

**UNIVERSITY OF KWAZULU NATAL**

**Educators' perceptions of the effectiveness of  
the training for the Integrated Quality  
Management System.**

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**EDUCATIONAL LEADERSHIP &MANAGEMENT**

**Educators' perceptions of the effectiveness of the  
training for the Integrated Quality Management  
System.**

**BY**

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**Submitted in partial fulfilment of the degree of Master of Education  
in the Faculty of Education, University of Natal.**

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## **DECLARATION**

I, Phraba Abdul, declare that this study **‘Educators’ perceptions of the effectiveness of the training for the Integrated Quality Management System’** is my own work, and has never been previously submitted by me for any degree to any university. All sources consulted and quoted have been indicated and acknowledged by means of complete references.

Signed\_\_\_\_\_

P Abdul

### **Statement by supervisor**

This thesis is submitted with / without my approval

Signed\_\_\_\_\_

Dr V Chikoko

## Dedication

**This research project is dedicated to my husband, Rasheed Hamid Abdul and children, Zane and Suraya Abdul, for their patience, support and encouragement throughout the research.**

## **ACKNOWLEDGEMENTS**

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- **All the educators who participated in the interviews.**

## **ABSTRACT**

The purpose of this study is to explore the perceptions of educators on the effectiveness of the training for IQMS. The study explores just how effective the training was and what does this mean for the classroom practitioner in their implementation of the IQMS. Since 1994, the South African Department of Education has directed the educational system through a series of initiatives and has set quality assurance of the education system as its overriding goal. In 2003 the Integrated Quality Management System (IQMS) was gazetted as a national instrument for the evaluation of educators and schools. The appraisal is driven not only by the need to develop, but also to evaluate individual educators for salary and grade progression, affirmation of appointments, rewards and incentives. It is a particularly sensitive initiative and therefore the advocacy and training should address management issues of appraisal and be adequate to promote effective implementation. Currently, the training program employed by the Department of Education is the 'cascade model'; starting with the national team and involving other teams at subsidiary levels. The one to one interviews and the group interviews comprise of level one educators who have gone through the process of IQMS. These respondents are at the lowest level of the cascade model of training used. The main finding was that most of the respondents were unhappy with the training they received and felt that the Department in terms of retraining, support and intervention programs did not support the initial training. The study recommends that it is essential for the Department to have a national / provincial training coordinator who is allocated a limited time slot at subsidiary training programs to clarify all the relevant issues and questions in the training program. This would give a national / provincial perspective on the implementation of IQMS. The study also recommends further training to be convened to clarify inconsistencies in the implementation of IQMS.

# TABLE OF CONTENTS

<b>Title</b>	<b>Page</b>
Declaration	i
Dedication	ii
Acknowledgements	iii
Abstract	iv
Table of Contents	v

## CHAPTER ONE: INTRODUCTION

1.1	The introduction of the study	1
1.2	Purpose of the study	3
1.3	Statement of the problem	4
1.4	Research questions	4
1.5	Significance of the study	4
1.6	Assumptions of the study	5
1.7	Limitations	5
1.8	Definitions of key terms	5
1.9	Organization of the mini dissertation	6

## **CHAPTER TWO: LITERATURE REVIEW**

2.1	Introduction	7
2.2	The importance of human resource management	8
2.3	Concept and purpose of appraisal	10
2.4	The history of appraisal in South Africa.	16
2.5	Conditions for managing appraisal.	18
2.5.1	Change	18
2.5.2	Training	21

## **CHAPTER THREE: RESEARCH METHODOLOGY**

3.1	Introduction	26
3.2	Research design	26
3.3	The respondents	27
3.4	Data collection instruments	28
3.5	Gaining access	29
3.6	Data collection procedures	30
3.6.1	Ethical issues	31
3.7	Data analysis procedures.	31

## **CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION**

4.1	Introduction	32
4.2	Features of the relevant conditions for the effective training for IQMS.	33
4.3	Background information on interview.	34



4.4	Perceptions on the effectiveness of the training for the successful implementation of IQMS.	35
4.4.1	Duration of training.	35
4.4.2	Cascading of information.	38
4.5	The stakeholders' capacity to implement the IQMS with the training received.	41
4.5.1	Literature/documents to implement IQMS.	42
4.5.2	Clarification of all aspects of implementation of IQMS.	43
4.5.3	The monitoring and evaluation of the functionality of IQMS	45
4.5.4	Consistency of implementation of IQMS	47
4.6	Conclusion	48

## **CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1	Introduction	50
5.2	Summary	50
5.3	Conclusions	51
5.4	Recommendations	54

<b>REFERENCES</b>	56
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### **APPENDICES**

Appendix A	59
Appendix B	61
Appendix C	63
Appendix D	65
Appendix E	67
Appendix F	69

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 The Introduction to the Study**

There is an increasing consensus linking the economic prosperity of a country and the effectiveness of the education provided (Middlewood & Cardno, 2001). Central to the effectiveness of education lies the quality of teaching and learning. Hence, within the broad context of an apparently universal concern in education for the enhancement of quality and effectiveness of schools, there has been increasing focus on the management of performance both at individual and organizational levels. This concern has been expressed in the considerable literature of the broadly characterized school effectiveness and school improvement movements. At the individual level, the focus is on ways in which the performance of educators may be more effectively evaluated both for the purposes of development and accountability. Therefore, appraisal can be regarded as a response to the desire to bring a greater degree of accountability into the public to develop teachers as professionals in the public service (Bollington 1990).

Since 1994, the South African Department of Education has directed the educational system through a series of initiatives, which has been both extensive and impressive within the broad framework of transformation. To illustrate, the Department has set quality assurance of the education system as its overriding goal. In this connection the Department has placed a plethora of quality assurances in place.

Recently, in 2003 the Integrated Quality Management System (IQMS) was gazetted as a national instrument for the evaluation of educators and schools. The introduction of an appraisal instrument for educators is another significant innovation to promote educator effectiveness and educator professionalism, which deals with the development of the professional quality of the teaching force (Thurlow 2001).

The current Integrated Quality Management System (IQMS) has three components, namely, Developmental Appraisal (DA), Performance Management (PM) and Whole School Evaluation (WSE). The appraisal is driven not only by the need to develop educators (as was the case with the appraisal instruments of the past), but also to evaluate individual educators for salary and grade progression, affirmation of appointments and rewards and incentives. It is a particularly sensitive initiative and therefore the advocacy and training should address management issues of appraisal and be adequate to promote effective implementation. A properly constructed and presented appraisal system can improve the professional development of teachers and management of schools, and significantly improve the quality of education therein (Bollington, Hopkins & West, 1990). According to Hegarty (1983), the size and scope of any training program must be impressive to provide a good grounding for teachers to grasp the concepts of implementation.

The level of the effectiveness of the training will determine the level of effectiveness of the implementation and success of IQMS in a school. Training for the IQMS is crucial for its later success. Lumby, Middlewood & Kaabwe (2003) are of the opinion that the way the appraisal is initiated is crucial to its effectiveness. Thurlow (2001) emphasises that effective training would determine to what extent the educators are ready to implement the appraisal instrument and thus the effectiveness of the instrument. If there is clear agreement about the purposes and the implementation procedure of the IQMS, then it will be more likely to succeed. The instrument has to be applied consistently to all those involved. Therefore, effectiveness of training will predetermine the successful implementation. Fullan (1999) states, that training is an important factor that seems to influence the effectiveness of implementation.

Currently, the training program employed by the Department of Education is the 'cascade model'; starting with the national team and involving other teams at subsidiary levels (provinces, regions, districts, circuits and schools). The responsibility for introducing the IQMS to the schools rests with the lower levels of this chain, which is the School Developmental Team. At the school level the IQMS was initiated, implemented and evaluated through newly established School Developmental Teams (SDTs). Training was not centrally co-ordinated which would have ensured national uniformity across all educators.

## **1.2 Purpose of the Study**

The purpose of this study is to explore the perceptions of educators on the effectiveness of the training for IQMS. The study focuses on two components of the IQMS that affect the level one educators the most, namely developmental appraisal and performance management. The level one educators were selected because according to O'Neill (1994) they are the most important human resources in the school. As Lumby, Middlewood & Kaabwe (2003: 12) state, the actual performance of teachers is obviously critical to the success of South Africa in improving its levels of education. O'Neill (1994) says that the quality of service depends directly on the capability, commitment and motivation of professional teachers. He further goes on to say that the human resources available to educational organisations thereby constitute both their most valuable asset and their greatest management challenge. The staff at a school makes the change work or fail. So the challenge is to the educational department and school management team to provide the kind of support, skills and knowledge that will enable every staff member to contribute to implementing the IQMS positively.

Just how effective was the training and what does this mean for classroom practitioners in the implementation of the IQMS? According to Thurlow (2001), although it is not right to simply equate successful implementation with the quality of the training available, nevertheless the latter must constitute a critical element in the process.

### **1.3 Statement of the Problem**

This study seeks to investigate educators' perceptions of the effectiveness of the training for IQMS. Personally, I have discovered through my experience that it is the effective management of the introduction of any innovation viz. the training which is one of the crucial factors for its later success. Has the innovation achieved the purpose for which it was established?

### **1.4 Research Questions**

This study revolves around three critical questions:

1. What are educators' perceptions of the effectiveness of training for the IQMS?
2. What are the educators' experiences in implementing IQMS?
3. What guidelines and recommendations can be generated to improve the effectiveness of the training program for IQMS?

### **1.5 Significance of the Study**

It is apparent that the biggest single issue currently facing school managers is the appraisal of the performance of the staff and the implications thereof (Middlewood & Cardno 2001). Therefore, the initiation of appraisal, namely the advocacy and training, must be an integral part of IQMS and must be relevant and effective. It is a requirement by law to implement appraisal, as the IQMS was gazetted in 2003 for immediate implementation by all educators.

Thus the findings of the study aim to optimistically make the educators aware of the areas of weakness and even the areas of strength of the IQMS and develop strategies for improvement.

## **1.6 Assumptions of the Study**

The study is conducted under the assumption that the educators interviewed would be interested in the study, co-operate and give their support because the issue of IQMS is very topical. Thus, their answers would enable genuine findings.

## **1.7 Limitations**

By restricting the sample size to three schools, considerable limitations are imposed in respect of the generalization of the findings. The study's findings shall also be restricted to two of the three components of IQMS, therefore its impact on the entire area is limited.

## **1.8 Definitions of Key Terms**

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

**Educator** – would mean level one teacher.

**ELRC** – Educational Labour Relations Council

**IQMS** - Integrated Quality Management System in this study refers to two components, namely Developmental Appraisal and Performance Management. It is aligned to evaluate the performance of institution based educators.

**DA** –Developmental appraisal refers to appraising individual educators in a transparent manner with a view to determining areas of strength and weakness and to drawing up programs for individual development.

**PM** - Performance Management refers to evaluating individual educators for salary and grade progression, affirmation of appointments and rewards and incentives.

**PS** – Performance Standards that were utilised in the evaluation/ appraisal of the educators' performance.

### **1.9 Organisation of the Mini Dissertation**

This research comprises five chapters. Chapter one is an introduction to the research and outlines what is to follow.

Chapter two presents a detailed literature survey. This depicts the varied purposes of appraisal and supports the study that training should not only embrace advocacy but also promote managerial skills and a discussion of values and assumptions.

Chapter three deals with the actual research. It provides the methodological framework within which the study is conducted. It restates the research questions, outlines the broad approach to the research, explains the research approach, details the sample and describes the research instruments.

Chapter four will present 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 emanate from the experiences of the sample group identified in chapter three.

Chapter five draws conclusions from the findings of the study. The chapter includes recommendations based on the findings and ends with an overall conclusion to the study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The purpose of this study is to explore the perceptions of Level One educators on the effectiveness of the Integrated Quality Management System. Although it would be over simplistic just to equate successful implementation of IQMS with only the quality of training, literature (e. g. Middlewood & Cardno 2001; Middlewood & Lumby 1998; Bush et al 1997) would justify that training constitutes a critical element in the process. Given that appraisal is the biggest single issue currently facing managers with the latest Collective Agreement 6 of 2006 based completely on the IQMS, effective training for this sensitive and important initiative should contribute to the successful implementation. The Collective Agreement 6 of 2006 is an Education Labour Relations Council (ELRC) document for improved career pathing for level one educators and accelerated progression for all educators on applicable levels. This document is based on the performance management (PM) of IQMS. Level one educators can now progress to become senior and master teachers and earn salaries of level two and three educators. According to Middlewood and Cardno (2001) this type of pay progression and career pathing according to an assessment can become very contentious and sensitive. Hence, training should provide a good grounding for teachers to grasp the concepts of implementation of the IQMS instrument.

It is the purpose of this chapter to provide an overview of the salient literature and research that have bearing on and relevance for this study. This chapter attempts to present literature on the importance of human resource management; the concept and purposes of appraisal; appraisal in South Africa; issues and strategies for effective implementation of appraisal; the context of change and the importance of training for the implementation stage of the IQMS. It must be stressed that because of the sensitive and contentious nature of appraisal,



providing high quality and effective training and re- training will not resolve all the problems in the implementation stage. However, the study aims to emphasize that effective training of all Level One educators is crucial to the success of the implementation of appraisal.

## **2.2 The Importance of Human Resource Management**

People are the most important and central resources in any organisation and human resource management (HRM) that focuses on skills and abilities of people is essential for effective and efficient management of schools. Managing and understanding people in educational organisations is the key to the provision of high quality education. According to Middlewood & Lumby (1998) the term 'HRM' began to appear regularly in mainstream management terminology during the 1980's. They further explain that the term is intended to offer a broader, strategic and more dynamic interpretation of the role of effective management in an organisation. Riches & Morgan (1989) maintain that effective organisations through HRM should make a direct and qualitative difference to the level of performance of individual staff and the contribution to effective teaching and learning.

Riches & Morgan (1989) suggest that the human resource management approach seeks to start from a consideration of what the strategies of an organization might be, and then asks how the human resources can help formulate and accomplish those strategies, and what human development and motivation is required to meet these ends. Human rather than material resources are given prominence in attaining the goals of the organization. Human resource management ensures the development of an organization. Middlewood & Lumby (1998) talk of the symbiotic relationship between individual performance and organizational effectiveness. People in an organization are taken for granted, and yet this is the force that affects the organization the most. Organizations need finance and physical resources to achieve their goals, but it is the human resources that drive the organization. Central to the HRM would be the issue of performance and the

effective utilization of people at work. It considers strategies of recruitment, selection, induction, and performance appraisal and staff development.

Bush & Middlewood (1997) state aptly that effective teaching and learning cannot be achieved without effective management of the people who work at a school. The quality of their work and their motivation to work well are related directly to the nature of the HRM process. Performance appraisal provides the means of needs identification for staff development in a school. Improving the skills and abilities of educators will ultimately improve the standard and quality of teaching and learning and simultaneously motivate educators. Thus, educators are considered as individuals, their problems and difficulties are highlighted and are also solved.

Riches & Morgan (1989) stress that human resources differ from other resources in the manner of their deployment and development. An employee's performance depends not so much on his innate ability than on the extent to which the organization can enable him to perform at his best. Therefore, the importance of conducting the appraisal effectively to provide educators the opportunity of self-development cannot be over emphasized. All parties involved in the appraisal should be empowered to conduct the appraisal. This means that those conducting the appraisal should receive adequate training in the procedures of the process.

Middlewood & Lumby (1998) assert that educational organizations depend for their success on the quality, commitment and performance of people who work there. The appraisal system allows for the evaluation of these qualities. Middlewood and Lumby (1998) state that there should be an awareness of the importance of training and development as key elements in promoting enhanced levels of motivation and contributions from the staff.

The literature on the assessment of individual performance indicates that evaluation of any appraisal system requires that attention should be given to the conceptualization, the process of its implementation and its impact ultimately. In

this regard Mokgalane, Carrim, Gardiner & Chisholm (1997) summarize that the process (conceptualization and the implementation) is as important as its end product. They further explain that all parties in the appraisal should be empowered to conduct the appraisal. They need to feel ownership of the process from the onset for it to succeed.

In the main findings from the IQMS audit it was reported that of particular concern was the inconsistency in the application of the instrument and the lack of full understanding of the criteria (IQMS Audit Report, 2005). Inadequate training contributes to the lack of understanding of the process. Given the importance of appraisal the Department of Education in South Africa needs to ensure that the training program prior to the implementation phase is effective. In South Africa this would positively impact on the productive implementation of both the DA and the PM of the IQMS, as clarity and consistency would be ensured.

### **2.3 Concept and Purpose of Appraisal**

Riches and Morgan (1989) note that there are a number of concepts used to describe the process by which the employee and the super-ordinator meet to discuss the work performance of the employee. Generally speaking there appears to be no accepted difference in meaning of the terms of performance appraisal, performance review, performance evaluation, staff review, staff reporting, teacher appraisal or teacher assessment. However, Riches and Morgan (1989) do make a distinction between appraisal and development, but notes that the two terms have become closer because performance appraisal has become increasingly concerned with the improvement of performance as opposed to simply evaluating performance. This is based on the notion that staff development should aim to reflect an increase in knowledge but should not reflect evaluative content. Given that the South African context of IQMS focuses on both appraisal and the subsequent development to ultimately strengthen the performance of the educator, appraisal would be a means to a larger end – enhancement of teaching and learning.

The South African Department of Education (DoE) has prioritized amongst other things the development of the quality of the teaching force. This strategic plan includes the formulation of a policy for educator development and the implementation of the educator appraisal system. Thurlow (2001) states that the reference to implementing the educator appraisal system refers to an effort to *renew* efforts to implement the system – which was originally the Developmental Appraisal System (DAS). It has been replaced by the Integrated Quality Management System (IQMS). In 2003 the Integrated Quality Management System (IQMS) was gazetted as a national instrument for the evaluation of educators and schools. Schools will have to feature in their planning, the cycles of evaluation and development in terms of the procedure manual. The ELRC document on IQMS (2003) states that it is imperative that Departmental offices plan well in advance in order to ensure that the necessary support is provided, and to enable the system to be implemented.

In South Africa the (developmental appraisal) DA of the IQMS aims at making the appraisal more developmental than judgmental, and hence motivates the appraisee to have a desire to overcome his weaknesses and thus improves and develops areas of need. The individual educator is appraised in a transparent manner with a view to determine areas of strength and weakness and to draw up programs for individual development. This should ultimately motivate educators and enhance their class performance and skills. The (performance management) PM of the IQMS is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives. DA and PM inform and strengthen one another without duplication of structures and procedures. The Collective Agreement 6 of 2006 provides further clarity on the PM. To many educators the PM is a key principle in the operation of the IQMS. However, it is interesting to note that although the IQMS was initially implemented in 2003, the Collective Agreement 6 was gazetted only in 2006 to provide clarity.

Steyn & Van Niekerk (2005) assert that appraisal can be defined as a continuous and systematic process to help individual teachers with their professional development and career planning and to help ensure that the in-service training and deployment of teachers matches the complimentary needs of individual teachers and schools. This would suggest that appraisal is not merely a once-off, subjective exercise, but rather a planned process to affect improvement for the individual and the institution as a whole ensuring that the educational objectives are realised. Therefore, it is imperative that every staff member be actively involved in the process from the initiation stage. Thus, the procedures are likely to be clear right at the onset. In South Africa the IQMS is an annual process in schools and must be featured on the year plan of every school. After reviews by the unions and the Department of Education, certain features may change but the principles of appraisal for the development of the individual and the improvement to the institution will remain.

In the South African context, the ELRC document on IQMS (2003) is quite clear that training must enable all educators to plan and administer the IQMS in a uniform and consistent manner. However, the KwaZulu Department of Education found in an audit of training needs for IQMS (IQMS Audit Report, 2005) that insufficient training has been mentioned by all circuits as an obstacle to the implementation of IQMS. This has impacted negatively on the desired outcomes of IQMS – the core being quality management and school improvement.

The emphasis of the importance of performance and appraisal management, both at national and institutional levels, suggests that it needs to be considered in terms of its purpose.

Bollington, Hopkins & West (1990) summarise the purposes for appraisal:

Firstly, appraisal can be regarded as a response to the desire to bring a greater degree of accountability into the public services. According to Bollington et al (1990) if educators are to be accountable for student performance, then the

performance of teachers must be adequately measured by evaluation. Wragg, Wikeley, Wragg & Haynes (1996) postulate that the formal system of appraisal within educational institutions is part of a push for accountability, noting that salaries make up a large portion of expenditure, and parents expect results from the teachers. According to Bush & Bell (2003) in the global context of competitiveness and comparison between industrialized nations, governments have increasingly recognized the necessity for a well- educated workforce in achieving economic prosperity. Since the quality of teaching and learning in education is the main factor in providing such a workforce, there is pressure to evaluate the performance of those responsible, i.e. educators and principals. So, it is important that the Educational Departments realize the importance of appraisal and the importance it plays in the economic prosperity of the country, and according to Mokgalane, Carrim, Gardiner & Chisholm (1997) education needs to embark on a massive training program prior to the productive implementation of appraisal. This commitment from the authorities will definitely cascade to the educators, as they are an integral part of appraisal.

According to Mokgalane et al (1997), the effective implementation depends on those who are expected to implement it. Therefore a supportive educational environment from the provincial and national departments in empowering the educators is important. The PM program of IQMS was met with great tension and apprehension by many educators as this guided career pathing and salary progression. Many educators were frustrated with the Department's inability to provide clarity on the implementation of this program during the training stage. This resulted in the Department of Education facilitating an 'automatic' pay progression for all educators in 2004, 2005 and 2006.

Secondly, appraisal can be seen as arising from moves to develop teachers as professionals. For teachers, the process should recognize and support effective practices, identify areas for development and improvement and to develop potential. The DA of IQMS is concerned with helping educators ascertain and develop where they are at, at a given point in time. The DA is a move towards an

increasing concern for professional development and growth. The underlying purpose of DA is to facilitate the professional development of the individual educator, to effect the institutional improvement, to fulfil the professional obligations to the learners and to enable educators to know how they are performing. Therefore, one of the conditions to support appraisal would be effective and sufficient training so that consistency in the application of the instrument is ensured. According to the IQMS Audit Report (2005), responses reveal that although some schools have commenced with baseline evaluations (DA), a further analysis of data indicates that there is a substantial number of schools that have not commenced with baseline evaluations. Data obtained reveals that a problem of inadequate training contributes to the lack of understanding of the baseline evaluation process. The educators at these schools have not even identified areas for professional development.

Thirdly, appraisal will develop management techniques in education. For school purposes, the improvement in educators will include the improvement of learning opportunities for learners, the improvement of the management and support of the learning process and the improvement of the tone which influences all the work in the school. In South Africa, this would ensure that the conditions for the effective management of the appraisal instrument are applied. The IQMS Audit Report, (2005) recommends refresher courses for the District Training Teams and ongoing training and monitoring of schools. The managerial tasks of review and evaluation of the appraisal process would be reinforced by these District Training Teams.

Bollington, Hopkins & West (1990) provide the framework, which depicts the varied purposes of appraisal at both individual and organisational levels.

<b>PURPOSE</b> <b>LEVEL</b>	<b>IMPROVEMENT</b>	<b>ACCOUNTABILITY</b>
<b>INDIVIDUAL</b>	Individual staff development	Individual personnel decisions e.g. job status
<b>ORGANISATIONAL</b>	School improvement	School status decisions e. g. accreditation

*Figure 1 A framework for Understanding Appraisal* (Source: Reproduced from Bollington, Hopkins & West 1990)

*Figure 1* can be contextualised in the South African appraisal instrument – IQMS. The appraisal is driven not only by the need to develop educators (like the appraisal instruments of the past), but also to evaluate individual educators for salary and grade progression, affirmation of appointments and rewards and incentives. *Figure 1* draws attention to the fact that appraisal is directed at both the individual educator and the school. Further, it makes the distinction that the appraisal is for the dual purposes of development or improvement and accountability and salary progression - formative and summative evaluation simultaneously. Through personal experience with IQMS, development of educators after the baseline evaluation has only been partially achieved. Certain schools have not even developed the Personal Growth Plans and subsequent School Improvement Plans to initiate professional development of educators. The IQMS Audit Report, (2005) has concluded that inadequate training has contributed to lack of understanding of the DA process. In these same schools the PM process has not even started. Hence, the Department’s decision to allow for ‘automatic’ pay progression of 1% for all educators in 2004, 2005 and 2006.

The formative evaluation corresponds to *Figure 1*’s appraisal for ‘improvement’, whereas summative evaluation leans towards purposes of ‘accountability’. Bollington, Hopkins & West (1990) argue that in practice appraisal schemes often



serve more than one purpose. The formative evaluation can be seen as arising from moves to develop educators as professionals. It is an attempt to improve the professional development of teachers and to identify more precisely the in – service training needs. According to Turner & Clift (1988) in practice the above two purposes tend to merge and appraisal designed for improving the immediate professional performance of teachers can have implications for their careers in the long term. Staff development is not always achievable immediately after appraisal and can even be attainable in the long term.

The implementation of the IQMS meant that appraisal in South Africa was for the first time being conducted in a systemic manner. In theory, the educator had to undergo baseline and summative evaluation in the same year. Practically, this would translate to the educator being evaluated, his needs identified, him being developed and subsequently evaluated for salary progression. This intensive program is contrary to what Wragg, Wikeley, Wragg & Haynes (1996) advise that appraisal needs time if it is to be done properly. This, they state need to be stressed over and over again. Because of the intensity of the appraisal program of the IQMS, the initial training has to be fully effective and the implementation will need to be supported by wide availability of training and support. In the IQMS Audit Report, (2005) all circuits raised concerns of time constraints in terms of implementation and this was compounded by insufficient training and hence a lack of understanding of the criteria for implementation for all schools in the circuits.

## **2.4 The History of Appraisal in South Africa**

Prior to 1994, Education had been highly bureaucratic, structured on the basis of segregation and authoritarian in nature. Evaluation, pre – 1994 was closed, autocratic and hierarchical in character. A few criticisms cited by Thurlow (2001) to this type of purely judgmental appraisal were the prevalence of political bias in the system; the unchecked powers which previous inspectors wielded; the incompetence of these inspectors and the secrecy surrounding appraisal.

In the South African educational context the need for re- structuring education became imperative due to the political transition in 1994. Education underwent restructuring and re- conceptualisation in terms of policies and legislatures. The grievances against the traditional system assisted policy makers to formulate the Developmental Appraisal System (DAS) along a reviewed and revised system (Thurlow 2001). This system focussed only on the developmental and growth of the personnel being evaluated. It enshrined democracy, in that the appraisee would be involved at all stages of the process. It emphasised individual and organisational development and growth. The shift of the emphasis made it more appealing to the educators who had resisted the judgmental character of the traditional approach of evaluation. The Minister of Education early in 1999 gazetted this appraisal system. Throughout 1999 and 2000 the process of its implementation was embarked upon. According to Thurlow (2001) explanations for implementation failures are likely to be numerous and complex and would include factors such as severe financial and physical resource constraints, the lack of human resource capacity and that the nature of the training program may be less than adequate for the promotion of effective implementation. Thurlow (2001) states that a review of this appraisal system was intended for 2000. The Association of Professional Educators of KwaZulu Natal undertook a limited review of DAS among a few of its members during 2001. The one suggestion that would be relevant to this study is that the quality and extent of the training and support offered to schools should be greatly improved and Education Officials themselves should be better trained (APEX Education Matters Committee, 2001).

There were two parallel appraisal processes occurring in the ELRC – the developmental appraisal and the other on performance related pay as early as 1996 (Mokgalane, Carrim, Gardiner & Chisholm 1997)). The Pilot Project Report by Mokgalane et al (1997) and recommendations by teacher unions about performance related pay were used to inform the Education Department on discussions and negotiations. The ELRC introduced Resolution 8 of 2003 in the form of the Integrated Quality Management System to add to the existing

instruments (developmental appraisal and whole school evaluation), the performance measurement (performance related pay). According to the ELRC document on IQMS (2003), the purpose of this resolution is to align the different quality management programs and implement an Integrated Quality Management System which will include Developmental Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE). The IQMS was introduced by Schedule 1 of the Employment of Educator's Act, No. 76 of 1998, where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated (ELRC document on IQMS 2003). As early as 1997, Mokgalane et al (1997) cautioned that the developmental appraisal and the performance appraisal are not mutually exclusive and recommended that developmental appraisal precede the summative one and that a good training system needs to be in place if the problems of the past are to be avoided.

## **2.5 Conditions for Managing Appraisal**

O'Neill (1994) states that a properly constituted and well-implemented appraisal system can lead to the attainment of organisational goals and aims, which should enhance the quality of teaching and learning. Although appraisal is a feature of the teacher's professional life, modifications to the appraisal system in South Africa are constantly changing – with the IQMS being the latest instrument for appraisal of individuals and learning organisations.

### **2.5.1 Change**

Wragg, Wikeley, Wragg & Haynes (1996) emphasise that at the very heart of teacher appraisal should lie the notion of change. Without change there would be no improvement – everything would remain the same. According to Fullan (2001) change in an educational institution should increase the number of successes and decrease the number of failures – the implementation would determine whether or not there has been a real change in practice. Educational change is introduced to

learn new skills, knowledge and attitudes (Fullan 2001). He cautions that change is a process, not an event. Therefore, he suggests that people involved in the change need to engage in this process, with the nature and shape of the change. This will allow the management and educators to initiate and implement change. Bush & Bell (2003) state that this will now require the active engagement of every staff member in meeting national goals and targets. In South Africa all Departments of Education should be prepared to embark on a massive advocacy and training program prior to the implementation phase. At this training all educators should understand why this approach (IQMS) was adopted and should be capacitated on how to implement the instrument. All educators should be able to apply the “principles, processes and procedures in a uniform and consistent manner.”(ELRC document on IQMS 2003)

According to Fullan (1999) initiatives for change are reacted to in the context of some familiar and reliable construction of reality. Policy initiatives that are meant for school- level change would have to deal not only with broad structural issues but also with teacher perceptions, understanding and ideologies regarding the essential characteristics of what constitutes their practice. An innovation cannot be assimilated unless its meaning is shared (Fullan 1999). The implication is that people in the change process need to engage with initiatives in their own contexts and should share the basic assumptions, conceptions and beliefs underlying the initiative. This would ensure that all educators involved in the implementation of IQMS have a shared understanding of its procedures of implementation, so that it can be applied in a uniform manner. A good training system would, among other criteria, overcome obstacles to the effective implementation of IQMS. Mokgalane, Carrim, Gardiner & Chisholm (1997) state that changes as represented in the policy frameworks, no matter how transformative the discourse of the policies may be, cannot succeed unless due consideration is accorded to the players at the different levels. Mokgalane et al (1997) reported on the participant’s views of training for the implementation of the appraisal process. It is interesting to note that he wrote of facilitating a ‘mentality shift’ or a ‘paradigmatic shift’ – a shift in mindsets. He reports that teachers at workshops struggled to internalise the

democratic principles that were pivotal to the whole appraisal system. Therefore, he suggests that training should develop or 'build' the 'capacity' and skills of participants to realise the process in practice. The assumption is that educators need to develop skills in order to implement them effectively. This is true even in 2006 with the IQMS. With regards to IQMS, skills needed would be the consistent application of the criteria and a commitment to drive the process. These need to be emphasised at the training sessions. Training should therefore not only be an advocacy campaign but rather educative and informative.

Fullan (2001) states that research on educational change reveals that if practitioners have a basic understanding of the principles behind the change and value the innovation, they often exert additional effort that may be required for implementation. Therefore, the clarity of new innovations at the initiation stage becomes a crucial aspect in influencing the nature of responses of those who must implement the changes. The lack of clarity in the initiation stage is a perennial problem in the change process and could diffuse goals and means of implementation (Fullan 1999). It could represent a major problem at the implementation stage. Educators find that the change is simply not very clear as to what it means in practice. In the South African context, educators were already familiar with the developmental appraisal with the implementation of DAS, but were in need of clarity about the PM. They needed to know how salary progression would be determined following PM. They were confused by the nature of the instrument. Educators could not understand how the summative evaluation of the previous year becomes the baseline evaluation of the current year. Perhaps that confusion could explain the reason for the IQMS Report of 2005 restricting their research to the baseline audit only. Most schools had not commenced with the summative evaluation, although implementation was set for 2003.

Effective implementation depends on the role of ownership which in turn occurs at the end of a successful change process (Fullan, 2001). For educators to want to own a process they must understand it and have skills to implement it. These are

issues that should be developed in the initiation stage where training is offered. Therefore, Fullan (1999) advocates that there be an investment in local capacity building to advance the knowledge and skills of people involved in the implementation. Fullan (1999) says, "First educate, then control". Effective implementation should be preceded by successful initiation that involves strong advocacy and active initiation. It is emphasised that participation in the initiation phase be very productive and must be seen in the context of the very early stages of a very long process of change. Capacity building allows everyone to generate a shared vision and translate the strategies into manageable activities. The introduction and acceptance of any new innovation is always problematic and has with it many issues of perceptions, ideologies and general implications. Therefore, for an important innovation like appraisal, the training in the initiation period is crucial to the follow up stages in the whole process. After a training period, educators should be skilled and ready to implement the IQMS. Bollington, Hopkins & West (1990) advocate that all teachers should be trained to play their part in appraisal.

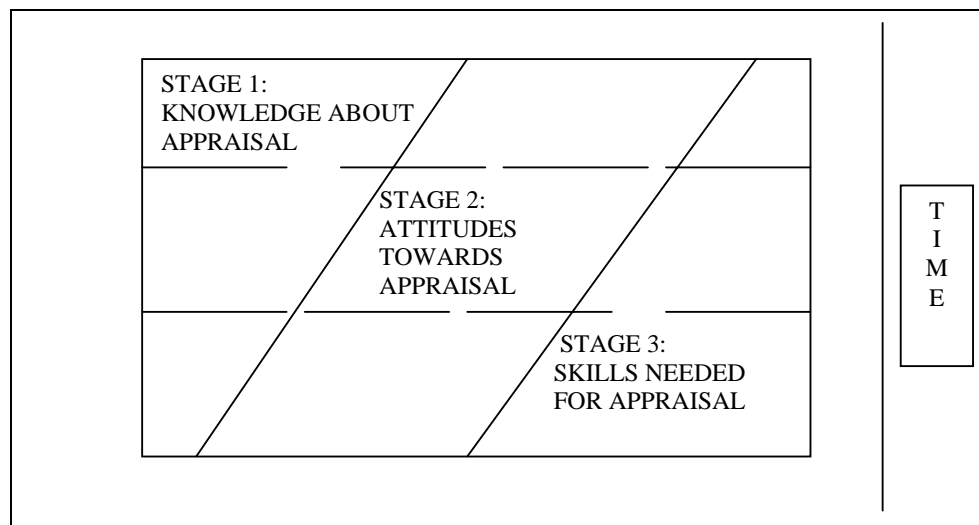
### **2.5.2. Training**

Bollington et al (1990) has identified certain key principles, which are relevant for appraisal to be successfully implemented. Among other principles the one that is relevant in this research is adequate and effective training. They emphasise that the appraisal cannot be realised without adequate training for all those involved in the appraisal. They further state that the training must embrace general managerial skills. Bush & Middlewood (1997) has identified the following managerial skills as being crucial - to apply the instrument consistently and with objectivity and maintaining a balance between confidentiality and sharing. Middlewood and Cardno (2001) emphasise that management training in the skills of appraisal is a powerful tool for creating a culture of openness and honesty. She further explains that the facilitator of the training should have a high level of expertise and skill, as training people to manage appraisal is a complex and challenging task.

According to Hegarty (1983) training should help the trainee gain the competencies for the implementation stage – thus the program can accomplish its objectives. They further state that the type of training influence the effectiveness of the evaluation carried out and the evaluation will influence the development of the educators and ultimately the improvement of education.

Steyn & Van Niekerk (2005) suggest that training for the appraiser and appraisee should be prioritised before an appraisal program can be implemented and that this training should not only involve awareness raising but also information giving and skills training. It is important that all educators are involved in all the steps of the appraisal – the training, planning, implementation and reviewing. In this way ownership of the appraisal can be created.

Bollington, Hopkins & West (1990) state that training for appraisal will need to offer a wide range of learning opportunities spread over a period of time and linked closely to implementation. They put forward a model for training. It is based on the fact that change is simple, yet enduringly instructive – results are determined by behaviour, behaviour stems from attitudes – therefore developing appropriate attitudes is a prerequisite to securing results.



*Figure 2 Training for appraisal* (Source: Reproduced from Bollington, Hopkins & West 1990)

However, Bollington et al (1990) caution that this model simplifies the problem. The model helps to describe the way in which training needs to transfer into the school as development progresses away from a common informational base into a personalised learning experience.

STAGE 1: *What do teachers need to know about appraisal?* Information about appraisal must be of high quality and consistency. Clear documentation must be available. In South Africa, all trainees were given documentation in the same format. However, since the cascade model of training was used, each school had only four copies of the document. This was disseminated by photocopying either the entire document for every member of the staff or selected sections of the document. The cascade method allows for information to be ‘distorted’ to a certain extent. Not all workshops were organised in the same way. Therefore, stage 1 of this model would not be applicable in the South African context.

STAGE 2: *What do teachers need to feel about appraisal?* There is a need to develop and to maintain appropriate attitudes throughout the training cycle. The Department of Education in South Africa has to be committed to the appraisal for individual and school improvement right from its initiation. They will have to support the school with training and re- training if need be and provide in- service training for educators after the DA. This would have developed a climate of appropriate commitment and attitude to the IQMS. From personal experience, schools were only given the initial training without any assistance for developing the educators and provisions for re-training.

STAGE 3: *What do teachers need to be able to do within appraisal?* The appraisal process will itself bring with it the need for teachers to develop new skills, or at least the capacity to deploy existing skills in new situations. The IQMS is a comprehensive appraisal system with both the formative and summative aspects in the same instrument. Educators need to be skilled in implementing new issues of PM. However, the clarity for this was released only in 2006 (Collective Agreement 6) without any capacity building and training.



Middlewood & Lumby (1998) believe that the training of the appraisers and appraisees in the relevant skills is essential. They contend that the development gained through such training e. g. in observation is of benefit to the appraisers and appraisees and therefore the school as a whole.

Turner & Clift (1988) stress that the process of managing the introduction of appraisal seems to be crucial for its later success. The time spent on training should not be limited and should provide essential skills to be grasped. Turner & Clift (1988) state that the implementation of appraisal must be supported by the availability of training. It is imperative that the training for an important strategy like appraisal has to evaluate the role and function of the training methods. Hegarthy (1983) urges that a study needs to be done in some department of objectives, organisation and evaluation of the training program and evaluate the various strategies and methods. He stresses that training which is relevant and effective can contribute considerably to school improvement.

The ELRC document on IQMS (2003) is specific about the importance of training for the successful implementation of the IQMS. Training must specifically address issues on how the IQMS should be implemented in all schools. All officials and educators must have a thorough understanding of all the principles, processes and procedures. Training must enable officials and educators to plan and administer the IQMS in a uniform and consistent manner. The National Training Team must clarify all the relevant issues and questions in the process of training. They must develop the necessary guidelines for training and must train the Provincial Training Teams that would consist of regional and district offices. They will in turn conduct training in a cluster of schools. If this is not possible then the regional officials must train the School Management Teams (SMT) and nominate senior teachers to train all educators in the school. The training program employed is the 'cascade model'. According to the IQMS Audit Report (2005) most schools were of the opinion that the National training co-ordinator should conduct the provincial and district workshops. The reason was that they would

clarify issues and give everyone a national perspective on the issues and processes at stake. This would also add credibility and legitimacy to the whole process.

The importance of appraisal in the school cannot be over – emphasised. It concerns matters of professional and career development for educators and therefore goes to the heart of every educator. The ultimate purpose of appraising educators would be to improve the quality of student learning and improvement to the school as a whole. It taps into the core of school life. It evaluates the effectiveness of teaching and learning in a school – the core function of a school. It would therefore follow that the preparation for this important strategy be managed right from the onset with proper procedures in place. One of the key principles agreed by literature on appraisal is that adequate training is essential. This should not only embrace basic skills like observation and interviews, but should extend to managerial skills. Effective training would ensure that all educators are committed to all stages of the appraisal and would definitely enhance the successful implementation of the appraisal.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The study investigates perceptions of Level One educators on the effectiveness of training for the Integrated Quality Management System (IQMS). This chapter describes the research methodology. Firstly, it describes the research design. Secondly, it describes the methods of data collection and analysis and the respondents of the study.

#### **3.2 Research Design**

Since the study is concerned with perceptions of educators on the effectiveness of the training of IQMS, the qualitative approach is aptly suitable for the research. According to De Vos (2002) the qualitative research elicits participants' accounts of meaning, experience or perceptions and produces descriptive data in the participants' own written or spoken words – this identifies the participants' beliefs and values that underlie the phenomena.

In using qualitative research, the advice given by Cohen et al (2000) was followed that where rich and personal data are sought, then a word - based qualitative approach might be more suitable. The goal was to capture the richness and complexity of behaviour from the participants' perspectives – which includes their feelings, beliefs, ideals, thoughts and actions. The educators should be able to verbalise information about how they and the school are in the process of implementing the appraisal and whether they were trained in the necessary skills for the successful introduction and implementation of the appraisal.

This study does not rely on measuring, as do quantitative methods, but on understanding and describing the rationale for training, the ways in which training was conducted and the responses of the respondents to such training workshops.

The research is a multisite case study of three schools, by using the group and one to one interview instruments. The research site was three schools from the Pinetown District in the eThekweni metropolitan area in KwaZulu Natal. These three schools are all in the KwaMashu Circuit and are in the same neighbourhood. They are all primary schools and have undergone similar training for the implementation of IQMS. Consequently, these three schools will not be implementing the IQMS distinctly differently.

### **3.3 The Respondents**

For the group interviews, ten educators were the respondents, as multiple viewpoints and responses could be elicited. The respondents were all Level One educators who have gone through the process of IQMS. The responding Level One educators were permanent, and have taught at the school for the last three consecutive years. This would ensure that all the educators interviewed would have similar experiences with regards to training for IQMS. These respondents were at the lowest level of the cascade model of training used. The school representatives who were in turn trained by the District training teams trained them all.

The one to one interviews were conducted with three participants, who were not part of the group interviews in each of the three schools. The three respondents selected for the one to one interviews received their training at the District level. These educators were tasked to do the training at their respective schools.

Participants were encouraged to share their perceptions and points of view with the, key question being asked: “What are your perceptions of the effectiveness of the training for the implementation of IQMS.” This elicited a better understanding

of how educators feel or think about the effectiveness of training. It was hoped that this would be able to produce large amounts of concentrated data in a short period of time.

### **3.4 Data Collection Instruments**

The study utilises the focus group and one to one unstructured interviews. With the interview certain type of confidential information may be obtained that an individual may be reluctant to put in writing. Another advantage is that the interviewer can explain more explicitly the purpose of the research and what information he wants, that is the link between training and successful implementation. According to Cohen, Manion & Morrison (2000) with a skilful interviewer, the interview can be a superior data collection device because the interviewer gains rapport with the participants. If the respondents misinterpret the question, the interviewer may follow with a clarifying question, e. g “Could you elaborate?” The interviewer may evaluate the sincerity of the respondents. Cohen et al (2000) describe the interview as an opportunity for participants to discuss their interpretations of the world they live in, and to express how they regard situations from their own vantage point. They define the research interview as a conversation initiated by the interviewer for obtaining relevant research information. Verbal and non-verbal behaviour can be noted in face - to - face interviews. According to De Vos (2002), the unstructured interviews are flexible as few restrictions are placed on the respondents’ answers.

The interview was open ended as according to De Vos (2002) using open-ended questions allows the participants to respond from a variety of perspectives. The key question, which was open- ended, was asked: “What are your perceptions of the effectiveness of the training for the successful implementation of the IQMS?” This question was neutral and does not suggest a particular response. Further probing questions followed when responses lacked sufficient detail or clarity.

The focus group interviews encouraged the respondents to share perceptions, points of view, experiences and concerns of the effectiveness of the training the respondents received to implement the IQMS successfully. According to De Vos (2002), focus groups are useful when multiple viewpoints or responses are needed on a topic and should ideally include six to ten participants. Ten participants were targeted in each of the three schools to cover for 'no-shows' on the day of the interview. Also, this number ensured that there were enough people to generate a discussion on the actual training received and its implications for productive implementation of the appraisal and simultaneously not to feel overcrowded.

Emerging out of the focus group interviews, was the unstructured one to one interview of three participants in each of the three schools. These were three respondents who were tasked to do the training at their respective schools after receiving training at the District level. The respondents were encouraged to explain and elaborate on ideas already touched on in the focus group interview.

At the interview the general purpose of the research was emphasised to encourage the respondents to reconstruct the details of their experiences in respect of the training they received. Since two types of interviews (group and one to one) were selected, I compared the responses as all the respondents would be answering the same questions. By repeating the interview questions at the one to one interviews, the reliability of the responses obtained from the focus group interviews could be evaluated and compared to ensure there was consistency of responses.

### **3.5 Gaining access**

Informed consent was secured from the respondents, explaining clearly what was required of them. A letter of consent was written to the local education circuit office (KwaMashu Circuit Office) seeking permission to approach schools to carry out the research.

According to De Vos (2002), obtaining informed consent implied that all possible or adequate information about the goal of the investigation, the procedures that were followed during the investigation, the possible advantages, disadvantages and danger to which respondents may be exposed as well as the credibility of the research, be rendered to potential subjects.

### **3.6 Data Collection Procedures**

After gaining the respondents' consent, all interviews were tape recorded in a systemic manner e. g. labelling the audio- tapes and making notes. In addition, complimentary notes were taken during the interviews. This assisted me in keeping track of dates, names and attendance at interviews and categories for data analysis. Field notes evaluated the educator-based participation in the training model and the effectiveness of training. The focus was how the educators perceive the training process and its effects on the implementation of the appraisal process.

The participants were prepared for the interviews. The interviews took place at the school of the respective respondents. The time, date and place were arranged ahead of time by writing and closer to the date a telephonic reminder was made. The taped recording was used for analysis later.

Before the interview, the respondents were given the relevant background to ensure that they were aware of what was to be discussed in the interview. This was meant to give some idea as to the area that was covered in the interview – the link between the effectiveness of training and the successful implementation of appraisal.

A pilot venture of my interview design was conducted with eight educators at my school, who were not part of the study sample. As Cohen et al (2000) state piloting increases the reliability, validity and practicality of the instrument of data collection. De Vos (2002) further states the researcher will come to grips with some of the practical aspects of interviewing and become alert to their own level

of interviewing skills. Piloting thus helped reveal any unforeseen difficulties and handicaps in the instrument. The pilot study was conducted to increase the reliability and validity of the research.

### 3.6.1 Ethical Issues

Informed consent was acquired from the participants and ethical measures such as confidentiality and anonymity were adhered to. Initially, the confidence and co-operation of the respondents was secured. The respondents were assured that their responses were held in strict confidence.

### **3.7 Data Analysis Procedures**

In the data analysis procedure, the recordings were transcribed for closer analysis almost immediately. The transcripts were read in their entirety a few times and divided into parts. Memos were written in the margin. Field notes included “Labelling the phenomena”(De Vos, 2002) and giving each idea a name. Thereafter, these ideas were categorised into themes according to the research questions. For instance, the respondents’ perceptions of the training received at their schools and ones received at circuit level, positive and negative perceptions of the effectiveness of training, etc. The next stage in the process of data analysis was to group the various classifications under a series of issues. Consequently, the process was refined while constantly evaluating it against the data. According to De Vos (2002), data analysis is the process of bringing order, structure and meaning to the mass of collected data. He elaborates that it is a messy, ambiguous, time consuming, creative and fascinating process.



## **CHAPTER 4**

### **DATA PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

The purpose of this chapter is to present and discuss findings. Data was collected through one to one and focus group unstructured interviews. The findings of the data are presented collectively across the three schools, rather than presented as three separate case studies. This was done because generally there were no significant differences in the responses. However, in a few instances findings are limited to a particular school. The study evolved around the following research questions:

- What are the perceptions of educators on the effectiveness of the training for IQMS?
- What are the stakeholders' views regarding their capacity to implement the IQMS with the training received?

The responses are presented according to themes that emerged from the research questions:

- Perceptions on the effectiveness of the training for the successful implementation of IQMS.
- The Stakeholders capacity to implement the IQMS with the training received.

The chapter commences with a brief summary of the relevant conditions for the effective training for the successful implementation of IQMS. Secondly, the stakeholders' perceptions of the effectiveness of training for IQMS are examined. Thirdly, findings on stakeholders' capacity to implement the IQMS with the training received are discussed. Finally, the chapter concludes with a brief discussion of the issues that emerge.

## **4.2 Features for the relevant conditions for the effective training for IQMS**

These features highlight the important conditions of training that need to be confronted and made part of the initial training for the effective implementation of IQMS. To manage the implementation of IQMS effectively it is important to understand the inherent features of a fundamental training program that should be theoretical and allow for practising and internalising the innovation.

In Chapter Two Bollington, Hopkins & West (1990) put forwards certain characteristics that a training program must adhere to for the stakeholders to implement the appraisal instrument.

Firstly the information about the appraisal must be of high quality and consistent –conducted in the same way. Clear and concise documentation must be available. It is imperative that facilitators are knowledgeable and able to answer questions from the stakeholders. It is important that the Departmental Officers plan and prioritise well in advance before an appraisal-training program is implemented. Training should therefore not just be an advocacy program but educative and informative. As Fullan (1999) states that the lack of clarity in the initiation stage is a perennial problem and could diffuse goals and means of implementation. Therefore Fullan (1999) advocates that there be an investment in local capacity building to advance the knowledge and skills of people involved in implementation.

Secondly, there is a need to develop and maintain appropriate attitudes in the training cycle. Effective training would ensure that all educators are committed to all stages of the appraisal and this would definitely enhance the successful implementation of the appraisal. The Department of Education has to be committed to the appraisal for the individual and for school improvement from its initiation. Mokgalane, Carrim, Gardiner & Chisholm (1997) stress that all parties should be empowered and trained to conduct the appraisal so they have ownership of the process from the outset for it to succeed. Training should therefore be a

planned process to effect improvement for the individual and institution as a whole.

Thirdly the training should equip educators to manage the appraisal process and develop new skills or at least the capacity to deploy existing ones in new structures. The IQMS is a comprehensive appraisal instrument with both the formative and summative aspects in the same instrument. Turner & Clift (1998) stressed that the time spent on training should not be limited and should provide for essential skills to be grasped. The success of any innovation depends largely on the stakeholders' capacity to implement it. For example, if the educators have the necessary basic knowledge and skills, it will determine the success of implementation. Training for IQMS should not only embrace basic skills like observation and interviews but should extend to managerial skills like staff development. This will enable educators, among other things to make informed decisions.

#### **4.3 Background information on interviews**

The School Management Team (SMT) that was in turn trained by District Training Team trained the level one educators. These focus group respondents are at the lowest level of the cascade of training used. The one to one interviews were conducted with the three participants, who were not part of the focus group interviews and received their training at the District Level. These educators (mostly SMT members) were tasked to do the training at their respective schools.

The one to one interviewees all received their training at District level. Some were trained for one day whilst others had a two-day session. They were uncertain about who trained them. Some indicated the District Team, others said KwaZulu Departmental officials and one respondent stated, 'Two delegates' and when prompted, replied from the 'Department'.

All the focus group respondents at the interviews had received training. However, ‘newly’ qualified educators / GB educators in the system were merely ‘told’ what to do. There were no formalities or option of training. Their SMT Members who attended the District Training either trained the respondents in one afternoon for about two hours or two afternoons for a total of about three hours at their respective schools. Respondents emphasised that they did not consider this training but rather an advocacy or report back. However, three educators had attended Union training sessions on the IQMS and felt they were more knowledgeable than their SMT members were.

#### **4.4 Perceptions on the effectiveness of the training for the successful implementation of IQMS**

All the respondents were asked of their perceptions on the effectiveness of the training for the successful implementation of IQMS. Two main themes emerged from this question: duration of training and cascading of information. Whilst the need for training was the concern of most educators, one in particular was quick to stress that it was no substitute for experience. She reported:

Training is no substitute for experience. An important part of the training is experiencing it.

##### 4.4.1 Duration of training

Most respondents were of the opinion that the training was not effective mainly because of the short duration of time. This is what one educator had to say:

The biggest problem was the time constraints of the training – it was too short. The training has to be adequate to provide solid understanding for educators to grasp the concepts for implementation.

Another concurred by adding: ‘the training and duration was not sufficient to instil confidence and inspire conviction in the delegates to in turn train others.’ Participants need to trust the situation and find satisfaction and value in the process itself.

The one respondent further explained that there should have been intensive training like that of the new OBE / NCS curriculum:

Before implementation of IQMS, Department should have done intensive training, just like that for the new curriculum. There was not much thought given to other issues such as the venues (whether suitable), aids and technical aspects, manuals or all trainees, the big numbers (200) and audibility.

They complained of the lack of support and retraining provided by the Department. They believed that this would have clarified many queries that educators had when implementing the IQMS. One educator commented:

The Department sent circulars to all schools emphasising how important IQMS was as part of the quality assurance of schools, but failed dismally to transmit this importance at the initial stage of training, as the facilitators were ineffective and the training was too short. The training should be an ongoing process, rather than a once – off session.

The focus group respondents reiterated the views of the one to one respondents on duration and scope of the training. At one site the respondents were visibly upset about the training for IQMS. They responded that the aim for IQMS being that of developmental and progression of individual educators was definitely not being achieved. After four years of IQMS implementation they were ‘not better off’ in any way. They did need to be reminded that their views should be restricted to the

effectiveness of the training and not the instrument itself. As one educator reported:

The duration of the training was too short for important issues. Department should have planned longer training sessions. The training for the IQMS should have been along the lines received for the OBE and RNCS – intensive. One person should have trained all educators in the same manner, like the RNCS workshops, so that we would have voiced our queries. This would have enabled every educator to be part of this new system right from the outset.

There is little doubt that these educators were hopeful in their expectations of the training in this much talked about IQMS.

The focus group seemed to deliberate over the ineffectiveness of their facilitators. They reported that they were over-loaded with information in too short a time. One educator reported:

The time span was too short, facilitators had to cascade information to the staff, when they themselves had so many uncertainties. Our facilitators had a two-day workshop but crammed their training to a two-hour session and they could not clarify all the queries.

It was the general expectancy that the facilitators should have a high level of expertise and not just read aloud from the manual.

The other two sites reinforced the views of the first site about lack of ongoing training and support to educators who are the ‘implementers’ on the largest scale. One educator reported:

Because IQMS involves educators’ development and educators salary progression, training should have been clearer and more

planned by the Department to ensure that every such educator received training for a longer appropriate duration.

The issue of time clearly stood out in almost all responses. When a new innovation with its great implications of including teacher development (DA) and improved salary (PA) is instituted, it is necessary to proceed slowly and provide sufficient time for training and assimilation of this process. Most respondents were interested in the notion of some kind of retraining. This would possibly have motivated them not to lose impetus in the process and to internalise the skills for managing the process.

#### 4.4.2 Cascading of information

The possible rationale behind educators having a lack of confidence in the cascade model of training is informed by the obvious advantage of the national co-ordinators conducting these Provincial and District workshops. Such a 'neutral outsider', it was felt could clarify issues outside provincial and district dynamics and conflicts. It would also give educators a national perspective on the issues and processes at stake and establish greater credibility and legitimacy of the process. Provincial and district facilitators were not totally clear about some details of the instrument and the appraisal process.

One respondent emphasised that the training provided the 'basics for training' at her school. She elaborated that this training that they received would depend on the individuals who attended the training program to ensure that they in turn trained their staff immediately after their training and for the same duration of time. One respondent summarised many views when he said:

The training revolved around my understanding of it and the educators of the school relied on my understanding and how I interpreted it. If I misinterpreted something then they will also misinterpret it and this could lead to confusion.

One respondent responded that when cascading their information to their staff that information was a bit distorted and it was selective. She reported:

I am not well equipped to cascade information and empower others, as I need more empowerment from better trained people, so that we can be well equipped.

The focus group also reported that ‘because most educators received the training second hand’ from their fellow colleagues there was a degree of apathy on their part. As one respondent reported:

It would have been better, if each and every educator was trained with us. They could have directed their questions to the facilitators. I am sure the facilitators would have been in a better position to answer these questions and clarify issues. For the successful implementation of IQMS, it requires every educator to be trained together from the start and this would eliminate any inconsistencies in its implementation.

It is evident that these respondents showed a clear concern about being insufficiently capacitated to cascade the information to fellow educators. They all revealed a pervading lack of confidence. They mentioned that the ‘cascading’ of information by the Department to their facilitators and lastly to them was ineffective because they received the facilitator’s perception and interpretation of the IQMS instrument. This led to vast discrepancies of the implementation.

The focus group did have sympathy for their facilitators, whom they felt were doing the best they could have, given the school’s busy schedule / timetable. As one educator reported:

The facilitators did the best they could when they had so



many uncertainties and with their present busy schedules and timetables. The educators (level one) are the largest numbers in any school and we implement any new instrument given by the Department. But we were completely bypassed and just two educators represented twenty of us.

At the third site, respondents repeated the concerns of not being work - shopped by the Department like their three colleagues, as they felt that the training they received was very superficial and they were given information as to what their three colleagues perceived was important and understood.

The focus group also questioned the implementation of the IQMS for Governing Body educators and the 'new' educators entering the system. These educators apparently did not receive any formal training for the implementation for IQMS. As one educator said: 'new educators have not been trained for IQMS.' This had a negative impact on the success of the implementation of IQMS as the process had to be interrupted to explain basic procedures. The supervisors in the DSGs complained about this oversight.

These views are consistent with literature that affirms that training should be intensive and of high quality, enabling every educator to buy into the importance of this new innovation. The respondents desired to be trained by the National/ District co-ordinator - to be given a 'first hand' perspective on the issues and processes. The evident lack of clarity about the appraisal processes, especially about the PA would have been highlighted. Furthermore, salaries are de-linked from qualifications and linked to performance in the classroom. This performance related pay was new and therefore a sensitive issue among educators.

These responses indicate that respondents were generally unhappy that they were all not empowered equally at the initial stage of training to implement IQMS. This highlights Steyn & Van Niekerk's (2005) assertion that it is imperative that every

staff member be actively involved in the appraisal process from the initiation stage.

Training should be a skill that once internalised enables those who are trained to be fully prepared and work towards achieving the outcomes of appraisal.

#### **4.5 The Stakeholders' capacity to implement the IQMS with the training received**

The level of the effectiveness of the training will determine the level of effectiveness of the implementation and eventual success of IQMS in a school. The stakeholders must be capacitated to effectively implement the IQMS. This section is based on the notion that the success of any innovation depends largely on the stakeholders' capacity to implement it. The stakeholders should have some basic knowledge and skills to implement all aspects of the performance standards and be able to distinguish between ratings 1, 2, 3 and 4, which gave the evaluatees their final scores. The educators' career pathing is formalised in the sense that progression to a next level depends upon assessment of performance standards. These performance standards are made up of criteria ranging from 1 to 4. This clearly has great implications and educators need these criteria to be clearly understood.

They should be trained in drawing up their Personal Growth Plans (PGPs) to initiate their development and managers should be knowledgeable enough to draw up meaningful and relevant School Improvement Plans (SIPs) to develop their educators and the school. The development aspirations need to emphasise a supportive and constructive relationship rather than a bureaucratic and unilateral form filling exercise. After all IQMS is part of quality assurance which is linked to improvement and accountability in South Africa and there is a need to monitor and measure the extent to which these quality aims have been achieved.

#### 4.5.1 Literature / Documents to implement IQMS

All stages of IQMS need a positive approach for it to succeed. Literature should be given to all educators in its original form.

The one to one respondents had varied responses about the literature that they received. They stated that the documents / literature received was the guiding process and was used solely by the facilitators. Every delegate that attended this training session did not receive a manual. This in itself was a problem. In one site the respondent reported that the document she received were basic explanatory notes on the different aspects of IQMS and not detailed procedures as to the implementation. Another respondent replied:

We received the Collective Agreement 8 of 2003, which was a draft copy and there was just one copy given to us. The packages would be sent to schools for all educators, but this was received two years later and most copies just remained in the office of the Principal.

The focus group respondents were not too clear about whether they received the entire documents or relevant sections of the documents. At all sites, respondents wanted clarity on what the original manual resembled and had to be shown an exemplar. They all agreed that they did not have this quality of copy but were given photocopies on relevant pages. As one respondent reported: 'I think each educator received a booklet that were photocopies of the original document.' These responses indicate that clear documentation was not available to all educators. This could have created the impression that certain pages or sections were missing. Also, original documents would have added a dimension of authenticity. This in itself was a problem as Bollington et al (1990) state that clear and concise documentation must be available to all and information must be of high quality.

#### 4.5.2 Clarification of all aspects of implementation of IQMS

Although complete clarity is difficult to achieve, it should be maximised so that all educators who are trained are competent enough to implement the IQMS. Clarity in the initial stage of training should not be underestimated as a motivating potential.

The one to one respondents were unanimous that the training received did not clarify all aspects of IQMS. One respondent reported:

The facilitators were all confused themselves. They could not discuss issues and all they did was to just read from the document.

They also stressed that the DA component was easily explained and comprehended because of the previously implemented appraisal instrument (DAS) that was completely developmental like the present DA. However, the PM component that was a completely new aspect was definitely not clearly explained, as the facilitators were themselves not familiar with grade and salary progressions of the PM.

These respondents were concerned that since not all their queries were not clarified, how they would be able to train the educators at their respective schools. If meaningful training was to be implemented at school sites then, they should enlist for further training programs that were offered by the unions. One respondent said:

The training provided the basics. However, the individual needs to do more, like I attended a Union workshop where I really got the bulk of the information that really made a difference to my training that I conducted at my school. For me to be trained in one day was obviously not enough because my responsibility

would have been now, to further train all other educators and if my knowledge had gaps because of the grey areas, then I am sure that I not in the best position to explain fully the process to the other educators.

They all responded that there were a few grey areas and after probing most of them answered that they were not given clarity on the performance standards, especially ratings 3 and 4. All educators' performance is assessed against a standardised set of indicators. However, the interpretation of these performance standards depended largely on the initial training they received. They were clearly unhappy about the training they received because they were not totally confident to train other educators. This was further evident by the added comment of one respondent who said:

The instrument was new and not implemented; they (District facilitators) did not know what to clarify. When we implemented the document, we had to therefore meet regularly to ensure uniformity in our school in the implementation of the document.

The focus group respondents generally did not feel the training covered all aspects of the IQMS. They also responded that their fellow facilitators (fellow educators who attended the District Training) did not fully understand the instrument. They responded that problems of clarification were compounded because their facilitators were not sufficiently trained and were not retrained by District to clarify queries from the educators at large and they were 'still sitting with problems.' They also realised that they needed much more training in the PA and the criteria of the performance standards. As one educator reported:

There were loopholes that we could not figure out, but no official offered any support. It was like trial and error – only after implementation, did we realise how much training did we need especially for the performance standards. They basically

just scratched the surface because they knew so little themselves.  
They didn't fully understand themselves, as it was new.

It is important for all educators to be moving towards common goals and targets. Educators need to embrace and understand the criteria for the performance standards and a sense on how to achieve these maximum scores of 4s'. These should have been carefully analysed and expanded on at the training sessions.

The focus group respondents were also uneasy with the DoE setting deadlines for the IQMS returns without visiting schools to monitor implementation. They felt that the training was rushed because of deadlines for due dates of implementation and the returns to the Department of the scores of educators:

We were pushed by the Department to submit returns just  
to justify the salary progression.

The responses indicate clearly that all the respondents lacked knowledge and clarity on the crucial aspects of IQMS. This hindered the IQMS being implemented consistently and effectively. Fullan (1999) states that the lack of clarity in the initiation stage is a perennial problem and could diffuse goals and means of implementation.

#### 4.5.3 The monitoring and evaluation of the functionality of IQMS

Monitoring and evaluation by the Department of Education for the continued success of the IQMS is imperative. This would add credibility and legitimacy to the whole process. This commitment from the authorities will definitely cascade to the educators. The supportive educational environment from the provincial and the national department in empowering the educators is important. However, there is ample informal knowledge that officials in the DoE themselves lacked sufficient knowledge and lack of confidence in the system to be able to offer the levels of support which may be expected.

The one to one respondents acknowledged unanimously that besides the submission of scores to the Department, there was absolutely no other monitoring and evaluation. One respondent however, clarified:

The Department did dispatch management plans for all schools to adhere to, so that scores can be submitted timeously.

They emphasised that although in the School Improvement Plans, areas of needs are stipulated, no departmental support has ever been given. This has demotivated the educators in drawing up personal growth plans for developmental purpose. Thus, they all felt that the Department was not committed to this appraisal process from the onset.

The focus group respondents were all unaware of any monitoring and evaluation by the Department of Education. They did voice that their SDTs at school level facilitated a few staff developments according to personal growth plans. They felt that they were pressurised into submitting the School Improvement Plans timeously so that the District Improvement Plans would be drawn up to assist schools. One respondent reported:

Scores are just submitted on due dates. However unfortunately to date, after four years in existence and scores and SIPs submitted, District has shown absolutely no interest to develop the school as a whole or a single educator.

So it would appear that the District Offices and the Department only had mechanisms in place to collate the IQMS scores and did not evaluate the implementation of the IQMS, or even offer support to schools.

#### 4.5.4 Consistency of implementation of IQMS

The ELRC document on IQMS (2000) is quite clear that training must enable all educators to plan and administer the IQMS in a uniform and consistent manner. Fullan (1999) has emphasised that an innovation cannot be assimilated unless its meaning is shared. This would ensure that all educators involved in the implementation of IQMS have a shared understanding on its procedures of implementation, so that it can be applied in a uniform manner. In the main findings from the IQMS audit, it was reported that of particular concern was the inconsistency in the application of the instrument and the lack of full understanding of the criteria.

The one to one respondents varied slightly in their responses. The responses were from 'I don't know' to that on speaking to their colleagues from other schools, some implemented it stringently while other schools just did it routinely and procedurally and put it aside until the following year. One educator explained:

At my school the procedure of implementation was continuous throughout the year, but at my wife's school, they just filled the document and submitted scores to the Department and yet we both received the same 1% salary progression. By casual interaction with other colleagues from other schools and by speaking to colleagues in other schools and areas, some take it seriously and some get it done routinely just to get a 1% salary progression.

The focus group at one school did not comment much about consistency of implementation, even after probing. However, the other two schools were of the opinion, that they are sure that all schools go through the process because scores have to be submitted to the Department. However, they seem to be quite upset at the inconsistencies. As one educator said:

Some schools are basically just filling in the forms without going



through the process, while other teachers in other schools are undergoing great stress when the managers are observing lessons for double-periods and yet scoring the same as educators not being observed and occasionally even less. We feel that the 1% salary progression was not worth the process and the subjectivity involved, because of the discrepancy of the implementation of the IQMS. Some level one educators are given high scores and are at master teacher levels and are not worth that score. So we question this progression, and thus the IQMS.

Unequal standards of assessment amongst different appraisees would point to a great weakness in the process.

It is evident from the above responses that there were inconsistencies in the implementing of the IQMS. This inconsistency in the application of the instrument seems to be of particular concern to the respondents. These responses are in line with Mokgalane, Carrim, Gardiner & Chisholm (1997) who stress the importance of consistency and clarity at the initial training for the conceptualisation and the implementation of the appraisal.

#### **4.6 Conclusion**

This chapter discussed the findings derived from the one to one and focus group interviews. The findings indicate that the respondents did not benefit from the training received. Most respondents were unhappy with the training they received and felt that the Department in terms of retraining, support and intervention programs did not support the initial training. They reported that they seemed to lack skills, knowledge and other attributes needed to implement the instrument successfully and to be appraisers and peers in a DSG. During the interviews the stakeholders raised a number of issues about the ways in which they were experiencing the appraisal process and the ways it was linked to other educational processes and interventions, given that they are not receiving any support and

guidance from the Department. Many respondents felt that much is competing for their limited time, such as curriculum planning, lesson preparation and contact time itself. This has to be sacrificed in order to make way for appraisal. Some respondents, however, saw the merits of appraisal, but were most disgruntled with the quality of training received. It was also evident that some educators just have a deep-seated opposition to teacher appraisal. They could have had a negative experience. There would be a lack of commitment to the process if training were ineffective.

The next chapter summarises the main findings in this chapter and makes recommendations.

## **Chapter 5**

### **Summary; Conclusions and Recommendations**

#### **5.1 Introduction**

This chapter provides a summary of the study. Secondly it outlines the main conclusions emanating from the findings and thirdly it offers recommendations.

#### **5.2 Summary**

The focus of this study was to determine the educators' perceptions of the effectiveness of the training for the successful implementation of the IQMS.

The first chapter outlined the problem and stated the purpose of the study. In this chapter, it was reported that the IQMS was gazetted as a national instrument in 2003 for the evaluation of educators and schools in response to the desire to bring a greater degree of accountability into the public to develop educators as professionals. However, the IQMS is driven not only to develop educators but also to evaluate individual educators for salary and grade progression. It is therefore a particularly sensitive initiative. Training for such an important initiative should be effective and impressive to provide a good grounding for teachers to grasp the concepts of implementation.

Chapter two reviewed salient literature. This chapter examined the concept and purposes of appraisal and in South Africa particularly; issues and strategies for the effective implementation of appraisal and the importance of training for the implementation of IQMS. Literature does emphasise that because of the sensitive and contentious nature of appraisal, providing high quality and effective training will not resolve all the problems in the implementation stage. It should, however, provide grounding for teachers to grasp the concepts of implementation of the appraisal instrument. The ELRC document on IQMS (2003) is quite clear that

training must enable all educators to plan and administer the IQMS in a uniform and consistent manner.

Chapter three described the methodology of the study. The study adopted the qualitative research design. The research was a multisite case study of three schools, by using the group and one to one unstructured interview instruments. They are all primary schools and have undergone similar training for the implementation of IQMS.

Chapter four presented and discussed the findings. This was done through key themes, namely educators' perceptions on the effectiveness of the training for the successful implementation of IQMS and the educators' capacity to implement the IQMS with the training received. The findings indicate that most respondents were unhappy with the training they received. They did not feel confident and reported they lacked the essential skills and knowledge to implement the IQMS successfully.

### **5.3 Conclusions**

The conclusions are derived from the findings of the study and will be discussed accordingly to the research questions that guided this study:

- What are the perceptions of the educators on the effectiveness of the training for IQMS?
- What are the stakeholders view regarding their capacity to implement the IQMS with the training received?

The findings indicate that the respondents did not benefit from the training they received. While all respondents indicated that they had received some form of training for the IQMS, the large majority commenting on the quality of the

training received was negative. Moreover, newly qualified educators and SGB educators in the system were merely told what to do. There were no formalities or option for training for these new educators.

Negative comments generally reflected the view that the training received from the Department was superficial and inadequate and that the facilitators themselves were ill at ease with the process and details of procedure. It is the general expectancy that the facilitators should have a high level of expertise.

Many respondents indicated that they felt that they were left very much to their own devices to make sense of the appraisal instrument. Respondents reported that of particular concern was the inconsistency in the application of the instrument and the lack of full understanding of the criteria. Those who offered a few positive comments tended to be drawn from educators who had taken positive steps to attend Union meetings and workshops.

Most respondents reported that the training was not effective because of the short duration of time. Educators were of the opinion the training should be an ongoing process, rather than a once off session. They felt that they were overloaded with information in too short a time. This impacted on their understanding of the concepts for implementation.

The educators were also unhappy with the cascading of information by the Department to the national co-ordinators and then to the Provincial facilitators and down to other subsidiary levels. At the school level the IQMS was to be initiated, implemented and evaluated through newly established School developmental Teams (SDTs). Training was not centrally co-ordinated to ensure national uniformity across all educators. This method was ineffective as the educators received the facilitator's perceptions and interpretation of the IQMS instrument. This created the impression that they were receiving the information 'second hand.'

One issue that really stood out from the data was a pervasive feeling that although IQMS was supported as something essential and sometimes even desirable, educators lacked confidence in the implementation of the IQMS. Insufficient and ineffective training has been mentioned by all educators as an obstacle to the implementation of IQMS. Particular concerns were raised about the lack of IQMS documents for all educators and the late arrival of documents to schools, lack of full understanding of the criteria for the performance standards and inconsistencies in the application of the instrument. This resulted in a lack of commitment to the process.

Despite the attempts of the Department to promote the ideas of appraisal and to point out its merits, a few educators viewed the IQMS negatively or at the least had very serious reservations about its merits. They viewed appraisal as merely following an instruction by the Department. However, some negative perceptions of appraisal had changed as a consequence of experiencing IQMS.

The IQMS was gazetted in 2003 and fully implemented from 2004 and the data for this study was collected in 2007. Yet, it failed to show a connection between the process the educators had been through, which had been expensive in terms of commitment and time, and any visible progress for career development or professional development. Furthermore, although the IQMS was initially implemented in 2003, the Collective Agreement 6 (clarity on the PM of IQMS) was gazetted only in 2006 to provide clarity.

The integration of the developmental appraisal and the performance appraisal within an instrument (IQMS) suggests that performance, development and pay progression are in some way inextricably linked and provide a measure to indicate teacher performance. The Department has to recognise that “ in managing and appraising performance in education, the product is people and what happens to them in education’ (Middlewood & Cardno 2001:138).

## **5.4 Recommendations**

Informed by the conclusion above, the following recommendations are suggested:

Every educator needs to be actively involved in the training programs in a uniform and consistent manner. Even though all educators had some prior training, additional training is necessary especially to standardise inconsistencies. An investment in a properly constructed training program to advance the knowledge and skill of the educators involved in the implementation. On-going training, monitoring and support by the Department is necessary to standardise scoring tendencies and ensure consistent application of the appraisal instrument.

Time spent on training should not be limited to a few hours or one day. It should be extended to at least three days to ensure that essential skills and knowledge are grasped. IQMS should be introduced more gradually and carefully. This would develop a climate of trust.

Facilitators of the training program should have a high level of expertise and skill competency, as training people to manage appraisal is a complex and challenging task.

Logistically, it is not possible to have every educator trained by the National co-ordinator. At least one National co-ordinator could have a limited time slot at subsidiary training programs to clarify all the relevant issues and questions in the process of training. This could avoid serious tensions and misunderstandings. It would add greater credibility and legitimacy to the appraisal system.

Information about appraisal must be of high quality and clear documentation must be available. Sending out the documentation prior to the formal training program on IQMS as a pre-reading material will assist the educators with background and overview information as well decrease the time for onsite training. Training sessions will then focus on real issues of implementation.

The Department needs to take seriously the development of the appraisee and thus the link between the individual's development and school improvement will be closer. Personal and professional growth cannot be underestimated as a motivating potential.

The DoE has to be committed to the appraisal for the individual and school improvement. How would the Department know if their training was effective for the implementation of IQMS? The Department must support with training and re-training if need be. This would develop a climate of appropriate commitment to the IQMS by all stakeholders. The educators need to find the process useful and not arduous. They must be able to professionally develop in return for investing their commitment and energy in implementing the process.



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# Appendix A

## Interview Guide

### One to one interview

#### 1. Preliminary Questions

- “Is the training of three educators at your school by the *District* completed?”
- “Did the *delegates* in turn train the staff?”
- “Have *you* received training for the implementation of IQMS?”
- “At what *level* was this training?”
- “Have *all* educators at your school been trained?”
- “*Whom* were you trained by?”
- “How *long* did this training last for?”
- “Where did the training take place?”

#### 2. Methods

- “Describe the type of literature/ documents that you received to implement the IQMS.”

#### 3. Content

- “Did the training address the following aspects of IQMS?”
  - Staff Development Team and Development Support Group.
  - Procedures for self-evaluation, baseline evaluation and Summative evaluation.
  - Finalising the Personal Growth Plan.
  - Continuous development, support and mentoring.
- “Were the facilitators clear on all aspects of implementation?”
- “Were all your queries clarified?”

#### 4. Evaluation of training

- “What are your perceptions of the effectiveness of the training for the successful implementation of the IQMS.”

#### 4. Their application of knowledge

- “What are some of the problems being experienced by you in the implementation of IQMS?”
- “What mechanism is in place to monitor that the relevant IQMS structures are in place and that they are functional?”
- “Is your school implementing the IQMS in the same manner as the neighbouring schools?”
- “What is your deepest concern of the training program?”
- “Is there any thing further that you feel is important?”

## Appendix B

### Discussion Guide

#### Focus group interview

##### 1. Preliminary Questions

- The training of three educators at your school by the *District* is completed. Did these *delegates* in turn train the staff?
- “Have *you* received training by these delegates for the implementation of IQMS?”
- “Where did the training take place?”
- “How *long* did this training last for?”
- “Was the *time* sufficient?”

##### 2. Methods

- “Describe the type of literature/ documents that you received to implement the IQMS.”
- “Were these documents relevant and sufficient for the implementation of IQMS?”

##### 3. Content

- “Did the training address the following aspects of IQMS?”
  - Staff Development Team and Development Support Group.
  - Procedures for self-evaluation, baseline evaluation and Summative evaluation.
  - Finalising the Personal Growth Plan.
  - Continuous development, support and mentoring.

- “Were these educators, who cascaded the information to you, able to answer all your queries on the implementation of IQMS?”

#### 4. Evaluation of training

- “What are your perceptions of the effectiveness of the training *you* received, for the successful implementation of the IQMS?”

#### 5. Their application of knowledge

- “What are some of the problems being experienced by you in the implementation of IQMS?”
- “Is there a need to re- train educators on the implementation of IQMS?”
- “What is your deepest concern of the training program?”
- “Is there any thing further that you feel is important?”

## Appendix C

Phraba Abdul  
45 Fernlea Road  
Sunningdale  
4019  
Tel: 031-5391950 (w)  
031-5629163 (h)  
0737761969 (c)

**For Attention : Ms Thandiwe Zungu**  
**Research, Strategy and Policy Development**  
**Private Bag X05**  
**Rosburgh**  
4072

26 March 2007

Dear Madam

I am a part time student at the University of KwaZulu Natal, in the School of Education and Development. I am studying for a Masters Degree in Education and am currently conducting research in partial fulfilment of the degree. The study investigates **Educators' perceptions of the effectiveness of the training for the Integrated Quality Management System**. The purpose of this study is to explore and describe the perceptions of educators of the effectiveness of the training for IQMS.

I wish to request permission to conduct this research at three schools in the Phoenix West Ward under the KwaMashu Circuit.



The research is a multisite case study of the schools, by using the group and one to one interview instruments. The group interviews would be of approximately ten educators. One to one interviews would be conducted with three participants of the group in each of the five schools.

The information/ data collected will be confidential. Information will be used solely for the purpose of the study. No names of the respondents or their schools will be disclosed. After submission and approval has been obtained, the data will be disposed in a shredder.

Your positive response will be greatly appreciated.

Yours sincerely

---

Mrs P Abdul

## Appendix D

Phraba Abdul  
45 Fernlea Road  
Sunningdale  
4019  
Tel: 031-5391950 (w)  
0737761969 (c)

08 May 2007

**For Attention: The Principal**

Dear Sir

Academic Research: Request for permission to conduct a research study on effectiveness of training for IQMS.

I am a part time student at the University of KwaZulu Natal, in the School of Education and Development. I am studying for a Masters Degree in Education and am currently conducting research in partial fulfilment of the degree. The study investigates **Educators' perceptions of the effectiveness of the training for the Integrated Quality Management System**. The purpose of this study is to explore and describe the perceptions of educators of the effectiveness of the training for IQMS. My supervisor, **Dr V. Chikoko, can be contacted at 031-2602639 at the address: University of KwaZulu Natal, School of Education, Edgewood Campus, Private Bag X03, Ashley, 3605**

I hereby seek permission to conduct the aforementioned research study at your school. The invaluable assistance of you and your staff is required in completing the interview schedule.

The educators who participate in this study will do so voluntarily. In conducting this study I will ensure that normal learning and teaching will not be disrupted, and that all participants and your school will remain anonymous.

Please find attached a letter from the KZN Department of Education granting me permission to conduct research at your school. Your kind assistance in this matter will be appreciated.

Yours faithfully

---

Mrs P. Abdul

## **Appendix E**

### **Informed Consent**

Phraba Abdul  
45 Fernlea Road  
Sunningdale  
4019

Tel: 031-5391950 (w)  
031-5629163 (h)  
0737761969 (c)

The Interview Respondent  
Phoenix West Ward  
Kwa Mashu Circuit

08 September 2007

Sir / Madam

**Masters of Education (M Ed) Research dissertation - Phraba Abdul :  
204516004**

**Title : Educators' perceptions of the effectiveness of the training for the  
Integrated Quality Management System**

I am a part time student at the University of KwaZulu Natal, in the School of Education and Development. I am studying for a Masters Degree in Education and am currently conducting research in partial fulfilment of the degree. The study investigates Educators' perceptions of the effectiveness of the training for the Integrated Quality Management System. This study is purely for academic

purposes. The findings and recommendations are likely to benefit the Department of Education and therefore benefit you as well.

You have been selected to be interviewed. The proceedings will be taped recorded with your permission as a way of keeping accurate records. There will be no physical or emotional harm to you. There will be no financial expenses incurred. Your participation is voluntary and you are free to withdraw from the exercise should you wish to do so. A decision not to participate will not result in any form of disadvantage. I can assure you that information provided will be confidential. Information will be used solely for the purpose of the study. No names of the respondents or their schools will be disclosed. After submission and approval has been obtained, the data will be disposed off in a shredder.

Your support and co-operation will be greatly appreciated. My **supervisor, Dr V. Chikoko, can be contacted at 031- 2602639** at the address below:

**University of KwaZulu Natal  
School of Education, Edgewood Campus  
Private Bag X03, Ashley, 3605**

---

**Declaration**

I \_\_\_\_\_ (full name of participant)  
hereby confirm that I understand the contents and the nature of the research project, and I consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

## **Appendix F**