State whether you did meet the requirements of the set criteria for performance and whether you received the incentives or awards and what was your feeling.

17. How would you link your professional development to your service delivery?

18. Do you think that IQMS has brought about improvement at your school? Explain.

19. In your experience, do you think that IQMS is implemented in all the schools and that its value is highly regarded by all the teachers? Explain.

20. What are your overall impressions of the IQMS?

APPENDIX D

Questionnaire Schedule

Date to be issued to level one teachers: _____

Date to be collected: _____

Topic: Teachers' experiences and practices of Integrated Quality Measurement System.

Starting time of writing:_____ End time of writing: _____

1. What do you think is the purpose of Integrated Quality Management System?

   _____

   _____

   _____

   _____

   _____

2. Did the workshop on IQMS help you to understand its intentions or purposes?

   _____

   _____

   _____

3. How would you convince a person that you have gone through the process of evaluation during the IQMS?

   _____

   _____

   _____

4. Would you regard the process of evaluation during IQMS as fair or unfair?

Please give reasons.

_____

_____

_____

_____

5. Were there shortcomings identified in your appraisal and what was done about them?

    _____

    _____

    _____

    _____

6. What were the role functions of the Development Support Group following your evaluation?

    _____

    _____

    _____

    _____

    _____

7. Were there enough resources to be used during your professional growth plan and what are they?

    _____

    _____

    _____

    _____

8. How do you rate the evaluation instrument and what do you think needs to be changed?

    _____

_____

_____

_____

9. If you were to change some aspects of the IQMS, what would you change?

_____

_____

_____

_____

10. State how have you benefited from IQMS.

_____

_____

_____

_____

11. Mention the incentives or reward you received after meeting the set Performance Standards.

_____

_____

_____

_____

12. What is your overall impression of the IQMS?

_____

_____

_____

_____

APPENDIX E

Document analysis schedule

Date:

Document analysed

1. Are there issues of School Development in the document?

_____

_____

_____

2. Does the document show a record of Staff Meetings?

_____

_____

_____

3. Is there any record of Staff Development Team meetings?

_____

_____

_____

4. Is there any evidence of the existence of Development Support Group and are there any records of plans to develop the teacher professionally immediately after the evaluation process?

_____

_____

_____

_____

5. Does the document have any information about IQMS?

_____

_____

_____

_____

_____

6. Are there any records of meetings (minutes) in preparation for the coming evaluation and after the evaluation process and what are the purposes of these meetings?

_____

_____

_____

_____

7. What forms the evaluation team in the school?

_____

_____

_____

_____

8. Are the teachers evaluated and developed professionally in every year cycle?

_____

_____

_____

9. Is there any evidence of professional growth taking part after the teacher's evaluation?

_____

_____

_____

From: Phumelele Ximba [XIMBAP@ukzn.ac.za]
Sent: 04 March 2010 03:26 PM
To: jwarabafana@gmail.com
Cc: Rishandhani Govender; Tyzer Khumalo; Siphiwe Eric Mthiyane
Subject: PROTOCOL REF: HSS/106/10 "Teacher practices and experiencesof Integated Quality Management System"
Dear Mr. Jwara

I wish to inform you that your application has been received today, It will be brought to the attention of the Chair tomorrow afternoon.

Review type normally falls under the following categories:
- Faculty approval
- expedited
- full committee review

You will be advised accordingly.

Please quote the above reference number for all queries/correspondence relating to this study.

Sincerely
Phume

****

Ms. Phumelele Ximba
HSSREC: Research Office
University of KwaZulu-Natal Westville Campus
Research Office
Private Bag X54001
DURBAN
4000
SOUTH AFRICA
Tel. No. : 27 31 2603587
fax. No. : 27 31 2602384
email : ximbap@ukzn.ac.za

Please find our Email Disclaimer here-->: http://www.ukzn.ac.za/disclaimer

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Telephone : 039 7973700
Fax :   039 7274254

E-mail:jwaraba@mweb.co.za

Private Bag X3560
KOKSTAD
4700

JY Building
8 Main Street
KOKSTAD,4700

SISONKE DISTRICT OFFICE

Enquiries:		**Reference:**	**Date:**
Imibuzo:	**A.B. JWARA**	**Inkomba:**	**Usuku:28/05/2009**
Navrae:		**Verwysing:**	**Datum**

The Director
Sisonke District Office

Sir

A REQUEST TO DO A RESEARCH STUDY FOR A DISSERTATION

I am studying my MEd at the University of KwaZulu-Natal and have finished the course work. This is a part time study. My next task is to do a research work at an identified school.

The topic of my study is, **"Teacher experiences and practices of Integrated Quality Management System (IQMS) at a primary school in the Jolivet Ward".**

As a Deputy Chief Education Specialist in the Department of Education, it is of interest to me to obtain the views of teachers on the role of IQMS towards school improvement. It is hoped that the findings of the study will help inform practice of school improvement in my area of responsibility.

I therefore humbly request you to grant me a permission to conduct a study at one of your schools in the district. This will be arranged in such a manner that it does not interfere with the functioning of the school.

The school chosen will be the one which has gone through the process of WSE.

_____   _____
A.B. Jwara (DCES – TLS)   S.S. Dangisa (CES – TLS)

                                                              RECOMMENDED/NOT RECOM.

_____
Mr S.E.Mdletshe (District Director)
APPROVED/NOT APPROVED