

THE INTEGRATED QUALITY MANAGEMENT SYSTEM IN EDUCATION

By

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Executive Summary

The general problem was that vast resources (time, money, etc.) have been invested in the Integrated Quality Management System. Besides the generally positive feedback it was not yet known for certain to what extent IQMS contributed to the perception of improved educator performance and the problems which existed with the implementation.

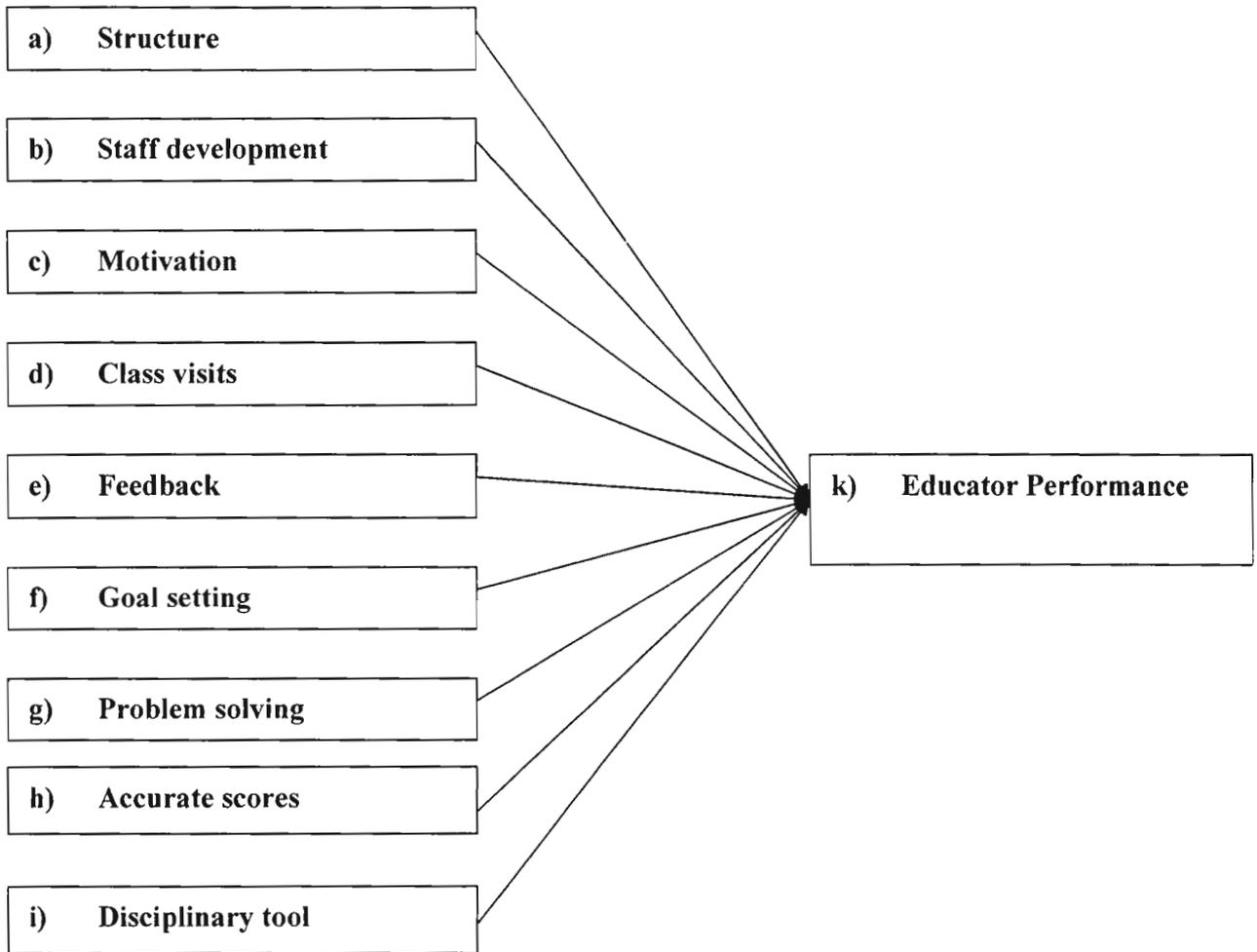
The objectives of this dissertation were to determine what the perceived impact of the Integrated Quality Management System on Educator Performance was and prove the validity of a proposed model of factors related to Educator Performance.

In order to construct a theoretical frame of reference of the existing knowledge, an extensive literature review of the Performance Management theory in the private sector was followed by a review of the Department of Education publications about the practical implementation of these principles in the management of educator performance in schools by means of the Integrated Quality Management System.

Both qualitative (a pilot study consisting of several in depth interviews with educators and principals) and quantitative research (a questionnaire based on the literature study, objectives and hypothesis and using a five point Likert scale) methods were used to determine the impact of the implementation of Integrated Quality Management System on Educator Performance in South African public schools. The results from the four hundred and twelve respondents were analysed with the aid of the EXCEL and SPSS computer programmes.

It was found that the implementation of the Integrated Quality Management System has contributed significantly to all areas of perceived Education Performance, i.e. structure, staff development, motivation, class visits, feedback, goal setting, problem solving and forms. The IQMS was negatively related to disciplinary management. The non parametric nature of the data could not allow for statistical techniques such as multiple regressions to be run, but the proposed model still revealed itself as valid in the factor analysis.

Figure 4.2: Model of Educator Performance



It was concluded that the Integrated Quality Management System has done what it was meant to do: it had a positive impact on perceived Educator Performance. Furthermore, it was found that the factors: structure, staff development, motivation, class visits, feedback, goal setting, problem solving, accurate scores and disciplinary measures had a significant relation with perceived Educator Performance.

It was recommended that the success story of the implementation of the Integrated Quality Management System be made public, neutral educators be brought on board, the accuracy of the scores be upgraded and even more structure added to the staff development programme. It was also recommended that School Management Teams be trained in motivating staff, class visits be increased and feedback to staff on their performance be improved. It was also recommended that School Management Teams be trained in goal setting programmes and the implementation of the Educator Performance Model.

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Chapter 1

Introduction

This introduction covers the general problem, the importance of this study and the setting within which this study took place. An overview of the literature research is followed by an introduction to the field study. Then the limitations of this study and an outline of the other chapters in this dissertation are given.

1.1. The general problem

Vast resources (time, money, etc.) have been invested in the Integrated Quality Management System. Besides the generally positive feedback it is not yet known for certain to what extent IQMS has contributed to the perception of improved educator performance and the problems which exist with the implementation.

1.2. The importance of this study

The constitutional right of every South African citizen to a “basic education” is entrenched in the Bill of Rights. (The constitution of the Republic of South Africa, 2000, 14)

1.3. The setting within which this study took place

The setting within which this study took place was the KZN Department of Education. The constitutional right of every South African citizen to a “basic education” is entrenched in the Bill of Rights. (The constitution of the Republic of South Africa, 2000, 14) According to Professor Kader Asmal, a new model for Quality Assurance was invented that is “radically different from the previous school inspection system ...” (Department of Education, 2002, iii).

This Integrated Quality Assurance System is a quality management system consisting of three programmes that are aligned and aimed at enhancing and monitoring the performance of the education system. These three programmes are: Developmental Appraisal, Performance Measurement and Whole School Evaluation. The author has been part of the task team selected, trained and deployed by the KZN Dept. of Education to train and retrain principals and educators in the implementation of this Integrated Quality Management System (IQMS).

The general problem was that vast resources (time, money, etc.) have been invested in the Integrated Quality Management System. Besides the generally positive feedback it was not yet known for certain to what extent IQMS contributed to the perception of improved educator performance and the problems which existed with the implementation.

The objectives of this dissertation were to determine what the perceived impact of the Integrated Quality Management System on Educator Performance was and prove the validity of a proposed model of factors related to Educator Performance.

1.4. An overview of the literature research

The purpose of the literature study was to provide an understanding and discussion of performance management theory and research that relates to the research question.

The need for managers to manage people effectively is growing daily as people related problems are becoming more complex and difficult to deal with, especially in South Africa (Hunter, 2002, 1). The most important development in Human Resource Management in recent years is the concept of performance management (Armstrong, 2003, 15). The study consists of a literature study of quality and performance management in business management where Armstrong defined performance management as a means to achieve better results from the organisation, teams and individuals by understanding and managing performance within the agreed framework of planned goals, standards and competence requirements (Armstrong, 1994, 23).

The work of especially Armstrong (1994), Desimone et al (2002), Gerber et al (1995) and Hunter (2002) has been extensively used to contextualise performance management in the world of business management.

The Department of Education publications have been used extensively to contextualise the educational perspective on performance management. The Whole School Evaluation System was regulated in “The national policy on Whole school evaluation” (Department of Education, 2001). It has, as its focus the quality of the whole school. The variables that have been identified by the Department of Education as being important indicators of the performance of a school are (Department of Education, 2001, 5):

- The basic functionality of the school.

- Leadership, management and communication.
- Governance and relationships.
- Quality of teaching and learning and educator development (IQMS)
- Curriculum provision and resources.
- Learner achievement.
- School safety, security and discipline.
- School infrastructure.
- Parents and the community.

The area of performance management of educators is focused on using the Integrated Quality Measurement System (IQMS). The performance areas, which are evaluated in the IQMS, have been stipulated in the Education Labour Relations Council collective agreement number 8 of 2003 (Department of Education, 2003). The variables that have been identified by the Department of Education as being important indicators of the performance of educators and are appraised are (Department of Education, 2003, 35):

- The development of a positive learning atmosphere.
- The knowledge of the learning areas and the curriculum.
- Lesson planning, preparation and presentation.
- Assessment of learners.
- Professional development.
- Human relations.
- Administration and recording.
- Human resource management.
- Decision-making.
- Leadership and communication.
- Strategic planning and financial management.

1.5. Introduction to the field study

Written permission for conducting research in KwaZulu Natal schools was obtained from the Superintendent-General of KwaZulu Natal Department of Education, Doctor C. Lubisi. This letter has been included as appendix B.

Based on the literature study, objectives and hypotheses a questionnaire was designed using a five point Likert scale. The KZN Department of Education has been divided into several districts. Every one of the 595 schools in the Pietermaritzburg district was invited to send 2 delegates to the IQMS Indaba held at the Northdale Technical College on 10 March 2006. This indaba was attended by 812 educators. All of the delegates were given the questionnaire to measure their perceptions of IQMS. At the end of the indaba 450 questionnaires were returned. (This convenient sample therefore consists of 98 School Development Team chair persons, 222 post level one educators and 56 educators that were both post level one educators and chairpersons of school development teams. Of the returned questionnaires there 15 that were not suitable for using in this study and were rejected.) This questionnaire was also used to measure the perceptions on IQMS of 36 of the 50 school principals attending the meeting of the Midlands –East and Midlands North wards on 16 March 2006. The total population of these convenient samples therefore consisted of a total of 412 respondents.

The results were analysed with the aid of the EXCEL and SPSS computer programmes. The Kolmogorov-Smirnov and Shapiro-Wilk test determined that the distribution of the data was non-parametric. Spearman correlation coefficients were determined for the variables identified during the research. Factor analysis revealed the proposed model to be valid.

The results of the field study were discussed and recommendations made.

1.6. The limitations of this study

The study can only measure the perceptions of educators regarding performance. Even an external evaluation of performance can be criticised for being biased.

1.7. An outline of the other chapters in this dissertation

Chapter 2 and 3 reviewed the available literature. Chapter 2 focused on the literature and research by authors such as Armstrong and Hunter on performance management in the business world. In chapter 3 the focus was on the Department of Education interpretations in publications on the Integrated Quality Management System.

Chapter 4 and 5 deals with the field study. Chapter 4 explained the research methodology principles used and relevant to this study. The research questions, objectives and hypotheses were also discussed. This was followed by an explanation of the research model and description of data gathering methods used in this study. This was followed by the findings of this particular field study in chapter 5. These results were discussed and conclusions drawn from them in chapter 6. This was followed by the recommendations in chapter 7 made from the preceding chapters.

Chapter 2

Literature review of performance management in the business world

2.1. Introduction

This chapter covers the available literature on performance management in the business world. It provides a clear picture and frame of reference of the Human Resource Management and Performance Management theory and principles that the Integrated Quality Measurement System (IQMS) that is used by the Department of Education in South African schools is based upon.

The development of performance management into its modern form during the 1980s from the established but somewhat discredited forerunner systems (merit ratings, performance appraisal and management by objectives) is reviewed. All the aspects of performance appraisals are also discussed. The ratings and all aspects pertaining to the rating are reviewed. Other approaches to performance appraisal (self assessment, upward assessment, peer assessment, 360 degree feedback and the forced distribution rating system) are also investigated to provide a perspective of the bigger picture. Performance management in its present form is defined and its aims are discussed. Furthermore, the wider implications of performance management on Human Resource Management, Continuous Development and teamwork are investigated.

The performance management philosophy that includes motivation theory, concepts of organisational effectiveness as well as beliefs on managing performance management and the holistic approach is discussed. The performance management process, agreements and plans are reviewed. Furthermore, the objectives and measurements are discussed. This is followed by a discussion on attributes and competencies.

Performance management techniques such as feedback, counselling and coaching are also discussed. Furthermore, the introduction of a performance management system is reviewed as well as monitoring and evaluating the system. Performance related pay and training in the business world is also looked at.

2.2. The predecessors of performance management in the business world

According to Gerber et al (1995, 217) the appraisal of the performance of an employee is a sensitive matter that has to be handled carefully. Armstrong (1994, 15) pointed out that performance management took its modern shape during the 1980s, mainly from the established but somewhat discredited systems of merit rating, performance appraisals and management-by-objectives that developed separately and parallel to each other.

2.2.1. Merit ratings

According to Armstrong (1994, 15), merit rating requires managers to rate the value of staff against work and or personality factors or characteristics. These work factors could include factors such as knowledge of duties, effective output, etc. Personality factors could include factors such as confidence, attitude towards work, etc.

In the typical merit rating numerical or alphabetical scale managers have to rate staff as:

Outstanding	Satisfactory	Fair	Poor
1	2	3	4
a	b	c	d

These ratings have been discredited because the generalized ratings against which judgments have to be made led to variations and inconsistencies, the resistance to the system was countered by implementing control systems. The result, however, is that the assessments are done as a matter of routine after which the forms are forgotten and ignored. Armstrong (1994, 16) suggested a more positive approach that comes down to analyzing the behaviour required to achieve agreed results, not assessing personality. Thus the subordinate examines himself and becomes an active agent and the manager becomes a coach helping the subordinate to reach his own decisions on the specific steps to reach his targets. Managers disliked using these schemes and were using them badly. Armstrong (1994, 16) commented that no appraiser has the moral right to judge others on matters such as tact and maturity unless it is directly and demonstrably relevant to his or her work. Armstrong (1994, 16) also mentions that Alan Fowler (1990) commented that there is no evidence that merit rating in its original form actually improves performance.

2.2.2. Performance appraisal

Due to the above mentioned personal nature of the merit rating system and the problem of subjectivity, the performance appraisal system developed, that focuses more on job related issues. Desimone et al (2002, 670) defined performance appraisal as “an evaluation system that typically makes use of a standardised rating form that is used to measure various aspects of an employee’s performance. Numeric values or ratings are generally assigned to each performance standard.”

According to Armstrong (1994, 19), the performance appraisal systems developed in the 70’s and 80’s incorporated some of the features of MBO. Sometimes it incorporated output (e.g. result) factors as well as input factors (e.g. skills) related to behaviour. Thus behaviourally anchored rating scales which required the identification of the key areas of responsibility for a job or group of jobs were developed. A scale was developed for each area. This included a short statement describing the typical behaviour for that particular scale. Armstrong (1994, 19) also mentions the critical incident technique developed by Flanagan (1954) that was often used to create these statements as a method of defining jobs in terms of the typical behaviour of job holders. Managers that are familiar with a job are asked to record successful or less successful job behaviour. After collecting a large number of such incidents they are categorized to form an overall picture of the typical types of behaviour indicating effective or ineffective behaviour. Armstrong (1994, 20) states that these performance appraisal schemes tended to incorporate an uncomfortable mix of objective setting and rating processes. He mentions that Douglas and McGregor commented that many managers rejected doing it because they did not like playing god.

Hunter (2002, 170) however, argues that the problem does not lie with the appraisal of performance so much as with the way in which appraisal systems are designed and applied. Employees need to be advised on where they are doing well and where improvement is needed on a regular basis. Performance appraisal should be seen as way to give feedback to employees so that they can improve their performance and earn a good salary increase. He defines performance appraisal as the process of determining the level of the performance of an employee, assessing it in terms of the performance standards and goals for the job and providing the employee with feedback about his or her performance (Hunter, 2002, 168).

The uses of performance appraisals

According to Hunter (2002, 168), performance appraisal is used to inform employees about their weaknesses and strengths so that they can improve their performance. It can be used so that pay levels and salary increases can be determined on the basis of performance. The potential of employees for more senior positions can be determined by means of these performance appraisals. It can be used to identify the training needs of employees. The interaction can result in better management-employee relationships. Career goals can be set as part of the overall career development process. During such appraisals it may be discovered that work loads are not well distributed, this may lead to re-allocation of work loads. These appraisals are also useful in planning employment so that the future work requirements of the organisation can be met. In the minority of cases it may be found that an employee can or will not improve. Then the appraisal forms are used to decide on the termination of the services and can form the legal basis upon which legal action is taken. The performance appraisals can also be used to evaluate how appropriate the recruitment and selection process of the organisation is.

Possible reasons for negative perceptions about performance appraisals

Hunter (2002, 169) pointed at several reasons for negative perceptions by managers and employees about performance appraisals. It may be seen as a bureaucratic process that has to be carried out because of the rules and procedures in the organisation. If only one appraisal per year is carried out, the focus may be on pay progression and not development. This may lead to both parties involved becoming aggressive or defensive, and consequently the discussion may become unpleasant and lead to ongoing friction. Some appraisal systems are based on the subjective judgement of the manager and are not based on factual information. Managers may carry out the appraisals on their own without discussing it with the subordinates. This is seen as very unfair. Some managers even use the appraisals in a negative way to criticise and discipline subordinates.

Some of the above problems associated with subjectivity were allegedly also experienced with the appraisal of educators in South Africa. This contributed to the development of the new and improved Integrated Quality Measurement System (IQMS) that is currently used to appraise and manage the performance of educators in South Africa. The field study chapter in this dissertation deals with the perceptions of South African educators of this Integrated Quality Management System.

Possible problems of subjectivity when appraising performance

According to Gerber et al (1995, 222) argued that a well developed Performance Appraisal system may fail because of mismanagement by badly trained Performance Appraisers. Hunter (2002, 170) proposes that one of the biggest problems with performance appraisal is subjectivity. This is caused by the manager being influenced by subjective or personal factors that disturbs their objective assessment of the performance of a subordinate. This may be caused by the following factors that are given by both Gerber et al (1995, 223) and Hunter (2002, 170):

- a. The halo effect takes place when the manager's assessment of the subordinate is influenced by something that the subordinate has done well. The manager may have the perception that everything the subordinate does therefore good. The reverse of this may also be the case (Hunter, 2002, 170) and (Gerber et al, 1995, 223).
- b. The central tendency takes place when the managers must rate subordinates on a scale of 1,2,3,4 and 5 for a number of factors (e.g. reliability, initiative, etc.). The 1 may be low and the 5 may be high. Some managers consistently rate the subordinates in the centre of the range (e.g. 3 out of 5). This may be because they do not really know what the performance of the subordinate is, they want to avoid the counselling or disciplinary action associated with too low scoring, and they want to avoid the possible request for salary increases if they score too high or that senior management may question too high scoring (Hunter, 2002, 170) and (Gerber et al, 1995, 223).
- c. The recency effect is felt when managers rate subordinates on the basis of what happened recently rather than on the performance of the subordinate for the whole period (Hunter, 2002, 170) and (Gerber et al, 1995, 223).
- d. The effect of personal standards are felt when managers rate employees strictly or leniently. This causes a problem when subordinates report to different managers with different standards (Hunter, 2002, 170) and (Gerber et al, 1995, 223).
- e. When managers have personal biases or prejudices that are positive or negative against particular groups or people (e.g. racial, gender, etc.) the appraisals are subjective (Hunter, 2002, 170) and (Gerber et al, 1995, 223).

f. The contact effect is manifested itself when some subordinates have a higher degree of contact with the manager than the others. This may count for or against the particular employee (Hunter, 2002, 170) and (Gerber et al, 1995, 223).

g. The “same as me” effect is manifest when managers favour people who look or think like them (Hunter, 2002, 170) and (Gerber et al, 1995, 223).

Managers who suffer from one or more of the above problems could cause inaccurate appraisals. This may lead to staff that are not motivated and low levels of employee performance. Whereas the objective of appraisals are the opposite, of measure performance effectively and motivate people.

Performance appraisal techniques

Hunter (2002, 172) identifies several appraisal techniques that have been designed to overcome some of the subjectivity problems and the above mentioned negative side effects.

The first three output approaches that he proposed deal with outputs, processes and the inputs related to employee performance. The output related techniques are usually objective, process techniques less objective and the input techniques very subjective. The tendency is therefore to focus on output related techniques.

a. Appraisals based on achieving goals are very popular and evaluates the extent to which the goals have been achieved. However, subjectivity is not completely eliminated because of problems that may occur over which the employee has no control (e.g. weather, machine breakdowns, etc.). In these cases, the manager and employee must use their discretion and subjectively decide to which extent the subordinate has been able to reach the goals and coped with the difficult circumstances. In the Integrated Quality Management System these are referred to as contextual factors (Hunter, 2002, 172).

b. The use of Behaviourally Anchored Rating scales (BARS) is based upon the assumption that if people perform certain critical behaviours, the job will be done correctly. The focus here is on the process (what the employee does), rather than the outputs (what is achieved) of the employee. A number of critical behaviours for the particular job are identified and the employee

is rated according to how the extent to which these behaviours have been carried out adequately for example a salesperson would be rated according to which he or she planned the sales route, kept customer records, etc. This approach focuses on the process or methods which achieve good results, but the outputs as such are not measured. The BARS method should therefore be used in conjunction with an evaluation of the extent to which the employee has achieved the goals. A challenge is that managers actually have to observe the behaviour to rate it. Theoretically, managers should spend time with employees to assess problems in the workplace and train and guide employees anyway. In practice managers find it difficult to keep these appointments which may lead to frustration and low morale (Hunter, 2002, 172).

c. According to the trait approach, the traits or characteristics that are important inputs to the job and the organisation (e.g. initiative, responsibility, etc.) are defined and used as factors for the assessment of the performance of employees. This is usually incorporated in a rating scale. Subjectivity remains a problem as the traits are difficult to define accurately and it is difficult to measure performance in terms of traits (Hunter, 2002, 172).

d. With graphic rating scales a number of factors according to which the employee will be assessed (e.g. goals, initiative, etc.) is determined. A scale (e.g. from 1 to 5) is devised. The performance of the individual is rated on this scale for each of these factors. The fact that the performance is expressed as a number does not necessarily mean that the approach is objective. This is especially the case in subjective factors (e.g. initiative and creativity). The accuracy of the rating scales can be improved by defining the various factors, weighting the factors in terms of the importance to the job and training managers and employees in the use of the rating scale (Hunter, 2002, 172).

e. In the essay statements or performance reports relevant in government departments, banks, etc. the managers are required to write a report about the work of the performance of the subordinate. Guidelines are usually provided as to what should be evaluated and how the report should be written. This method tends to be subjective, especially if the guidelines are inadequate (Hunter, 2002, 172).

f. In the critical incident technique the manager and subordinate keeps a record of critical incidents where the employee performed very well and poorly. This gives the advantage of an objective record being maintained throughout the period of assessment that can be referred to

during the performance appraisal meeting. The recency and halo effects are therefore overcome. It is important that all the subordinates accept this approach and appreciate that it is an attempt to be objective and fair and not a “black book” that is kept for disciplinary purposes (Hunter, 2002, 172).

g. Using the ranking technique employees are ranked (placed in order) from the best to the worst according to the manager’s subjective assessment of their overall performance. The technique can be made more accurate by comparing them in pairs, the paired comparison technique (Hunter, 2002, 172).

h. In the forced choice technique the manager is presented with a number of statements and required to indicate which statement in the set best describes the employee and which description least describes the employee. There are 4 or 5 statements per set and about 30 statements in total. The completed form is sent to the Human Resource Department where it is analysed in detail. This complex technique eliminates the central tendency and leniency/strictness effect, but requires specialist staff to design and maintain it (Hunter, 2002, 172).

i. The forced distribution technique is used to eliminate the strictness and leniency effects. It can only be applied reliably where 30 or more employees report to each manager. In effect the scores are forced into a normal distribution, which could be expected if all the managers were equally strict or lenient (Hunter, 2002, 172).

2.2.3. Management by Objectives (MBO)

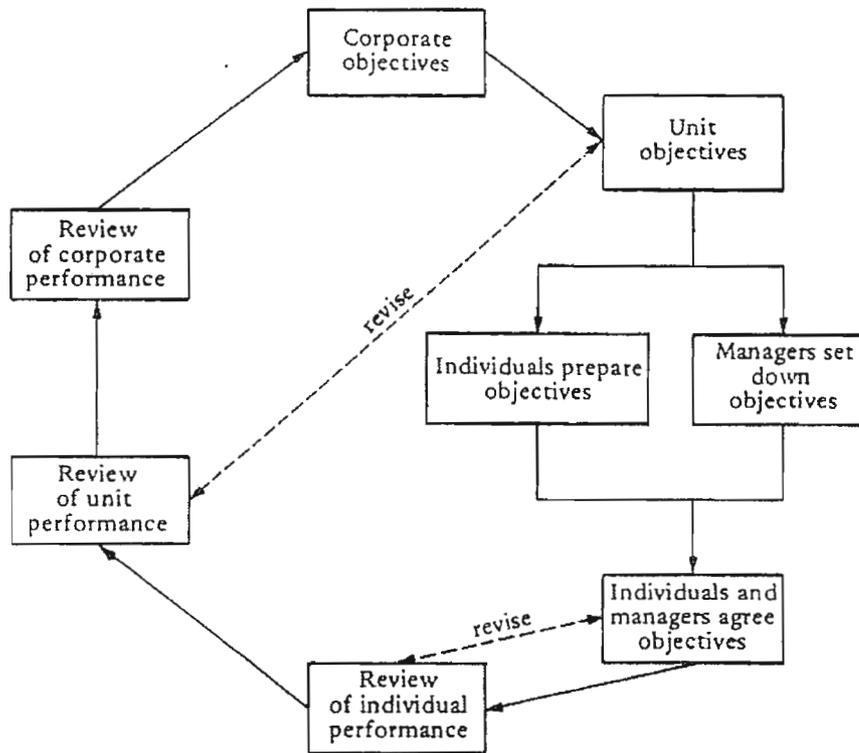
Hunter (2002, 144) describes the problem in many organisations where managers become so obsessed with the processes in their part of the organisation that they do lose focus on whether they are achieving worthwhile results for the organisation as a whole. The resulting over concern with applying “correct” methods, procedures, rules and systems is sometimes to the detriment of the organisation as a whole. Management by objectives is a technique that helps managers understand the objectives of the organisation and to work effectively towards the achievements of these objectives. He also mentions that Peter Drucker believed this approach to be a successful management style to manage smaller companies or divisions that resulted from the policy of decentralisation. The success he stated stemmed from the stressing the set of

meaningful objectives and the exercising of self control by managers in the management of their organisations.

According to Armstrong (1994, 17), management by objectives was defined by John Humble (1970) as “A dynamic system which seeks to integrate the company’s need to clarify and achieve its profit and growth goals with the managers need to contribute and develop him“.

Furthermore, Armstrong (1994, 17) mentions that Drucker (1955) coined the term MBO and claimed that individual and corporate objectives would be incorporated. It would eliminate the ineffectiveness and misdirection resulting from management by “crises and drives.” Most importantly, managers could control their own performance. This self control would facilitate stronger motivation and a desire to “do the best”, rather than “just enough to get by.” In addition to that, Armstrong mentions that the contribution of McGregor (1960) arose from the theory X and theory Y concept. The central principle derived from theory Y is integration. The conditions must be such that the members of the organization can achieve their goals best by directing their efforts to the success of the enterprise. Armstrong emphasized that the aim should be to achieve “management by integration and self control”. Armstrong (1994, 17) proposes the MBO process of the corporate objectives being defined and the unit objectives then derived. The next stage being to jointly discuss and agree on the key result areas, objectives and action plans of the individual manager. Then the results are reviewed and fed back for revision of individual, unit and corporate objectives and plans. Please refer to the attached figure from his book on the next page.

Figure 2.1: The management by objectives process



Armstrong (1994, 18)

Armstrong (1994, 18) ascribes the failure of MBO to its bureaucratic and centralized nature. Furthermore, the quantifiable objectives and outputs were over-emphasized and the qualitative factors and behavioural aspects of performance were ignored. It was also implemented as a top-down process without enough communication between managers and the individuals reporting to them.

The advantages of MBO

Hunter (2002, 146) points out the following advantages of a well implemented MBO programme: It provides a common direction to the activities of the company that helps to build more efficient and effective management teams. The managers have a clear understanding of their roles in the organisation, the standards of performance for management and labour and their work objectives. This reduces the potential for destructive conflict between employees in the organisation. Furthermore, it reduces duplication of efforts. All the important areas where results should be achieved are also allocated to specific managers.

The employees feel a sense of achievement when they meet challenging objectives. The motivation of employees is improved when they achieve these challenging goals. The meetings between managers and subordinates to discuss progress result in improved communication and ongoing feedback to subordinates on how they are performing. This enables them to improve performance. It provides an objective basis for evaluation of the performance of employees, identifying training needs and the identification of management talent. The planning in and of the organisation is improved because of the clearly defined objectives.

The above mentioned advantages lead to improved performance by the organisation.

The disadvantages of MBO

Unfortunately MBO has failed in several organisations. Hunter (2002, 147) supplies the following reasons for possible failure:

Top management may insist on too much paperwork. The many forms that have to be completed and copious records that have to be kept takes a lot of time, frustrates managers and prevents managers from performing their work properly. Some managers focus on the results only and ignore the time and effort put in by the human subordinates. They place a lot of pressure on these subordinates and may even threaten them with disciplinary action. These subordinates react strongly against this approach, set low level standards and reject the system. The approach sometimes puts too much stress on managers (Hunter, 2002, 147).

There may be too many objectives that are set. Ideally there should not be more than 5 to 8 objectives worked on at a time. The objectives may also be too difficult to achieve. Furthermore, the objectives may have to be changed because of changing circumstances (e.g. technology changes, new competitive products on the market, etc.) Managers are often reluctant to change these objectives and start working on new ones because they have invested a lot of time and energy into achieving them. They might complain that the goal posts are continually moved (Hunter, 2002, 147).

Gerber et al (1995, 227) proposes that MBO may be forced onto organisations where objective objectives are difficult to set or it is difficult to connect objectives with rewards. He also argues

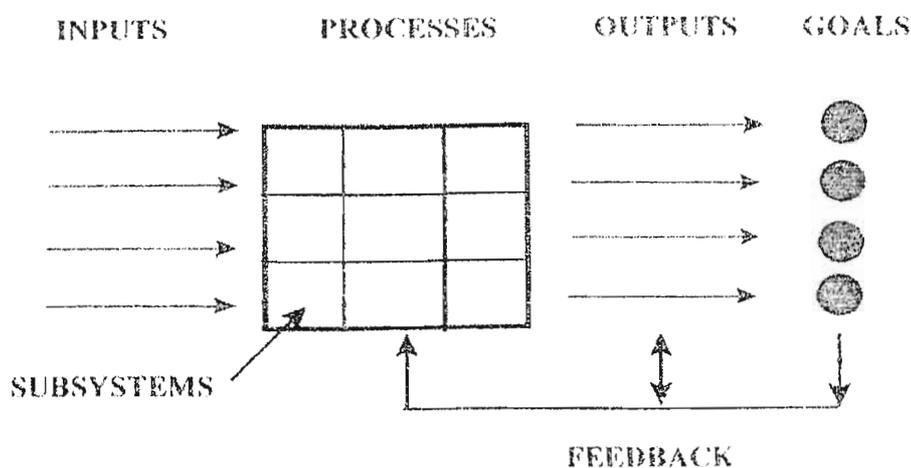
that too much emphasis may be on the short term and supervisors may not be trained in the MBO process.

It is clear therefore that organisations should apply MBO in a flexible way that adapts the system to suit them and their circumstances. It must not turn into a bureaucratic nightmare. Records need to be kept, but the simpler, the better (Hunter, 2002, 147).

The steps in applying MBO

Hunter (2002, 5) introduces the process by referring to the systems diagram as illustrated in figure 2.2.

Figure 2.2: The MBO system



(Hunter, 2002, 5)

In this systems diagram proposed by Hunter (2002, 5) the goals refer to the reason or purpose why the organisation exists: the clearly defined goals of the organisation as a whole, for the various departments and the individual employees.

The business system starts with the customer needs and the extent to which the outputs (products and or services) can meet these needs at the required quality, quantity, price and time. The customer or user may also be internal, i.e. another department within the same organisation.

The conversion processes are all the activities (e.g. methods or techniques) involved in producing and delivering the outputs. These processes must be constantly reviewed to ensure that they are cost effective and that a high level of efficiency and productivity is maintained.

Feedback to the organisation comes in various forms and from a variety of sources. It includes money (revenue) and information from the market about the products and or services. (E.g. customer needs, complaints, goods returned, etc.)

Relationships are the ways that people behave towards each other over a period of time. This depends on how they understand each other. These relationships are both formal and informal. The way in which people relate to each other is determined by their attitude towards each other, their values, goals and if they like each other.

The inputs to the organisation are the factors of production (e.g. money, raw materials, people, etc.)

Hunter (2002, 147) then proposes the following steps in applying MBO:

Step 1: Holding a “workshop” of the top management to understand and agree upon the overall objectives of the organisation. This means that a strategic plan must be developed or that the existing strategic plan be used as the starting point. The Key Performance Areas (KPA) for the top management team and each member of that team must be established (e.g. sales volume, cost levels, etc.). The existing information (e.g. job descriptions) can be used. Then performance indicators for each KPA must be developed. This must be done for the organisation as a whole and for each manager. Thereafter the standards for each KPA are determined. Another way of determining these standards is by benchmarking the organisation with other organisations. Measurement methods or systems for measurements must also be established.

Step 2: After the initial team meeting, each manager meets with the senior manager to establish his or her specific objectives and action plans to fit in with the objectives and plans of the organisation as a whole. For each KPA a form should be completed and regular progress meetings should be held.

Step 3: Workshops like the one outlined in Step 1 should be held once a year. Thus the progress of the whole team can be reviewed and changes made where necessary. Often the responsibility for Key Performance Areas is transferred from one manager to another.

Step 4: The system should be applied to lower levels of management where applicable.

Step 5: The system should be applied to junior levels of management if necessary. The simplified approach used to make it more understandable and speed up implementation is called “goal setting.”

2.2.4. Goal setting

Locke and Latham (1984, 5) define a goal as what the employee tries to do on the job, the aim or objective of his action. They also point out that goals can be set for anything that can be verified or measured, and that goal setting is an effective technique to maximise the human resource. Goal setting is defined by Hunter (2002, 150) as a simplified approach to MBO that is usually applied at lower level (non management) employees. It can also be applied to managers on an individual basis.

Hunter (2002, 150) points out that the important factors to be taken into account are those relating to the goals and the personal factors, and that the goals must be challenging, specific, understandable, meaningful, acceptable and simple. He furthermore states that the personal factors that have to be taken into account are competence, self-confidence, commitment, task strategy, feedback and management support. Locke and Latham (1984, 21) point out that challenging goals lead to lower commitment and lower performance when the employees or manager lacks self confidence and / or partial success is impossible or meaningless. The research of Seijts et al (2004, 227) suggests that a specific goal leads to higher performance than a specific performance goal or a vague goal and goal orientation predicted performance when the goal was vague. The correlation between learning, goal orientation and performance is significant when a learning goal is set. Furthermore self efficacy and information search mediates the effect of a learning goal on performance .The research by Schweitzer (2004, 422) pointed out that goal setting could even motivate unethical behaviour. People with unmet goals were more likely to engage in unethical behaviour than people that were just doing their best.

This was true for goals with and without economic incentives, furthermore, the tendency towards unethical behaviour was particularly strong when people were close to reaching their goals.

Hunter (2002, 154) proposes the following steps in the implementation of a goal setting programme:

Step 1: Decide on the areas where performance has to be improved.

Step 2: Review the past levels of performance in these areas.

Step 3: Establish the performance goals.

Step 4: Establish the feedback systems that are going to be used.

Step 5: Explain the programme to the supervisory staff and then to the workers. Ensure their acceptance and commitment to the system.

Step 6: Maintain the performance records and feedback systems.

Step 7: Follow up and evaluate the progress.

Step 8: Support and encourage the supervisory staff and workers.

In conclusion Hunter (2002, 158) states that it is possible to achieve 15 to 20% improvements in productivity if employees accept the goals and are committed to them. Regular support and encouragement is necessary, however.

2.3. Performance management

According to Armstrong (1994, 20) performance management emerged in the late eighties as an improvement on the previously mentioned short comings of merit ratings, MBO, and performance appraisal.

This development was accelerated by the arrival of Human Resource Management as a strategic and integrated approach to the management and development of the human resource, measurement and assessment of performance in terms of the input-output-model, the concepts of continuous improvement and the learning organisation as well as recognition of the fact that performance management has to be done throughout the year (it is not just an annual event).

2.3.1. Defining performance management

“Performance management goes beyond the annual appraisal ratings and interviews and incorporates employee goal setting, coaching, rewards and individual development. As such performance management focuses on an ongoing process of performance improvement, rather than primarily emphasising on an annual performance review” (Desimone et al, 2002, 366).

Performance management is defined by Armstrong as “...a means of getting better results from the organisation, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and attribute / competence requirements. It is a process for establishing shared understanding about what is to be achieved, and an approach to managing and developing people in a way which increases the probability that it will be achieved in the short and longer term” (Armstrong, 1994, 23).

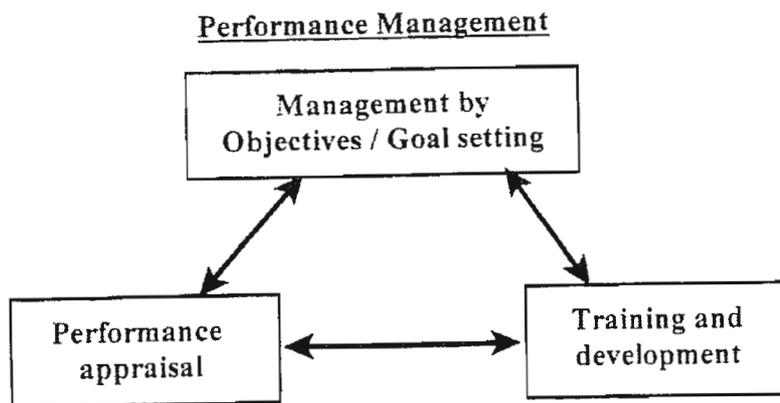
A short discussion of the meaning of the key words in the above definition:

“...*agreed framework of planned goals, standards and attribute / competence requirements...*” indicates that the basis from which it is worked, is that there is an agreement between the manager and the individual on the expectations related to each heading. Furthermore, “*Process*” means that success depends on the actions people take to achieve the daily delivery of results and managing performance improvements in themselves and others, while “*Shared understanding*” implies that individuals must share the understanding of what high levels of performance and competence are and what they are working towards. “...*an approach to managing and developing people...*” indicates that the focus is on how managers and team leaders work effectively with others, how individuals work with their managers and how individuals can be developed to improve knowledge, skills, expertise and levels of competence and performance while “*Achievement*” means achieving job related success for individuals so that they can use their abilities to their best, realising their potential and maximising their contribution to the success of the organisation. (Armstrong, 1994, 23)

The basis from which is started: is the preposition that when people know and understand what is expected of them and have been able to take part in forming these expectations, they will do their utmost to meet these expectations. (Armstrong, 1994, 24)

Hunter (2002, 144) defines performance management as a management approach that makes use of the various motivational principles and use the more effective aspects of management by objectives and performance appraisals to provide direction and focus for employees and also to improve and maintain the performance of individuals and the team. He furthermore states that it has a strong employee training and development component that is formulated in the development plan. He sees it as an approach that integrates all three of the aspects illustrated in his diagram below (Management by objectives / goal setting, performance appraisal and training and development) into a streamlined and systematic approach to day-to-day management of performance. It incorporates regular meetings between managers and their subordinates during which both job and employee related problems are identified and solved. This coaching by the manager is the binding force that brings the three aspects of performance management together and makes it work.

Figure 2.3: The aspects of performance management



(Hunter, 2002, 144)

Coaching being defined as "... a process used to encourage employees to accept responsibility for their performance, to enable them to achieve and sustain superior performance, and to treat them as partners in working toward organisational goals and effectiveness. This is done by performing two distinct activities: 1) coaching analysis which involves analyzing performance and the conditions, under which it occurs, and 2) coaching discussions, or face to face communication between employee and supervisor both to solve problems and to enable the employee to maintain and improve effective performance" (Desimone et al, 2002, 369).

Desimone et al (2002, 365) furthermore, argues that taking a negative approach to performance management may mean that the only time the supervisor discusses performance with the employee would be when there is a problem or a request (demand) for improvement. In such an approach effective performance is ignored because it is expected and therefore employees may resent this treatment and the supervisor may miss opportunities to encourage effective performance and prevent problems. Effective managers will realise that they must take an active and positive role in employee performance to ensure that goals are met. These supervisors realise that they are paid for what they and their subordinates do, therefore they empower their employees. They ensure that employees know specifically what to do, that they can really do it, and do not face unnecessary obstacles or disincentives to effective performance. In the event of changes in the environment, in order to ensure goals or tasks occur, employees are informed and trained so that they can adapt to these changes. Effective managers also ensure that employees regularly know how they are performing and reward effective performance when it occurs. As they do not only interact to correct problems or increase production, the performance discussions are therefore less likely to be opportunities for conflict.

2.3.2. Aspects from the forerunners of performance management that remained

There are several aspects of the performance management forerunners that remained (Armstrong, 1994, 21). The part of MBO philosophy that emphasised the importance of goal setting and reviewing performance in relation to agreed objectives. The approaches that are used in appraisal schemes that deals with the setting of objectives, as in result –orientated schemes, using behaviourally anchored factors for assessment purposes in the form of competencies and the approaches to be used in conducting formal review meetings.

2.3.3. How performance management differs from the forerunners

According to Armstrong (1994, 21), performance management is a much more integrated approach that is treated as a normal process of management, not just an administrative chore imposed by the Human Resource department. It concerns all members of the organisation. Furthermore, it is based on agreements on accountabilities, expectations and development plans and is also concerned with the performance of the team and individuals. Therefore, it measures

and reviews performance by reference to input/process factors (such as knowledge, skills, expertise and competence) and output/outcome factors (such as results and contributions.)

Effective performance management can not be tied down to a specific date as it is a continuous process that regards the performance review as a joint process. More importance is attached to the “processes” e.g. of forming agreements than to the content of performance management systems and the focus is on constructively looking at the future. Furthermore, it does not rely on elaborate forms and procedures. What is more, the records of agreements and reviews may be kept by managers and individuals. It also recognizes the need for thorough training in the skills necessary for performance management and it can also provide a basis for performance related pay decisions.

It must be kept in mind that there are many different approaches to performance management. Many so called “performance management” systems are really only MBO or merit rating systems.

2.4. The aim of performance management

2.2.1. The overall aim of performance management

According to Armstrong (1994, 24) the overall aim is to establish a culture in which individuals and groups take responsibility for the continuous improvement of business processes and their own skills and contributions. Performance management processes provide a means through which the managers and individuals can share expectations and aim towards reaching consensus.

Armstrong (1994, 24) furthermore mentions that Bevan and Thompson (1991) noted the emergence of performance management systems as an integrating force meshing the various human resource management activities with the objectives the organization. The two broad thrusts toward integration are:

- Reward driven integration that emphasises the role of performance payment systems in changing organizational behaviour. There is a tendency to underestimate the role played by other human resource development activities.

- Development driven integration stresses the importance of ensuring that appropriate HRD activities are in place to meet the long term objectives of the organisation and ensuring co-ordination of HRD and business needs. Performance pay is perceived as complimenting HRD activities rather than dominating them.

Armstrong (1994, 24) expanded that Bevan and Thompson expressed the concern that the more limited reward-driven approach may reinforce disposition to over focus on the short term and lose focus on effectiveness on the long term.

2.4.2. The specific aims of performance management

Desimone et al (2002, 365) points out that effective managers and supervisors take an active and positive role in employee performance to ensure that goals are met. According to Armstrong (1994, 25) the specific aims are achieving sustainable improvements in organisational performance, leveraging change in developing a more performance orientated culture and increasing the motivation and commitment of employees. Furthermore, it aims at enabling individuals in the development of their abilities, job satisfaction and achieving their full potential to their own benefit and the organisation as whole and developing constructive and open relationships between individuals and their managers by means of communication throughout the year. Therefore, it provides a framework for the agreement of objectives expressed as targets and standards of performance. Thus mutual understanding of these objectives and the task of managers and individuals to achieving them is increased.

It focuses attention on the attributes and competencies necessary to perform effectively and on how they can be developed thereby providing accurate and objective measurement and assessment of performance with relation to the agreed targets and standards so that individuals receive feedback on performance from managers. It enables individuals and their managers to agree on improvement plans; using assessment as the basis this provides individuals with the opportunity to express their aspirations and aspirations about their work (Armstrong, 1994, 25).

It also provides a basis for rewarding people in relation to their contribution. This is done using financial means (performance related pay) or non financial means (recognition and achievement) and demonstrating to all that the organisation value them as individuals. Furthermore, it aims to

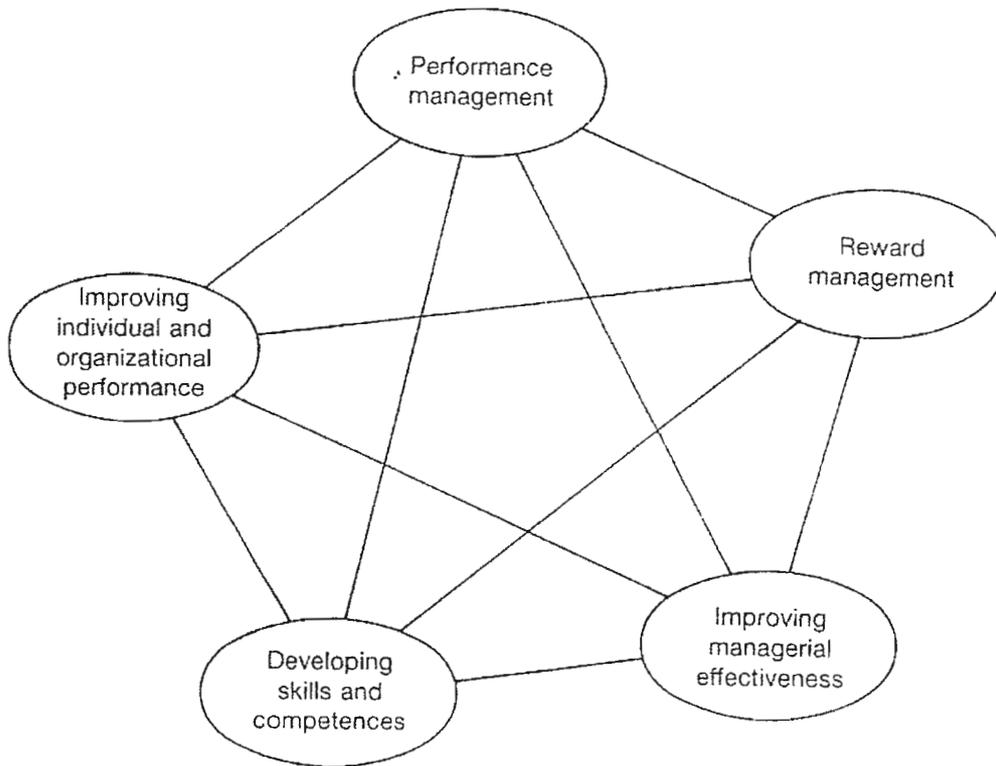
help to retain high quality people and to support Total Quality Management initiatives (Armstrong, 1994, 25).

Furthermore, Armstrong (1994, 25) mentions that it assists in empowering people. What is more, the research by Siebert, Silver and Randolph (2004, 332) suggest that empowerment climate is positively related to manager ratings of work unit performance and that psychological empowerment mediated the relationship between empowerment climate and individual performance and job satisfaction. This takes empowerment to a next level of performance and satisfaction.

2.5. The wider implications of performance management

According to Armstrong (1994, 26) performance management is also concerned with three key features of the organization: Human Resource Management (HRM), continuous development and teamwork. It integrates performance management, reward management, improving managerial effectiveness, developing skills and competencies as well as improving individual and organizational performance. Please refer to the diagram on the next page that he uses to illustrate this concept.

Figure 2.4: Performance management as an integrating force



(Armstrong, 1994, 27)

The Human Resource Management fundamental aims can be realised by means of Performance Management. These aims are achieving sustainable high levels of performance from the human resource of the organization, developing people to their full capacity and potential, establishing environment in which the latent potential of individuals and their employees can be realized and reinforcing or changing the culture of the organization) (Armstrong , 1994, 26).

The continuous development concept is reinforced throughout the organization by emphasizing individual and career development regarding any discussion between managers and their staff as learning opportunities does this. Analyzing attributes and competencies can indicate to employees in which areas abilities can be developed to do their present job better and also the levels of skill, expertise and competence needed to progress careers within the organization (Armstrong , 1994, 26)..

Performance management can enhance teamwork by asking teams to identify interdependencies and set team objectives and getting members to jointly review progress in achieving them (Armstrong , 1994, 26)..

2.6. The need for performance management

According to Armstrong (1994, 27) it could be argued that a formal procedure for performance management is unnecessary for such a normal process. Although it comes naturally for the gifted few, many managers need the encouragement, support and guidance and training provided by a carefully developed and well defined performance management framework. It must, however be designed to meet the particular requirements of the organisation and its members. Simply installing a standard package or duplicating another system is a recipe for disaster. Furthermore, individuals and managers should be allowed reasonable scope to operate flexibly to meet their needs.

Armstrong (1994, 27) mentions that the most common reasons for developing a defined framework for performance management that was established by the Institute for performance management during 1992 was: to improve organizational effectiveness, motivate employees, improve training and development, change culture, underpin the link between pay and productivity, attract and retain skilled staff and support Total Quality Management.

2.7. Total Quality Management (TQM)

Although Armstrong does not discuss it as such, performance management also facilitates Total Quality Management (TQM) in the organisation. Thompson and Strickland (2003, 395) defines Total Quality Management as "... a philosophy of managing a set of business practices that emphasises continuous improvement in all phases of operations, 100 percent accuracy in performing activities, involvement and empowerment of employees at all levels, team based work design, benchmarking and fully satisfying customer expectations."

Desimone et al (2002, 597) claims that the early success of TQM and the continuous improvement programmes was the start of the learning organisation approach. They mention that one of the key components of a successful TQM intervention is emphasising that everyone involved in the process must learn. Managers and employees must learn a common language for improvement, learn new tools and techniques as well as learn to take the initiative in the improving work outcomes.

There are, however, other philosophies that also underpin performance management. Armstrong (1994, 27) argues that the philosophy that underpins performance management is based on: motivation theory, concepts of organizational effectiveness (and how performance management contributes to it) as well as beliefs about how performance is best managed.

The three motivation theories that contributed the most to the performance management philosophy are: goal setting theory, reinforcement theory and expectancy theory.

Armstrong (1994, 29) points out that Locke and Latham claimed that the level of production increased by an average of nineteen percent because of the implementation of a goal setting processes with the following characteristics: goals that are specific, challenging but reachable, fair and reachable, individuals participating fully in the goal setting, feedback ensuring that people get a feeling of pride and satisfaction from the experience of achieving a challenging but fair goal and feedback that is used to gain commitment to even higher goals.

Desimone et al (2002, 56) argue that reinforcement theory is rooted in behaviourism and based on the law of effect. It suggests that success in achieving goals and rewards are positive incentives and reinforce successful behaviour. This is repeated the next time a similar need arises. Managers and trainers can therefore control the behaviour of an employee by controlling the consequences that follow the behaviour of the employee. It can be applied by using the following behaviour modification techniques: Positive reinforcement refers to increasing the frequency of a behaviour by following the behaviour with a pleasurable consequence, negative reinforcement increases the frequency of a behaviour by removing something aversive after the behaviour is performed, Extinction seeks to decrease the frequency of a behaviour by removing the consequence that is reinforcing it and punishment seeks to decrease the frequency of a behaviour by introducing an aversive consequence directly after the behaviour. Furthermore, Armstrong (1994, 36) argues that reinforcement that is positive must be provided when behaviour that leads to improved performance is recognized. It is important to do so as soon as possible after an event. This recognition and reinforcement must take place throughout the year and not once a year at an annual performance preview session. Similarly, mistakes or failure to achieve the required result should be dealt with as soon as possible.

Armstrong (1994, 29) refers to the expectancy theory originally developed by Vroom that suggests that in order to heighten the motivation to perform, individuals have to: feel able to

change their behaviour, feel confident that their change in behaviour will produce a reward and value the reward sufficiently to justify the change in behaviour. Desimone, Werner and Harris (2002, 40) explain that according to this expectancy theory people will perform behaviours that they perceive will bring valued outcomes. When employees perform certain obligations to the organisation and do not get the promised outcomes (e.g. promotion) they may reduce the link between their performance and the desired outcome and behave differently. Furthermore, if the outcomes are not as rewarding as anticipated, the employees may revise the judgement about the value of the outcome and act differently.

Armstrong (1994, 30) refers to the organizational effectiveness concepts that influence performance management as: clarity about strategy and values, channels for providing two-way communication and the benefits of operating a “learning organization” is also referred to by Armstrong (1994, 32) states that clarity about overall corporate or business strategy and values is crucial to successful management. Performance management supports the achievement of corporate strategy by means of integrating objectives upwards, downwards and laterally through the organization. Armstrong (1994, 32) furthermore, claims that performance management provides a basis for communicating the mission, values and objectives of the organization to all employees. The mission statement provides the framework for the strategies and goals. It also provides a vehicle for upward and lateral communication. It also provides scope for upward assessment whereby individuals can comment on the leadership, guidance and support provided by their managers as well as the organizational constraints that prevent them from achieving their objectives.

According to Desimone et al (2002, 597), the early success with TQM and continuous improvement programs were forerunners to the learning organisation approach. They define a learning organisation as “...an organisation in which everyone is engaged in identifying and solving problems, enabling the organisation to continuously experiment, improve and increase its capacity.” Furthermore, they claimed that the TQM focus on specific processes and tasks were sometimes too rigid for organisations that need to compete in a turbulent environment and the lessons learnt were not always shared outside the specific area that they were learnt. This made it necessary to share knowledge wider and emphasised the need for continuous learning, changing and adapting which led to the emergence of the learning organisation during the 1990s. Armstrong (1994, 32) mentions that Pedler defined it as “an organisation that facilitates the learning of all its members and continuously transforms itself.”

Armstrong (1994, 32) pointed out that the input, process, output, outcome model (derived from systems theory of Peter Lange) is concerned with the inputs that are the skills, knowledge and expertise that individuals bring to their jobs and concerns the processes of how individuals behave in carrying out their work. This leads to the outputs that are the measurable results achieved by individuals according to the level of performance they achieve in carrying out their tasks. These outcomes are the impact of what has been achieved by the performance of individuals on the results of their team, department, unit and the organization.

The belief is that performance management should be a natural and core process of management where the emphasis is on analysis, measurement, monitoring performance and planning and coaching for performance improvements.

Performance management deals with the management of expectations which is based on the agreed definitions of the contribution that employees are expected to make in achieving the purpose of the team, department or function and the organization as a whole.

Armstrong (1994, 34) sees this as a process of management by agreement or contract rather than management by command in that there should be a partnership between the managers and individuals who are members of their teams. The aim is to obtain joint agreement on roles, accountabilities, tasks, objectives and skill and competence requirements, on the means of measuring performance, the assessment of results and the factors affecting them as well as the development and performance improvement plans.

Armstrong (1994, 34) mentions the practical approach that managers ICL use are three kinds of objectives: key result areas (contributing to the achievement of business objectives), performance standards (objectives contributing towards the improvement of the individual) and performance development (contributing to the development of the individual.)

According to Armstrong (1994, 35) performance measurement requires the collection of performance data to establish the baseline because in order to improve performance, the current performance must be known. It is often said that anything which can be managed can be measured (it is also said, however that in some jobs, what is meaningful can not be measured, and what is measurable is not meaningful.) Measurement is easier with quantitative objectives

and subjectivity increases with measurement of qualitative objectives, therefore the measurement of competencies is achieved by means of behaviourally anchored rating scales which define in some detail the behaviours that indicate success in a given role.

Armstrong (1994, 36) furthermore, proposes that feedback is given so that people can monitor performance and take corrective action where necessary, it is therefore important that employees plan how they are going to achieve their objectives and obtain feedback data themselves. Desimone et al (2002, 662) defines feedback or knowledge of results as “communication to an employee regarding work performance that is provided by a supervisor or peer.” Hunter (2002, 10) argues that research over decades has proven that feedback to people on how they are performing in their jobs is critical for improving their performance and maintaining it at a high level. According to him feedback of up to date and accurate information encourages people to set their own goals then they now know when to adjust the way that they are working so that they can achieve their goals. Furthermore, it motivates them to improve their performance to achieve their goals, it also helps them to learn the most effective ways to do the jobs under different circumstances. This makes it important for managers to measure and record the outputs of their employees and give them feedback in a manner that they can understand and is meaningful to them.

The contingency management mentioned by Armstrong (1994, 37) refers to believing that every behaviour has a consequence. When they know that good performance will result in desirable consequences, people are more likely to improve. The philosophy of performance management is to a large extent based upon this theory. The agreement or contract between managers and individuals spells out what the expectations are, implicitly or explicitly there is an understanding of the reward that will follow achievement of the expected outcome or the penalty that will follow if it is not the case.

Empowerment deals with giving people more scope to exercise control over their own work and take responsibility for their own work. Although the individual is responsible for his own development, every manager is responsible for helping people to focus, direct and apply their self-development efforts productively.

2.9. A holistic approach

Armstrong (1994, 38) points out that a holistic approach is taken of performance management by taking an all embracing view of the constituents of good performance, how it contributes to the desired outcomes of the organization as a whole and what needs to be done to improve these outcomes. This is in accordance with the Human Resource Management philosophy of treating the employees as valuable assets and investing in their management and development to enhance their value. It furthermore ties in with the systems theory discussed previously because the inputs are processed into outputs from which feedback is given back to the systems in the process area.

2.10. Performance Management as a process

Desimone et al (2002, 366) proposes that Performance Management focuses on an ongoing process of performance improvement rather than an annual performance review. According to Armstrong (1994, 41) the “textbook” performance management system follows the process of developing from the strategy and objective phase to agreements and plans, the process is driven throughout the year until the phase of formal appraisals are reached. This leads to development and training, performance rating (which may lead to performance related pay). This approach is set out step by step below (Armstrong, 1994, 41).

Corporate strategies and objectives:

1. Defining the corporate mission and value statements linked to the business strategy.
2. Defining the corporate and functional (or departmental) objectives.

Agreements and plans:

3. Agreement on accountabilities, tasks, objectives, knowledge, skill and competence requirements as well as performance measures: thus the performance agreement or contract.
4. Agreement on work plans as well as personal development and performance improvement action plans.

Throughout the year

5. Regular feedback.
6. Interim progress reviews.

Formal reviews

7. Preparation for the formal review by the manager and individual.

knowledge and expertise) as well as competencies required to achieve the before mentioned results. It defines the measures used to monitor assess and review performance.

The first step is to achieve agreement on the overall purpose of the work. This definition of purpose should place the job within its context within the organisation. The principal accountability definition (defining the key result areas of the work) starts with an active verb and expresses specifically in one sentence what should be done and why the main tasks (key activities or main duties) are sometimes associated with “higher level jobs” and the definition contains a standard (Armstrong, 1994, 47).

The content of performance agreements contains: The work to be done, the objectives and standards of performance, the performance measures and indicators as well as the core values or requirements of the corporation (Armstrong, 1994, 47).

2.11.2. The performance and development plan

Hunter (2002, 182) proposes that the development plan is the “third leg” of the performance management process. (The three legs being MBO or goal setting, performance appraisal and the development plan.) This plan should be drawn up jointly by the manager and subordinate and reviewed at least once a year with the main objectives of training and developing the subordinate:

- to overcome any shortcomings in his or her job knowledge, skills and attitudes in order to improve on current performance
- for a new or higher level job
- in a wide variety of skills in preparation for a wide range of jobs

Armstrong (1994, 51) defines the performance development plan as a record of the actions agreed to improve performance and develop the attributes and competencies. It mostly focuses on development in the current work. It should also include continuous development into more responsible positions.

Performance planning describes the whole process of forming an agreement and then expressing it as a number of actions. These actions are handled by the individual, manager or by both

jointly. Work planning describes the normal activity of preparing and agreeing programmes for the achievement of objectives (Armstrong, 1994, 51).

2.12. Defining the goals (objectives) and performance measures

Armstrong (1994, 53) defines objectives as something that has to be accomplished. The objectives (sometimes called goals) defines what the organisation, function, department, team and individual is expected to achieve.

The two main types of objectives are work and personal objectives that he describes are:

2.12.1. Work or operational objectives refer to the results that has to be achieved or the contribution to be made to team, dept. and corporate objectives. At each level there is a specific relation. At departmental level they are related to corporate level, at team level they will be related to the purpose of the team and at individual level they are job related (referring to principal accountabilities, main activity areas or key tasks. The different objectives at each level should be integrated into so that the whole organisation shares a vision of performance requirements (Armstrong , 1994, 5).

The first stage is to identify the key result areas. The targets agreed to should be time-based and quantifiable. The next stage is defining performance standards for any area to which specific time-based targets can not be assigned.

2.12.2. Developmental goals (also called personal or learning objectives) are defined as the objectives concerned with what individuals should do and learn to improve performance and / or their attributes and competences. They are determined by means of performance reviews. The agreement on personal objectives should aim to achieve a balance between development and results.

Armstrong (1994, 56) states that a good work objective has the following characteristics: It is consistent, precise, challenging, measurable, achievable, agreed, and time-related and teamwork orientated.

The acronym SMART is used by some organisations where:

S = stretching

M = measurable

A = agreed

R = realistic

T = time related

2.13. The analysis of attributes and competence

2.13.1. Competencies

Armstrong (1994, 65) states that competencies refer to the behavioural dimensions of a role. This refers to the behaviour required to carry out their work well. These competencies can be universally generic (applying to all managers irrespective of the organisation they work for) or specific to a job family or category. Threshold competencies refer to basic competences required to do the job, but do not differentiate between high and low performers. Performance competences do make this distinction. Differentiating competences define the behavioural characteristics distinguishing high performers from less effective people. Positive and negative indicators are sometimes used to make this distinction. Differentiating competencies are sometimes defined in the form of behaviourally anchored rating scales.

2.12.2. Attributes

According to Armstrong (1994, 65) attributes in performance management refers to what people need to know to work effectively. It therefore consists of knowledge, skill and expertise. Attributes are distinguished from competences in that attributes are learnable skills, knowledge and expertise whereas competencies refer to the behaviour required to put this learning into practice. In the attribution analyses the tasks that job holders are expected to carry out are defined, then a systematic analyses is made of each of the main tasks that have to be carried out and it is decided which type and level of skill is needed to perform them.

2.12.3. Competence analysis

Armstrong (1994, 70) proposes that competence analysis gives the basis for producing competence profiles or models to be used in performance management, selection and career development. This can be done by using the following techniques:

- The structured interview or workshop technique (done by a group of management experts.) Hereby the initial question establishes the overall purpose and principal accountabilities of the job. Thereafter the behavioural characteristics distinguishing achievers at different levels of competence are identified.
- The critical incident technique uses data about effective or less effective behaviour related to actual events or critical incidents.
- The repertory grid technique distinguishes good from poor standards of performance by using the personal construct theory on how the job is viewed.
- The job competency assessment technique uses twenty competencies most often predicting success. These competencies are grouped into six clusters: achievement, helping (service), influence, managerial, cognitive thinking (problem solving) and personal effectiveness.

2.12.4. Behaviourally anchored rating scales

Armstrong (1994, 74) mentions that behaviourally anchored rating scales are developed by defining different levels of competence in specific areas. This puts the manager into the role of an objective observer rather than a judge. Thus subjectivity is minimised. This technique is used in the IQMS discussed in the next chapter and has been dealt with in detail earlier in this chapter.

2.12.5. The use of attribute and competence definitions

Armstrong (1994, 75) also proposes that core or generic competence definitions are produced for staff at different levels and attribute definitions developed for specific roles. Extending this to a more specific agreement between the manager and the individual ensures that individuals understand what they need to learn and what behaviour is expected of them. This agreement is followed by a review assessing performance under each competence heading and identifying needs.

2.13. Performance management throughout the year

Armstrong (1994, 76) argues that it is vital to implement performance management as a continuous process reflecting the normal good management practices of direction setting, monitoring, and measurement of performance and taking appropriate action. Performance management should form an integral part of the continuous management process. Performance appraisals should take place three or four times a year. This reflects a philosophy emphasising: sustained improvement in performance, continuous development of skills and competence as well as regarding the organisation as a “learning organisation.” The issues arising from this approach are: updating objectives, continuous learning, managing poor performance and taking disciplinary action.

2.13.1.Updating objectives and work plans

Gerber et al sees objectives as declarations of what must be achieved. Armstrong (1994, 77) however, states that performance agreements and plans should be seen as working documents. New demands and situations require provision for updating and amending objectives and work plans. This entails the discussion of what the job holder has done and achieved and identifying shortfalls in achievement of objectives or standards. Then the reasons for shortfalls are established. There needs to be agreement on changes required to objectives and work plans. Then agreement must be reached on actions required by the individual and manager to improve performance

2.13.2.Managing continuous learning

Armstrong (1994, 78) also argues that every task undertaken by individuals presents them with a learning opportunity, provided that they reflect on what has been done and conclude on the implications on future behaviour in carrying out similar tasks. Thus deliberate learning from experience is achieved by learning from the problems, challenges and successes in day to day activities. This can be done in a formal or informal manner.

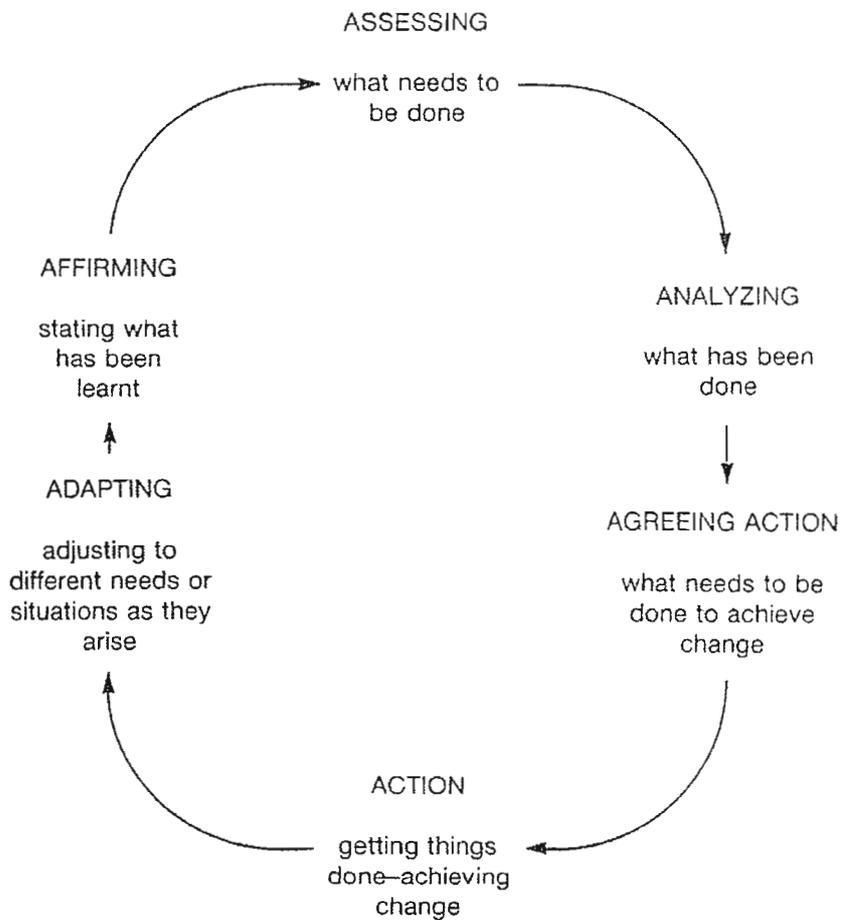
The continuous learning cycle includes the following activities on a continuous basis:

- Assessment of what has to be done.
- Analysing what has been done.

- Agreeing on action that has to be taken to achieve change.
- Taking action and getting things done to achieve change.
- Adapting or adjusting to different needs or situations as they arise.
- Affirming what has been learnt.

The above concept is also illustrated by Figure 2.7 below:

Figure 2.6: The continuous learning cycle



(Armstrong, 1994, 79)

2.13.3. Improving performance

Desimone et al (2002, 366) proposes that Performance Management focuses on an ongoing process of performance improvement. Armstrong (1994, 80) argues that performance is

improvement at individual level by selecting the goal, defining expectations, defining performance measures, monitoring progress and extending the process.

Armstrong (1994, 80) further argues that performance is also improved at organisational level. Demand making is regarded as an underdeveloped skill. Psychological mechanisms used by managers to avoid facing performance gaps are evasion through rationalization, reliance on procedures and attacks that skirt the target. The recommended strategy for dealing with this problem is: selecting the goal, specifying the minimum expectations of results, communicating expectations clearly, allocating responsibility and expanding and extending the process.

2.13.4. The management of under performers

According to Desimone et al (2002, 373) recommends using the coaching analysis of analysing the factors contributing to under performance and deciding on appropriate action to deal with under performance. A description of the steps followed are set out below:

Step 1: Identify the unsatisfactory employee performance in specific behavioural terms what the employee is doing wrong or failing to do.

Step 2: Determine the severity of the problem and deciding if it is worth addressing. If the “problem” does not have a negative influence on individual, unit or organisational effectiveness, it should be ignored.

Step 3: Determine if subordinates know that their performance is unsatisfactory by simply asking if he or she realises what he or she is doing wrong.

Step 4: Ensure that the employee knows what is supposed to be done.

Step 5: Determine if there are obstacles beyond the control of the employee.

Step 6: Find out if the subordinate knows how to do what must be done.

Step 7: Find out if a negative consequence follow effective performance.

Step 8: Determine if a positive consequence follow effective performance.

Step 9: Find out if the subordinate can do the it if he or she wants to.

Furthermore, the possibility of modifying the job may be explored (Desimone et al, 2002, 373).

If the subordinate is capable of performing adequately and the above mentioned coaching analysis does not improve performance, Desimone et al (2002, 380) proposes the use a coaching discussion. The use of Kinlaw’s approach or Fournie’s approach or a combination is recommended.

The above mentioned Kinlaw approach involves three stages: Confronting or presenting the subordinate with the problem performance in such a way that negative emotions that might be felt towards the problem situation is limited, specify which performance needs to be improved and establish that the goal is to help the employee change and improve. This can be done by describing the specific problem performance, avoid assignation of blame and focusing on the future. The second stage consists of using the reaction of the employee to develop information by focusing on their concerns and explanations, summarising what has been discussed and reaching agreement on nature of the problem and its causes. During the final stage the employee takes ownership of the problem and agrees upon the steps needed to solve it. It is important that both parties express commitment to improving performance and establishing a good relationship (Desimone et al, 2002, 380).

The above mentioned Fourne's approach (Desimone et al, 2002, 380) involves five steps with the goal of getting the employee to agree that a problem exists and committing himself or herself to a course of action to resolve it. Step 1 involves getting the employee to explicitly admitting that a problem exists. Step 2 involves mutually discussing alternative solutions to the problem. These solutions must preferably come from the employee to facilitate more commitment. Step 3 involves mutual agreement on the actions that will be taken to solve the problem. This should include what will be done and when it will happen. There should be agreement on when the follow-up discussion will take place. Step 4 involves the follow-up to determine if the agreed upon actions have been taken and the problem is resolved. Step 5 involves giving recognition for achievements when they occur to motivate the worker to improve further.

2.13.5. Performance management and discipline

If the employee is capable of performing the job and does not react positively towards coaching, disciplinary procedures may have to be considered. Armstrong (1994, 86) sees performance management as a positive process where the use of a counselling process is desirable when facing sub standard performance. This should be followed when the problem occurs, not stored for use during the performance review. If counselling fails, the disciplinary procedure should be entered. This procedure starts with an informal warning, followed by a formal written warning and as a last resort dismissal.

2.14.3. The objectives of performance appraisals

Gerber et al (1995, 219) points out that the aim of performance appraisal is to supply information to support other human resource activities and as a communication channel between employer and employee through which clarity on what they expect from each other can be established. Employees can indicate what the level and direction of their ambition is and managers can show an interest in the development of their employees. Areas where specific training is necessary can be identified, hard working employees can be encouraged and the employer can communicate dissatisfaction with unacceptable employee performance.

2.14.4. The organisational culture

Armstrong (1994, 91) the organisational performance review must be in harmony with the culture of the organisation or be introduced deliberately as a method of change (moving from a command management system to a system of consent) in order to be successful. Performance management and the review process can only help to achieve cultural change if the change is managed vigorously from the top.

2.14.5. The focus of performance appraisals

Desimone (2002, 386) points out that setting goals during the performance discussion leads to positive outcomes. According to Armstrong (1994, 92) the focus should be on the majority of employees who are in the middle of performance distribution. Focusing exclusively on the upper and lower extremes neglects the “average” performers relied upon for day to day operations, thus ignoring both exceptional and poor performance. Furthermore the focus should be on development, not merely performance scoring.

2.14.6. The criteria to be used for performance appraisals

Armstrong (1994, 93) proposes that the criteria to be used for performance assessment are: achievements with regard to objectives, behaviour in the job as it is affecting performance and day to day effectiveness.

2.14.7. Dealing with the good and bad elements of appraisals

Armstrong (1994, 94) proposes that performance reviews are not there to hand out punishment for past mistakes. These issues should have been dealt with when they occurred. Most individuals appreciate high quality feedback that makes it clear where they stand. Furthermore he argues that most people can cope with criticism of two or at the most three aspects of their performance. More than that will put them on the defensive and can be destructive. Criticism should be constructive in maintaining the focus on the performance and not the person of the individual. The objective should be to bring about positive changes in performance. Criticism should be based on fact and not opinions. Make the point, get a response and get on with planning how to bring about changes. Emphasising the positive will increase the scope for action and motivation. Building on the positives can be more constructive than concentrating on the negatives Armstrong (1994, 94).

2.14.8. Dealing with the problems of performance appraisals

Desimone et al (2002, 386) suggests the following sampling from empirical research that are relevant to the effectiveness of coaching: employee participation in the discussion, being supportive, using constructive criticism, setting performance goals during the discussion, training supervisors to discuss performance with employees, ensure the supervisor's credibility and the support of the organisation. Armstrong (1994, 96) suggests that the following approaches will alleviate the problems associated with performance reviews: Ensuring that the agreed criteria for evaluating performance cover the agreed objectives and monitoring performance throughout the year. Furthermore ensure that managers and their staff understand the positive nature of the process. A positive approach by managers and briefing by all involved will help.

2.14.9. Evaluating performance appraisals

Armstrong (1994, 97) suggests that the performance of managers at performance reviews can be evaluated and improved upon by confidentially asking individuals to answer questions about their review meeting. These questions could include: How well did your manager conduct your performance review meeting? Are there specific aspects of the review that could be improved upon? How did you feel after the review? How are you feeling about your work and the challenges now? Is your manager helpful in developing your skills and abilities?

these problems? Has this individual received enough guidance or help? Is the best possible use made of the skills and abilities of this individual, is the individual ready for additional responsibilities in the present work and what could they be and would the individual or the organisation benefit from further experience in other areas of work? What direction should the career of the individual take within the organisation and what development and training should the individual receive to help them in their work?

Furthermore Armstrong (1994, 100) proposes that preparation by the individual should include working through the following questions that is a mirror image of the above list: How well did you succeed in achieving the objectives during the review period and how well has agreed plans from the last review meeting been put into effect? What objectives would you like to agree to for the next review period and what problems have you experienced in carrying out work and what can be done about these problems? Have you received enough guidance or help and is the best possible use made of your skills and abilities? Are you ready for additional responsibilities in the present work and what could they be and would you or the organisation benefit from further experience in other areas of work? What direction should your career take within the organisation?

2.14.12. The performance appraisal meeting itself

Hunter (2002, 179) argues that the meeting between the supervisor and subordinate should be positive and supportive with an emphasis on problem solving. One meeting per year at salary increase time is not enough. Three or four meetings per year should be held with each subordinate. He proposes the order of the issues to be discussed as:

- a. Outputs and goal achievement
- b. Critical behaviours
- c. The application of inputs
- d. Relationships
- e. Feedback issues

Furthermore, Hunter (2002, 179) proposes that the discussion should be based on factual information (feedback) which has been obtained from previously established information systems. Where problems are identified they should be dealt with according to the problem solving steps: Defining the problem, identifying the causes, set objectives (to solve the problem

by a certain date), consider alternative solutions, decide on the best solution, draw up a plan of action and convene a follow up meeting to assess the progress made to solving the problem.

Armstrong (1994, 101) proposes the following rules should be kept in mind when conducting the performance review meeting: Be prepared with objectives and notes taken throughout the year, create the right atmosphere of an informal frank but friendly exchange of views and work according to a clear structure with enough time for individuals to express their views fully. Use praise for specific achievements that are sincere and deserved, let individuals do most of the talking and invite self assessment by using questions such as: how do you feel you have done, what do you feel are your strengths, etc. Discuss performance, not personality. This should be based on fact and not opinion, encourage analyses of performance. Do not deliver criticism that is not expected, feedback on performance should be immediate and not wait until the end of the year. Agree on measurable objectives and a plan of action and aim towards ending the review meeting on a positive note.

2.15. Performance rating

According to Armstrong (1994, 103) there are arguments for and against rating. Inclusion of rating in the performance review structure necessitates consideration of the definition of performance levels, the number of ratings to be used and methods to achieve reasonable accuracy and consistency.

2.16.1. The arguments for and against rating

The arguments against rating are:

According to Gerber et al (1995, 222) the arguments against Performance rating are that the design may be flawed and cause operational problems, that the criteria may be badly constructed or the system may lose its value if the criteria is focused on activities rather than outcomes. Furthermore, Armstrong (1994, 104) gives the following arguments against ratings. That they are very subjective. It is also difficult to achieve consistency between rating scales. Summing up the total performance of an individual is a gross over simplification of the complex factors influencing his / her performance. Labelling people as average or below average or other equivalent terms is demeaning and demotivating.

The arguments for rating are:

Armstrong (1994, 103) gives the following arguments for rating. That it is a prerequisite for performance related pay. Furthermore it provides a basis for identifying exceptional performers, under performers and the reliable core performers so that appropriate action can be taken. It also provides a basis for predicting potential.

2.16.2. Performance level definitions

Armstrong (1994, 105) proposes that the rating scale can be behavioural (with examples of good, average an adequate performance) or graphic (simply presenting a number of scale points on a continuum, e.g. a, b, c or 1, 2, 3, etc.) Great care is generally taken in the wording of definitions to provide greater accuracy and consistency. There are however always room for subjective judgements to be made.

Positive-negative definitions

Armstrong (1994, 105) argues that the traditionally definitions have regressed downwards from highly positive (e.g. exceptional) to negative (e.g. unsatisfactory), e.g.

- A Outstanding
- B Superior
- C Good
- D Not fully up to standard
- E Unacceptable

Positive definitions

An alternative, increasingly popular approach is having a rating scale providing positive reinforcement at every level, e.g.

- Very effective
- Effective
- Developing
- Basic

2.16.3. The choice and number number of ratings

According to Armstrong (2002, 499) the first choice is between the normal distribution (with most people in the middle) that is possible with an uneven number and the prevention of centralising things with an even number.

The number of ratings varies from three to five. Research indicates that the reliability of ratings drop if lower than three ratings are used and that little is gained from more than five response categories. Most organisations use four or five levels.

2.16.4. Achieving consistency

According to Armstrong (2003, 503) it can be very difficult to achieve an acceptable level of consistency, fairness and equity in ratings. Human nature being as unique as it is, some managers will be harder and others more generous with their staff. Many managers want to do the best for their staff because they believe that they are good or to win their goodwill. In these circumstances it is difficult to challenge them. It can also be argued that if the responsibility for human resource development is really given to line management, it is their prerogative to decide on the distribution of ratings.

There are however six ways suggested by Armstrong (1994, 109) to attempt a degree of consistency:

- Managers can be required to conform to a pattern corresponding with the normal distribution curve in a forced distribution. The arguable rationale being that performance levels will be distributed normally in every part of the organization. A distribution of this nature could be A=5%, B=15%, C=60%, D=15%, E=5%. This approach is resented by managers and employees that feel they are being forced into predetermined categories and causes win/lose situations. It sometimes takes the form of a quota system allocating the number of ratings managers are allowed in each category (Armstrong, 1994, 109).
- Staff is ranked in order of merit. Thereafter performance ratings are distributed through the rank order. E.g. the top 15% get an A rating, the next 15% get a B rating, etc. Once again the distribution is forced and success depends on the objectivity and fairness of the rankings (Armstrong, 1994, 109).

- Training managers in objective and justifiable test rating decisions by using case study performance review data. Thus a level of common understanding about ratings can be build (Armstrong, 1994, 109).
- Peer reviews or moderating discussions can be used, whereby groups of managers meet to review each others' ratings and challenge the unusual occurrences. This is a time consuming, but effective method (Armstrong, 1994, 109).
- Monitoring the distribution of ratings by a central department. In the business world this is usually the Human Resource department. This department challenges and investigates any unusual patterns and unwarranted differences between departments (Armstrong, 1994, 109).
- Behaviorally anchored rating scales (BARS). These BARS reduce rating errors, assumed typical of conventional scales. It includes a number of performance dimensions and managers rate each dimension on a scale. This discourages the tendency to rate on the basis of generalized assumptions concerning personality traits by focusing attention on specific work behaviours. The development of such BARS requires effort though. Furthermore there is still a risk of making subjective judgments because of different interpretations of the definitions of the levels of behaviour (Armstrong, 1994, 109).

Furthermore the research by Sanchez and De La Torre (1996, 7) suggests that there is a weak association between behavioural and rating accuracy in the delayed condition. This suggests that when the observation period and rating task do not immediately follow each other (as often occurs in annual or semi-annual performance appraisals) discrepancies occur. They therefore suggest that raters striving for accurate ratings maintain behavioural records of strengths and weaknesses rather than depend on long term memory.

The research of Schmidt (1996, 557) furthermore suggests that supervisory ratings appear to have a higher interrater reliability than the peer ratings. In all cases it was found that interrater reliability is lower than intrarater reliability. This indicates that it is inappropriate to use intrarater reliability estimates to correct for biases from measurement error leading to biased research results.

2.16.5. Documentation

James Harrington (1991, 23) argues that the single most important strategy to improve the quality of work life and returning high performance to the United States workplace is reforming

the business process itself because the inefficacy, bureaucracy and complexity bogged down critical business activities as well as reduced productivity and competitiveness. Furthermore, it detracted from the satisfaction and pride that managers and employees derive from their work.

According to Armstrong (2003, 505) the focus should be on managing and improving performance, not a paper chase of completing forms. He states it clearly that bureaucracy kills the system. The process practiced jointly by managers and individuals are more important than the content of the system. There is an argument for having no forms at all, merely recording the conclusions of the discussions on blank paper to use as working documents during the continuing process throughout the year. The argument for forms is that it provides a format that helps the orderly presentation of plans and comments. The existence and use of the forms reinforces the fact that this is a process to be taken seriously. The forms should be working documents that are completed jointly by managers and individuals. These forms should be continuously used as reference documents when reviewing progress on objectives and plans. Agreements on achievements and actions should also be recorded on them. Both the manager and individual should have copies. Protection against unfair evaluations can be provided by letting the manager's manager see and comment on the completed report. The comments should be available to individuals who should have the right to appeal through the established grievance procedure if they should wish to do so (Armstrong, 2003, 505).

2.17. Other approaches to performance appraisal (assessment)

Armstrong (1994, 119) argues that the traditional approaches were based upon a top down process involving a one to one relationship. Changes in these management approached created the opportunity for the development of other approaches.

2.17.1. Self assessment

Desimone et al (2002, 479) proposes that self assessment is best used as a first step in the career management process, rather than the only step in a career management programme.

Armstrong (1994, 119) states that self assessment is defined as a process according to which individuals review their own performance (using a structured approach) as the basis for

discussion with their managers in review meetings. Structure is usually provided with a self assessment form completed by individuals before the meeting.

Furthermore, Armstrong (1994, 120) argues that the advantages of self assessment are that it reduces defensiveness. It helps to generate a more positive and constructive discussion and it encourages people to think about their own development needs and how they can improve upon their own performance. It facilitates a more balanced assessment because it is based on the views of both manager and individual.

Armstrong (1994, 120) also states that self assessment causes several potential problems that have to be managed carefully: Employees can take the lead, but managers must contribute to the agreed joint assessment. They may bluntly disagree. This may lead to confrontation. This necessitates careful handling of the situation by asking further questions or presenting additional facts rather than simply expressing an adverse opinion not supported by evidence. Many people are surprisingly realistic in assessing their own performance. There will however always be those over estimating their performance. They have to be handled very sensitively. The matter of employees handing completed preparation forms to managers prior to the review meeting should be considered carefully. Although it might give managers an indication of what might be discussed, employees may feel inhibited if they expose their views in writing, especially if they are seen to be critical of their manager. Therefore this decision should rather be left to the individual manager. Whether the manager should keep the self assessment documentation might make individuals feel that their opinions about themselves might later be used as evidence against themselves.

2.17.2. Upward assessment

Another form of assessment proposed by Armstrong (1994, 122) is upward assessment. This assessment provides subordinates with the opportunity to assess or comment on the performance of their managers. This can be done by means of formal assessments by subordinates or as part of the normal review procedure. This is normally summarised by a third party. It can also be done as part of the normal review procedure commenting on the guidance and support from managers.

2.17.3. Peer assessments

Armstrong (1994, 124) also mentions peer assessments. Fellow team members or colleagues in the same network provide these assessments. Normally individuals are asked to rate other team members under headings such as:

- A highly effective team member.
- Generally cooperative and helpful.
- Not always cooperative or helpful.
- Generally uncooperative and unhelpful.

2.17.4. 360 degree feedback

Desimone (2002, 151) proposes that the practice of using multiple sources to gather performance information (called 360-degree performance appraisal) is gaining greater use in organisations. According to Armstrong (2003, 513) feedback data is systematically obtained from a number of the stakeholders in the organisation. This may include the supervisor, peers, internal costumers, direct reports and peers. The feedback can be increased to include other stakeholders (e.g. such as clients, suppliers, etc.) This is sometimes called 540 degree feedback. The reasons for 360 degree feedback are that the awareness of the discrepancy between how we see ourselves and how others see us causes an increase in self awareness. Furthermore enhanced self awareness is the key to maximum performance as a leader. This form of assessment is mostly used to determine development needs and as a basis for performance coaching. It is seldom used to determine a performance grade or pay reward.

The research by Smither, London and Reilly (2005, 33) suggests that performance improvement should be more likely for some recipients than others. Improvements are more likely to occur when feedback indicates that change is necessary and recipients have a positive orientation towards feedback, perceive a need to change their behaviour, react positively toward feedback and believe change is feasible. Furthermore they set appropriate goals to regulate their behaviour and take actions that lead to skill and performance improvement.

2.17.5. Forced distribution rating systems

According to the publication of Scullen, Bergey and Aiman-Smith (2005, 1) Forced Distribution Rating Scales (FDRS) required firing a certain percentage of the workforce every year. Their research suggests that this removal of the bottom ten percent every year only leads to performance improvement during the first several years. Furthermore improvement is largely the function of the percentage of the workers to be fired and the level of voluntary turnover. They found that greater improvement is associated with higher numbers being fired and lower levels of voluntary turnover.

In the above mentioned publication it is stated that firing the poor (low ranked) workers was the quickest route to improvement. Reducing voluntary turnover soon became important as well. The high percentage of workers fired during the early years of FDRS reflects the fact that there are relatively large numbers of inferior workers at that time. Therefore replacing them with more effective people is an effective way to improve the average potential. With the passage of time, the voluntary turnover increased in significance and the percentage fired declined. This is attributed to two factors:

- Firstly the average potential of workers rises as the workforce improves. Therefore the gain from replacing these employees decreases. This explains why the importance of the percentage fired decreases over time.
- Secondly random instances of voluntary turnover will tend to result in more significant losses as the workforce improves. Reducing these losses becomes more important over time.

2.18. Feedback and counselling

Armstrong (1994, 127) proposed that the processes of performance management are much more important than the content of the “system”. (The procedures, documents and forms that is often treated as the essence of performance management. These processes are feedback, counselling and coaching.

2.18.1. Feedback

Armstrong (1994, 36) proposes that feedback is given so that people can monitor performance and take corrective action where necessary. It is important that employees plan how they are

going to achieve their objectives and obtain feedback data themselves. Desimone et al (2002, 662) defines feedback or knowledge of results as “communication to an employee regarding work performance that is provided by a supervisor or peer.” Hunter (2002, 10) argues that research over decades has proven that feedback to people on how they are performing in their jobs is critical for improving their performance and maintaining it at a high level. According to him feedback of up to date and accurate information encourages people to set their own goals. They now know when to adjust the way that they are working so that they can achieve their goals. Furthermore, it motivates them to improve their performance to achieve their goals. It also helps them to learn the most effective ways to do the jobs under different circumstances. This makes it important for managers to measure and record the outputs of their employees and give them feedback in a manner that they can understand and is meaningful to them. Armstrong (1994, 127) argues that feedback consists of transmitting information from one part of a system to an earlier part to facilitate corrective action or initiate new action. Self generated feedback is a highly desirable element of a full performance management process. Managers are however compelled to provide feedback based on their own observations. Feedback should be positive in that it is aimed toward further improvement, not mere criticism. Feedback should also be factual and refer to results, events and critical incidents. Furthermore feedback should be descriptive and not judgemental. It should refer to specific behaviours. Ask questions rather than make statements and key issues should be selected.

2.18.2. Counselling

Armstrong (1994, 129) proposes that counselling is defined as an activity in the workplace where one individual uses a set of skills and techniques to help another individual to take responsibility for and manage their own decision making whether work related or personal. He states that this process consists of three stages: recognition and understanding, empowering and resorting. Desimone et al (2002, 400) however, proposes that the focus of counselling is on dealing with the personal problems (e.g. substance abuse) of individuals impacting on work performance. They propose the components of a typical counselling program to be: problem identification, education (this typically involves information about the relevance, likely causes, consequences, etc), counselling, referral, treatment and follow-up.

2.19. The application of performance management

Hunter (2002, 183) proposes that the implementation of a successful performance management system should integrate the aspects of: MBO or goal setting, performance appraisals and the development plan. He proposes the steps of:

Step 1: analyzing the jobs

Step 2: Implementing a MBO or goal setting programme

Step 3: Implementing a performance appraisal scheme

Step 4: Drawing up a development plan.

Step 5: Discussing progress on a regular basis

According to Armstrong (2003, 506) great care should be taken in the implementation of performance management processes. He set it out in terms of where and how, who are covered and when reviews take place and what sort of reviews is to be conducted.

Where and how?

Performance management should be introduced on an organization wide basis, starting at the top. The philosophy, principles and key procedures are mostly developed centrally. The most commonly used and most effective method is using a project team or working group for this purpose with management and staff representatives. Thus more opinions and experiences can be considered. It also serves as a basis for wider consultation and communications and facilitates understanding and acceptance of the process. As many people as possible should be brought into the discussions by means of workshops and focus groups. Thus the maximum amount of buy-in is achieved.

Who are covered?

It must be decided beforehand who must be covered by performance management. There are many arguments for a universal scheme as part of a completely integrated terms and conditions of employment policy. It also serves as a means of increasing commitment in demonstrating that all employees are important.

When do reviews take place?

Usually an annual formal review is held with interim reviews. Sometimes development reviews are held on the anniversary of the day the employee joined the organization in order to spread the workload on managers. In the case of performance pay the pay review is done at a fixed time in

the year and can be treated as a separate exercise. (This is preferable so that the development review is not contaminated by the pay review.)

What sort of reviews is to be conducted?

Organizations often arrange for separate interviews for the agreement to objectives and personal development plans and one that is solely dealing with making pay decisions.

Pilot testing of performance management is highly desirable.

2.20. Monitoring and evaluating performance management

Armstrong (2003, 511) proposes that the introduction of performance management should be monitored very carefully. Thereafter, it should be monitored on a continuous basis, especially after the first year of implementation. The best way of monitoring and evaluation is to ask those involved (managers, individuals, and teams) how it worked. As many as possible should be seen, individually and in groups. A scrutiny of a sample of the completed forms should be checked to ascertain how thoroughly they have been completed. A special survey of reactions to performance management completed anonymously by all managers and staff can supplement individual and group discussions. Ultimately it will have to be established to what extent improvements can be attributed to performance management by analyzing organizational performance.

2.21. Performance related pay

Greenberg and Liebman (1999, 8) points out that sometimes incentives are the missing link in strategic performance. They propose that the challenge is to focus and tap better into the motivation that executives already have to meet the objectives of the organisation. This can be done with a comprehensive incentive strategy characterised by the ability to address the various types and executive motivational needs, offer a range of incentives, originate from and support the business goals, satisfy the need of the individual executive and keep pace with the changes in business strategy and leadership needs.

Hunter (2002, 185) argues that in the initial stages the satisfaction that employees experience from achieving their performance goals will sustain the higher performance. This intrinsic

motivation is usually not enough to maintain performance at a high level indefinitely. Without some form of reinforcement the productivity will eventually decrease back to the original standards. Therefore introduction of a performance management system will also need a reward system to sustain performance improvements. The reward types will depend on the management, type of organisation and the type of jobs performed. The type of reward can also be monetary payments or non financial rewards (e.g. prizes, social outings, etc.) Care should however be taken to ensure that all employees understand the system, that it is fair to everybody and that it is based on objective and reliable measures of performance.

Armstrong (1994, 166) proposes that it is best to see performance related pay as a method of improving performance. It is not however a necessary process since performance management without performance management related pay can still be used as a motivator by management. It is defined as linking pay progression to a performance and / or competence rating.

2.21.1. The objectives of performance related pay are:

Armstrong (1994, 166) proposes that it motivates all employees and delivers a positive message about the performance expectations of the organisation. It focuses the attention on the key performance issues, differentiate rewards to people according to their contribution and competence, help to change cultures and emphasis the importance of teamwork as well as individual contributions. It flexes pay costs in line with organisational performance.

2.21.2. The arguments for performance related pay

Armstrong (1994, 167) argues that it is argued that people should be rewarded according to their contribution and that performance related pay provides a tangible means of recognising achievement. It ensures that everyone understands the performance imperatives of the organisation Furthermore it works as an incentive because money is seen as the best motivator.

2.21.3. The arguments against performance related pay

Armstrong (1994, 168) argues that the effectiveness as motivator is questioned because there is little evidence that people are motivated by their expectations on the rewards. Individuals motivated by financial incentives tend to be well motivated anyway. Measuring individual

performance objectively is difficult. It may encourage people to focus narrowly on the tasks that are rewarded. Teamwork may suffer. Pay may rise faster than performance if the process is not carefully managed.

2.21.4. Tired but satisfied

The research by Van Yperen and Janssen (2002, 1162) suggests that job demands are positively related to fatigue, for all combinations of goal orientation. Furthermore, the employees working for firms that are using performance based compensation systems perceived a higher performance orientation within their firms than the employees working for firms that use job-based compensation systems with fixed salary scales. This means that the perception and adaptive response of employees to achievement situations can be influenced constructively by creating a psychological environment that encourages an adaptive response pattern among employees. Economically successful firms (regardless of the compensation system) were seen as predominantly mastery orientated. It is obvious that employees must contend with performance standards, production schedules, deadlines and so forth for a firm to be successful. However, the before mentioned are integral parts of the job any way. The managers should rather focus on personal improvement, development and growth. In a psychological work environment where these factors are emphasised, employees may face high work loads and feel tired but satisfied at the end of the working day (Van Yperen and Janssen, 2002, 1162).

2.22. Performance related training

According to Armstrong (1994, 176) performance related training provides for development of skills and competencies directly impacting on the performance of individuals or teams. The relevant training needs should be identified in the performance review. The methods of addressing these needs should be incorporated in the performance agreement and performance plan of the individual.

Armstrong (1994, 177) recommends the following 10 ways in which performance related training can contribute to the improvement of the organisational performance: It ensures that the mission statement is understood, accepted and acted upon. It communicates and gains commitment to the organisational values (e.g. customer care.) Furthermore, it effectively facilitates cultural change. Attitudes and beliefs are also channelled in the appropriate directions.

Organisational change is assisted by equipping people with the new skills required. Flexibility is also promoted by helping people to acquire new skills. Furthermore, innovation and growth is facilitated. The induction of trainees, staters and newly promoted employees is speeded up. The strategic plan of the organisation talent requirements are provided and developed. The organisational effectiveness is improved by filling the gaps between what is done and what should be done.

2.23. Summary

This chapter has covered the available literature on performance management in the business world. It looked at the forerunners that contributed to the development of performance management. The definitions of performance management and the aims thereof as well as the need therefore were looked at and the wider implications of performance management on Human Resource Management, Continuous Development and teamwork was investigated.

The performance management philosophy that includes motivation theory, concepts of organisational effectiveness as well as beliefs on managing performance management and the holistic approach was discussed. The performance management process, agreements and plans were reviewed. Furthermore the objectives and measurements were discussed. This was followed by a discussion on attributes and competencies. The techniques of feedback, counselling and coaching were discussed.

All aspects of performance appraisals (e.g. potential problems) were discussed. The ratings and all aspects pertaining to the rating were reviewed. Other approaches to performance management (self assessment, upward assessment, peer assessment, 360 degree feedback and the forced distribution rating system) were also discussed.

The introduction of a performance management system was reviewed as well as monitoring and evaluating the system. Performance related pay and training was also critically reviewed.

The above literature review of performance management in the business world gave a clear frame of reference to base and compare performance management in education on. The performance management system used by the South African Department of Education, the Integrated Quality Management System (IQMS) is the topic of discussion in the next chapter.

The field study of the perceptions of educators and principals about this system will then be reviewed. This will be followed by a chapter of recommendations.

Chapter 3

The Integrated Quality Management System used in South African schools

3.1. Introduction

The previous chapter covered the available literature on performance management in the business world. It provided a clear picture and frame of reference of the Human Resource Management and Performance Management theory and principles that the Integrated Quality Measurement System (IQMS) is based upon.

In this chapter the secondary research (literature study) continues, but focuses on the Integrated Quality Measurement System (IQMS) itself. The motivation for this system is reviewed and the system itself is introduced. Furthermore, the reasons for aligning the Developmental Appraisal, Performance Measurement and Whole School Evaluation systems are explained, thereafter the characteristics and guiding principles of IQMS are explained. The protocol that is used is also explained and the responsibility allocation for the quality of the process is given. This is followed by an explanation of how differences and/or grievances are resolved; the responsibilities of the different structures are then set out. This is followed by a review of the prescribed documentation and a discussion of the attached instrument for evaluation is also included. Many similarities between performance management in the business world (discussed in the previous chapter) and the practical application of performance management in education with the IQMS will be observed.

The next chapters deal with the subsequent primary research (the field study) in which the perceptions of principals and educators on how this IQMS system influenced educator performance at school. In conclusion recommendations are made to further improve on this system.

3.2. Motivation

The constitutional right of every South African citizen to a “basic education” is entrenched in the Bill of Rights (The constitution of the Republic of South Africa, 2000, 14). According to Professor Kader Asmal a new model for Quality Assurance was invented that is “radically different from the previous school inspection system ...” (Department of Education, 2002, 1).

The Collective agreement number 8 to this system was agreed to and signed by all major stakeholders on 27 August 2003 (Department of Education, 2003, 1).

The main objective of the Department of Education and all educators is ensuring quality public education for all and constant improvement of the quality of teaching and learning. For this the Department is also accountable to the wider community. The responsibility of the Department of Education is to provide facilities and resources that support teaching and learning. Successful education is dependant on empowering, motivating and training educators. The responsibility of the department of Quality management of the Department of education is to monitor and support these processes (Department of Education, 2003, 7).

The three programmes that were aligned into the Integrated Quality Management System (IQMS) and used by the department of Quality assurance to enhance and monitor performance in the education system are: Developmental Appraisal, Performance Measurement and Whole School Evaluation. Each programme has its own distinct focus and purpose and there should not be any contradiction between them. (Department of Education, 2003, 7)

The purpose of Developmental Appraisal (DA) is appraising individual educators in a transparent manner to determine strengths and weaknesses and to determine programmes for individual development. (For the purpose of this study, this can be regarded as the South African department of Education programme for coaching because it fits the definition in the previous chapter). The purpose of Performance Measurement (PM) is evaluating educators for salary progression, grade progression, affirmation of appointments and rewards and incentives. (For the purpose of this study this can be regarded as the South African Department of Education system of performance appraisal and performance related pay because it fits these definitions in the previous chapter.) The purpose of Whole School Evaluation is evaluation of the overall effectiveness of a school. (For the purpose of this study this can be regarded as the South African Department of Education system of 360 degree feedback because it fits the definition of 360 degree feedback in the previous chapter (Department of Education, 2003, 7).

The philosophy fundamental to this integrated quality management system is the belief that the purpose of Quality management systems is to determine competencies and assess strengths and weaknesses, support must also be provided and opportunities created to ensure continued growth, accountability must be promoted and the overall effectiveness of the school must be

monitored. This informed the development of the single instrument for evaluation of institution based educators (Department of Education, 2003, 8).

3.3. Reasons for alignment of the Performance Appraisal, Performance Measurement and Whole School Evaluation systems

According to the 2003 Collective Agreement on IQMS (Department of Education, 2003, 8), the main reasons for the alignment processes are enabling the different quality management systems to inform and strengthen each other, defining the relationships between the different programmes of the integrated quality management system. Furthermore, it has been aligned to avoid unnecessary duplication so that human resource use is optimised as well as ensuring that there is ongoing support, improvement and accountability.

3.4. Characteristics of this integrated quality management system

The following characteristics of this integrated quality management system (which includes Developmental Appraisal, Performance Measurement and Whole School Evaluation programmes) are identified in the Collective Agreement on IQMS of 2003 (Department of Education, 2003, 8):

The Developmental Appraisal and Performance Measurement inform and support each other without duplication of structures and procedures. The Performance Measurement and Developmental Appraisal should be integrated in the annual cycle and be completed within the calendar year, preferable during a period when the staff at the school is most stable. Furthermore, the Developmental Appraisal and Performance Measurement inform and support the internal Whole School Evaluation (WSE). The separate purposes and processes of Developmental Appraisal, Performance Measurement and Whole School Evaluation stay intact. The following structures are necessary within the school (Department of Education, 2003, 8):

- The Senior Management Team (SMT) consisting of the principal, deputy principal and Heads of department (education specialists). The task of this structure is ensuring that the school is operating efficiently and effectively.
- The Staff Development Team (SDT) whose task it is to plan, oversee, co-ordinate and Monitor all Quality Management processes.
- The Development Support Group (DSG) whose function is primarily mentoring and

Support. For each educator this team consists of the immediate senior and one other educator. An educator may request additional DSG members to be appointed.

Sustainability of Whole School Evaluation (WSE) in the long run is ensured by self evaluation. This is done by educators for Performance Appraisal and the school for Whole School Evaluation. The lines of accountability are clear between:

- The educators and their DSGs and the SDT.
- The SDT and SMT
- The SMT and Regional/District/Area office (Department of Education, 2003, 8).

There are two developmental cycles built into the annual programme which is in accordance with the principal of not having only one annual performance appraisal that was discussed in chapter 2 (Department of Education, 2003, 8). The first term is mainly used for planning and the first evaluation of educators (called the baseline evaluation), the fourth term is used for summative evaluation and internal WSE. It is acknowledged that there could be pressure on staff as well as management at the end of the year when all the educators have to be evaluated for pay progression (Performance Measurement), it is however crucial that the summative evaluation take place at this stage after the development has taken place. The Performance Measurement must be based on the progress and work during the calendar year; after it has been verified and moderated the data must be submitted to the Persal department by the end of the year to implement pay progression during the following year. As the WSE team will be performing external Whole School Evaluations almost every week, the external WSE can take place at any time of the year. The WSE team leader must inform the Regional/District/Area office of the WSE dates at least four working weeks before the date of the actual evaluation. For WSE there are additional focus areas that include: Basic functionality, Governance and Relationships, School Safety, Security and Discipline, School Infrastructure, Parents and community (Department of Education, 2003, 9).

3.5. The guiding principles

According to the Collective Agreement on IQMS of 2003 (Department of Education, 2003, 9) the alignment of the Quality Management processes are guided by the following principles: Recognising the crucial role of the delivery of quality public education and that all learners must have equal access to quality education. The necessity of an understood, credible, valued and

professionally used Integrated Quality Management System is also an important principle. The focus of the system must be positive, even where improvement of performance is necessary. The system must include a process of self-evaluation and discussion of individual expectations. There is also a need to minimise subjectivity through transparency and open discussion and there is a need for quality controls to ensure validity, reliability and relevance. Furthermore, there is a need for fairness by affirming the rights of educators. (E.g. No action can be taken against an educator before meaningful attempts at development took place.) The system promotes individual professional growth of educators as well as ongoing support for educators and the school and a clear protocol guiding the interaction of parties is provided. Furthermore, the need for provision for and encouraging diversity in teaching styles in IQMS is recognised and professional standards for sound quality management, ethical and legal propriety, utility, feasibility and accuracy must be maintained. The development takes place within the context of the national Human Resource Development strategy and skills development. Schools must endeavour towards continuous improvement which is in accordance with the principle of continuous learning and the concept of the learning organisation discussed in the previous chapter.

3.6. Advocacy and training

The focus on advocacy proposed by the Collective Agreement on IQMS of 2003 (Department of Education, 2003, 10) is on achieving large scale buy-in to the process and answers the questions of what IQMS is and why it is necessary. The focus of training is how IQMS should be implemented at schools; this is the same as proposed for introducing the performance management system in the previous chapter.

3.7. Protocol

The protocol is a set of step-by-step processes and procedures that are to be followed in any instance where an educator is observed in practice, this protocol should be seen within the context of an Integrated Quality Management System, the protocol explained in the Collective Agreement on IQMS of 2003 (Department of Education, 2003, 11) is outlined below:

Process A: For internal appraisals and evaluations

During the annual internal appraisals and evaluations (when the school evaluates itself by its own people) the following steps are followed (Department of Education, 2003, 11):

Step 1: The establishment and implementation of quality management structures within the school (e.g. SDT and DSG) should be facilitated by the Regional/District/Area manager and the principal of the school.

Step 2: Individual educators should do self-evaluation before any lesson observations take place.

Step 3: Lesson observations of educators in practice for the sake of Performance Appraisal, Performance Measurement and external Whole School Evaluation. The principal, School Management Team and Staff Development Team must develop an implementation plan for the quality management programmes in consultation with the staff. This implementation plan must clearly indicate who should be evaluated, by whom and when. Furthermore, this information must be reflected in the composite time table of the school well in advance of implementation.

Step 4: The Development Support Group observes the lesson and discuss the outcomes of the lesson observation with the observed educator using the prescribed instrument. The appraisee must request copies of the lesson observation records.

Step 5: The information on lesson observation will be made available to the SDT for planning the School Improvement Plan.

Process B: External evaluations for WSE

Every three years the school is evaluated externally by an objective team from outside the school. The following steps are then followed (Department of Education, 2003, 12):

Step 1: The Whole School Evaluation (WSE) team draws an external evaluation plan and informs the offices of the Region/District/Area. The leader of the WSE team consults with the principal, SMT and SDT of the school. Schools must be informed timeously of the dates of the visit for conducting the external WSE (at least four weeks in advance. This excludes recess.)

Step 2: If the necessary structures are not in place, the WSE leader must request the Regional/District/Area manager to provide the necessary training and advocacy. They will make the arrangements with the principal to do so. The WSE team leader must inform the principal of the required documentation before the visit. These documents include assessment reports, learner profiles, learning programmes, timetables, school policies, DA and PM documentation. The school management informs parents, educators and learners of the coming evaluation and its purpose.

Step 3: During the pre-evaluation visit by the team leader to the school he meets with the SMT and SDT. Documentation will be collected and arrangements for the on-site visit are finalised. The appointment for a school based WSE co-ordinator (who should be a member of the SDT and not necessarily the principal) in accordance with WSE policy is confirmed. The process that will be followed is discussed. The need to maintain the normal routine of the school is impressed on all by the leader of the WSE team...

Step 4: The team leader and supervisors identify a cross section of educators for observation in practice on the basis of the documentation received. This is communicated to the school as soon as possible, preferably two days before the external evaluation. The WSE team should consist of supervisors with appropriate knowledge of the learning areas that they are going to evaluate.

Step 5: The observation of educators in practice:

The School Management Team introduces the WSE team to the staff and reminds them of the purpose of the visit. The supervisors confirm with the educators that are to be observed and finalise the timetable for the week of the SMT and SDT. The evaluation of the other seven focus areas goes on simultaneously with the lesson observations. The supervisors involved with observations meet with the DSGs and appraisees to consider and complete the pre-evaluation educator profile checklist and collect other significant information on the individual educator. This includes the professional growth plans. A member of the DSG with appropriate learning area knowledge accompanies the supervisor to relevant lesson observations. A member of the DSG and the WSE supervisor observe the lesson using the same instruments. Each completes a separate form. They compare their findings and discuss it with the appraisee. The appraisee is entitled to request copies of the evaluation forms. The confidentiality of the identity of the appraisee is assured in any documentation that leaves the school as part of the WSE. The name of the appraisee is recorded on the form for DA and PM only.

Step 6: The supervisor prepares a written report which must include the Whole School Evaluation of the quality of learning and teaching as well as the quality of the DA and PM processes.

3.8. The responsibility for the quality of the process

The Collective Agreement on IQMS of 2003 (Department of Education, 2003, 14) clearly states who is responsible for what: The Staff Development Team (SDT) is responsible for the management of the process and ensuring the consistency and fairness of the process as well as the accuracy of specific and overall ratings of educators. The principal and relevant

regional/district/area manager must sign all the documents that are handed in to the department. They must verify that the information is correct. The regional/district/area manager is responsible to review a sample of the evaluations to ensure consistency, fairness and relevance to the school plan and other stipulations. During the cyclical external WSE by the WSE team the evaluations will be verified by them. If they find discrepancies or that the process has not been satisfactory, they will make recommendations in their report that will address these shortcomings.

3.9. The resolution of differences and/or grievances

The Collective Agreement on IQMS of 2003 (Department of Education, 2003, 14) prescribes the following grievance procedure:

Most differences of opinion between an educator and members of the Development Support Group about performance ratings will be resolved by discussion at that level. Where an agreement can not be reached, the matter will be referred to the School Development Team within a week.

If no resolution is reached within five working days and there are serious breaches of the guidelines of the process and /or serious grounds for challenging the overall performance rating, either party may request a formal review by the Grievance Committee. This request must be in writing and state reasons why the educator believes there are grounds for challenging the process or the results thereof. The grievance committee is to be constituted by peer (senior manager) observers from the trade unions admitted to the council and a neutral person appointed by the regional or district manager (or a delegate.) This grievance committee will consider the case and make a recommendation to the Head of Department, who shall make a decision within five working days of receiving the recommendation.

3.10. The responsibilities of the different structures

The Collective Agreement on IQMS of 2003 (Department of Education, 2003, 15) sets out the following responsibilities for the different structures:

3.10.1. The Staff Development Team (SDT)

Each school is responsible for electing a Staff Development Team that consists of the principal and democratically elected members. This team may include all or some of the members of the School Management Team. There must, however, also be elected post level 1 educators on this team. Each school must decide on the size of their SDT upon considering the size of the school, the number of educators at the school and the work that has to be done. It is up to the school to decide on a specific term of office or if the SDT is re-elected annually.

The work and responsibilities of the SDT are ensuring that all educators are trained on the procedures and processes of the integrating QMS and co-ordinating activities related to staff development. Furthermore, they are responsible for preparing and monitoring the management plan for IQMS and facilitating as well as giving guidance as to how DSGs have to be established. The preparation of a final schedule for DSG members and linking developmental appraisal to the school improvement plan (SIP) is also their responsibility. They must also liaise with the department (through the SMT) on issues such as short courses, skills programmes and learnerships. Furthermore, the monitoring the effectiveness of the IQMS and reporting to the relevant persons as well as ensuring that all the records and documentation on IQMS are maintained are their responsibility. They must also oversee the mentoring and support of the DSGs, develop the School Improvement Plan (SIP) based on the information gathered during the developmental appraisals and co-ordinate the ongoing support provided during the course of the two developmental cycles each year. Completing the necessary documentation for performance measurement (for the sake of pay or grade progression), signing off these documentation to assure fairness and accuracy and submitting it to the principal in good time also forms part of their duties. They must also deal with the differences between appraisees and their DSGs to resolve their differences and provide all the necessary documentation to the principal for submission to the regional/district/area manager in good time. Co-ordinating all the internal WSE processes as well as liaising with the external WSE team and SMT to co-ordinate and manage the cyclical external WSE process and ensuring that the IQMS is applied consistently forms part of their duties (Department of Education, 2003, 12).

3.10.2. The development Support Group (DSG)

Each educator should have a development support group consisting of the immediate senior and one other educator (peer) selected by the educator on the basis of appropriate phase or learning area or subject expertise. The educator may request additional DSG members to be appointed.

The main purpose of the DSG is providing mentoring and support. If the immediate senior is the head of department (HOD) such mentoring and support falls within the job description. It is the responsibility of this DSG to assist the educator in developing a personal growth plan (PGP) and co-operate with the SDT to incorporate plans for development of the educator into the School Improvement Plan (SIP.) The DSG is also responsible for the baseline evaluation of the particular educator (for development purposes.) The immediate senior is the person responsible for the summative evaluation of the educator at the end of the year for Performance Measurement (pay or grade progression.) The DSG must then verify that the information supplied for Performance Measurement is correct (Department of Education, 2003, 16).

3.11. Records and documentation

The Collective Agreement on IQMS of 2003 prescribes the following documentation (Department of Education, 2003, 17):

The personal growth plan (PGP) of the educator should be the result of the strategic plans of the relevant department of education and developmental appraisal. (DA.) The educator develops this in consultation with members of the DSG. It is used to develop the School Improvement Plan (SIP). This will be SIP will be handed to regional/district/area staff for the development of their planning and the allocation of support staff. The PGP, baseline evaluation and performance measurement forms an important record of the developmental needs and progress of individual educators.

The School Improvement Plan (SIP) enables the school to measure its own progress through the process of continuous self evaluation. This is especially important in the years between the cyclical external WSE. The SIP is developed by the SMT and SDT with the aid of the individual PGPs as well as the whole school evaluation. It must also be based on and linked to the strategic plans of the relevant department of education and submitted to the regional/district/area manager.

The regional/district/area improvement plan is developed with the aid of the SIPs (school improvement plans) handed in by the different schools as well as the strategic plan of the relevant department of education.

3.12. The instrument that is used to evaluate educator performance

The instrument used for evaluating the performance of educators is presented in the Collective Agreement on IQMS of 2003 (Department of Education, 2003, 35) and is attached as Annexure A.

This instrument consists of two parts. The one part is for observation of educators in practice and the other is related to aspects of evaluation outside the classroom.

3.12.1. The lesson observation instrument

The lesson observation instrument is set out in the IQMS Collective Agreement (Department of Education, 2003, 44) and is attached as Annexure B.

There are four variables (or performance standards) that have been identified by the Department of Education as being important indicators of the performance of educators in practice for Developmental Appraisal, Performance Management and external Whole School Evaluation:

- The development of a positive learning atmosphere.
- The knowledge of the learning areas and the curriculum.
- Lesson planning, preparation and presentation.
- Assessment of learners.

Each of these performance standards also asks a question:

- Does the educator create a suitable environment for teaching and learning?
- Does the educator demonstrate adequate knowledge of the learning area and is this Knowledge used effectively to create meaningful experiences for the learners?
- Is the lesson planning clear, logical and sequential? Is there evidence that the individual Lessons fit into a broader learning programme?
- Is assessment used to promote teaching and learning?

Each of these performance standards include a number of criteria for which there are four descriptors derived from the four point rating scale:

Rating 1: Unacceptable. At this level of performance the minimum level of performance is not met. Urgent intervention and support is needed.

Rating 2: The minimum expectation is met. This level of performance is acceptable and in line with minimum expectations. Development and support is still required.

Rating 3: Good. Performance is good and meets expectations. Some areas still need development and support.

Rating 4: Outstanding. Performance is outstanding and expectations are exceeded. Continuous self development and improvement is however advised (Department of Education, 2003, 37).

3.12.2. The instrument for measurement of aspects outside the classroom

This part of the instrument consists of eight performance standards: professional development, human relations, administration and recording, human resource management, decision-making, leadership and communication as well as strategic planning and financial management.

Each of these performance standards asks a question:

- Does this educator participate in activities which foster professional growth?
- Does this educator demonstrate respect, interest and consideration for those with whom there is interaction?
- Is this educator involved in extra and co-curricular activities?
- Does this educator use resources effectively and efficiently?
- Does this educator manage and develop staff in such a way that the vision and mission of the institution are accomplished?
- Does this educator display sound decision making skills and take responsibility for the decisions made?
- Is this a visionary leader building commitment and confidence in staff?
- Is this educator proficient in planning and education management development?

For each of the criteria there are four descriptors derived from the above four point scale (Department of Education, 2003, 37).

3.12.3. Use of the instrument

The performance standard is at the top of the instrument (e.g. Creation of a positive learning environment) and is followed by a broad statement of what the expectation is (e.g. the educator creates a positive learning environment that enables learners to participate actively and to achieve success in the learning process.) The question (e.g. Does the educator create a suitable environment and climate for learning and teaching?) is to be answered from the given observations.

The appraiser is required to record observations in the appropriate columns: strengths, recommendations for development and contextual factors that have influenced the assessment rating. The comments on contextual factors (e.g. personal, social, economic and political) influence the assessment rating, should address to which extent it influenced performance and also what the educator does to attempt to overcome negative influences on teaching.

For developmental appraisal no overall ratings or totals are required. This evaluation is strictly developmental. In order to facilitate development (e.g. tracking progress) DSGs may decide to arrive at overall scores or totals. The completed instrument (clearly indicating areas in need for development must be used by the educator (and DSG) to develop a personal growth plan (PGP.) The completed instrument forms the report for Development Appraisal as well as the baseline evaluation.

For performance measurement for the purpose of grade progression total scores must be calculated. The final score (total) is used to determine an overall rating. This score may be adjusted upward taking contextual factors into account.

3.13. Whole School Evaluation (WSE)

The Whole School Evaluation System was regulated in “The national policy on Whole school evaluation” (Department of Education, 2001, iii). It has, as its focus the quality of the whole school.

3.13.1. The aims of Whole School Evaluation

According to “The national policy on Whole School Evaluation” (Department of Education, 2001, 3) WSE aim at externally moderating the results of the self evaluation carried out by the school and evaluating the effectiveness of the school in terms of the national goals. Furthermore, it aims to increasing the level of accountability within the education system and strengthening the support given to schools by the district support services. It also provides feedback to all stakeholders as a means of continuous improvement of schools. The identification of excellence within the system which will serve as models of good practice and identification of the aspects of good schools and improving the general understanding of the factors that creates good schools is another important aim.

3.13.2. The principles

The principles the policy is based on are stipulated in “The national policy on Whole School Evaluation” (Department of Education, 2001, 3). The core mission of the school is to improve the educational achievements of all the learners. Whole school evaluation is designed to enable those in schools to identify to what extent schools are adding value to the prior knowledge, understanding and skills of learners. All the members of the school community are responsible for the quality of their educational performance. The WSE evaluation intends to enable staff, learners and other stakeholders to improve their own performance. The evaluation activities are to be characterised by openness and collaboration. The criteria must therefore be public. Furthermore, valuation must be consistent and standardised to be of good quality. The evaluation of both qualitative and quantitative data is necessary when evaluating a school. Therefore WSE is concerned with the range of inputs, processes and outputs. Staff development and training are crucial for the school to improve; therefore the school is also evaluated on the quantity and quality of in service training undertaken by staff. The different schools are at different levels of development. A basic principle of the policy is to understand why schools are where they are and use the circumstances of the school as the main starting point of the evaluation.

3.13.3. The areas for evaluation

The key areas that have been identified by the Department of Education in “The national policy on Whole School Evaluation” (Department of Education, 2001, 6) as being important indicators

of the performance of a school are: the basic functionality of the school; leadership, management and communication; governance and relationships; quality of teaching and learning and educator development (IQMS), curriculum provision and resources, learner achievement; school safety, security and discipline, school infrastructure; parents and the community as well as any other relevant areas.

3.13.4. The indicators used

The indicators that the evaluation of the above key areas are based on to indicate the quality of education is identified in “The national policy on Whole School Evaluation” (Department of Education, 2001, 6) as the inputs to the school, the processes performed at the school and the outputs delivered by the school.

A.)The inputs that the school has been provided with to function

The inputs (learners, physical resource, staff and funding) that are processed at the school to deliver educational outputs are evaluated. The main characteristics of each group of learners arriving at the school in terms of their: socio-economic background, attainment at entry, the range of languages in the school, the numbers by age and gender per school and class is considered (Department of Education, 2001, 6).

The physical resources of the school in terms of classrooms, common purpose rooms and areas, the external premises as well as the teaching aids, materials and equipment are also considered (Department of Education, 2001, 6).

The professional and support staff of the school is reviewed and consideration given to numbers by gender, their qualifications and experience as well as the educator development and capacity building (Department of Education, 2001, 6).

Funding that the school receives from the ministry, the province, learners and other sources are also considered (Department of Education, 2001, 6).

B.)The processes performed at the school to achieve its goals

The processes performed at the school to achieve its goals are evaluated as indicators to determine the performance of the school (Department of Education, 2001, 6):

- Careful consideration is given to what the school does to ensure smooth running.
- How leadership and management at the school are directed to achieve the goals of the school and the conducting of school governance.
- How quality teaching, curriculum planning and the effective assessment of learners are ensured is evaluated.
- The willingness of staff and governors to effectively and conscientiously carry out their responsibilities is evaluated.
- The success of the school to encourage learners to carry out their responsibilities effectively and conscientiously as well as what is done by the school to ensure security and safety is considered. The language of instruction used at the school is considered.
- The support and guidance by the school to develop learners intellectually and personally is evaluated.
- How the school appraises staff and help develop their skills and effectiveness is evaluated.
- How the school encourages parental and community involvement is considered.
- How the resources of the school are managed is evaluated.
- The guidance and counselling at the school is also evaluated.

C.)The outputs that the school achieve

The outputs that the school deliver by processing the different inputs are also evaluated. These outputs are: the standards of attainment at the end of each stage of their education, the progress that has been made by learners while they are at school and the quality of the response of learners to teaching and the general provision of the school as well as the standard of behaviour of the learners are evaluated. Furthermore, the condition of the accommodation of the school and its furnishings and how effectively it is used are evaluated. The commitment of the parents and the community of the school to the school and how efficiently resources and funding is used are also carefully reviewed. The provisions for safety and security are also evaluated.

3.13.5. The performance ratings

The national policy on “Whole School Evaluation” (Department of Education, 2001, 3) regulated the overall school performance in WSE to be rated using the following scale:

- 5 Outstanding
- 4 Good
- 3 Acceptable
- 2 Needs improvement
- 1 Needs urgent attention

3.14. The consolidated report

According to in the Collective Agreement on IQMS of 2003 (Department of Education, 2003, 13) a consolidated report on the quality of teaching and learning at the school should be incorporated in the final WSE report for the school.

3.15. Summary

This chapter focused on the Integrated Quality Measurement System (IQMS) that is used by the Department of Education. The motivation for this system was reviewed and the system itself was introduced. Furthermore, the reasons for aligning the Developmental Appraisal, Performance Measurement and Whole School Evaluation systems into the IQMS were explained. Thereafter the characteristics and guiding principles of IQMS were explained. The protocol that is used was also explained. The responsibility allocation for the quality of the process was given. This was followed by an explanation of how differences and/or grievances are resolved. The responsibilities of the different structures are then set out. This was followed by a review of the prescribed documentation. A discussion of the attached instrument for evaluation was also included. Many similarities between the performance management in the business world (discussed in the previous chapter) and the practical application of performance management in education with the IQMS were observed.

The next chapters deals with the subsequent primary research (the field study) in which the perceptions of principals and educators on how this IQMS system influenced educator

performance at school. In conclusion recommendations are made for further improvement on this system.

Chapter 4

Research methodology

4.1. Problem statement and introduction

The general problem was that vast resources (time, money, etc.) have been invested in the Integrated Quality Management System. Besides the generally positive feedback it was not yet known for certain to what extent IQMS contributed to the perception of improved educator performance and the problems which existed with the implementation.

The objectives of this dissertation were to determine what the perceived impact of the Integrated Quality Management System on Educator Performance was and prove the validity of a proposed model of factors related to Educator Performance.

The demographic composition of the 412 respondents to the questionnaire in terms of their position were: 36 principals; 98 School Development Chairmen; 56 were School Development Chairmen as well as post level 1 educators and then there were 222 post level 1 educators.

This chapter dealt with the research questions, objectives and hypothesis of this study. Research methodology in general was reviewed and the method selected for this study was explained. The questionnaire design was reviewed and an explanation of the actual data collection was given.

In the following chapter the actual research results and the statistical analysis were reviewed. This was followed by a chapter discussing the findings and a chapter of recommendations for improvement of this system.

4.2. Research defined

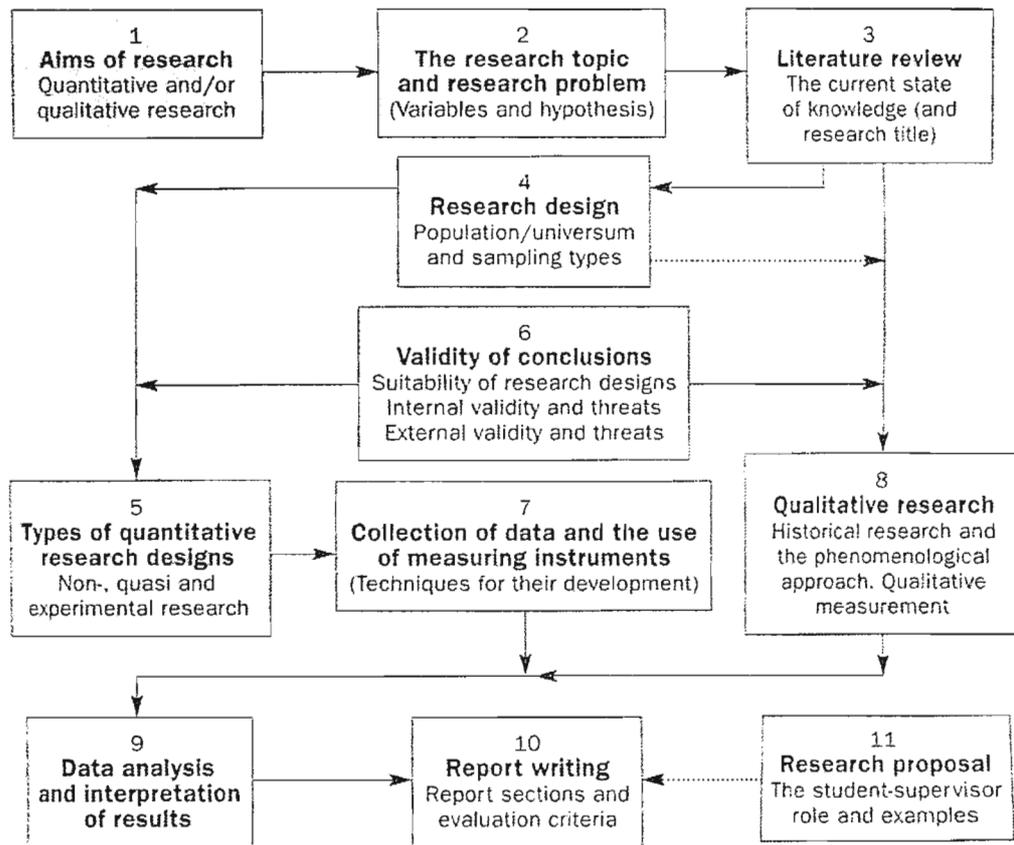
Research was defined by Welman and Kruger (2002, 2) as the process in which scientific methods are used to expand knowledge in a particular field of study, it involves the use of various methods and techniques to create scientifically obtained knowledge by using objective methods and procedures. The core features of scientific knowledge being systematic observations (not selective or accidental, whereby only observations supporting our presumptions are taken into account and ignoring the other observations) that has been obtained

in a controlled manner and are replicable. With control we mean that all alternative explanations for the obtained results are eliminated systematically. Furthermore, the manner of obtaining this knowledge must be replicable. Replicable means that other researchers, independent of the originals, involving other research participants and other circumstances should obtain comparable results that are still compatible with the same theory (Welman and Kruger, 2002, 2).

4.3. Approaches to research

There are several approaches to research. Welman and Kruger (2002, 1) proposes the process of: determining the aim of the research. (This will include whether it is to be a quantitative or qualitative study). This will be followed by determining the research topic and research problem (including the variables to be studied and the hypothesis to be tested. After that the literature review of the current state of knowledge is done. The research design of the sampling types from the population will be done. The types of quantitative research designs (non-, quasi and experimental research) will be determined. The validity of the conclusions will be verified by determining the suitability of the research designs as well as the internal and external validity and threats. The collection of data and the use of the measuring instruments (as well as the techniques for their development) are determined. A qualitative research is done with a historical research and the phenomenological approach. The data is analysed and the results interpreted. The report is written and the research proposal is handed in (Welman and Kruger, 2002, 1). Please refer to Figure 4.1 below for an illustration of this concept.

Figure 4.1: The research process



(Welman and Kruger, 2002, 1)

Gujaratji (1999, 3) proposes another approach. Although his approach is of econometric nature, it is considered relevant. Firstly a look is taken at what the existing theory is on the matter. A statement of theory or hypothesis is then developed. Data is then collected to provide empirical information on the variables that are involved. The three types of data that are normally used are: time series data (data collected over a period of time, e.g. daily stock prices), cross sectional data (data on variables collected at one point in time, e.g. the census on the population conducted by the government) and pooled data (a combination of the previous two types) data. The data can be quantitative in nature (e.g. prices) or qualitative in nature (e.g. male or female.) The success of the field study depends on the quality and quantity of the data source. Thereafter the mathematical model is specified to determine the relationship between the variables. E.g. scatter grams might indicate an inverse relationship. This relationship is of an exact or deterministic nature. Then the statistical relationship is specified. This model is closer to reality since it includes the random error (also called the error term.) This error term includes all the forces not explicitly introduced in the model as well as purely random forces. It must be cautioned however

that the relationship between the dependant variable (on the right hand side) and the independent or explanatory variable (on the left hand side) is not of a causal nature, but predictive. Thereafter the parameters of the chosen model are estimated. In other words the numerical values of the parameters are determined. Then the model is checked for adequacy. Thereafter the hypothesis derived from the model is tested. This is we attempt to find out if the model makes economic sense and if the obtained results conform to the underlying economic theory. Then the model is used for prediction or forecasting. We attempt to keep the difference between actual and predicted outcome (the so called prediction error) as small as possible.

In approaching this study, a combination (using elements of all three) of the above mentioned approaches have been followed.

4.4. Qualitative versus quantitative research

Researchers are often confronted with the challenge of deciding whether to use quantitative or qualitative research or both. According to the definitions by Wegner (2002, 7) qualitative random variables yield categorical (non numeric) responses and quantitative random variables yield numeric responses. Welman and Kruger (2002, 7) proposes that in following the strict natural-scientific method in human behavioural sciences, it must be limited to what can be observed and measured objectively and exists independently of the feelings and opinions of individuals. The philosophical approach forming the basis of the natural scientific method is known as logical positivism. The anti-positivists oppose this approach. The different groups of anti-positivists (e.g. phenomenologist) all share a resistance to upholding the natural scientific method as the norm for human behavioural research. The natural –scientific approach strives to formulate laws that apply to populations (are universally valid) and explains the causes of objectively observable and measurable behaviour. “Objectively” meaning that other people should agree on what is observed (e.g. the score on the measuring instrument). According to the anti-positivists the natural-scientific approach has been designed for studying molecules, etc. They therefore regard it as inappropriate to follow strict natural-scientific methods when collecting and interpreting data in the human behavioural sciences. The phenomenologist believes that the human experience can not be separated from the person experiencing it. The positivists define their approach as the study of observable human behaviour. The anti-positivists believe they must deal with the experiencing of human behaviour. The positivists aim to uncover general laws of relationships and/or causality that applies to all people at all times. The

phenomenologist aim to understand human behaviour from the perspectives of the people involved, therefore they are not concerned with the description of phenomena (that exists independently of the participants experience of them) but with the experience of these phenomena.

According to Maykut and Morehouse (1999, 2) quantitative research is based on observations that are converted into discrete units that can be compared to other units by using statistical analysis and qualitative research examines the words and actions of people in narrative or descriptive ways that are more closely representing the situation as it is experienced by the participants. Furthermore, Maykut and Moorehouse (1999, 64) argues that there is not a clear cut distinction between the two approaches. They propose that a qualitative study can also include formal instruments such as questionnaires and tests. According to Bandura (1986, 22) the person, the environment and the behaviour of the person all have mutual relationships with each other and that the four main information sources for the development of the conceptual concept of the study are the experiential knowledge of the researcher, existing theory and research, pilot studies and thought experiments. For the purpose of this study it was decided to use the experiential knowledge of the researcher (he has been implementing the IQMS for two years and was a facilitator at many training workshops on IQMS), the existing theory and research on the topic and conduct a pilot study.

For the purpose of this study it was decided to use both qualitative and quantitative approaches. The first part of the study (the quantitative study) was to consist of conducting training workshops on the implementation of IQMS, in-depth interviews and personally implementing the system at the school where the researcher was the principal. Thus the issues involved were personally experienced and understood. The second part of the study consisted of a quantitative study based on detailed questionnaires from more than four hundred respondents that were statistically analyzed.

4.5. Experiential data

According to Maxwell (1997, 78), the explicit incorporation of the identity and experience (called experiential data) of the researcher in the research can provide a source of insights, hypothesis and validity checks. The more than two decades of experience of this researcher with the performance management of educators most certainly influenced the purpose and nature of

this study. His experience is therefore briefly discussed to indicate the influence that it had on the study.

The starting point of his interest in the performance management of educators was as a newly appointed teacher during 1981 when he discovered that his performance as educator has been evaluated to determine if he would be permanently appointed as educator at a public school. It was flattering to find out that his evaluation was of such a nature that he was indeed appointed permanently, but at no stage was explained what was expected, done right and needs to be improved upon further. This lack of transparency and coaching was painfully felt when he discovered during 1986 that he could not apply for promotion positions because he has been “evaluated” and did not yet qualify for promotion. Upon enquiry he was told that he could not see his evaluation because it was “confidential”. This performance appraisal process of yesteryear made the researcher aware of how crucial a transparent performance appraisal process and staff development is.

During 1994 the researcher was appointed in a management position and one of the challenges was to get a staff that was very set in their ways and far behind up to standard. The questions however, were what standard and according to which criteria. This brought home the importance of a structured performance management system, with adequate forms that motivated staff and incorporated goal setting and problem solving.

During 1998 the researcher was appointed as principal and was faced with the above challenges again. The importance of class visits were now brought home. During 2003 the researcher was very excited when the Integrated Quality Management System (IQMS) was introduced by the Department of Education. As principal he went to the very first workshop on IQMS and set about implementing it at his school. It soon became very clear that this system was a vast improvement on the previous systems, but there were teething problems that were experienced.

With the next round of training workshops the researcher was appointed as one of the facilitators. During the discussions at the workshop it soon became clear that most principals experienced a problem with inaccurate performance appraisal scores and the perception by some educators that IQMS is a disciplinary tool for management.

This previous practical experience provided the researcher with a fairly good understanding of the performance management process and an appreciation of the complexities involved. Maxwell (1997, 79) pointed out that researchers have to beware of imposing their “assumptions and values uncritically on the research”. More quantitatively based research was needed. During February 2006 the researcher therefore successfully requested for permission to do research on the perceptions about IQMS amongst the educators and principals of the Department of Education. The previously mentioned experience guided the identification of the issues of concern and the supervisor Dr. Hunter guided him in the formulation of the questionnaire that was handed to the educators attending the IQMS workshop and the principals attending a principal’s meeting.

4.6. The actual research methods used in this study:

The research techniques that were considered for using in this study were:

- a. Conducting training workshops for principals and educators on the use of IQMS.
- b. Conducting unstructured in depth interviews with principal and educators and then content analyzing the results.
- c. Conducting focused group discussions and content analyzing the results.
- d. Handing out questionnaires to hundreds of principals and educators at the above mentioned workshops and at principal meetings, asking them to rate various statements and statistically analyzing the results.

The researcher had to decide which approach to adopt because the first two options are qualitative and the last one is quantitative, it was decided to consider the principles involved in qualitative and quantitative research first. The following discussion outlines these considerations briefly.

4.6.1. The qualitative pilot study

4.6.1.1. The researcher was a principal identified and trained by the KZN Department of Education to train other principals and educators in the implementation of the Integrated Quality Measurement System (IQMS). During these training workshops the system and the perceptions of these principals and educators of this system was discussed intensively.

4.6.1.2. The researcher conducted several in depth interviews with principals and educators about how they experienced the system and its implementation.

4.6.2. The main quantitative study

4.6.2.1. Written permission for conducting research in KwaZulu Natal schools was obtained from the Superintendent-General of KwaZulu Natal Department of Education, Doctor C. Lubisi.

4.6.2.2. Based on the literature study, objectives and hypothesis a questionnaire was designed using the Likert scale which ranged from strongly disagree to strongly agree.

4.6.2.3. The KZN Department of Education has been divided into several districts. Every one of the five hundred and ninety five schools in the Pietermaritzburg district was invited to send two delegates to the IQMS Indaba held at the Northdale Technical College on 10 March 2006. Eight hundred and twelve educators attended this indaba. All of the delegates were given the questionnaire to measure their perceptions of IQMS. Four hundred and fifty questionnaires were returned at the end of the indaba. (This convenient sample therefore consists of ninety eight School Development Team chair persons, two hundred and twenty two post level one educators and fifty six educators that are both post level one educators and chairpersons of school development teams. Fifteen of the returned questionnaires that were returned were not suitable for using in this study and were rejected.)

4.6.2.4. This questionnaire was also used to measure the perceptions on IQMS of thirty six of the fifty school principals attending the meeting of the Midlands –East and Midlands North wards on 16 March 2006. The total population of these convenient samples therefore consists of a total of eight hundred and forty eight respondents.

4.6.2.5. The results were statistically analysed with the aid of the EXCEL and SPSS computer data analysis programmes. The Kolmogorov-Smirnov test was conducted to determine if the data was following a normal distribution (parametric) or not (non-parametric). Spearman correlation coefficients were determined for the variables identified during the research. Multiple regression and correlation analyses tests were conducted to determine whether groups of variables have an influence on the dependent variable, performance.

4.7. Sampling

According to Welman and Kruger (2002, 46) a population is implied in each hypothesis. In this study the population may be defined as the educators in public schools in South Africa. The size

of the population usually makes it impractical and uneconomical to involve all the members of the population in a research project. Therefore we have to rely on the data obtained from a sample of the population. A sample is defined as “a subset of the total population”.

Wegner (2002, 170) defines sampling as “the process of selecting a representative subset from a population to determine the characteristics of the variable under study. He identifies two basic methods of sampling: probability and non probability sampling. Probability sampling includes the selection methods where the observations have been selected on a purely random (chance) basis from the population. Non-probability sampling is any sampling method where the observations have not been selected randomly. Welman and Kruger (2002, 46) distinguishes between probability and non-probability samples on the basis that we can determine the probability that any element or member of the population will be included in a probability sample. They point out that the advantage of probability samples is that we can determine the probability with which sample results (e.g. sample means) deviate from the corresponding population values (e.g. population means). This difference is called the sampling error and describes the degree of non representative ness of a sample. Representative ness imply to what extent the sample has the exact same properties as the population from which it was drawn, but in smaller numbers, therefore a representative sample is a miniature image of the population. With non probability samples the probability with which any element or member of the population will be included in the sample can not be determined. Therefore the sampling error of the sample can not be determined. The most attractive kind of sampling is therefore identified by Welman and Kruger (2002, 53) as probability sampling. However, because of convenience and economical reasons non probability sampling is often used.

Wegner (2002, 172) identified four methods of randomly selecting observations: simple random sampling, systematic random sampling, stratified random sampling and cluster random sampling. Simple random sampling is defined as a method whereby each observation in the entire population has an equal chance of being selected. In systematic random sampling, some randomness is sacrificed, e.g. sampling begins by randomly selecting the first observation and subsequent observations are selected at a uniform interval relative to the first observation. With stratified random sampling the population is regarded as heterogeneous with regard to the random variable being studied. The population is divided into segments (strata) where the sampling units in each stratum are relatively homogeneous. Thereafter, the random samples are selected from each stratum. When using the cluster random sampling method, the population is

divided into clusters, where each cluster is similar in profile to every other cluster. The sampling units within these randomly selected clusters may be randomly selected to provide a representative sample from the population. This is why it is sometimes called the two stage cluster sampling method (Wegner, 2002, 172).

Wegner (2002, 171) identifies three non-probability sampling methods: convenience sampling, judgment sampling and quota sampling. He defines quota sampling as a method in which the population is divided into segments and a quota of observations is collected from each segment. He defines convenience sampling as a sample drawn to suit the convenience of the researcher. This was the case with this field study. It was not possible for the researcher (in terms of finance, time and logistics) to give questionnaires to randomly selected educators all over the country. He was however, a member of the Pietermaritzburg Region Organization Committee and facilitator for the training of educators and principals in the Integrated Quality Measurement System (IQMS) and could hand out the questionnaires to the 812 educators attending the IQMS training workshop held at the Northdale Technicon in March 2006. The 450 questionnaires were personally collected by the researcher at the end of the training workshop. Wegner (2002, 171) defines judgment sampling as a method whereby the researcher uses his / her judgment to select the best sampling methods to be included in the sample. This is what the researcher has done with the interviews that formed part of the pilot study. He interviewed 34 people that he knew to be experts on the IQMS.

Wegner (2002, 171) points out that researchers prefer working with probability samples to working with non-probability samples because non probability samples are not necessarily representative of the population from which it is drawn. This may lead to biased or invalid results. He points out that non-probability samples may be useful in exploratory research in order to obtain initial impressions of the characteristics of the random variable being studied. Welman and Kruger (2002, 53) also points out that sometimes researchers have to use non-probability sampling methods because of economical and practical reasons. This was the case with conducting this field study. It was not economically or practically possible to use probability sampling methods. The researcher had no other choice than to make use of a convenient non-probability sampling method for this study.

The main aim of this study was to investigate the perceptions of educators and principals about the Integrated Quality Management System (IQMS). In the ideal experimental research situation

cause and effect relationship would be proven by changing the variables in experimental and control groups. Using this approach would have been impossible because it could not be expected of the Department of Education to allow this kind of meddling in their schools. Therefore a sample was designed that would measure the variables (perceptions) of a large number of educators (representing many schools) when they attended the IQMS indaba in March 2006. The most appropriate statistical techniques are correlation analysis and regression analysis.

4.8. The statistical techniques in the analyses of the results

This study was to a large extent quantitative and the statistical techniques that were used to investigate the hypothesis were mainly correlation analyses and multiple regression analyses.

4.8.1. The correlation between variables

Wegner (2002, 302) points out that regression and correlation analysis are the two statistical methods used to quantify and describe the possible relationship between variables. Furthermore, correlation analyses measures the strength of a linear association between variables. Graphically correlation is illustrated by the extent to which the plots of pairs of data vary around the line of best fit in a scatter plot. The two commonly used measures of correlation are the Pearson correlation coefficient and the Spearman rank correlation coefficient. In this field study the objective is to determine if there is a correlation between the variables: The dependant variable (educator performance) and the independent / explanatory variables (staff development structure, staff development, motivation, class visits, feedback, goal setting, problem solving, accuracy of scores, adequate forms, IQMS as a disciplinary tool for management). The Kolmogorov_Smirnov test was applied to the data obtained from the questionnaire and indicated that the data does not follow a normal distribution. This was confirmed by the Shapiro-Wilks and Anderson Darling test. The implication was that non parametric techniques, such as the Spearman test would have to be used. Gujarati (1999, 45) points out that the most frequently used summary measure of a univariate are the expected values and the variance. The former indicating the centre of gravity and the latter indicating the distribution or spread of the individual values around the centre of gravity or mean. It must be cautioned that correlation does not necessitate causation, only that a relationship exists.

Gujarati (1999, 45) points out that the strength of the correlation (relationship) between two variables can be expressed as the (population) coefficient of correlation which is defined as:

$P = \text{cov}(X, Y) / S_x S_y$ where p denotes the coefficient of correlation between the two random variables x and y and S_x and S_y denoting the standard deviation of the two variables.

The correlation coefficient can be positive or negative and has the same sign as the covariance. It typically lies between +1 and -1, symbolically: $-1 < p < +1$.

The sample correlation coefficient analogue or estimator (r) is defined as:

$r = \text{sample covariant}(X, Y) / \text{standard deviation of } X \text{ multiplied with the standard deviation of } Y$.

The sample variance is an estimator of the population variance. The numerical value will provide an estimate of the population covariance. The sample correlation thus defined has the same properties as the population correlation coefficient.

4.8.2. Regression analysis

Wegner (2002, 302) defines simple linear regression analysis as aiming to find a linear relationship between the values of two random variables only. In graphical context regression analyses look at the slope and direction of the above mentioned line of best fit. The variable termed the independent variable (x) is the variable for which values are known or easily determined, in some cases these values can be controlled or manipulated. The variable termed the dependant variable (y) need to be estimated from the values of the independent variable (x). In real life situations the particular dependant variable is significantly influenced by many independent variables in a combined way, in these cases multiple regression analysis is used. In multiple regressions two or more independent variable values are used to determine the value of the dependant variable. In this study the relationship/s of the independent variables (perceived structure in performance management, perceived class visits, perceived staff development, perceived motivation, perceived feedback, perceived goal setting, perceived problem solving, perceived adequacy of forms, perceived accuracy of scoring and perceived use of IQMS as a disciplinary tool by management) on the dependant variable (perceived educator performance) are studied.

4.9. The following research questions have been defined

- Question 1: Is there a perception that IQMS contributed to more structure to the performance management of educators?
- Question 2: Is there a perception that IQMS contributed to improved staff development?
- Question 3: Is there a perception that IQMS contributed to more motivated educators?
- Question 4: Is there a perception that IQMS contributed to improved class visits?
- Question 5: Is there a perception that IQMS contributed to improved feedback to educators on their performance?
- Question 6: Is there a perception that IQMS contributed to improved educator performance?
- Question 7: Is there a perception that IQMS contributed to improved goal setting by educators?
- Question 8: Is there a perception that IQMS contributed to improved problem solving?
- Question 9: Is there a perception that the IQMS scores are inaccurate?
- Question 10: Is there a perception that the IQMS forms are adequate?
- Question 11: Is there a perception that IQMS is a disciplinary tool for management?
- Question 12: Is the perception of improved structure to the performance management of educators positively and significantly correlated to the perception of improved educator performance?
- Question 13: Is the perception of improved staff development positively and significantly correlated to the perception of improved educator performance?
- Question 14: Is the perception of improved class visits positively and significantly correlated to the perception of improved educator performance?
- Question 15: Is the perception of improved staff development positively and significantly correlated to the perception of improved educator performance?
- Question 16: Is the perception of improved staff motivation positively and significantly correlated to the perception of improved educator performance?
- Question 17: Is the perception of improved class visits positively and significantly correlated to the perception of improved educator performance?
- Question 18: Is the perception of improved feedback positively and significantly correlated to the perception of improved educator performance?
- Question 19: Is the perception of improved goal setting positively and significantly correlated to the perception of improved educator performance?
- Question 20: Is the perception of improved problem solving positively and significantly correlated to the perception of improved educator performance?

- Question 21: Is the perception of inaccurate IQMS scores negatively and significantly correlated to the perception of improved educator performance?
- Question 22: Is the perception of adequate IQMS forms positively and significantly correlated to the perception of improved educator performance?
- Question 23: Is the perception of IQMS as a disciplinary tool for management negatively and significantly correlated to the perception of improved educator performance?
- Question 24: Do the perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management together significantly influence educator performance?
- Question 25: Is there a linear (multiple regressions) relationship between the perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management and educator performance?

4.10. The following research objectives have been defined

- Objective 1: To determine if IQMS has contributed to a perception of more structure to the performance management of educators.
- Objective 2: To determine if IQMS has contributed to a perception of more improved staff development.
- Objective 3: To determine if IQMS has contributed to a perception of more motivated educators.
- Objective 4: To determine if IQMS has contributed to a perception of more improved class visits.
- Objective 5: To determine if IQMS has contributed to a perception of more improved feedback to educators on their performance.
- Objective 6: To determine if IQMS has contributed to a perception of more improved educator performance.
- Objective 7: To determine if IQMS has contributed to a perception of more improved goal setting by educators.
- Objective 8: To determine if IQMS has contributed to a perception of more improved problem

solving.

- Objective 9: To determine if there is a perception that the IQMS scores are inaccurate.
- Objective 10: To determine if there is a perception that the IQMS forms are adequate.
- Objective 11: To determine if there is a perception that IQMS is a disciplinary tool for management.
- Objective 12: To determine if the perception of improved structure to the performance management of educators is positively and significantly correlated to the perception of improved educator performance.
- Objective 13: To determine if the perception of improved staff development is positively and significantly correlated to the perception of improved educator performance.
- Objective 14: To determine if the perception of improved class visits is positively and significantly correlated to the perception of improved educator performance.
- Objective 15: To determine if the perception of improved staff development is positively and significantly correlated to the perception of improved educator performance.
- Objective 16: To determine if the perception of improved staff motivation is positively and significantly correlated to the perception of improved educator performance.
- Objective 17: To determine if the perception of improved class visits is positively and significantly correlated to the perception of improved educator performance.
- Objective 18: To determine if the perception of improved feedback is positively and significantly correlated to the perception of improved educator performance.
- Objective 19: To determine if the perception of improved goal setting is positively and significantly correlated to the perception of improved educator performance.
- Objective 20: To determine if the perception of improved problem solving is positively and significantly correlated to the perception of improved educator performance.
- Objective 21: To determine if the perception of inaccurate IQMS scores is negatively and significantly correlated to the perception of improved educator performance.
- Objective 22: To determine if the perception of adequate IQMS forms is positively and significantly correlated to the perception of improved educator performance.
- Objective 23: To determine if the perception of IQMS as a disciplinary tool for management is negatively and significantly correlated to the perception of improved educator performance.
- Objective 24: To determine if the perceptions of: structure in performance management, class

visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management together significantly influence educator performance.

Objective 25: To determine if there is a linear (multiple regression) relationship between the perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management and educator performance.

4.11. The following hypothesis have been defined

Hypothesis 1:

Ho: IQMS has not contributed to a perception of more structure to the performance management of educators.

H1: IQMS has contributed to a perception of more structure to the performance management of educators.

Hypothesis 2:

Ho: IQMS has not contributed to a perception of more improved staff development.

H1: IQMS has contributed to a perception of more improved staff development.

Hypothesis 3:

Ho: IQMS has not contributed to a perception of more motivated educators.

H1: IQMS has contributed to a perception of more motivated educators.

Hypothesis 4:

Ho: IQMS has not contributed to a perception of more improved class visits.

H1: IQMS has contributed to a perception of more improved class visits.

Hypothesis 5:

Ho: IQMS has not contributed to a perception of more improved feedback to educators on their performance.

H1: IQMS has contributed to a perception of more improved feedback to educators on their performance.

Hypothesis 6:

Ho: IQMS has not contributed to a perception of more improved educator performance.

H1: IQMS has contributed to a perception of more improved educator performance.

Hypothesis 7:

Ho: IQMS has not contributed to a perception of more improved goal setting by educators.

H1: IQMS has contributed to a perception of more improved goal setting by educators.

Hypothesis 8:

Ho: IQMS has not contributed to a perception of more improved problem solving.

H1: IQMS has contributed to a perception of more improved problem solving.

Hypothesis 9:

Ho: There is a perception that the IQMS scores are not inaccurate.

H1: There is a perception that the IQMS scores are inaccurate.

Hypothesis 10:

Ho: There is a perception that the IQMS forms are not adequate.

H1: There is a perception that the IQMS forms are adequate.

Hypothesis 11:

Ho: There is a perception that IQMS is not a disciplinary tool for management.

H1: There is a perception that IQMS is a disciplinary tool for management.

Hypothesis 12:

Ho: The perception of improved structure to the performance management of educators is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved structure to the performance management of educators is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 13:

Ho: The perception of improved staff development is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved staff development is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 14:

Ho: The perception of improved class visits is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved class visits is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 15:

Ho: The perception of improved staff development is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved staff development is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 16:

Ho: The perception of improved staff motivation is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved staff motivation is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 17:

Ho: The perception of improved class visits is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved class visits is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 18:

Ho: The perception of improved feedback is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved feedback is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 19:

Ho: The perception of improved goal setting is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved goal setting is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 20:

Ho: The perception of improved problem solving is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved problem solving is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 21:

Ho: The perception of inaccurate IQMS scores is not negatively and significantly correlated to the perception of improved educator performance.

H1: The perception of inaccurate IQMS scores is negatively and significantly correlated to the perception of improved educator performance.

Hypothesis 22:

Ho: The perception of adequate IQMS forms is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of adequate IQMS forms is positively and significantly correlated to the

perception of improved educator performance.

Hypothesis 23:

Ho: The perception of IQMS as a disciplinary tool for management is not negatively and significantly correlated to the perception of improved educator performance.

H1: The perception of IQMS as a disciplinary tool for management is negatively and significantly correlated to the perception of improved educator performance.

Hypothesis 24:

Ho: The perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management together do not significantly influence educator performance.

H1: The perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management together significantly influence educator performance.

Hypothesis 25:

Ho: There is not a linear (multiple regression) relationship between the perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management and educator performance.

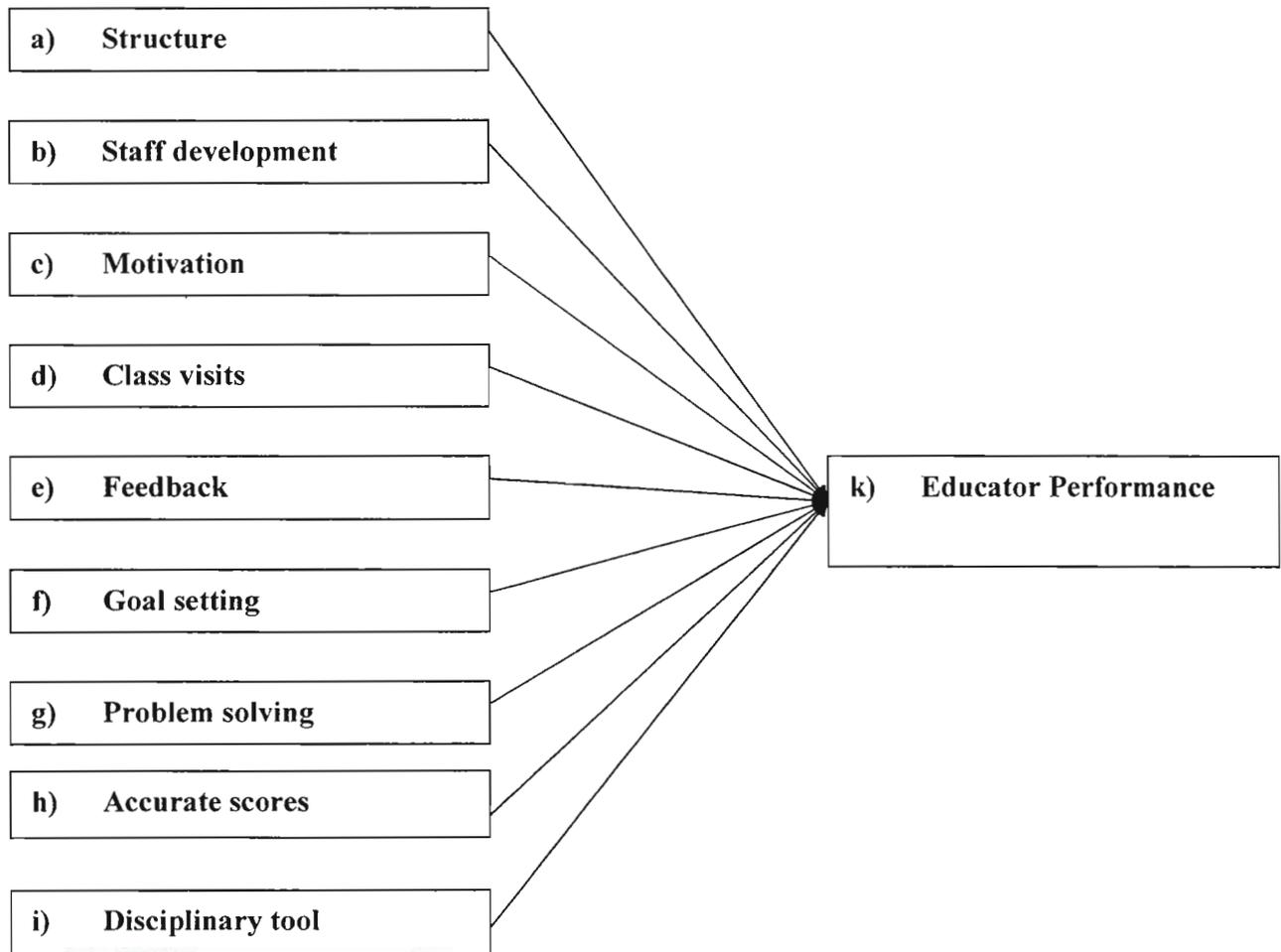
H1: There is a linear (multiple regression) relationship between the perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management and educator performance.

4.12. The Educator Performance model

The model that we were attempting to prove was that class visits, structure in staff development, motivation, feedback, goal setting, problem solving and adequate forms (the independent variables) are significantly positively related to the perception of improved Educator Performance (the dependant variable) and that the perception of IQMS as a disciplinary tool for management and the perception of inaccurate IQMS scores were significantly negatively related to the perception of educator performance. Furthermore, it will be attempted to prove a linear

relationship between these independent variables and the dependant variable. The above concept is illustrated with the aid of Figure 4.2 below.

Figure 4.2: Educator Performance Model



4.14. The questionnaire

Wegner (2002, 17) points out that the questionnaire is the data collection instrument that is used to gather data in all the interview situations. The questionnaire used in this study was attached as appendix A. The design of such a questionnaire is critical to ensuring that the correct research questions are addressed and that the data that is collected is accurate and appropriate. It should consist of three sections: the administration section records the identity of the respondent by name, date, address, where the interview is conducted and an interview number. In this case the respondents were assured that the information would be treated confidentially and given the

option of filling in the questionnaire anonymously. In this case the respondents were asked to state whether they are post level one educators, the chairperson of a School Development Team or both so that the perspectives of the different groups could be determined. The information sought section makes up the major portion of the questionnaire and it consists of all the questions that extract the data from the respondents to address the research objective. The questionnaire used in this research consisted of thirty four specific close ended multiple choice questions to which respondents could reply on a Likert scale ranging from strongly disagrees to strongly agree. Clear instructions were given in writing as well as verbally as to the meaning of the questions and how the questionnaire is to be completed. Each question addressed a specific aspect of the system or the implementation thereof. Some questions were alternated to counteract the possible effect of acquiescence. The questionnaire was concluded with an open ended question asking for any suggestions on how the system or its implementation can be improved upon in order to determine if anything of importance to the respondent has been omitted.

The questions were designed as a result of the experiential data and personal interviews. The questions related to the same topic were grouped together in the following manner:

The reason for formulating the particular questions and the grouping of the questions

The grouping of the questions is based on the variables depicted on the model depicted in Figure 4.2. In section 4.13 of this chapter.

a) Structure

During the course of the literature review (2.13) it was revealed that Armstrong (1994, 76) argued that it is vital that performance management be implemented as a continuous process. The review of the Departmental literature about the IQMS system (3.4) revealed that it prescribed two developmental cycles built into the annual programme. The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more structure in staff development. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more structure in the Performance Management of educators since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the structure provided by the implementation of the IQMS

system improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if structure in staff development was significantly related to perceived improvement in Educator Performance.

4.16. Summary

The previous two chapters reviewed the available literature on performance management in the business world and the performance management system used in South African public schools, the Integrated Quality Management System (IQMS). This chapter discussed the problem statement of this study; the research questions, objectives and hypothesis were also defined. Research methodology approaches were discussed, quantitative versus qualitative research and the different sampling methods were pointed out. The method of research for selected for this study was discussed. The questionnaire and correlation between variables were discussed. The model developed in this study was reviewed. The next chapter deals with the results and findings of the field study.

Chapter 5

Findings of the Field Study

5.1. Introduction

The general problem was that vast resources (time, money, etc.) have been invested in the Integrated Quality Management System. Besides the generally positive feedback it was not yet known for certain to what extent IQMS contributed to the perception of improved educator performance and the problems which existed with the implementation.

The objectives of this dissertation were to determine what the perceived impact of the Integrated Quality Management System on Educator Performance was and prove the validity of a proposed model of factors (please refer to Figure 4.2 below) related to Educator Performance.

Based on the literature study, objectives and hypotheses a questionnaire was designed using a five point Likert scale. The KZN Department of Education has been divided into several districts. Every one of the 595 schools in the Pietermaritzburg district was invited to send 2 delegates to the IQMS Indaba held at the Northdale Technical College on 10 March 2006. This indaba was attended by 812 educators. All of the delegates were given the questionnaire to measure their perceptions of IQMS. At the end of the indaba 450 questionnaires were returned. (This convenient sample therefore consists of 98 School Development Team chair persons, 222 post level one educators and 56 educators that were both post level one educators and chairpersons of school development teams. Of the returned questionnaires there 15 that were not suitable for using in this study and were rejected.) This questionnaire was also used to measure the perceptions on IQMS of 36 of the 50 school principals attending the meeting of the Midlands –East and Midlands North wards on 16 March 2006. The total population of these convenient samples therefore consisted of a total of 412 respondents.

The demographic composition of the 412 respondents to the questionnaire in terms of their position were: 36 principals; 98 School Development Chairmen; 56 were School Development Chairmen as well as post level 1 educators and then there were 222 post level 1 educators.

Figure 5.1: Educational Position

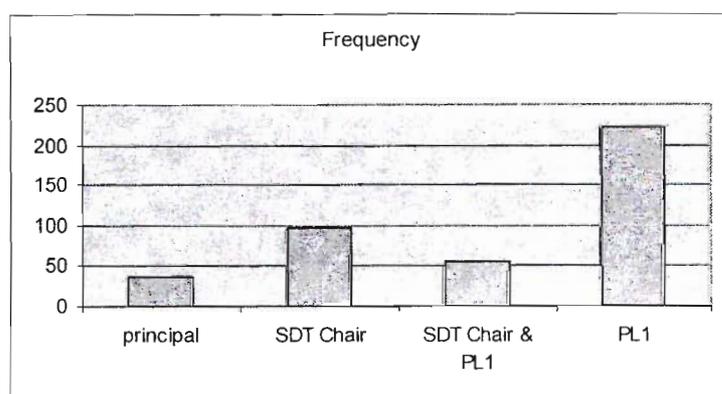


Table 5.1: Educational Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	principal	36	8.7	8.7	8.7

	SDT Chair	98	23.8	23.8	32.5
	SDT Chair & PL1	56	13.6	13.6	46.1
	PL1	222	53.9	53.9	100.0
	Total	412	100.0	100.0	

There were more respondents from the PL1 group (53.9%) followed by the SDT Chair (23.8%), SDT Chair&PL1 (13.6%) and the Principals (8.7%).

5.3. Results of the research questions

The results of the research questions are set out below.

Structure

Questions 1 to 3 (below) are all related to structure and are grouped together:

1. At our school performance is managed in a more structured manner since the introduction of IQMS?

2. My performance is managed in a more structured manner since the implementation of IQMS.

3. I manage the performance of others in a more structured manner since the introduction of IQMS.

Research question 1: At our school performance is managed in a more structured manner since the introduction of the IQMS.

Figure 5.2: At our school performance is managed in a more structured manner since the introduction of the IQMS.

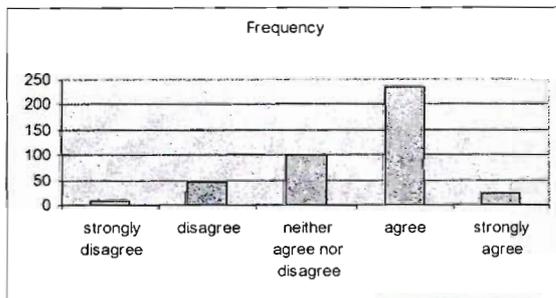


Table 5.2: At our school performance is managed in a more structured manner since the introduction of the IQMS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	1.9	1.9	1.9

Disagree	45	10.9	10.9	12.9
neither agree nor disagree	100	24.3	24.3	37.1
Agree	236	57.3	57.3	94.4
strongly agree	23	5.6	5.6	100.0
Total	412	100.0	100.0	

The modal responses for this question were “agree” (57.3%) and “neither agree nor disagree” (24.3%)

Research Question 2: My performance is managed in a more structured manner since the introduction of the IQMS.

Figure 5.3: My performance is managed in a more structured manner since the introduction of the IQMS.

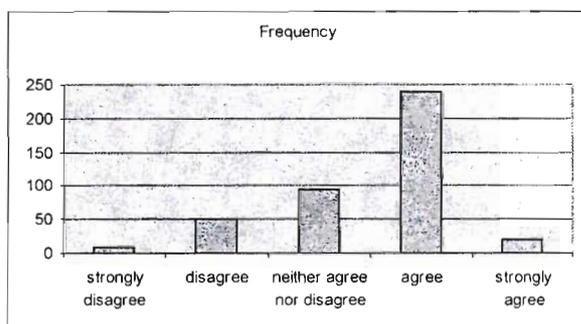


Table 5.3: My performance is managed in a more structured manner since the introduction of the IQMS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	1.9	1.9	1.9
	Disagree	51	12.4	12.4	14.3
	Neither agree nor disagree	95	23.1	23.1	37.4
	Agree	238	57.8	57.8	95.1
	strongly agree	20	4.9	4.9	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (57.8%) and “neither agree nor disagree” (23.1%)

Research Question 3: I manage the performance of others in a more structured manner since the introduction of the IQMS.

Figure 5.4: I manage the performance of others in a more structured manner since the introduction of the IQMS.

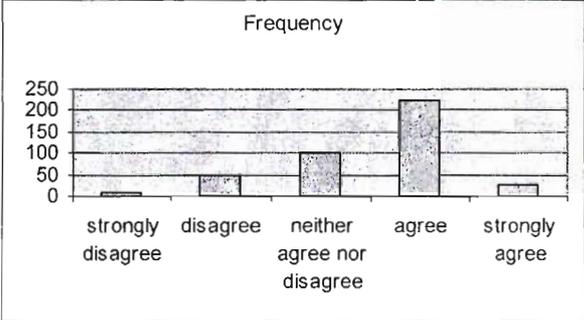


Table 5.4: I manage the performance of others in a more structured manner since the introduction of the IQMS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	1.9	1.9	1.9
	Disagree	50	12.1	12.2	14.1
	neither agree nor disagree	102	24.8	24.8	38.9
	Agree	224	54.4	54.5	93.4
	strongly agree	27	6.6	6.6	100.0
	Total	411	99.8	100.0	
Missing	System	1	.2		
Total		412	100.0		

The modal responses for this question were “agree” (54.4%) and “neither agree nor disagree” (24.8%)

Discussion and interpretation of the results of the above tests

During the course of the literature review (2.13) it was revealed that Armstrong (1994, 76) argued that it is vital that performance management be implemented as a continuous process. The review of the Departmental literature about the IQMS system (3.4) revealed that it prescribed two developmental cycles built into the annual programme. The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more structure in staff development. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more structure in the Performance Management of educators since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews

during the pilot study confirmed that the structure provided by the implementation of the IQMS system improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if structure in staff development was significantly related to perceived improvement in Educator Performance.

The modal responses to the question: “At our school performance is managed in a more structured manner since the introduction of the IQMS were “agree” (57.3%) and “neither agree nor disagree” (24.3%). The interpretation of this result was that most respondents agreed that the performance at the school was managed in a more structured manner since the introduction of IQMS and that the second most popular response was neither to agree nor disagree.

The modal responses to question 2: “My performance is managed in a more structured manner since the implementation of IQMS” was “agree” (57.8%) and “neither agree nor disagree” (23.1%). The interpretation of the above result may be that most respondents agreed that their performance was managed in a more structured manner since the introduction of IQMS and that the second most response was to neither agree nor disagree.

The modal response to the question “I manage the performance of others in a more structured manner since the introduction of IQMS” were “agree” (54.4%) and “neither agree nor disagree” (24.8%). The interpretation of the above result was that most respondents agreed that they managed the performance of others in a more structured manner since the introduction of IQMS and that the second most response was to neither agree nor disagree.

The interpretation of the results of the group of questions related to structure in performance management was that most respondents agreed that there was indeed more structure in the management of performance since the introduction of IQMS. This supported the argument of Armstrong (1994, 76) that performance management must be done in a continuous manner and that the two prescribed developmental cycles built into the annual programme in the IQMS documentation (Department of Education, 2003, 8) facilitated this.

Staff development

The literature review on Performance Management in the business world (2.4.2) revealed that Armstrong (194, 25) stated the specific aim of Performance Management as aiming at enabling

individuals in the development of their abilities, job satisfaction and achieving their full potential to their own benefit and the organisation as a whole. Hunter (2002, 144) also stated that Performance Management has a strong employee training and development emphasis that is formulated in the development plan. The literature review of the IQMS documentation (3.2) also revealed that successful education is seen as dependant on empowering, motivating and training educators (Department of Education, 2003, 9). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more staff development. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more staff development since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system improved staff development and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if staff development was significantly related to perceived improvement in Educator Performance.

Questions 4 to 6 (below) are all related to staff development and are grouped together

Question 4. The IQMS system has improved staff development at my school.

Question 5. The IQMS system has improved my contribution to staff development.

Question 6. IQMS has improved my ability to develop staff.

Figure 5.5: The IQMS system has improved staff development at my school

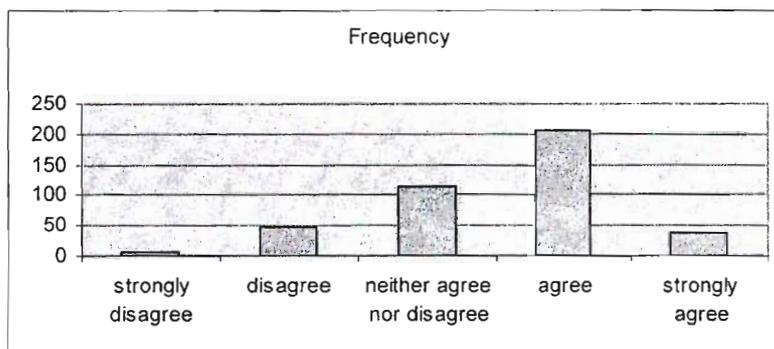


Table 5.5: The IQMS system has improved staff development at my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	1.2	1.2	1.2
	disagree	49	11.9	11.9	13.1
	neither agree nor disagree	115	27.9	27.9	41.0

agree	205	49.8	49.8	90.8
strongly agree	38	9.2	9.2	100.0
Total	412	100.0	100.0	

The modal responses for this question were “agree” (49.8%) and “neither agree nor disagree” (27.9%)

Figure 5.6: The IQMS system has improved my contribution to staff development.

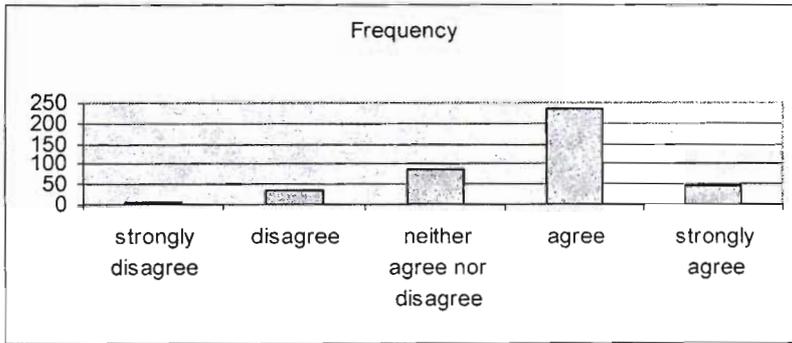


Table 5.6: The IQMS system has improved my contribution to staff development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	.7	.7	.7
	Disagree	38	9.2	9.2	10.0
	neither agree nor disagree	89	21.6	21.6	31.6
	Agree	237	57.5	57.5	89.1
	strongly agree	45	10.9	10.9	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (57.5%) and “neither agree nor disagree” (21.6%)

Figure 5.6: IQMS has improved my ability to develop staff.

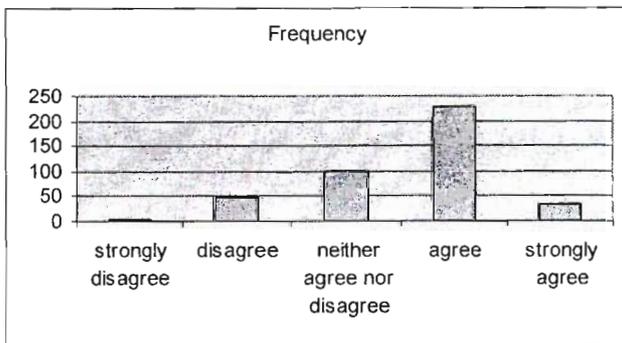


Table 5.6: IQMS has improved my ability to develop staff.

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	strongly disagree	4	1.0	1.0	1.0
	Disagree	47	11.4	11.4	12.4
	neither agree nor disagree	100	24.3	24.3	36.7
	Agree	227	55.1	55.2	92.0
	strongly agree	33	8.0	8.0	100.0
	Total	411	99.8	100.0	
Missing	System	1	.2		
Total		412	100.0		

The modal responses for this question were “agree” (55.1%) and “neither agree nor disagree” (24.3%)

The modal responses to question4: “The IQMS system has improved staff development at my school” were “agree” (49.8%) and “neither agree nor disagree” (27.9%). The interpretation of this result was that most respondents agreed that staff development has improved at their school since the introduction of IQMS and that the second most popular response was neither to agree nor disagree.

The modal responses to question 5: “IQMS has improved my contribution to staff development” was “agree” (57.5%) and “neither agree nor disagree” (21.6%). The interpretation of the above result may be that most respondents agreed that IQMS has improved their ability to develop staff and that the second most response was to neither agree nor disagree.

The modal response to question 6: “IQMS has improved my ability to improve staff ” were “agree” (55.1%) and “neither agree nor disagree” (24.3%). The interpretation of the above result was that most respondents agreed that they managed the performance of others in a more structured manner since the introduction of IQMS and that the second most response was to neither agree nor disagree.

The interpretation of the results of the group of questions related to staff development was that most respondents agreed that there was indeed an improvement in staff development since the introduction of IQMS. This supported the argument of Hunter (2002, 144) that Performance Management has a strong employee training and development emphasis that is formulated in the development plan. The literature review of the IQMS documentation (3.2) also revealed that

successful education is seen as dependant on empowering, motivating and training educators (Department of Education, 2003, 9).

Educator performance

The literature review on Performance Management in the business world (2.13) revealed that Armstrong (1994, 65) stated that performance is related to competencies and attributes. The literature review of the IQMS documentation (3.12) also revealed that:

“the development of a positive learning atmosphere
knowledge of the learning areas and curriculum
Lesson planning, preparation and presentation
Assessment of learners
Professional development
Human relationships
Administration and recording”

have been identified by the Department of Education as indicators of Educator Performance.

(Department of Education, 2003, 17). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS gave a clearer indication of what was expected of educators. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was a clearer indication of what was expected of educators since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system gave a clearer indication of what was expected of educators and that this improved Educator Performance. Therefore, ten questions in the questionnaire were designed to determine if educators perceived their performance in these areas to have improved since the implementation of IQMS.

Questions 7 to 16 (below) are all related to educator performance (according to the IQMS system) and are therefore grouped together:

7. IQMS has improved my development of a positive learning atmosphere.
8. IQMS improved my knowledge of the learning areas.
9. IQMS improved my knowledge of the curriculum.
10. IQMS improved my lesson planning.
11. IQMS improved my preparation for lessons.

- 12. IQMS improved my assessment of learners.
- 13. IQMS improved my professional development
- 14. IQMS improved my human relations.
- 15. IQMS improved my administration.
- 16. IQMS improved my record keeping.

Figure 5.7: IQMS has improved my development of a positive learning atmosphere.

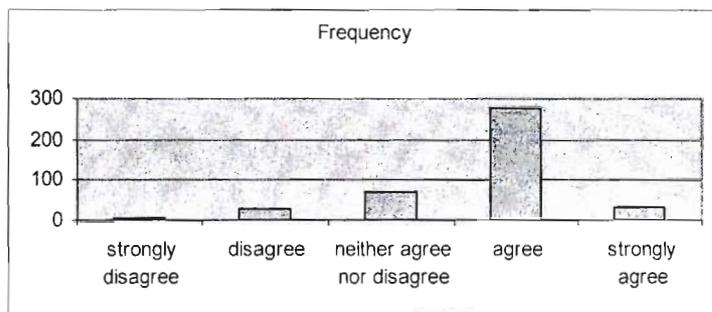


Table 5.7: IQMS has improved my development of a positive learning atmosphere.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	.7	.7	.7
	Disagree	27	6.6	6.6	7.3
	neither agree nor disagree	70	17.0	17.0	24.3
	agree	278	67.5	67.5	91.7
	strongly agree	34	8.3	8.3	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (67.5%) and “neither agree nor disagree” (17%)

Figure 5.8: IQMS has improved my knowledge of learning areas

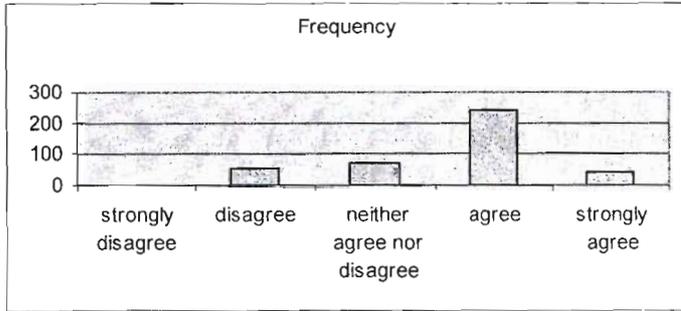


Table 5.8: IQMS has improved my knowledge of learning areas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	.7	.7	.7
	disagree	53	12.9	12.9	13.6
	neither agree nor disagree	74	18.0	18.0	31.6
	agree	239	58.0	58.0	89.6
	strongly agree	43	10.4	10.4	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (58%) and “neither agree nor disagree” (18%)

Figure 5.9: IQMS improved my knowledge of the curriculum

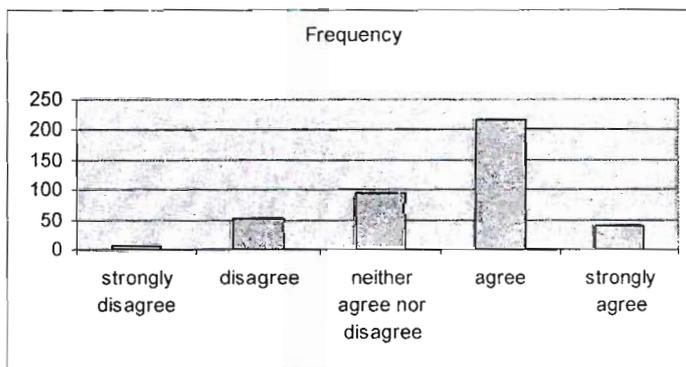


Table 5.9: IQMS improved my knowledge of the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	1.5	1.5	1.5
	disagree	52	12.6	12.6	14.1

neither agree nor disagree	96	23.3	23.3	37.4
agree	217	52.7	52.7	90.0
strongly agree	41	10.0	10.0	100.0
Total	412	100.0	100.0	

The modal responses for this question were “agree” (52.7%) and “neither agree nor disagree” (23.3%)

Figure 5.10: IQMS improved my lesson planning

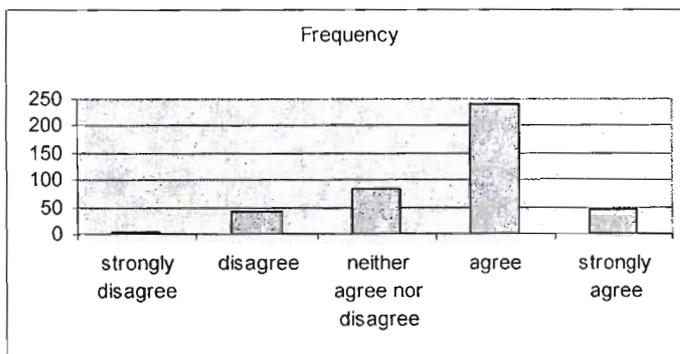


Table 5.10: IQMS improved my lesson planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	1.2	1.2	1.2
	disagree	40	9.7	9.7	10.9
	neither agree nor disagree	85	20.6	20.6	31.6
	agree	238	57.8	57.8	89.3
	strongly agree	44	10.7	10.7	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (57.8%) and “neither agree nor disagree” (20.6%)

Figure 5.11: IQMS improved my preparation for lessons

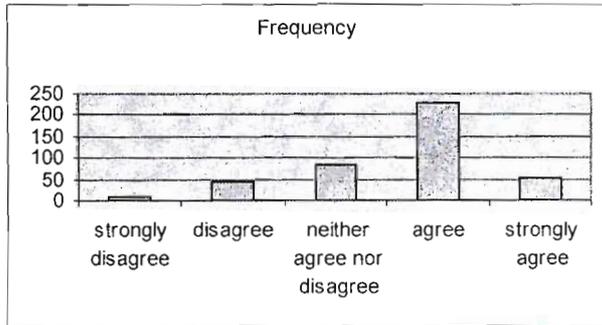


Table 5.11: IQMS improved my preparation for lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	1.7	1.7	1.7
	disagree	44	10.7	10.7	12.4
	neither agree nor disagree	82	19.9	19.9	32.3
	agree	227	55.1	55.1	87.4
	strongly agree	52	12.6	12.6	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (55.1%) and “neither agree nor disagree” (19.9%)

Figure 5.12: IQMS improved my assessment of learners

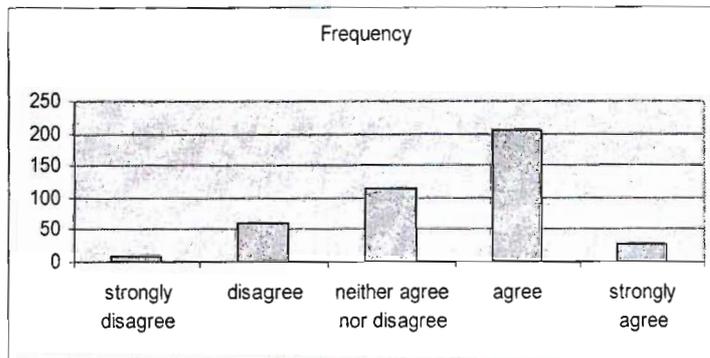


Table 5.12: IQMS improved my assessment of learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	1.9	1.9	1.9

	disagree	59	14.3	14.3	16.3
	neither agree nor disagree	113	27.4	27.4	43.7
	agree	206	50.0	50.0	93.7
	strongly agree	26	6.3	6.3	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (50%) and “neither agree nor disagree” (27.4%)

Figure 5.13: IQMS improved my professional development

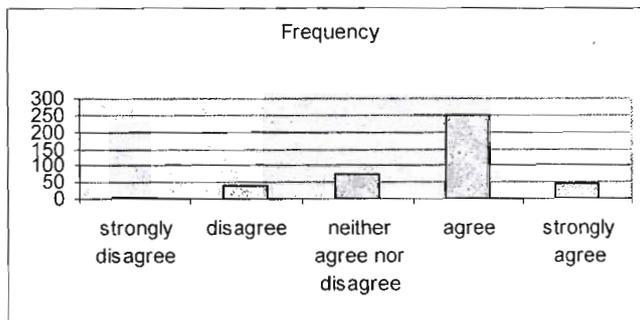


Table 5.13: IQMS improved my professional development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	6	1.5	1.5	1.5
disagree	39	9.5	9.5	10.9
neither agree nor disagree	76	18.4	18.4	29.4
agree	247	60.0	60.0	89.3
strongly agree	44	10.7	10.7	100.0
Total	412	100.0	100.0	

The modal responses for this question were “agree” (60%) and “neither agree nor disagree” (18.4%)

Figure 5.14: IQMS improved my human relations

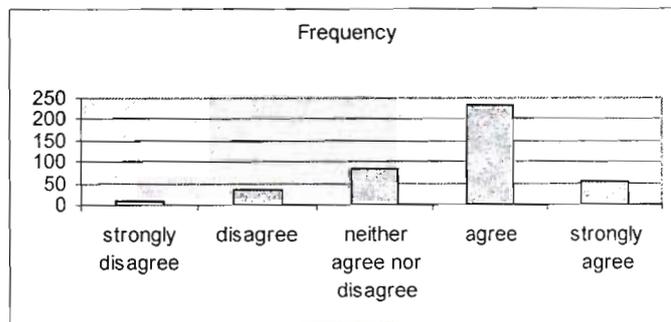


Table 5.14: IQMS improved my human relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	1.9	1.9	1.9
	disagree	36	8.7	8.7	10.7
	neither agree nor disagree	83	20.1	20.1	30.8
	agree	234	56.8	56.8	87.6
	strongly agree	51	12.4	12.4	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (56.8%) and “neither agree nor disagree” (20.1%)

Figure 5.15: IQMS improved my administration

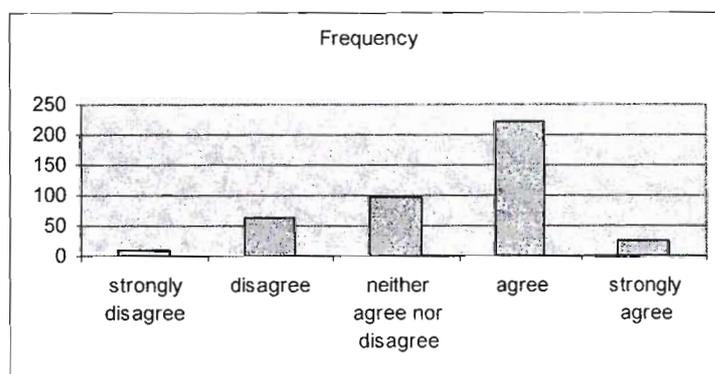


Table 5.15: IQMS improved my administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	1.9	1.9	1.9
	disagree	61	14.8	14.8	16.7
	neither agree nor disagree	96	23.3	23.3	40.0
	agree	222	53.9	53.9	93.9
	strongly agree	25	6.1	6.1	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (53.9%) and “neither agree nor disagree” (23.3%)

Figure 5.16: IQMS improved my record keeping

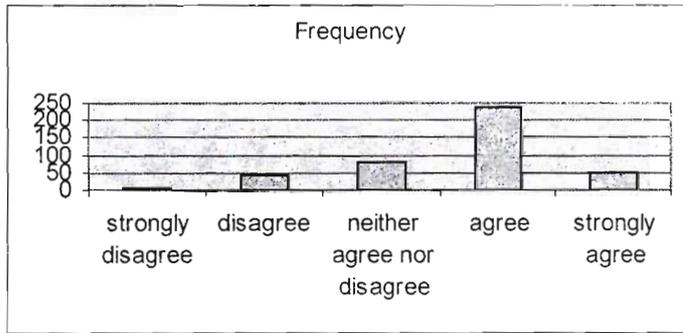


Table 5.16: IQMS improved my record keeping

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	1.2	1.2	1.2
	disagree	42	10.2	10.2	11.4
	neither agree nor disagree	78	18.9	18.9	30.3
	agree	237	57.5	57.5	87.9
	strongly agree	50	12.1	12.1	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (57.5%) and “neither agree nor disagree” (18.9%)

The literature review on Performance Management in the business world (2.13) revealed that Armstrong (1994, 65) stated that performance is related to competencies and attributes. The review of the Departmental literature revealed that the above has been identified by them as indicators of performance (Department of Education, 2003, 12). The interpretation of the results of the group of questions related to performance was that most respondents agreed that there was indeed an improvement in performance since the introduction of IQMS.

Motivation

The literature review on Performance Management in the business world revealed that Hunter (2002, 144) stated that Performance Management was a management process using motivational principles. The literature review of the IQMS documentation (3.2) also revealed that successful education is seen as dependant on empowering, motivating and training educators (Department of Education, 2003, 9). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more

motivation. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more motivation since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system improved staff motivation and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if staff motivation was significantly related to perceived improvement in Educator Performance.

Questions 17 to 19 (below) are all related to motivation and are therefore grouped together.

17. IQMS has motivated educators at my school.

18. IQMS has motivated me.

19. IQMS has improved my ability to motivate other staff.

Figure 5.17: IQMS has motivated educators at my school

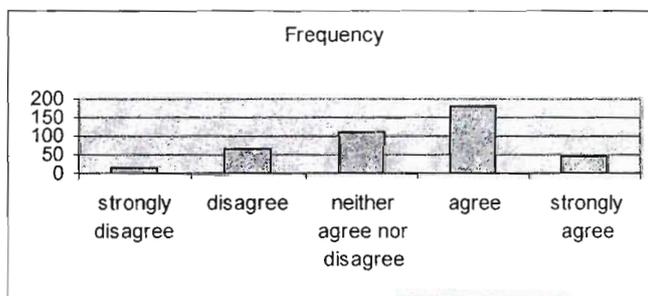


Table 5.17: IQMS has motivated educators at my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	3.2	3.2	3.2
	disagree	63	15.3	15.3	18.4
	neither agree nor disagree	112	27.2	27.2	45.6
	agree	180	43.7	43.7	89.3
	strongly agree	44	10.7	10.7	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (43.7%) and “neither agree nor disagree” (27.2%)

Figure 5.18: IQMS has motivated me

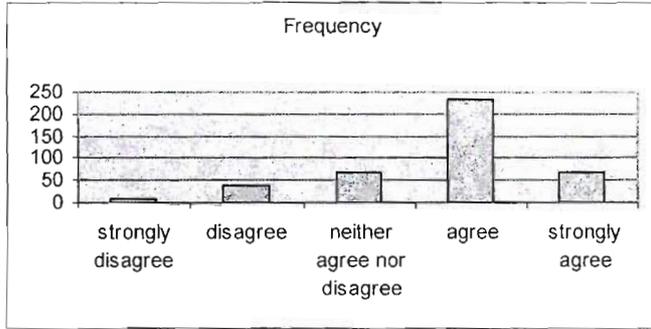


Table 5.18: IQMS has motivated me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	2.2	2.2	2.2
	disagree	38	9.2	9.2	11.4
	neither agree nor disagree	66	16.0	16.0	27.4
	agree	233	56.6	56.6	84.0
	strongly agree	66	16.0	16.0	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (56.6%) and “neither agree nor disagree” (16%)

Figure 5.19: IQMS has improved my ability to motivate other staff

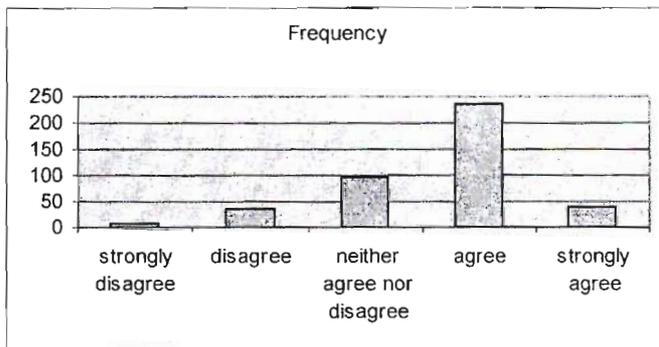


Table 5.19: IQMS has improved my ability to motivate other staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	1.7	1.7	1.7

	disagree	34	8.3	8.3	10.0
	neither agree nor disagree	97	23.5	23.5	33.5
	agree	236	57.3	57.3	90.8
	strongly agree	38	9.2	9.2	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (57.3%) and “neither agree nor disagree” (23.5%)

The above results indicate that most respondents agreed that staff were more motivated since the introduction of IQMS. The second largest group neither agreed nor disagreed. The interpretation of these results were that the introduction of IQMS improved staff motivation as it aimed to do (Department of Education, 2003, 9) which links up with the statement of Hunter (2002, 144) that performance management process using motivational principles.

Class visits

The literature review on Performance Management in the business world (2.4.2) revealed that Desimone et al (2002, 365) stated that effective managers and supervisors take an active role in employee performance. The literature review of the IQMS documentation (3.2) also revealed that the prescribed instrument for appraising staff includes a lesson observation and out of class component (Department of Education, 2003, 44). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more class visits. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more class visits since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system increased class visits and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if class visits were significantly related to perceived improvement in Educator Performance.

Questions 20 to 21 are all related to class visits and are therefore all grouped together.

20. IQMS improved class visits at my school.

21. IQMS has improved my contribution to class visits.

Figure 5.20: IQMS improved class visits at my school

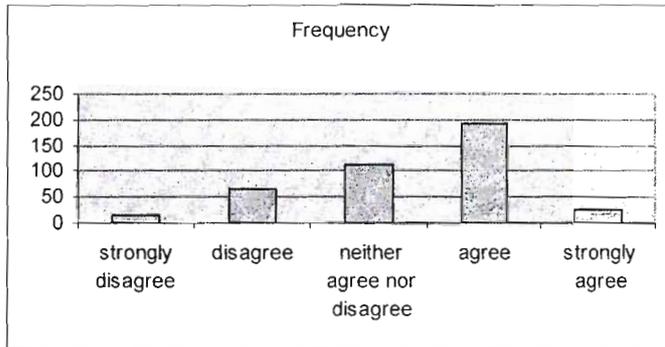


Table 5.20: IQMS improved class visits at my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	3.6	3.6	3.6
	disagree	67	16.3	16.3	19.9
	neither agree nor disagree	111	26.9	26.9	46.8
	agree	192	46.6	46.6	93.4
	strongly agree	27	6.6	6.6	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (46.6%) and “neither agree nor disagree” (26.9%)

Figure 5.21: IQMS has improved my contribution to class visits

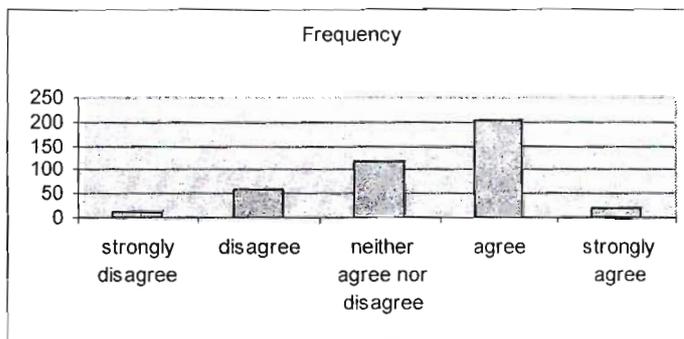


Table 5.21: IQMS has improved my contribution to class visits

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	3.6	3.6
	disagree	67	16.3	19.9
	neither agree nor disagree	111	26.9	46.8
	agree	192	46.6	93.4
	strongly agree	27	6.6	100.0
	Total	412	100.0	

Valid	strongly disagree	12	2.9	2.9	2.9
	disagree	57	13.8	13.9	16.8
	neither agree nor disagree	119	28.9	29.0	45.7
	agree	202	49.0	49.1	94.9
	strongly agree	21	5.1	5.1	100.0
	Total	411	99.8	100.0	
Missing	System	1	.2		
Total		412	100.0		

The modal responses for this question were “agree” (49%) and “neither agree nor disagree” (28.9%)

Most of the respondents agreed that class visits improved with the introduction of IQMS. The interpretation of the above results were that the principle of effective managers and supervisors take an active role in employee performance (Desimone et al, 2002, 365) referred to in the literature review on Performance Management in the business world were facilitated by the IQMS prescribed instrument for appraising staff including a lesson observation instrument (Department of Education, 2003, 44).

Feedback

The literature review on Performance Management in the business world (2.24.1) revealed that Hunter (2002, 10) stated that feedback on job performance was critical to improving performance and maintaining a high level of performance. The literature review of the IQMS documentation (3.2) also revealed that the purpose of Developmental Appraisal is seen as appraising individual educators in a transparent manner and developing programmes for individual development (Department of Education, 2003, 7). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more feedback to educators on how they were performing. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more feedback to educators on their performance since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system improved feedback to educators on their performance and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if feedback to educators on their performance was significantly related to perceived improvement in Educator Performance.

Questions 22 to 24 (below) are all related to feedback and are therefore grouped together.

22. IQMS improved feedback to educators at my school about their performance.

23. IQMS has improved feedback to me about my performance.

24. IQMS has improved my feedback to other educators about their performance.

Figure 5.22: IQMS improved feedback to educators at my school about their performance

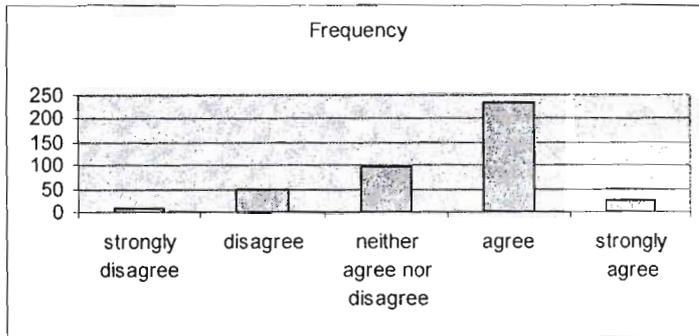


Table 5.22: IQMS improved feedback to educators at my school about their performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	10	2.4	2.4	2.4
	disagree	49	11.9	11.9	14.3
	neither agree nor disagree	96	23.3	23.3	37.6
	agree	234	56.8	56.8	94.4
	strongly agree	23	5.6	5.6	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (56.8%) and “neither agree nor disagree” (23.3%)

Figure 5.23: IQMS has improved feedback to me about my performance

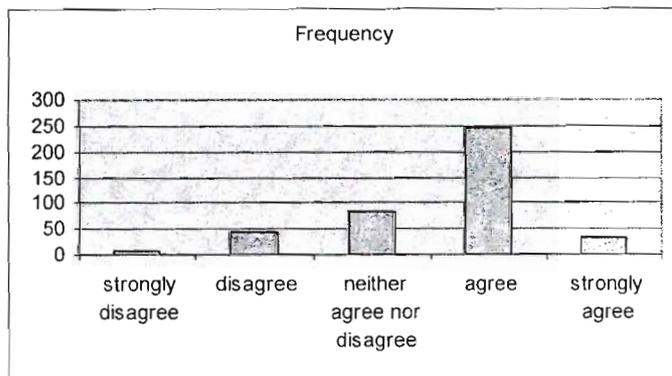


Table 5.23: IQMS has improved feedback to me about my performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	1.7	1.7	1.7
	disagree	43	10.4	10.4	12.1
	neither agree nor disagree	83	20.1	20.1	32.3
	agree	245	59.5	59.5	91.7
	strongly agree	34	8.3	8.3	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (59.5%) and “neither agree nor disagree” (20.1%)

Figure 5.24: IQMS has improved my feedback to other educators about their performance

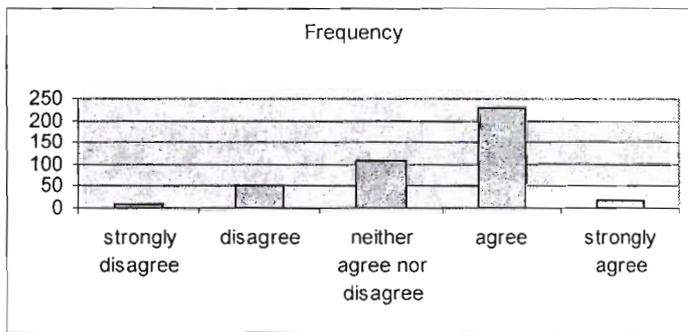


Table 5.24: IQMS has improved my feedback to other educators about their performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	2.2	2.2	2.2
	disagree	51	12.4	12.4	14.6
	neither agree nor disagree	107	26.0	26.0	40.5
	agree	227	55.1	55.1	95.6
	strongly agree	18	4.4	4.4	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (55.1%) and “neither agree nor disagree” (26%)

The interpretation of the above results were that the statement of Hunter (2002, 10) that feedback on job performance was critical to improving performance and maintaining a high level of performance was facilitated by the IQMS that has the purpose of Developmental Appraisal being seen as appraising individual educators in a transparent manner and developing programmes for individual development (Department of Education, 2003, 7). Therefore most respondents agreed that feedback on educator performance has improved since the introduction of IQMS.

Goal setting

The literature review on Performance Management in the business world (2.14.3) revealed that Armstrong (1994, 80) stated that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress. The literature review of the IQMS documentation (3.11) also revealed that developing and submitting a Personal Growth Plan (PGP) from the strategic plan of the organisation and Performance Appraisal for each educator is a prescribed procedure (Department of Education, 2003, 17). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more goal setting. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more goal setting since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system increased goal setting and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if goal setting was significantly related to perceived improvement in Educator Performance.

Questions 25 to 26 as well as 33 and 34 (below) are all related to goal setting and are therefore grouped together.

25. IQMS has improved goal setting by educators at my school.

26. IQMS has improved my goal setting.

33. The goals I set for myself in IQMS are achievable.

Question 34 is kept on its own.

34. I tend to set too many goals for myself.

Figure 5.25: IQMS has improved goal setting by educators at my school

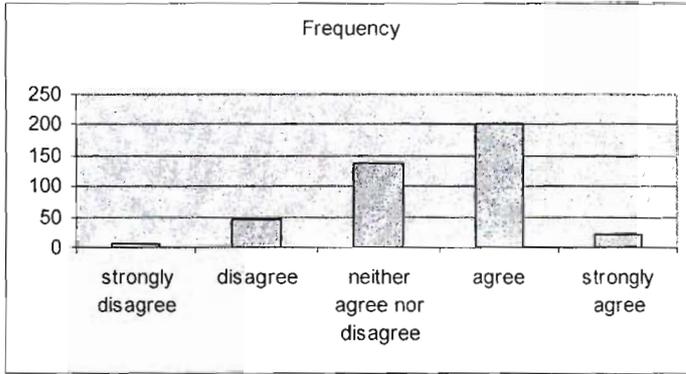


Table 5.25: IQMS has improved goal setting by educators at my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	1.7	1.7	1.7
	disagree	45	10.9	10.9	12.6
	neither agree nor disagree	137	33.3	33.3	45.9
	agree	202	49.0	49.0	94.9
	strongly agree	21	5.1	5.1	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (49%) and “neither agree nor disagree” (33.3%)

Figure 5.26: IQMS has improved my goal setting

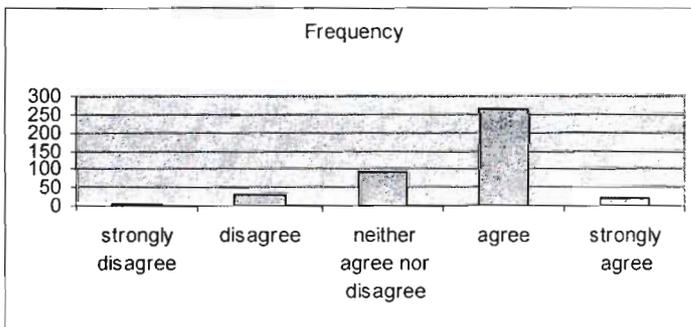


Table 5.26: IQMS has improved my goal setting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	1.5	1.5	1.5

	disagree	33	8.0	8.0	9.5
	neither agree nor disagree	90	21.8	21.8	31.3
	agree	263	63.8	63.8	95.1
	strongly agree	20	4.9	4.9	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (63.8%) and “neither agree nor disagree” (21.8%)

Figure 5.27: The goals I set for myself in IQMS are achievable

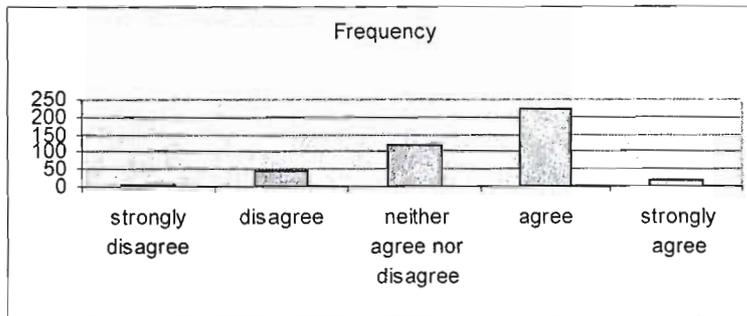


Table 5.27: The goals I set for myself in IQMS are achievable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	1.0	1.0	1.0
	disagree	45	10.9	10.9	11.9
	neither agree nor disagree	121	29.4	29.4	41.3
	agree	224	54.4	54.4	95.6
	strongly agree	18	4.4	4.4	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (54.4%) and “neither agree nor disagree” (29.4%)

Figure 5.28: I tend to set too many goals for myself

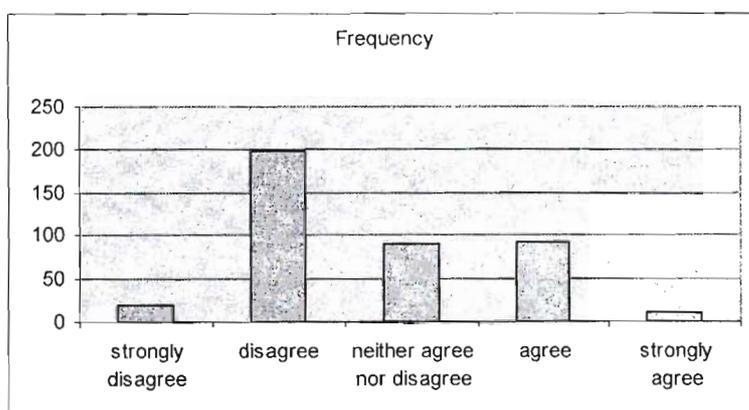


Table 5.28: I tend to set too many goals for myself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	20	4.9	4.9	4.9
	disagree	198	48.1	48.1	52.9
	neither agree nor disagree	91	22.1	22.1	75.0
	agree	92	22.3	22.3	97.3
	strongly agree	11	2.7	2.7	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “disagree” (48.1%) and “agree” (22.3%)

Most respondents agreed that goal setting improved since the introduction of IQMS and that they set attainable goals for themselves. Most respondents disagreed about setting too many goals for themselves. The interpretation of the above results were that the statement by Armstrong (1994, 80) that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress were facilitated by the prescribed development and submission of a Personal Growth Plan (PGP) from the strategic plan of the organisation and Performance Appraisal for each educator (Department of Education, 2003, 17). Thus goal setting has improved since the introduction of IQMS.

Problem solving

The literature review on Performance Management in the business world (2.14.3) revealed that Armstrong (1994, 80) stated that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress.

The literature review of the IQMS documentation (3.11) also revealed that developing and submitting a Personal Growth Plan (PGP) from the strategic plan of the organisation and the Performance Appraisal for each educator is a prescribed procedure (Department of Education, 2003, 17). The researcher experienced an improvement in problem solving at the school he was managing as principal when the implementation of IQMS ensured more goal setting. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more problem solving since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system increased problem solving and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if problem solving was significantly related to perceived improvement in Educator Performance.

Questions 27 to 28 (below) are both related to problem solving and are therefore grouped together.

27. IQMS improved problem solving at my school.

28. IQMS improved my ability to solve work problems.

Figure 5.29: IQMS has improved problem solving at my school

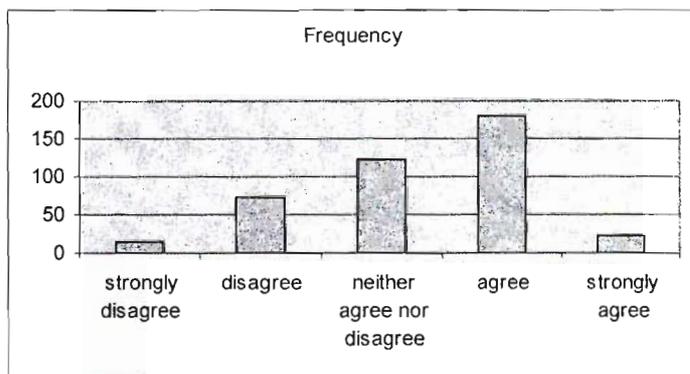


Table 5.29: IQMS has improved problem solving at my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	14	3.4	3.4	3.4
	disagree	72	17.5	17.5	20.9
	neither agree nor disagree	123	29.9	29.9	50.7

	agree	181	43.9	43.9	94.7
	strongly agree	22	5.3	5.3	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (43.9%) and “neither agree nor disagree” (29.9%)

Figure 5.30: IQMS improved my ability to solve work problems

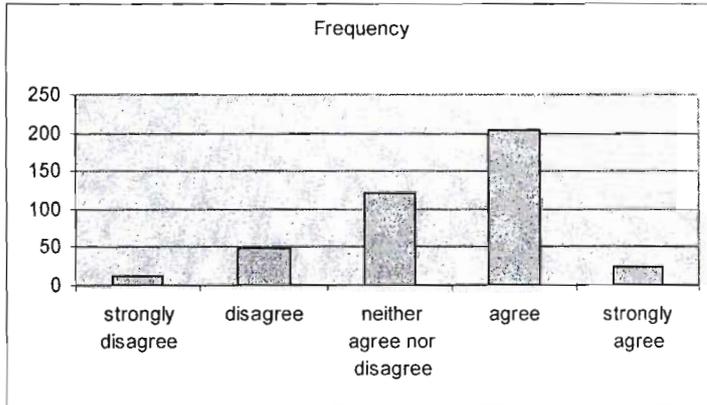


Table 5.30: IQMS improved my ability to solve work problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	3.2	3.2	3.2
	disagree	48	11.7	11.7	14.8
	neither agree nor disagree	121	29.4	29.4	44.2
	agree	205	49.8	49.8	93.9
	strongly agree	25	6.1	6.1	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (49.8%) and “neither agree nor disagree” (29.4%)

The interpretation of the above results were that Armstrong (1994, 80) stated that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress. This was facilitated by the IQMS prescribed Personal Growth Plan (Department of Education, 2003, 17). This resulted in the fact that most respondents agreed that problem solving improved since the introduction of IQMS.

Accurate scores

The literature review on Performance Management in the business world (2.16.4) Armstrong (1994, 503) stated that it was very difficult to achieve an acceptable consistency, fairness and equity in ratings. The literature review of the IQMS documentation (3.8) also revealed that the principal and School Development Team (SDT) are responsible for the quality of the IQMS process (Department of Education, 2003, 14). The researcher experienced a concern about the accuracy of IQMS scores reflecting the performance of individual educators at the school he was managing as principal when the implementation of IQMS required such scores. The feedback from the workshops he presented to train principals in the implementation of IQMS was that other principals were also concerned about the accuracy of the IQMS scores reflecting individual educator performance. The interviews during the pilot study confirmed that other principals and educators were also concerned about the accuracy of these scores. Therefore, three questions in the questionnaire were designed to determine if accurate scores were significantly related to perceived improvement in Educator Performance.

Question 29 and 30 (below) are both related to how accurate the IQMS scores are and are therefore grouped together.

29. The IQMS scores of my colleagues accurately reflect their performance as educators.

30. My IQMS score accurately reflects my performance as educator.

Figure 5.31: The IQMS scores of my colleagues accurately reflect their performance as educators

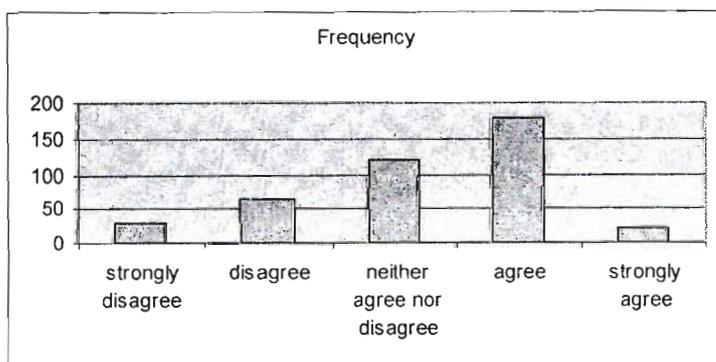


Table 5.31: The IQMS scores of my colleagues accurately reflect their performance as educators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	30	7.3	7.3	7.3
	disagree	64	15.5	15.5	22.8
	neither agree nor disagree	119	28.9	28.9	51.7

	disagree				
	agree	178	43.2	43.2	94.9
	strongly agree	21	5.1	5.1	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (43.2%) and “neither agree nor disagree” (28.9%)

Figure 5.32: My IQMS score accurately reflects my performance as an educator

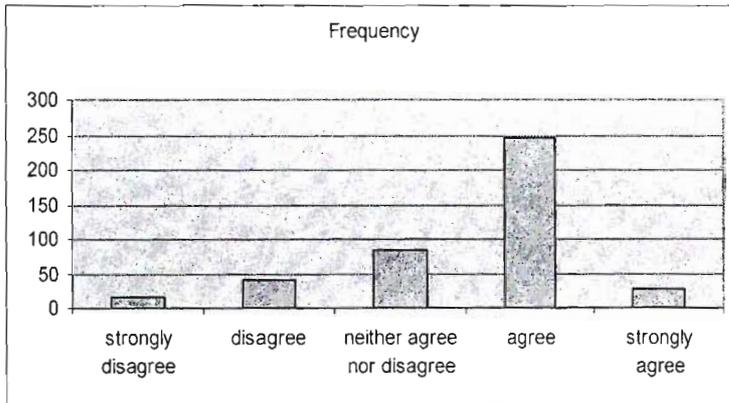


Table 5.32: My IQMS score accurately reflects my performance as an educator

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	16	3.9	3.9	3.9
	disagree	40	9.7	9.7	13.6
	neither agree nor disagree	85	20.6	20.6	34.2
	agree	245	59.5	59.5	93.7
	strongly agree	26	6.3	6.3	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (59.5%) and “neither agree nor disagree” (20.6%)

The interpretation of the above results were that most respondents agreed that the IQMS scores accurately reflect educator performance. It may therefore be concluded that the principals and School Development Teams who were responsible for the quality of the process were doing a good job. However, the literature review on Performance Management in the business world (2.16.4) revealed that Armstrong (1994, 503) stated that it was very difficult to achieve an acceptable level of consistency, fairness and equity in ratings. The researcher also experienced a concern about the accuracy of IQMS scores reflecting the performance of individual educators at

the school he was managing as principal when the implementation of IQM scores. The feedback from the workshops he presented to train principals in the implementation of IQMS was that other principals were also concerned about the accuracy of the forms, which were not reflecting individual educator performance.

Adequate forms

The literature review on Performance Management in the business world (2.16.5) revealed that Armstrong (1994, 505) stated that the focus should be on managing and improving performance and not on a paper chase of completing forms. The literature review of the IQMS documentation (3.17) also revealed that there are only 2 prescribed forms: the Personal Growth Plan (PGP) and School Improvement Plan (SIP) (Department of Education, 2003, 17). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured adequate forms for Performance Management. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there were adequate forms for Performance Management of educators since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system provided adequate forms and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if adequate forms were significantly related to perceived improvement in Educator Performance.

Question 31: The forms we have to complete for IQMS are adequate.

Figure 5.33: The forms we have to complete for IQMS are adequate

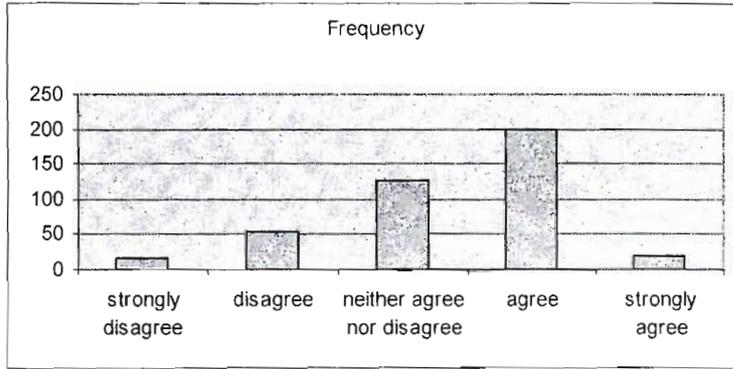


Table 5.33: The forms we have to complete for IQMS are adequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	16	3.9	3.9	3.9
	disagree	53	12.9	12.9	16.7
	neither agree nor disagree	126	30.6	30.6	47.3
	agree	198	48.1	48.1	95.4
	strongly agree	19	4.6	4.6	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “agree” (48.1%) and “neither agree nor disagree” (30.6%)

The interpretation of the above results were that the literature review on Performance Management in the business world (2.16.5) revealed that Armstrong (1994, 505) stated that the focus should be on managing and improving performance and not on a paper chase of completing forms. The fact that the Department only prescribes two forms prevented the IQMS from becoming a paper chase of completing forms (Department of Education, 2003, 17). That is why most respondents agreed that the forms used in IQMS are adequate.

Disciplinary tool

The literature review on Performance Management in the business world (2.16.5) revealed that Armstrong (1994, 80) stated that Performance Appraisal is not an opportunity for punishment for past mistakes. These issues should be dealt with when they occur. The literature review of the IQMS documentation (3.9) also revealed that a grievance procedure is set in place in the event of unfairness of any kind (Department of Education, 2003, 14). The researcher experienced a fair implementation of the IQMS at the school he was managing as principal. The feedback from the

workshops he presented to train principals in the implementation of IQMS was that there was a fair implementation of IQMS (it was not used as a disciplinary instrument) and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system was fair (there was no using of the IQMS as a disciplinary instrument) and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if the use of IQMS as a disciplinary instrument was significantly related to perceived improvement in Educator Performance.

Question 32: IQMS is a **disciplinary tool** for management.

Figure 5.34: IQMS is a disciplinary tool for management

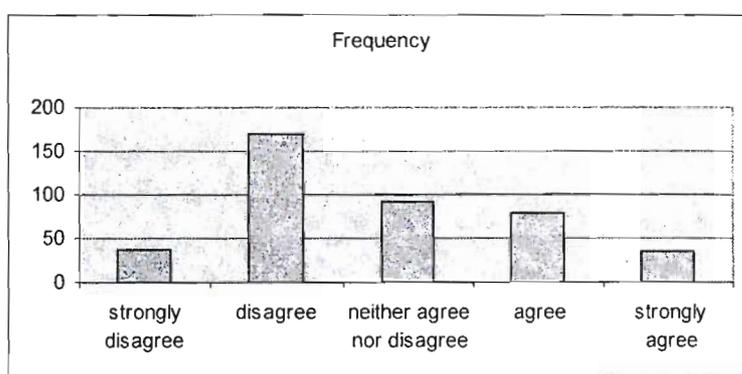


Table 5.34: IQMS is a disciplinary tool for management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	36	8.7	8.7	8.7
	Disagree	170	41.3	41.3	50.0
	neither agree nor disagree	92	22.3	22.3	72.3
	Agree	79	19.2	19.2	91.5
	strongly agree	35	8.5	8.5	100.0
	Total	412	100.0	100.0	

The modal responses for this question were “disagree” (41.3%) and “neither agree nor disagree” (22.3%)

The interpretation of the above result is that the integrity of those involved in the IQMS process as well as the Departmentally prescribed grievance procedure (Department of Education, 2003, 14) prevented the use of Performance Appraisal an opportunity for punishment for past mistakes that Armstrong (1994, 80) warned against . That is why most respondents disagreed to the statement that IQMS is a disciplinary tool for management.

5.4. Brief conclusion to results

According to the results from above, the majority of the respondents feel that the IQMS has contributed positively to structure, staff development, motivation, class visits, feedback, goal setting, problem solving and forms. The only questions had a “disagree” response

I tend to set too many goals for myself and IQMS is a disciplinary tool for management

There are however a small percentage of respondents viz. 20%-29% that are simply neutral with respect to the IQMS. Perhaps these respondents need to be won over by the department re-emphasizing and motivating the justification for the need of the IQMS as well as its benefits. A very small percentage, approximately 10-15% of the respondents “disagree” with the use and benefit of the IQMS. The perceptions of the respondents indicate that the IQMS is working and is a useful and beneficial tool for the educators. On the whole the IQMS can only go from strength to strength.

5.5. Descriptive statistics

Table 5.35: Descriptive Statistics

	N		Mean	Median	Mode	Std. Deviation	Variance
	Valid	Missing					
Q1	412	0	3.5364	4.0000	4.00	.83485	.69697
Q2	412	0	3.5121	4.0000	4.00	.84424	.71275
Q3	411	1	3.5158	4.0000	4.00	.86200	.74304
Q4	412	0	3.5388	4.0000	4.00	.86339	.74545
Q5	412	0	3.6869	4.0000	4.00	.81442	.66328
Q6	411	1	3.5791	4.0000	4.00	.83254	.69312
Q7	412	0	3.7597	4.0000	4.00	.72362	.52363
Q8	412	0	3.6456	4.0000	4.00	.86041	.74030
Q9	412	0	3.5704	4.0000	4.00	.88645	.78579
Q10	412	0	3.6699	4.0000	4.00	.83870	.70342
Q11	412	0	3.6626	4.0000	4.00	.89075	.79344
Q12	412	0	3.4442	4.0000	4.00	.88199	.77790
Q13	412	0	3.6893	4.0000	4.00	.84034	.70616
Q14	412	0	3.6893	4.0000	4.00	.86881	.75482
Q15	412	0	3.4733	4.0000	4.00	.88610	.78517
Q16	412	0	3.6917	4.0000	4.00	.85699	.73443
Q17	412	0	3.4345	4.0000	4.00	.97814	.95677
Q18	412	0	3.7500	4.0000	4.00	.90853	.82543
Q19	412	0	3.6408	4.0000	4.00	.82662	.68330
Q20	412	0	3.3617	4.0000	4.00	.95280	.90782
Q21	411	1	3.3966	4.0000	4.00	.89218	.79599
Q22	412	0	3.5121	4.0000	4.00	.86418	.74681
Q23	412	0	3.6214	4.0000	4.00	.84423	.71273
Q24	412	0	3.4709	4.0000	4.00	.84671	.71691
Q25	412	0	3.4490	4.0000	4.00	.81937	.67136
Q26	412	0	3.6262	4.0000	4.00	.76167	.58014
Q27	412	0	3.3034	3.0000	4.00	.93470	.87366
Q28	412	0	3.4393	4.0000	4.00	.88990	.79193
Q29	412	0	3.2330	3.0000	4.00	1.01525	1.03073
Q30	412	0	3.5461	4.0000	4.00	.89623	.80322
Q31	412	0	3.3665	4.0000	4.00	.90371	.81669
Q32	412	0	2.7743	2.5000	2.00	1.11614	1.24576
Q33	412	0	3.5024	4.0000	4.00	.78458	.61557
Q34	412	0	2.6990	2.0000	2.00	.95734	.91650
OCCUPAT	412	0	3.1262	4.0000	4.00	1.05498	1.11299

The mean, the mode, the median, the sample variance and the sample standard deviation are considered as the descriptive statistics (Wegner, 2002, 12). The mean or the arithmetic mean is the sum of all the values divided by the sample size, the mode is the most frequent response

given by the respondents and the median is the middle most value when the data(per variable/question) is arranged from highest to lowest. The sample variance is the degree or quantity by which each observation varies one from another. The sample standard deviation is the square root of the sample variance. From the table above, majority of the questions have a mode of “4 for questions which represents a response of “agree” and just for 2 questions a mode of “2” which represents a response of “disagree”. The standard deviations are consistently between 0 and 1 and this indicates good consistency between the observations due to the low variability. The mean and median values are consistent with modal values. The modal values are all pointing towards the fact that the “agree” response means that the IQMS is doing what it set out to do by soliciting positive responses from the respondents. Because the mean is easily affected by outliers, it must be interpreted with caution and does not make for a reliable statistic with respect to survey data with scales/categories. The mean values are not very different from the modal values. The median values are also exhibiting this pattern and are consistent with the modal values. The variance values are consistently between 0 and 1 meaning that there is not much deviation of each observation from the mean. Furthermore the consistency of these values does not indicate any outliers in the data because the standard deviation and the variance are also susceptible to outliers as well.

5.6. Reliability analysis

Cronbach’s Alpha

Cronbach’s alpha was also calculated as part of the reliability test to assess how valid the results were and to determine if we get similar results to generalize if the sample size is increased. A value of 0.7 or higher is a very good value that can lead us to say that we will get the same results if we carried out this survey with a larger sample of respondents. The Cronbach’s alpha was calculated for all the questions and then for each factor. The results are on the next page.

Table 5.36: The results of the Cronbach’s alpha test:

Factor	Question Items	Cronbach’s alpha
Overall	1-34	0.9413

Structure	1-3	0.7886
Staff development	4-6	0.8068
Performance	7-16	0.9070
Motivation	17-19	0.8120
Visits	20-21	0.8433
Feedback	22-24	0.8300
Goal setting	25-26	0.7434
Problem solving	27-28	0.8225
Scores	29-30	0.7733
IQMS Admin.	31-32	0.6771
Personal Goals	33-34	0.6875

The alpha values have indicated a good internal consistency of the responses implying a very good reliability in the research instrument.

5.7. Factor analysis

Table 5.6: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.867	40.784	40.784	13.867	40.784	40.784	6.722	19.771	19.771
2	2.129	6.260	47.045	2.129	6.260	47.045	5.268	15.493	35.263
3	1.445	4.251	51.296	1.445	4.251	51.296	3.864	11.365	46.629
4	1.325	3.897	55.193	1.325	3.897	55.193	2.912	8.564	55.193
5	.988	2.907	58.099						
6	.955	2.808	60.907						
7	.896	2.636	63.543						
8	.871	2.561	66.104						
9	.813	2.392	68.496						
10	.781	2.296	70.791						
11	.758	2.229	73.021						
12	.728	2.141	75.161						
13	.713	2.097	77.258						
14	.627	1.845	79.103						
15	.589	1.731	80.834						
16	.538	1.582	82.416						
17	.535	1.574	83.990						
18	.486	1.430	85.420						
19	.469	1.380	86.801						
20	.449	1.319	88.120						
21	.432	1.271	89.391						
22	.390	1.148	90.539						
23	.368	1.081	91.620						
24	.345	1.016	92.636						
25	.332	.975	93.612						
26	.322	.947	94.559						
27	.316	.928	95.487						
28	.276	.812	96.298						
29	.258	.758	97.056						
30	.231	.678	97.735						
31	.220	.646	98.380						
32	.204	.599	98.980						
33	.185	.544	99.524						
34	.162	.476	100.000						

Extraction Method: Principal Component Analysis.

Factor analysis was carried out in this study as an exploratory tool in order to reduce a set of items to a smaller set that adequately explains the data and could account for being a set of sub constructs. The Principal Components method was used with varimax rotation.

From the above table, the cumulative variance that 4 factors are explaining is 55.193%. Furthermore all of these 4 factors have eigenvalues over 1. The first factor accounts for 40.784% of the variation, the second factor accounts for 6.26% and the third and fourth factors account for 4.251% and 3.897% of the variation respectively. This is normally the case in factor analysis. Now a look is taken at the rotated loadings table to find out which questions are not loading at all on the factors and could hence be eliminated from the data set and then re-run the factor analysis.

Table 5.37: Rotated Component Matrix(a)

	Component			
	1	2	3	4

Q10	.745	.096	.286	.100
Q11	.727	.086	.282	.158
Q13	.688	.320	.187	.044
Q16	.663	.334	.017	.117
Q9	.660	.062	.289	.260
Q8	.659	-.016	.251	.338
Q14	.645	.204	.089	.253
Q12	.623	.269	.151	.118
Q18	.623	.456	.060	.151
Q7	.581	.169	.363	.029
Q15	.540	.357	.079	.247
Q19	.536	.502	.146	.140
Q26	.522	.427	.184	.186
Q28	.507	.317	.182	.396
Q21	.261	.718	.214	.003
Q20	.191	.697	.233	.035
Q24	.168	.675	.329	.192
Q22	.108	.651	.285	.312
Q17	.351	.624	.148	.203
Q25	.243	.572	.282	.290
Q23	.241	.528	.285	.315
Q27	.325	.486	.249	.399
Q2	.196	.168	.681	.276
Q1	.086	.271	.670	.267
Q3	.246	.221	.658	.108
Q4	.228	.385	.627	.027
Q5	.336	.301	.609	-.031
Q6	.448	.266	.568	.059
Q32	-.117	-.020	-.103	-.650
Q30	.156	.321	.322	.580
Q29	.081	.459	.261	.543
Q34	-.201	-.113	.080	-.543
Q33	.305	.193	.302	.388
Q31	.279	.289	.122	.351

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

Questions 32 and 34 were then eliminated because they have not loaded onto any of the factors and the factor analysis was re-run.

Table 5.38: Total Variance Explained

Component	Initial Eigenvalues	Extraction Sums of Squared	Rotation Sums of Squared
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				Loadings			Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.642	42.631	42.631	13.642	42.631	42.631	6.660	20.813	20.813
2	2.126	6.642	49.273	2.126	6.642	49.273	4.214	13.168	33.981
3	1.389	4.341	53.614	1.389	4.341	53.614	3.851	12.034	46.015
4	1.145	3.579	57.193	1.145	3.579	57.193	3.577	11.178	57.193
5	.969	3.029	60.222						
6	.944	2.950	63.172						
7	.885	2.766	65.938						
8	.824	2.575	68.513						
9	.795	2.483	70.996						
10	.730	2.281	73.277						
11	.718	2.242	75.519						
12	.644	2.012	77.532						
13	.606	1.895	79.427						
14	.557	1.740	81.166						
15	.541	1.689	82.856						
16	.496	1.550	84.406						
17	.470	1.469	85.875						
18	.451	1.411	87.286						
19	.440	1.374	88.660						
20	.391	1.221	89.880						
21	.370	1.155	91.036						
22	.346	1.082	92.117						
23	.333	1.042	93.159						
24	.324	1.011	94.170						
25	.322	1.006	95.176						
26	.278	.868	96.044						
27	.258	.807	96.851						
28	.233	.728	97.578						
29	.220	.689	98.267						
30	.205	.642	98.909						
31	.185	.579	99.489						
32	.164	.511	100.000						

Extraction Method: Principal Component Analysis.

One can see that the percentage of variation that the 4 factors now collectively accounted for increased to 57.193% from 55.193%. The rotated matrix of factors have got the following groupings:

Table 5.39: Rotated Component Matrix(a)

	Component
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	1	2	3	4
Q10	.741	.082	.125	.289
Q11	.729	.053	.185	.275
Q8	.686	-.060	.286	.235
Q9	.672	.038	.225	.288
Q13	.666	.365	.032	.230
Q16	.663	.309	.187	.001
Q14	.656	.194	.208	.097
Q12	.618	.263	.147	.155
Q18	.614	.451	.191	.073
Q7	.560	.222	-.002	.402
Q15	.552	.302	.317	.046
Q28	.531	.216	.467	.141
Q19	.526	.482	.233	.139
Q26	.520	.383	.282	.164
Q21	.224	.714	.165	.231
Q20	.158	.705	.162	.255
Q24	.154	.586	.408	.298
Q17	.341	.578	.322	.143
Q22	.110	.547	.494	.242
Q25	.245	.506	.410	.255
Q30	.204	.137	.724	.218
Q29	.118	.304	.673	.181
Q23	.249	.392	.525	.222
Q27	.343	.385	.507	.207
Q31	.307	.183	.449	.056
Q33	.333	.107	.430	.254
Q4	.193	.391	.130	.651
Q3	.229	.164	.247	.643
Q5	.299	.331	.045	.639
Q1	.085	.183	.398	.637
Q2	.203	.049	.436	.624
Q6	.426	.262	.145	.573

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 8 iterations.

The factors were grouped according to the following questions:

Table 5.40: Factor 1: Benefits/Improvements of IQMS

QUESTION NUMBER	QUESTION

10	IQMS improved my lesson planning
11	IQMS improved my preparation for lessons
8	IQMS has improved my knowledge of learning areas
9	IQMS improved my knowledge of the curriculum
13	IQMS improved my professional development
16	IQMS improved my record keeping
14	IQMS improved my human relations
12	IQMS improved my assessment of learners
18	IQMS has motivated me
7	IQMS has improved my development of a positive learning atmosphere
15	IQMS improved my administration
28	IQMS improved my ability to solve work problems
19	IQMS has improved my ability to motivate other staff
26	IQMS has improved my goal setting

Table 3.41: Factor 2: Educator performance at school

QUESTION NUMBER	QUESTION
21	IQMS has improved my contribution to class visits
20	IQMS improved class visits at my school
24	IQMS has improved my feedback to other educators about their performance
17	IQMS has motivated educators at my school
22	IQMS improved feedback to educators at my school about their performance
25	IQMS has improved goal setting by educators at my school

Table 5.42: Factor 3: IQMS Scores/Admin./Problem solving

QUESTION NUMBER	QUESTION
30	My IQMS score accurately reflects my performance as an educator

29	The IQMS scores of my colleagues accurately reflect their performance as educators
23	IQMS has improved feedback to me about my performance
27	IQMS has improved problem solving at my school
31	The forms we have to complete for IQMS are adequate
33	The goals I set for myself in IQMS are achievable

Table 5.43: Factor 4: Structure and Staff development

QUESTION NUMBER	QUESTION
4	The IQMS system has improved staff development at my school
3	I manage the performance of others in a more structured manner since the introduction of the IQMS
5	The IQMS system has improved my contribution to staff development
1	At our school performance is managed in a more structured manner since the introduction of the IQMS
2	My performance is managed in a more structured manner since the introduction of the IQMS
6	IQMS has improved my ability to develop staff

The 4 factors that were indicating the level of importance with respect to the IQMS that the respondents have perceived in decreasing order of importance from Factor 1 to Factor 4. The factor scores for the analysis were also looked at. The average of the factor scores were taken for the different occupations to check for differences between the perceptions of the educators in different positions with respect to the IQMS. The results were as follows:

Table 5.44: Mean Factor Scores

OCCUPATION	MEAN	MEAN	MEAN	MEAN
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	SCORE FOR FACTOR 1	SCORE FOR FACTOR 2	SCORE FOR FACTOR 3	SCORE FOR FACTOR 4
Principal	-0.73971	-0.17746	0.10519	-0.08806
SDT Chair	0.10893	0.19016	-0.05988	0.17650
SDT Chair and PL1	0.08569	-0.02956	-0.10882	0.15336
PL1	0.05097	-0.04707	0.03672	-0.10198

From the mean factor scores for the different positions above, there did NOT seem to be any differences between the different occupations in regard to their perception about the IQMS. The mean factor scores were all consistently about zero. All of the above factors i.e. 1, 2, 3 and 4 had the proposed factors embedded into them and none of the questions that pertain to the factors when the analysis was run, were deleted. Hence this underlined the relevance and importance of each and every question that pertained to the model. These factors have all grouped themselves with respect to them collectively contributing towards the key educator performance. Factor 1 represented the benefits of the IQMS, Factor 2 represented the educator performance at school, Factor 3 referred to the IQMS Scores/Admin./Problem solving and Factor 4 referred to the Structure and Staff development. All of these factors fit in to the proposed model given in the introduction. This is the way the respondents have responded and hence validating the proposed model. The factors confirm the model by the embedding of the questions within each factor that contributed towards educator performance.

5.8. Testing to see if the data is parametric or non-parametric

In order to apply appropriate statistical tests, the data was tested to see if it comes from a Normal distribution and the Kolmogorov-Smirnov test as used to test the following hypothesis:

H_0 :the tested variables come from a Normal distribution

H_1 :the tested variables do not come from a Normal distribution

Table 5.45: One-Sample Kolmogorov-Smirnov Test

	N	Normal	Kolmogorov-	p-value
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		Parameters(a,b)		Smirnov Z	
		Mean	Std. Deviation		
Q1	412	3.5364	.83485	6.887	.000
Q2	412	3.5121	.84424	6.993	.000
Q3	411	3.5158	.86200	6.559	.000
Q4	412	3.5388	.86339	5.951	.000
Q5	412	3.6869	.81442	6.782	.000
Q6	411	3.5791	.83254	6.610	.000
Q7	412	3.7597	.72362	7.863	.000
Q8	412	3.6456	.86041	6.987	.000
Q9	412	3.5704	.88645	6.338	.000
Q10	412	3.6699	.83870	6.851	.000
Q11	412	3.6626	.89075	6.592	.000
Q12	412	3.4442	.88199	6.065	.000
Q13	412	3.6893	.84034	7.115	.000
Q14	412	3.6893	.86881	6.727	.000
Q15	412	3.4733	.88610	6.564	.000
Q16	412	3.6917	.85699	6.842	.000
Q17	412	3.4345	.97814	5.320	.000
Q18	412	3.7500	.90853	6.782	.000
Q19	412	3.6408	.82662	6.761	.000
Q20	412	3.3617	.95280	5.686	.000
Q21	411	3.3966	.89218	5.943	.000
Q22	412	3.5121	.86418	6.852	.000
Q23	412	3.6214	.84423	7.110	.000
Q24	412	3.4709	.84671	6.671	.000
Q25	412	3.4490	.81937	5.899	.000
Q26	412	3.6262	.76167	7.614	.000
Q27	412	3.3034	.93470	5.372	.000
Q28	412	3.4393	.88990	5.966	.000
Q29	412	3.2330	1.01525	5.237	.000
Q30	412	3.5461	.89623	7.135	.000
Q31	412	3.3665	.90371	5.786	.000
Q32	412	2.7743	1.11614	5.198	.000
Q33	412	3.5024	.78458	6.585	.000
Q34	412	2.6990	.95734	6.018	.000

Reject H_0 for all of the questions and conclude that the tested variables do not come from a Normal distribution

H_0 : the data follow a normal distribution

H_1 : the data do not follow a normal distribution

The average of each set of questions measuring the same underlying factor are done as follows:

Table 5.46: Averages of each set of questions

New variable	Method of creation
STRUCAVG	Average(Questions 1-3)
STAFFDAV	Average(Questions 4-6)
PERFAVG	Average(Questions 7-16)
MOTAVG	Average(Questions 17-19)
CLASSAVG	Average(Questions 20-21)
FEEADVG	Average(Questions 22-24)
GOALAVG	Average(Questions 25-26)
PROBLAVG	Average(Questions 27-28)
SCOREAVG	Average(Questions 29-30)
GOALEAVG	Average(Questions 33-34)

The test results are as follows:

Table 5.47: Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	p-values	Statistic	df	p-values
STRUCAVG	.191	410	.000	.917	410	.000
STAFFDAV	.179	410	.000	.939	410	.000
PERFAVG	.123	410	.000	.939	410	.000
MOTAVG	.155	410	.000	.936	410	.000
CLASSAVG	.223	410	.000	.904	410	.000
FEEADVG	.204	410	.000	.904	410	.000
GOALAVG	.234	410	.000	.877	410	.000
PROBLAVG	.197	410	.000	.914	410	.000
SCOREAVG	.219	410	.000	.891	410	.000
GOALEAVG	.260	410	.000	.909	410	.000

a Lilliefors Significance Correction

Since the p-values are all less than the level of significance of 5%, H_0 has to be rejected and H_1 accepted, that the data do not follow a normal distribution. The results are also confirmed by the Shapiro-Wilks test. Methods such as Multiple regression could not be used on this data set. (Research questions and objectives 24 and 25)

Non-parametric techniques had to be used now.

5.9. Correlation analysis

(Research questions 12-23 Research objectives 12-23 will be answered here)

The model was going to be tested by correlating the various factors/variables in the model and due to the non-parametric nature of the data, we used Spearman's rank order correlation coefficient. A correlation analysis was also carried out using Spearman's rank order correlation. The results were as follows:

It appeared that all the questions were positively correlated with improved educator performance and were significant at the 5% significance level. Some relationships appeared strong whilst others appeared weak.

There was also a weak negative but significant correlation between IQMS as a disciplinary tool for management and the perception of improved educator performance

Table 5.48: Correlations

			Q22	Q23	Q24	Q32
Spearman's rho	Q22	Correlation Coefficient	1.000	.637(**)	.592(**)	-.231(**)
		Sig. (2-tailed)	.	.000	.000	.000
		N	412	412	412	412
	Q23	Correlation Coefficient	.637(**)	1.000	.590(**)	-.196(**)
		Sig. (2-tailed)	.000	.	.000	.000
		N	412	412	412	412
	Q24	Correlation Coefficient	.592(**)	.590(**)	1.000	-.175(**)
		Sig. (2-tailed)	.000	.000	.	.000
		N	412	412	412	412
	Q32	Correlation Coefficient	-.231(**)	-.196(**)	-.175(**)	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	412	412	412	412

** Correlation is significant at the 0.01 level (2-tailed).

5.9. Hypothesis testing

The Mann Whiteny U test was used to check if there was a difference in the perceptions of the IQMS in terms of the different groups of respondents i.e. Principals, SDT Chair, SDT Chair & PL1 and PL1

H₀: there are no differences between the Principals and the SDT Chair with respect to their perceptions about the IQMS

H₁: there are differences between the Principals and the SDT Chair with respect to their perceptions about the IQMS.

Table 5.49: Test Statistics(a)

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Decision significance level 5%
Q1	1679.500	2345.500	-.463	.644	Accept H ₀
Q2	1419.500	2085.500	-1.942	.052	Accept H ₀
Q3	1440.000	2106.000	-1.810	.070	Accept H ₀
Q4	1432.000	2098.000	-1.798	.072	Accept H ₀
Q5	1144.500	1810.500	-3.477	.001	Reject H ₀
Q6	1080.000	1746.000	-3.745	.000	Reject H ₀
Q7	1068.500	1734.500	-4.016	.000	Reject H ₀
Q8	1347.000	2013.000	-2.277	.023	Reject H ₀
Q9	1143.500	1809.500	-3.364	.001	Reject H ₀
Q10	1172.000	1838.000	-3.231	.001	Reject H ₀
Q11	1105.000	1771.000	-3.572	.000	Reject H ₀
Q12	1235.500	1901.500	-2.834	.005	Reject H ₀
Q13	1181.000	1847.000	-3.173	.002	Reject H ₀
Q14	1088.500	1754.500	-3.585	.000	Reject H ₀
Q15	1220.000	1886.000	-2.976	.003	Reject H ₀
Q16	1290.000	1956.000	-2.614	.009	Reject H ₀
Q17	1337.500	2003.500	-2.253	.024	Reject H ₀
Q18	1107.000	1773.000	-3.554	.000	Reject H ₀
Q19	973.000	1639.000	-4.371	.000	Reject H ₀
Q20	1460.000	2126.000	-1.627	.104	Accept H ₀
Q21	1096.000	1762.000	-3.545	.000	Reject H ₀
Q22	1538.500	2204.500	-1.277	.202	Accept H ₀
Q23	1337.000	2003.000	-2.413	.016	Reject H ₀
Q24	1102.500	1768.500	-3.946	.000	Reject H ₀
Q25	1529.000	2195.000	-1.294	.196	Accept H ₀
Q26	1046.000	1712.000	-4.140	.000	Reject H ₀
Q27	1311.500	1977.500	-2.405	.016	Reject H ₀
Q28	1188.500	1854.500	-3.090	.002	Reject H ₀
Q29	1412.000	2078.000	-1.870	.061	Accept H ₀
Q30	1593.500	2259.500	-.945	.344	Accept H ₀
Q31	1574.000	2240.000	-1.008	.313	Accept H ₀
Q32	1430.000	6281.000	-1.728	.084	Accept H ₀
Q33	1508.500	2174.500	-1.398	.162	Accept H ₀
Q34	1677.000	2343.000	-.461	.645	Accept H ₀

There are significant differences between Principals and the SDT chair with respect to their perceptions about the IQMS (staff development, educator performance, motivation, feedback and problem solving) at the 5% significance level.

H_0 : there are no differences between the Principals and the SDT Chair & PL1 with respect to their perceptions about the IQMS

H_1 : there are differences between the Principals and the SDT Chair & PL1 with respect to their perceptions about the IQMS.

Table 5.50: Test Statistics(a)

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Decision significance level	5%
Q1	827.500	1493.500	-1.649	.099	Accept H ₀	
Q2	830.500	1496.500	-1.582	.114	Accept H ₀	
Q3	923.000	1589.000	-.738	.460	Accept H ₀	
Q4	841.000	1507.000	-1.438	.150	Accept H ₀	
Q5	654.000	1320.000	-3.201	.001	Reject H ₀	
Q6	731.500	1397.500	-2.383	.017	Reject H ₀	
Q7	790.000	1456.000	-1.919	.055	Accept H ₀	
Q8	764.000	1430.000	-2.109	.035	Reject H ₀	
Q9	695.000	1361.000	-2.697	.007	Reject H ₀	
Q10	730.500	1396.500	-2.398	.016	Reject H ₀	
Q11	621.500	1287.500	-3.312	.001	Reject H ₀	
Q12	756.000	1422.000	-2.127	.033	Reject H ₀	
Q13	700.000	1366.000	-2.697	.007	Reject H ₀	
Q14	591.000	1257.000	-3.538	.000	Reject H ₀	
Q15	778.000	1444.000	-1.943	.052	Accept H ₀	
Q16	795.500	1461.500	-1.814	.070	Accept H ₀	
Q17	774.500	1440.500	-1.973	.048	Reject H ₀	
Q18	608.500	1274.500	-3.420	.001	Reject H ₀	
Q19	610.500	1276.500	-3.435	.001	Reject H ₀	
Q20	929.500	1595.500	-.668	.504	Accept H ₀	
Q21	821.000	1487.000	-1.587	.113	Accept H ₀	
Q22	982.000	1648.000	-.229	.819	Accept H ₀	
Q23	841.000	1507.000	-1.454	.146	Accept H ₀	
Q24	906.500	1572.500	-.868	.385	Accept H ₀	
Q25	853.000	1519.000	-1.360	.174	Accept H ₀	
Q26	672.500	1338.500	-2.961	.003	Reject H ₀	
Q27	720.000	1386.000	-2.437	.015	Reject H ₀	
Q28	717.500	1383.500	-2.475	.013	Reject H ₀	
Q29	889.000	1555.000	-.997	.319	Accept H ₀	
Q30	997.000	1663.000	-.097	.923	Accept H ₀	
Q31	964.500	1630.500	-.374	.708	Accept H ₀	
Q32	630.000	2226.000	-3.140	.002	Reject H ₀	
Q33	950.500	1616.500	-.496	.620	Accept H ₀	
Q34	949.500	2545.500	-.493	.622	Accept H ₀	

a Grouping Variable: OCCUPAT

There are significant differences between Principals and the SDT chair&PL1 with respect to their perceptions about the IQMS (staff development, educator performance, motivation, feedback and problem solving) at the 5% significance level.

H₀: there are no differences between the Principals and the PL1 with respect to their perceptions about the IQMS

H₁: there are differences between the Principals and the PL1 with respect to their perceptions about the IQMS

Table 5.51: Test Statistics(a)

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Decision significance level 5%
Q1	3840.000	4506.000	-.419	.675	Accept H ₀
Q2	3650.500	4316.500	-.919	.358	Accept H ₀
Q3	3967.500	28498.500	-.028	.978	Accept H ₀
Q4	3360.500	4026.500	-1.661	.097	Accept H ₀
Q5	3303.500	3969.500	-1.826	.068	Accept H ₀
Q6	3121.000	3787.000	-2.277	.023	Reject H ₀
Q7	2879.000	3545.000	-3.339	.001	Reject H ₀
Q8	2960.000	3626.000	-2.820	.005	Reject H ₀
Q9	2753.000	3419.000	-3.240	.001	Reject H ₀
Q10	2903.000	3569.000	-2.962	.003	Reject H ₀
Q11	2763.000	3429.000	-3.247	.001	Reject H ₀
Q12	2908.000	3574.000	-2.841	.004	Reject H ₀
Q13	2920.500	3586.500	-2.975	.003	Reject H ₀
Q14	2261.000	2927.000	-4.739	.000	Reject H ₀
Q15	3183.000	3849.000	-2.125	.034	Reject H ₀
Q16	3407.000	4073.000	-1.558	.119	Accept H ₀
Q17	3117.500	3783.500	-2.227	.026	Reject H ₀
Q18	2642.000	3308.000	-3.580	.000	Reject H ₀
Q19	2768.000	3434.000	-3.286	.001	Reject H ₀
Q20	3404.500	4070.500	-1.521	.128	Accept H ₀
Q21	3009.000	3675.000	-2.557	.011	Reject H ₀
Q22	3914.000	4580.000	-.217	.828	Accept H ₀
Q23	3359.500	4025.500	-1.715	.086	Accept H ₀
Q24	3784.000	4450.000	-.553	.581	Accept H ₀
Q25	3767.500	4433.500	-.594	.552	Accept H ₀
Q26	2778.000	3444.000	-3.371	.001	Reject H ₀
Q27	3043.000	3709.000	-2.423	.015	Reject H ₀
Q28	2804.500	3470.500	-3.110	.002	Reject H ₀
Q29	3368.000	4034.000	-1.600	.110	Accept H ₀
Q30	3668.500	4334.500	-.907	.365	Accept H ₀
Q31	3605.000	4271.000	-1.027	.305	Accept H ₀
Q32	2373.000	27126.000	-4.143	.000	Reject H ₀
Q33	3390.500	4056.500	-1.639	.101	Accept H ₀
Q34	3241.500	27994.500	-1.997	.046	Reject H ₀

a Grouping Variable: OCCUPAT

There are significant differences between Principals and the PL1 with respect to their perceptions about the IQMS (staff development, educator performance, motivation, feedback, problem solving, disciplinary tool and too many goals) at the 5% significance level

H_0 : there are no differences between the SDT Chair and the SDT Chair & PL1 with respect to their perceptions about the IQMS

H_1 : there are differences between the SDT Chair and the SDT Chair & PL1 with respect to their perceptions about the IQMS

Table 5. 52: Test Statistics(a)

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Decision significance level 5%
Q1	2360.500	7211.500	-1.629	.103	Accept H ₀
Q2	2714.500	4310.500	-.129	.898	Accept H ₀
Q3	2451.000	4047.000	-1.233	.218	Accept H ₀
Q4	2658.000	4254.000	-.349	.727	Accept H ₀
Q5	2658.500	4254.500	-.381	.704	Accept H ₀
Q6	2423.000	4019.000	-1.366	.172	Accept H ₀
Q7	2213.000	3809.000	-2.314	.021	Reject H ₀
Q8	2730.000	4326.000	-.058	.954	Accept H ₀
Q9	2571.000	4167.000	-.723	.470	Accept H ₀
Q10	2543.000	4139.000	-.842	.400	Accept H ₀
Q11	2669.000	4265.000	-.317	.752	Accept H ₀
Q12	2505.500	4101.500	-.970	.332	Accept H ₀
Q13	2622.500	4218.500	-.509	.611	Accept H ₀
Q14	2708.500	7559.500	-.145	.885	Accept H ₀
Q15	2479.500	4075.500	-1.123	.262	Accept H ₀
Q16	2495.000	4091.000	-1.090	.276	Accept H ₀
Q17	2713.500	4309.500	-.123	.902	Accept H ₀
Q18	2694.500	7545.500	-.212	.832	Accept H ₀
Q19	2570.000	4166.000	-.743	.457	Accept H ₀
Q20	2486.500	4082.500	-1.037	.300	Accept H ₀
Q21	2154.500	3750.500	-2.328	.020	Reject H ₀
Q22	2482.000	4078.000	-1.133	.257	Accept H ₀
Q23	2560.500	4156.500	-.800	.424	Accept H ₀
Q24	2098.000	3694.000	-2.909	.004	Reject H ₀
Q25	2690.000	7541.000	-.225	.822	Accept H ₀
Q26	2507.000	4103.000	-1.083	.279	Accept H ₀
Q27	2687.500	7538.500	-.230	.818	Accept H ₀
Q28	2633.500	4229.500	-.451	.652	Accept H ₀
Q29	2516.000	4112.000	-.909	.363	Accept H ₀
Q30	2510.500	4106.500	-.972	.331	Accept H ₀
Q31	2551.500	4147.500	-.769	.442	Accept H ₀
Q32	2346.000	3942.000	-1.546	.122	Accept H ₀
Q33	2520.500	4116.500	-.914	.361	Accept H ₀
Q34	2466.500	4062.500	-1.094	.274	Accept H ₀

a Grouping Variable: OCCUPAT

There are significant differences between SDT Chair and the SDT chair&PL1 with respect to their perceptions about the IQMS with respect to question 7, 21 and 24 at the 5% significance level

H₀: there are no differences between the SDT Chair and the PL1 with respect to their perceptions about the IQMS

H₁: there are differences between the SDT Chair and the PLI with respect to their perceptions about the IQMS

Table 5.53: Test Statistics(a)

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Decision 5% significance level
Q1	10777.500	35530.500	-.147	.883	Accept H ₀
Q2	9716.500	34469.500	-1.714	.087	Accept H ₀
Q3	8642.000	33173.000	-3.193	.001	Reject H ₀
Q4	10576.500	35329.500	-.430	.667	Accept H ₀
Q5	8887.000	33640.000	-2.915	.004	Reject H ₀
Q6	8713.000	33244.000	-3.118	.002	Reject H ₀
Q7	9183.000	33936.000	-2.809	.005	Reject H ₀
Q8	10839.500	15690.500	-.057	.954	Accept H ₀
Q9	10384.000	35137.000	-.711	.477	Accept H ₀
Q10	9790.000	34543.000	-1.621	.105	Accept H ₀
Q11	9749.000	34502.000	-1.651	.099	Accept H ₀
Q12	10294.500	35047.500	-.840	.401	Accept H ₀
Q13	9917.000	34670.000	-1.449	.147	Accept H ₀
Q14	10849.000	15700.000	-.043	.965	Accept H ₀
Q15	9618.500	34371.500	-1.852	.064	Accept H ₀
Q16	9075.500	33828.500	-2.693	.007	Reject H ₀
Q17	10740.000	35493.000	-.192	.848	Accept H ₀
Q18	10371.000	35124.000	-.749	.454	Accept H ₀
Q19	9324.000	34077.000	-2.317	.021	Reject H ₀
Q20	10621.000	35374.000	-.361	.718	Accept H ₀
Q21	9355.000	34108.000	-2.046	.041	Reject H ₀
Q22	9817.500	34570.500	-1.560	.119	Accept H ₀
Q23	10061.000	34814.000	-1.232	.218	Accept H ₀
Q24	7522.500	32275.500	-4.956	.000	Reject H ₀
Q25	10128.500	34881.500	-1.067	.286	Accept H ₀
Q26	9731.000	34484.000	-1.806	.071	Accept H ₀
Q27	10721.500	35474.500	-.219	.827	Accept H ₀
Q28	10576.500	35329.500	-.433	.665	Accept H ₀
Q29	10396.000	35149.000	-.672	.501	Accept H ₀
Q30	10661.500	35414.500	-.324	.746	Accept H ₀
Q31	10644.000	35397.000	-.331	.740	Accept H ₀
Q32	9090.000	33843.000	-2.474	.013	Reject H ₀
Q33	10825.500	15676.500	-.077	.938	Accept H ₀
Q34	8582.000	33335.000	-3.261	.001	Reject H ₀

a Grouping Variable: OCCUPAT

There are significant differences between PL1 and the SDT chair with respect to their perceptions about the IQMS with respect to (staff development) question , 19, 22, 24, 32 and 34 at the 5% significance level

H_0 : there are no differences between the SDT Chair & PL1 and the PL1 with respect to their perceptions about the IQMS

H_1 : there are differences between the SDT Chair & PL1 and the PL1 with respect to their perceptions about the IQMS

Table 5.54: Test Statistics(a)

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Decision significance level 5%
Q1	5267.500	30020.500	-2.010	.044	Reject H ₀
Q2	5639.500	30392.500	-1.205	.228	Accept H ₀
Q3	5612.500	30143.500	-1.184	.237	Accept H ₀
Q4	6204.000	7800.000	-.024	.981	Accept H ₀
Q5	5178.500	29931.500	-2.163	.031	Reject H ₀
Q6	5720.500	30251.500	-.975	.329	Accept H ₀
Q7	5861.500	7457.500	-.818	.413	Accept H ₀
Q8	6147.500	7743.500	-.145	.884	Accept H ₀
Q9	6124.000	7720.000	-.188	.851	Accept H ₀
Q10	6080.500	30833.500	-.288	.774	Accept H ₀
Q11	5713.000	30466.000	-1.045	.296	Accept H ₀
Q12	5984.000	7580.000	-.472	.637	Accept H ₀
Q13	5938.000	30691.000	-.605	.545	Accept H ₀
Q14	6151.000	30904.000	-.140	.888	Accept H ₀
Q15	6087.000	30840.000	-.265	.791	Accept H ₀
Q16	5737.500	30490.500	-1.005	.315	Accept H ₀
Q17	6210.000	30963.000	-.012	.991	Accept H ₀
Q18	5805.500	30558.500	-.865	.387	Accept H ₀
Q19	5707.500	30460.500	-1.069	.285	Accept H ₀
Q20	5781.000	7377.000	-.866	.386	Accept H ₀
Q21	5760.000	7356.000	-.920	.358	Accept H ₀
Q22	6203.500	30956.500	-.026	.979	Accept H ₀
Q23	6173.000	30926.000	-.091	.928	Accept H ₀
Q24	5897.500	30650.500	-.643	.520	Accept H ₀
Q25	5661.500	30414.500	-1.119	.263	Accept H ₀
Q26	6084.500	30837.500	-.289	.772	Accept H ₀
Q27	5994.000	30747.000	-.441	.659	Accept H ₀
Q28	6134.000	7730.000	-.167	.867	Accept H ₀
Q29	5971.500	7567.500	-.482	.630	Accept H ₀
Q30	5788.500	7384.500	-.913	.361	Accept H ₀
Q31	5905.000	7501.000	-.633	.527	Accept H ₀
Q32	6027.500	30780.500	-.374	.709	Accept H ₀
Q33	5686.000	7282.000	-1.106	.269	Accept H ₀
Q34	5608.500	30361.500	-1.231	.218	Accept H ₀

a Grouping Variable: OCCUPAT

There are significant differences between PL1 and the SDT chair & PL1 with respect to their perceptions about the IQMS with respect to questions 1 and 5 at the 5% significance level

5.10. Chi-square testing

Hypothesis 1:

Ho: IQMS has not contributed to a perception of more structure to the performance management of educators.

H1: IQMS has contributed to a perception of more structure to the performance management of educators.

Hypothesis 2:

Ho: IQMS has not contributed to a perception of more improved staff development.

H1: IQMS has contributed to a perception of more improved staff development.

Hypothesis 3:

Ho: IQMS has not contributed to a perception of more motivated educators.

H1: IQMS has contributed to a perception of more motivated educators.

Hypothesis 4:

Ho: IQMS has not contributed to a perception of more improved class visits.

H1: IQMS has contributed to a perception of more improved class visits.

Hypothesis 5:

Ho: IQMS has not contributed to a perception of more improved feedback to educators on their performance.

H1: IQMS has contributed to a perception of more improved feedback to educators on their performance.

Hypothesis 6:

Ho: IQMS has not contributed to a perception of more improved educator performance.

H1: IQMS has contributed to a perception of more improved educator performance.

Hypothesis 7:

Ho: IQMS has not contributed to a perception of more improved goal setting by educators.

H1: IQMS has contributed to a perception of more improved goal setting by educators.

Hypothesis 8:

Ho: IQMS has not contributed to a perception of more improved problem solving.

H1: IQMS has contributed to a perception of more improved problem solving.

Hypothesis 9:

Ho: There is a perception that the IQMS scores are not inaccurate.

H1: There is a perception that the IQMS scores are inaccurate.

Hypothesis 10:

Ho: There is a perception that the IQMS forms are not adequate.

H1: There is a perception that the IQMS forms are adequate.

Hypothesis 11:

Ho: There is a perception that IQMS is not a disciplinary tool for management.

H1: There is a perception that IQMS is a disciplinary tool for management.

Hypothesis 12:

Ho: The perception of improved structure to the performance management of educators is not positively and significantly correlated to the perception of improved educator performance. H1: The perception of improved structure to the performance management of educators is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 13:

Ho: The perception of improved staff development is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved staff development is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 14:

Ho: The perception of improved class visits is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved class visits is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 15:

Ho: The perception of improved staff development is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved staff development is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 16:

Ho: The perception of improved staff motivation is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved staff motivation is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 17:

Ho: The perception of improved class visits is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved class visits is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 18:

Ho: The perception of improved feedback is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved feedback is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 19:

Ho: The perception of improved goal setting is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved goal setting is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 20:

Ho: The perception of improved problem solving is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of improved problem solving is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 21:

Ho: The perception of inaccurate IQMS scores is not negatively and significantly correlated to the perception of improved educator performance.

H1: The perception of inaccurate IQMS scores is negatively and significantly correlated to the perception of improved educator performance.

Hypothesis 22:

Ho: The perception of adequate IQMS forms is not positively and significantly correlated to the perception of improved educator performance.

H1: The perception of adequate IQMS forms is positively and significantly correlated to the perception of improved educator performance.

Hypothesis 23:

Ho: The perception of IQMS as a disciplinary tool for management is not negatively and significantly correlated to the perception of improved educator performance.

H1: The perception of IQMS as a disciplinary tool for management is negatively and significantly correlated to the perception of improved educator performance.

Hypothesis 24:

Ho: The perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores

and IQMS as a disciplinary tool for management together do not significantly influence educator performance.

H1: The perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management together significantly influence educator performance.

Hypothesis 25:

Ho: There is not a linear (multiple regression) relationship between the perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management and educator performance.

H1: There is a linear (multiple regression) relationship between the perceptions of: structure in performance management, class visits, staff development, motivation, feedback, goal setting, problem solving, adequate forms as well as inaccurate scores and IQMS as a disciplinary tool for management and educator performance.

Table 5.55: Chi-square Test Statistics

Research		Chi-Square(a)	Df	Asymp. Sig.
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objective				
1	Q1	12843.549	4	.000
	Q2	12815.258	4	.000
	Q3	11893.613	4	.000
2	Q4	10939.052	4	.000
	Q5	12818.338	4	.000
	Q6	12154.335	4	.000
6	Q7	16259.727	4	.000
	Q8	12491.432	4	.000
	Q9	11199.037	4	.000
	Q10	12757.206	4	.000
	Q11	11789.424	4	.000
	Q12	10782.102	4	.000
	Q13	13340.063	4	.000
	Q14	12444.067	4	.000
	Q15	11432.115	4	.000
	Q16	12547.635	4	.000
3	Q17	8984.895	4	.000
	Q18	12195.900	4	.000
	Q19	12903.885	4	.000
4	Q20	9594.602	4	.000
	Q21	10714.336	4	.000
5	Q22	12500.829	4	.000
	Q23	13211.585	4	.000
	Q24	12261.943	4	.000
7	Q25	11601.274	4	.000
	Q26	15127.481	4	.000
8	Q27	9289.967	4	.000
	Q28	11058.686	4	.000
9	Q29	8870.409	4	.000
	Q30	13182.567	4	.000
10	Q31	10691.673	4	.000
11	Q32	2926.472	4	.000
	Q33	12626.508	4	.000
	Q34	3161.210	4	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.0.

We can see that the feelings of “agree” was chosen above “disagree” for most of the questions. At the 5% significance level, we will reject H_0 for all of the objectives above.

5.13. Conclusion

The general problem stated in chapter 1 of this study: “Vast resources (time, money, etc.) have been invested in the Integrated Quality Management System. Besides the generally positive feedback it was not yet known for certain to which extent IQMS has contributed to the perception of improved educator performance and the problems which exist with the implementation” has been solved.

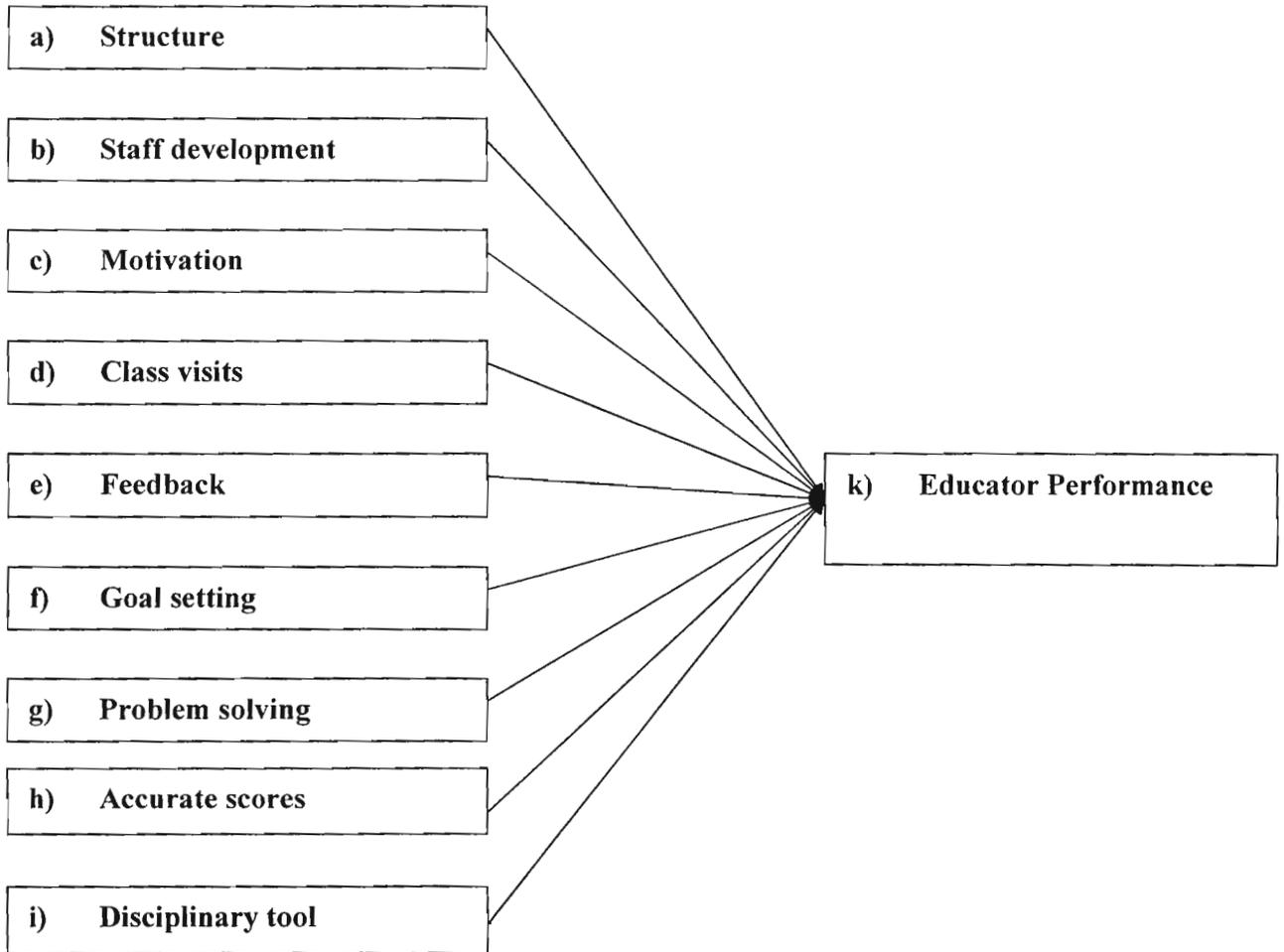
The literature study in chapter 2 reviewed the existing knowledge about performance management in the business world. In chapter 3 the Departmental literature about IQMS was reviewed. In chapter 4 research methodology and the development of the methods used for this study was discussed.

In this chapter (5) the actual results (or findings) of the research were discussed. It was found that the modal response by the respondents in the descriptive statistics in the research findings was mostly in agreement with the statement that there was a significant perception that IQMS has improved educator perception about educator performance. A reliability analysis (Crombach’s alpha test) was done to determine how valid the results were and if the same results would be obtained to generalise if the sample size was increased. The Kolmogorov-Smirnov test was used to determine if the tested variables came from a normal distribution and were therefore parametric or non-parametric. The test indicated that the data was not normally distributed. This was confirmed by the Shapiro-Wilk test. This meant that non-parametric techniques (such as the Spearman correlation coefficient and factor analysis) had to be used. The non parametric nature of the data could not allow for statistical techniques such as multiple regressions to be run. The proposed model 4.2 (below) still reveals itself as valid in the factor analysis (showing the order of importance) as the four factors combine the proposed factors within each of these. All of these factors fit in to the proposed model given in the introduction. This is the way the respondents have responded and hence validated the proposed model. The factors confirm the model by the embedding of the questions within each factor that contributed towards educator performance.

There are definite differences between the occupational group’s viz. the PL1 group the SDT Chair, SDT Chair&PL1 and the Principals with respect to the IQMS perceptions. The IQMS has contributed significantly to all areas of education i.e. structure, staff development, motivation, class visits, feedback, goal setting, problem solving and forms. The IQMS is negatively related to disciplinary management.

These results were discussed and conclusions were made about them in chapter 6. This was followed by recommendations in chapter 7.

Figure 4.2: Educator Performance Model



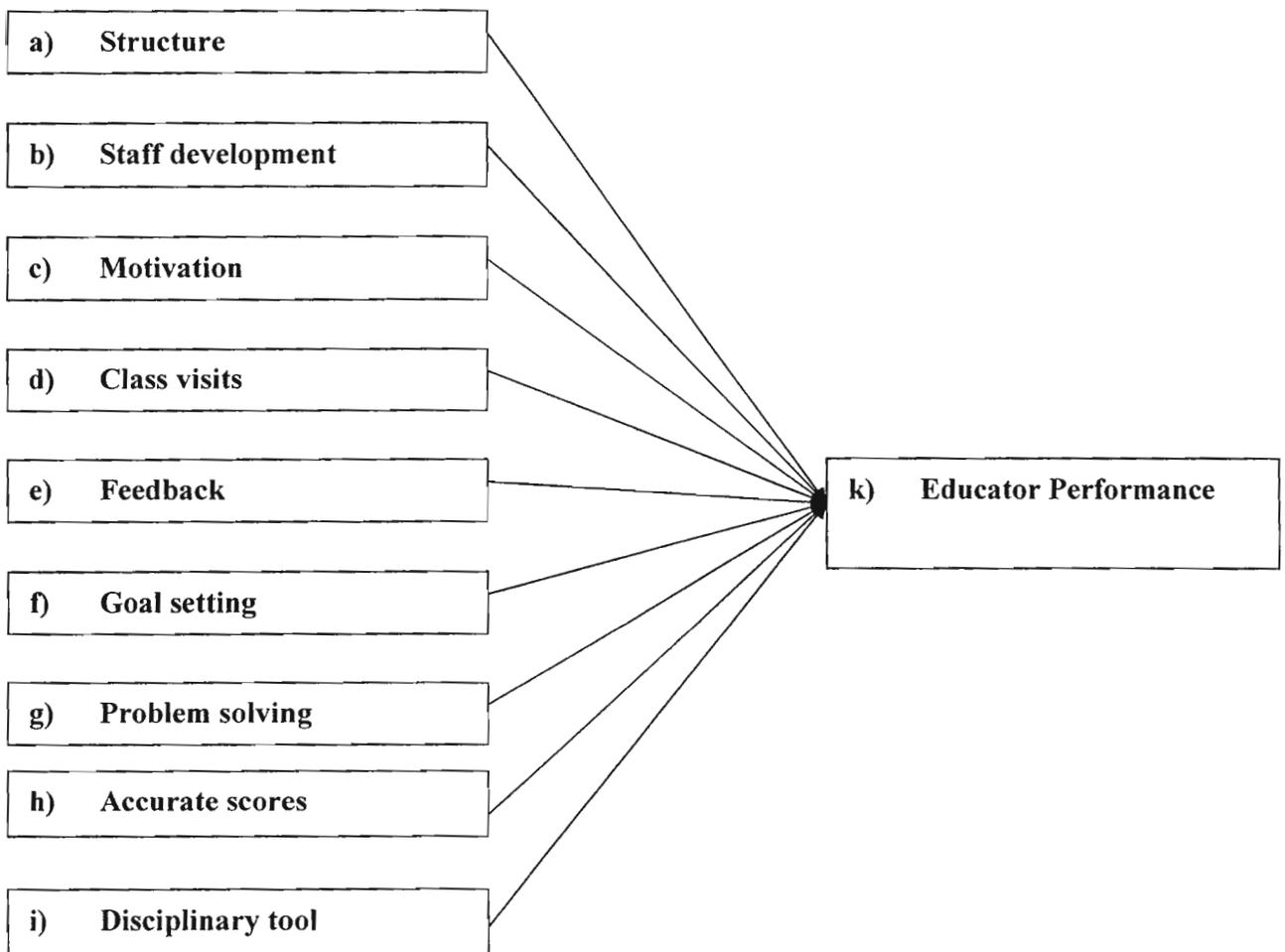
Chapter 6
Discussion and Conclusion

6.1. Introduction

The general problem was that vast resources (time, money, etc.) have been invested in the Integrated Quality Management System. Besides the generally positive feedback it was not yet known for certain to what extent IQMS contributed to the perception of improved educator performance and the problems which existed with the implementation.

The objectives of this dissertation were to determine what the perceived impact of the Integrated Quality Management System on Educator Performance was and prove the validity of a proposed model of factors (please refer to Figure 4.2 below) related to Educator Performance.

Figure 4.2: Educator Performance Model



To form a theoretical frame of reference to work from, the existing knowledge on performance management in the business world was discussed in the literature review in chapter 2 and the Department of Education literature on IQMS was reviewed in chapter 3. Chapter 4 dealt with the research questions, objectives and hypothesis of this study. Research methodology in general was reviewed and the method selected for this study was explained. The questionnaire design was reviewed and an explanation of the actual data collection was given.

In chapter 5 the actual research results and the statistical analysis were reviewed. These findings were discussed and conclusions were drawn in this a chapter. This was followed by chapter 6 containing recommendations for the future use of this information.

6.2. Sample profile

The demographic composition of the 412 respondents to the questionnaire in terms of their position were: 36 principals; 98 School Development Chairmen; 56 were School Development Chairmen as well as post level 1 educators and then there were 222 post level 1 educators.

In the introduction to this dissertation it was explained that the major problem is that it is not yet known for certain to which extent IQMS has contributed to the perception of improved educator performance. The main aim of this study was to investigate the extent to which IQMS contributed towards the perception of improved educator performance.

In Chapter 2 the business world performance management principles were discussed and the principles of the Integrated Quality Management System (the performance management system used by the Department of Education) were explained in Chapter 3. In Chapter 4 the research methodology that was considered in deciding upon the research methodology for this study was discussed. In chapter 5 the findings of the field study were reviewed and in this chapter 6 these findings were discussed and conclusions were drawn from them.

6.3. Discussion about the response to the questions

Structure

Questions 1 to 3 (below) were all related to structure and were grouped together:

Discussion and interpretation of the results of the responses to questions 1 to 3

During the course of the literature review (2.13) it was revealed that Armstrong (1994, 76) argued that it is vital that performance management be implemented as a continuous process. The review of the Departmental literature about the IQMS system (3.4) revealed that it prescribed two developmental cycles built into the annual programme. The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more structure in staff development. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more structure in the Performance Management of educators since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the structure provided by the implementation of the IQMS system improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if structure in staff development was significantly related to perceived improvement in Educator Performance.

The modal responses to the question: “At our school performance is managed in a more structured manner since the introduction of the IQMS were “agree” (57.3%) and “neither agree nor disagree” (24.3%). The interpretation of this result was that most respondents agreed that the performance at the school was managed in a more structured manner since the introduction of IQMS and that the second most popular response was neither to agree nor disagree.

The modal responses to question 2: “My performance is managed in a more structured manner since the implementation of IQMS” was “agree” (57.8%) and “neither agree nor disagree” (23.1%). The interpretation of the above result may be that most respondents agreed that their performance was managed in a more structured manner since the introduction of IQMS and that the second most response was to neither agree nor disagree.

The modal response to the question “I manage the performance of others in a more structured manner since the introduction of IQMS” were “agree” (54.4%) and “neither agree nor disagree” (24.8%). The interpretation of the above result was that most respondents agreed that they managed the performance of others in a more structured manner since the introduction of IQMS and that the second most response was to neither agree nor disagree.

The interpretation of the results of the group of questions related to structure in performance management was that most respondents agreed that there was indeed more structure in the management of performance since the introduction of IQMS. This supported the argument of Armstrong (1994, 76) that performance management must be done in a continuous manner and that the two prescribed developmental cycles built into the annual programme in the IQMS documentation (Department of Education, 2003, 8) facilitated this.

Staff development

The literature review on Performance Management in the business world (2.4.2) revealed that Armstrong (194, 25) stated the specific aim of Performance Management as aiming at enabling individuals in the development of their abilities, job satisfaction and achieving their full potential to their own benefit and the organisation as a whole. Hunter (2002, 144) also stated that Performance Management has a strong employee training and development emphasis that is formulated in the development plan. The literature review of the IQMS documentation (3.2) also revealed that successful education is seen as dependant on empowering, motivating and training educators (Department of Education, 2003, 9). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more staff development. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more staff development since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system improved staff development and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if staff development was significantly related to perceived improvement in Educator Performance.

Questions 4 to 6 (below) were all related to staff development and were grouped together

Question 4: The IQMS system has improved staff development at my school.

Question 5: The IQMS system has improved my contribution to staff development.

Question 6: IQMS has improved my ability to develop staff.

The modal responses to question 4: “The IQMS system has improved staff development at my school” were “agree” (49.8%) and “neither agree nor disagree” (27.9%). The interpretation of this result was that most respondents agreed that staff development has improved at their school

since the introduction of IQMS and that the second most popular response was neither to agree nor disagree.

The modal responses to question 5: "IQMS has improved my contribution to staff development" was "agree" (57.5%) and "neither agree nor disagree" (21.6%). The interpretation of the above result may be that most respondents agreed that IQMS has improved their ability to develop staff and that the second most response was to neither agree nor disagree.

The modal response to question 6: "IQMS has improved my ability to improve staff " were "agree" (55.1%) and "neither agree nor disagree" (24.3%). The interpretation of the above result was that most respondents agreed that they managed the performance of others in a more structured manner since the introduction of IQMS and that the second most response was to neither agree nor disagree.

The interpretation of the results of the group of questions related to staff development was that most respondents agreed that there was indeed an improvement in staff development since the introduction of IQMS. This supported the argument of Hunter (2002, 144) that Performance Management has a strong employee training and development emphasis that is formulated in the development plan. The literature review of the IQMS documentation (3.2) also revealed that successful education is seen as dependant on empowering, motivating and training educators (Department of Education, 2003, 9).

Educator performance

The literature review on Performance Management in the business world (2.13) revealed that Armstrong (1994, 65) stated that performance is related to competencies and attributes. The literature review of the IQMS documentation (3.12) also revealed that:

"the development of a positive learning atmosphere

knowledge of the learning areas and curriculum

Lesson planning, preparation and presentation

Assessment of learners

Professional development

Human relationships

Administration and recording"

have been identified by the Department of Education as indicators of Educator Performance. (Department of Education, 2003, 17). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS gave a clearer indication of what was expected of educators. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was a clearer indication of what was expected of educators since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system gave a clearer indication of what was expected of educators and that this improved Educator Performance. Therefore, ten questions in the questionnaire were designed to determine if educators perceived their performance in these areas to have improved since the implementation of IQMS.

Questions 7 to 16 (below) are all related to **educator performance** (according to the IQMS system) and are therefore grouped together:

Question 7: IQMS has improved my development of a positive learning atmosphere.

The modal responses for this question were “agree” (67.5%) and “neither agree nor disagree” (17%)

Question 8: IQMS improved my knowledge of the learning areas.

The modal responses for this question were “agree” (58%) and “neither agree nor disagree” (18%).

Question 9: IQMS improved my knowledge of the curriculum.

The modal responses for this question were “agree” (52.7%) and “neither agree nor disagree” (23.3%).

Question 10: IQMS improved my lesson planning.

The modal responses for this question were “agree” (57.8%) and “neither agree nor disagree” (20.6%).

Question 11: IQMS improved my preparation for lessons.

The modal responses for this question were “agree” (55.1%) and “neither agree nor disagree” (19.9%).

Question 12: IQMS improved my assessment of learners.

The modal responses for this question were “agree” (50%) and “neither agree nor disagree” (27.4%).

Question 13: IQMS improved my professional development.

The modal responses for this question were “agree” (60%) and “neither agree nor disagree” (18.4%).

Question 14: IQMS improved my human relations.

The modal responses for this question were “agree” (56.8%) and “neither agree nor disagree” (20.1%).

Question 15. IQMS improved my administration.

The modal responses for this question were “agree” (53.9%) and “neither agree nor disagree” (23.3%).

16. IQMS improved my record keeping.

The modal responses for this question were “agree” (57.5%) and “neither agree nor disagree” (18.9%).

The literature review on Performance Management in the business world (2.13) revealed that Armstrong (1994, 65) stated that performance is related to competencies and attributes. The review of the Departmental literature revealed that the above has been identified by them as indicators of performance (Department of Education, 2003, 12). The interpretation of the results of the group of questions related to performance was that most respondents agreed that there was indeed an improvement in performance since the introduction of IQMS.

Motivation

The literature review on Performance Management in the business world revealed that Hunter (2002, 144) stated that Performance Management was a management process using motivational principles. The literature review of the IQMS documentation (3.2) also revealed that successful education is seen as dependant on empowering, motivating and training educators (Department of Education, 2003, 9). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more motivation. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more motivation since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system improved staff motivation and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if staff motivation was significantly related to perceived improvement in Educator Performance.

Questions 17 to 19 (below) are all related to motivation and are therefore grouped together.

Question 17: IQMS has motivated educators at my school.

The modal responses for this question were “agree” (43.7%) and “neither agree nor disagree” (27.2%)

Question 18: IQMS has motivated me.

The modal responses for this question were “agree” (56.6%) and “neither agree nor disagree” (16%)

Question 19: IQMS has improved my ability to motivate other staff.

The modal responses for this question were “agree” (57.3%) and “neither agree nor disagree” (23.5%)

The above results indicate that most respondents agreed that staff were more motivated since the introduction of IQMS. The second largest group neither agreed nor disagreed. The interpretation of these results were that the introduction of IQMS improved staff motivation as it aimed to do (Department of Education, 2003, 9) which links up with the statement of Hunter (2002, 144) that performance management process using motivational principles.

Class visits

The literature review on Performance Management in the business world (2.4.2) revealed that Desimone et al (2002, 365) stated that effective managers and supervisors take an active role in employee performance. The literature review of the IQMS documentation (3.2) also revealed that the prescribed instrument for appraising staff includes a lesson observation and out of class component (Department of Education, 2003, 44). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more class visits. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more class visits since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system increased class visits and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if class visits were significantly related to perceived improvement in Educator Performance.

Questions 20 to 21 are all related to class visits and are therefore all grouped together.

20. IQMS improved class visits at my school.

The modal responses for this question were “agree” (46.6%) and “neither agree nor disagree” (26.9%).

21. IQMS has improved my contribution to class visits.

The modal responses for this question were “agree” (49%) and “neither agree nor disagree” (28.9%)

Most of the respondents agreed that class visits improved with the introduction of IQMS. The interpretation of the above results were that the principle of effective managers and supervisors take an active role in employee performance (Desimone et al, 2002, 365) referred to in the literature review on Performance Management in the business world were facilitated by the IQMS prescribed instrument for appraising staff including a lesson observation instrument (Department of Education, 2003, 44).

Feedback

The literature review on Performance Management in the business world (2.24.1) revealed that Hunter (2002, 10) stated that feedback on job performance was critical to improving performance and maintaining a high level of performance. The literature review of the IQMS documentation (3.2) also revealed that the purpose of Developmental Appraisal is seen as appraising individual educators in a transparent manner and developing programmes for individual development (Department of Education, 2003, 7). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more feedback to educators on how they were performing. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more feedback to educators on their performance since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system improved feedback to educators on their performance and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if feedback to educators on their performance was significantly related to perceived improvement in Educator Performance.

Questions 22 to 24 (below) were all related to feedback and are therefore grouped together.

Question 22: IQMS improved feedback to educators at my school about their performance.

The modal responses for this question were “agree” (56.8%) and “neither agree nor disagree” (23.3%).

Question 23: IQMS has improved feedback to me about my performance.

The modal responses for this question were “agree” (59.5%) and “neither agree nor disagree” (20.1%).

Question 24: IQMS has improved my feedback to other educators about their performance.

The modal responses for this question were “agree” (55.1%) and “neither agree nor disagree” (26%)

The interpretation of the above results were that the statement of Hunter (2002, 10) that feedback on job performance was critical to improving performance and maintaining a high level of performance, was facilitated by the IQMS that has the purpose of Developmental Appraisal being seen as appraising individual educators in a transparent manner and developing programmes for individual development (Department of Education, 2003, 7). Therefore most respondents agreed that feedback on educator performance has improved since the introduction of IQMS.

Goal setting

The literature review on Performance Management in the business world (2.14.3) revealed that Armstrong (1994, 80) stated that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress. The literature review of the IQMS documentation (3.11) also revealed that developing and submitting a Personal Growth Plan (PGP) from the strategic plan of the organisation and Performance Appraisal for each educator is a prescribed procedure (Department of Education, 2003, 17). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more goal setting. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more goal setting since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system increased goal setting and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if goal setting was significantly related to perceived improvement in Educator Performance.

Questions 25 to 26 as well as 33 and 34 (below) are all related to goal setting and are therefore grouped together.

Question 25: IQMS has improved goal setting by educators at my school.

The modal responses for this question were “agree” (49%) and “neither agree nor disagree” (33.3%).

Question 26: IQMS has improved my goal setting.

The modal responses for this question were “agree” (63.8%) and “neither agree nor disagree” (21.8%).

Question 33: The goals I set for myself in IQMS are achievable.

The modal responses for this question were “agree” (54.4%) and “neither agree nor disagree” (29.4%).

Question 34: I tend to set too many goals for myself.

The modal responses for this question were “disagree” (48.1%) and “agree” (22.3%)

Most respondents agreed that goal setting improved since the introduction of IQMS and that they set attainable goals for themselves. Most respondents disagreed about setting too many goals for themselves. The interpretation of the above results were that the statement by Armstrong (1994, 80) that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress were facilitated by the prescribed development and submission of a Personal Growth Plan (PGP) from the strategic plan of the organisation and Performance Appraisal for each educator (Department of Education, 2003, 17). Thus goal setting has improved since the introduction of IQMS.

Problem solving

The literature review on Performance Management in the business world (2.14.3) revealed that Armstrong (1994, 80) stated that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress. The literature review of the IQMS documentation (3.11) also revealed that developing and submitting a Personal Growth Plan (PGP) from the strategic plan of the organisation and the Performance Appraisal for each educator is a prescribed procedure (Department of Education, 2003, 17). The researcher experienced an improvement in problem solving at the school he was managing as principal when the implementation of IQMS ensured more goal setting. The feedback from the workshops he presented to train principals in the implementation of IQMS

was that there was more problem solving since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system increased problem solving and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if problem solving was significantly related to perceived improvement in Educator Performance.

Questions 27 to 28 (below) are both related to problem solving and are therefore grouped together.

Question 27: IQMS improved problem solving at my school.

The modal responses for this question were “agree” (43.9%) and “neither agree nor disagree” (29.9%).

Question 28: IQMS improved my ability to solve work problems.

The modal responses for this question were “agree” (49.8%) and “neither agree nor disagree” (29.4%)

The interpretation of the above results were that Armstrong (1994, 80) stated that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress. This was facilitated by the IQMS prescribed Personal Growth Plan (Department of Education, 2003, 17). This resulted in the fact that most respondents agreed that problem solving improved since the introduction of IQMS.

Accurate scores

The literature review on Performance Management in the business world (2.16.4) revealed that Armstrong (1994, 503) stated that it was very difficult to achieve an acceptable level of consistency, fairness and equity in ratings. The literature review of the IQMS documentation (3.8) also revealed that the principal and School Development Team (SDT) are responsible for the quality of the IQMS process (Department of Education, 2003, 14). The researcher experienced a concern about the accuracy of IQMS scores reflecting the performance of individual educators at the school he was managing as principal when the implementation of IQMS required such scores. The feedback from the workshops he presented to train principals in the implementation of IQMS was that other principals were also concerned about the accuracy of the IQMS scores reflecting individual educator performance. The interviews during the pilot study confirmed that other principals and educators were also concerned about the accuracy of

these scores. Therefore, three questions in the questionnaire were designed to determine if accurate scores were significantly related to perceived improvement in Educator Performance.

Question 29 and 30 (below) are both related to how accurate the IQMS scores are and are therefore grouped together.

29. The IQMS scores of my colleagues accurately reflect their performance as educators.

The modal responses for this question were “agree” (43.2%) and “neither agree nor disagree” (28.9%).

30. My IQMS score accurately reflects my performance as educator.

The modal responses for this question were “agree” (59.5%) and “neither agree nor disagree” (20.6%)

The interpretation of the above results were that most respondents agreed that the IQMS scores accurately reflect educator performance. It may therefore be concluded that the principals and School Development Teams who were responsible for the quality of the process were doing a good job. However, the literature review on Performance Management in the business world (2.16.4) revealed that Armstrong (1994, 503) stated that it was very difficult to achieve an acceptable level of consistency, fairness and equity in ratings. The researcher also experienced a concern about the accuracy of IQMS scores reflecting the performance of individual educators at the school he was managing as principal when the implementation of IQMS required such scores. The feedback from the workshops he presented to train principals in the implementation of IQMS was that other principals were also concerned about the accuracy of the IQMS scores reflecting individual educator performance.

Adequate forms

The literature review on Performance Management in the business world (2.16.5) revealed that Armstrong (1994, 505) stated that the focus should be on managing and improving performance and not on a paper chase of completing forms. The literature review of the IQMS documentation (3.17) also revealed that there are only 2 prescribed forms: the Personal Growth Plan (PGP) and School Improvement Plan (SIP) (Department of Education, 2003, 17). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured adequate forms for Performance Management. The feedback from the workshops he presented to train principals in the

implementation of IQMS was that there was adequate forms for Performance Management of educators since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system provided adequate forms and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if adequate forms were significantly related to perceived improvement in Educator Performance.

Question 31: The forms we have to complete for IQMS are adequate.

The modal responses for this question were “agree” (48.1%) and “neither agree nor disagree” (30.6%)

The interpretation of the above results were that the literature review on Performance Management in the business world (2.16.5) revealed that Armstrong (1994, 505) stated that the focus should be on managing and improving performance and not on a paper chase of completing forms. The fact that the Department only prescribes two forms prevented the IQMS from becoming a paper chase of completing forms (Department of Education, 2003, 17). That is why most respondents agreed that the forms used in IQMS are adequate.

Disciplinary tool

The literature review on Performance Management in the business world (2.16.5) revealed that Armstrong (1994, 80) stated that Performance Appraisal is not an opportunity for punishment for past mistakes. These issues should be dealt with when they occur. The literature review of the IQMS documentation (3.9) also revealed that a grievance procedure is set in place in the event of unfairness of any kind (Department of Education, 2003, 14). The researcher experienced a fair implementation of the IQMS at the school he was managing as principal. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was a fair implementation of IQMS (it was not used as a disciplinary instrument) and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system was fair (there was no using of the IQMS as a disciplinary instrument) and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if the use of IQMS as a disciplinary instrument was significantly related to perceived improvement in Educator Performance.

Question 32: IQMS is a **disciplinary tool** for management.

The modal responses for this question were “disagree” (41.3%) and “neither agree nor disagree” (22.3%)

The interpretation of the above result is that the integrity of those involved in the IQMS process as well as the Departmentally prescribed grievance procedure (Department of Education, 2003, 14) prevented the use of Performance Appraisal an opportunity for punishment for past mistakes that Armstrong (1994, 80) warned against . That is why most respondents disagreed to the statement that IQMS is a disciplinary tool for management.

6.4. Conclusion of the responses to the questions.

According to the results from above, the majority of the respondents feel that the IQMS has contributed positively to structure, staff development, motivation, class visits, feedback, goal setting, problem solving and forms. The only questions had a “disagree” response

I tend to set too many goals for myself and IQMS is a disciplinary tool for management

There are however a small percentage of respondents viz. 20%-29% that are simply neutral with respect to the IQMS. Perhaps these respondents need to be won over by the department re-emphasizing and motivating the justification for the need of the IQMS as well as its benefits. A very small percentage, approximately 10-15% of the respondents “disagree” with the use and benefit of the IQMS. The perceptions of the respondents indicate that the IQMS is working and is a useful and beneficial tool for the educators. On the whole the IQMS can only go from strength to strength.

6.5. Discussion and conclusions of the descriptive statistical results

The mean, the mode, the median, the sample variance and the sample standard deviation are considered as the descriptive statistics (Wegner, 2002, 12). The mean or the arithmetic mean is the sum of all the values divided by the sample size, the mode is the most frequent response given by the respondents and the median is the middle most value when the data(per variable/question) is arranged from highest to lowest. The sample variance is the degree or quantity by which each observation varies one from another. The sample standard deviation is

the square root of the sample variance. From the table above, majority of the questions have a mode of “4 for questions which represents a response of “agree” and just for 2 questions a mode of “2” which represents a response of “disagree”. The standard deviations are consistently between 0 and 1 and this indicates good consistency between the observations due to the low variability. The mean and median values are consistent with modal values. The modal values are all pointing towards the fact that the “agree” response means that the IQMS is doing what it set out to do by soliciting positive responses from the respondents. Because the mean is easily affected by outliers, it must be interpreted with caution and does not make for a reliable statistic with respect to survey data with scales/categories. The mean values are not very different from the modal values. The median values are also exhibiting this pattern and are consistent with the modal values. The variance values are consistently between 0 and 1 meaning that there is not much deviation of each observation from the mean. Furthermore the consistency of these values does not indicate any outliers in the data because the standard deviation and the variance are also susceptible to outliers as well.

It can therefore be concluded that the IQMS has contributed significantly to all areas of education i.e. structure, staff development, motivation, class visits, feedback, goal setting, problem solving and forms. The IQMS is negatively related to disciplinary management. The non parametric nature of the data could not allow for statistical techniques such as multiple regressions to be run.

6.6. Discussion and conclusion of the Cronbach’s alpha reliability analysis

Cronbach’s alpha was also calculated as part of the reliability test to assess how valid the results were and to determine if we get similar results to generalize if the sample size was increased. A value of 0.7 or higher is regarded as a very good value that can lead us to say that we will get the same results if we carried out this survey with a larger sample of respondents. The Cronbach’s alpha was calculated for all the questions and then for each factor. The alpha values have indicated a good internal consistency of the responses (ranging from 0.6875 to 0.9413) implying a very good reliability in the research instrument.

6.7. Discussion and conclusion of the Factor Analysis

Factor analysis was carried out in this study as an exploratory tool in order to reduce a set of items to a smaller set that adequately explains the data and could account for being a set of sub constructs. The Principal Components method was used with varimax rotation. The cumulative variance that 4 factors are explaining is 55.193%. Furthermore all of these 4 factors had eigenvalues over 1. The first factor accounted for 40.784% of the variation, the second factor accounted for 6.26% and the third and fourth factors accounted for 4.251% and 3.897% of the variation respectively. This is normally the case in factor analysis.

Then a look was taken at the rotated loadings table to find out which questions were not loading at all on the factors and could hence be eliminated from the data set and then re-run the factor analysis. Questions 32 and 34 were then eliminated because they have not loaded onto any of the factors and the factor analysis was re-run. It became evident that the percentage of variation that the 4 factors now collectively accounted for increased to 57.193% from 55.193%. The rotated matrix of factors had the following groupings:

Table 5.39: Rotated Component Matrix(a)

	Component			
	1	2	3	4
Q10	.741	.082	.125	.289
Q11	.729	.053	.185	.275
Q8	.686	-.060	.286	.235
Q9	.672	.038	.225	.288
Q13	.666	.365	.032	.230
Q16	.663	.309	.187	.001
Q14	.656	.194	.208	.097
Q12	.618	.263	.147	.155
Q18	.614	.451	.191	.073
Q7	.560	.222	-.002	.402
Q15	.552	.302	.317	.046
Q28	.531	.216	.467	.141
Q19	.526	.482	.233	.139
Q26	.520	.383	.282	.164
Q21	.224	.714	.165	.231
Q20	.158	.705	.162	.255
Q24	.154	.586	.408	.298
Q17	.341	.578	.322	.143
Q22	.110	.547	.494	.242
Q25	.245	.506	.410	.255
Q30	.204	.137	.724	.218
Q29	.118	.304	.673	.181
Q23	.249	.392	.525	.222
Q27	.343	.385	.507	.207
Q31	.307	.183	.449	.056
Q33	.333	.107	.430	.254
Q4	.193	.391	.130	.651
Q3	.229	.164	.247	.643
Q5	.299	.331	.045	.639
Q1	.085	.183	.398	.637
Q2	.203	.049	.436	.624
Q6	.426	.262	.145	.573

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 8 iterations.

The factors were then grouped according to the following questions:

Table 5.40: Factor 1: Benefits/Improvements of IQMS

QUESTION NUMBER	QUESTION
10	IQMS improved my lesson planning
11	IQMS improved my preparation for lessons
8	IQMS has improved my knowledge of learning areas
9	IQMS improved my knowledge of the curriculum
13	IQMS improved my professional development
16	IQMS improved my record keeping
14	IQMS improved my human relations
12	IQMS improved my assessment of learners
18	IQMS has motivated me
7	IQMS has improved my development of a positive learning atmosphere
15	IQMS improved my administration
28	IQMS improved my ability to solve work problems
19	IQMS has improved my ability to motivate other staff
26	IQMS has improved my goal setting

Table 3.41: Factor 2: Educator performance at school

QUESTION NUMBER	QUESTION
21	IQMS has improved my contribution to class visits
20	IQMS improved class visits at my school
24	IQMS has improved my feedback to other educators about their performance
17	IQMS has motivated educators at my school
22	IQMS improved feedback to educators at my school about their performance
25	IQMS has improved goal setting by educators at my school

Table 5.42: Factor 3: IQMS Scores/Admin./Problem solving

QUESTION NUMBER	QUESTION
30	My IQMS score accurately reflects my performance as an educator
29	The IQMS scores of my colleagues accurately reflect their performance as educators
23	IQMS has improved feedback to me about my performance
27	IQMS has improved problem solving at my school
31	The forms we have to complete for IQMS are adequate
33	The goals I set for myself in IQMS are achievable

Table 5.43: Factor 4: Structure and Staff development

QUESTION NUMBER	QUESTION
4	The IQMS system has improved staff development at my school
3	I manage the performance of others in a more structured manner since the introduction of the IQMS
5	The IQMS system has improved my contribution to staff development
1	At our school performance is managed in a more structured manner since the introduction of the IQMS
2	My performance is managed in a more structured manner since the introduction of the IQMS
6	IQMS has improved my ability to develop staff

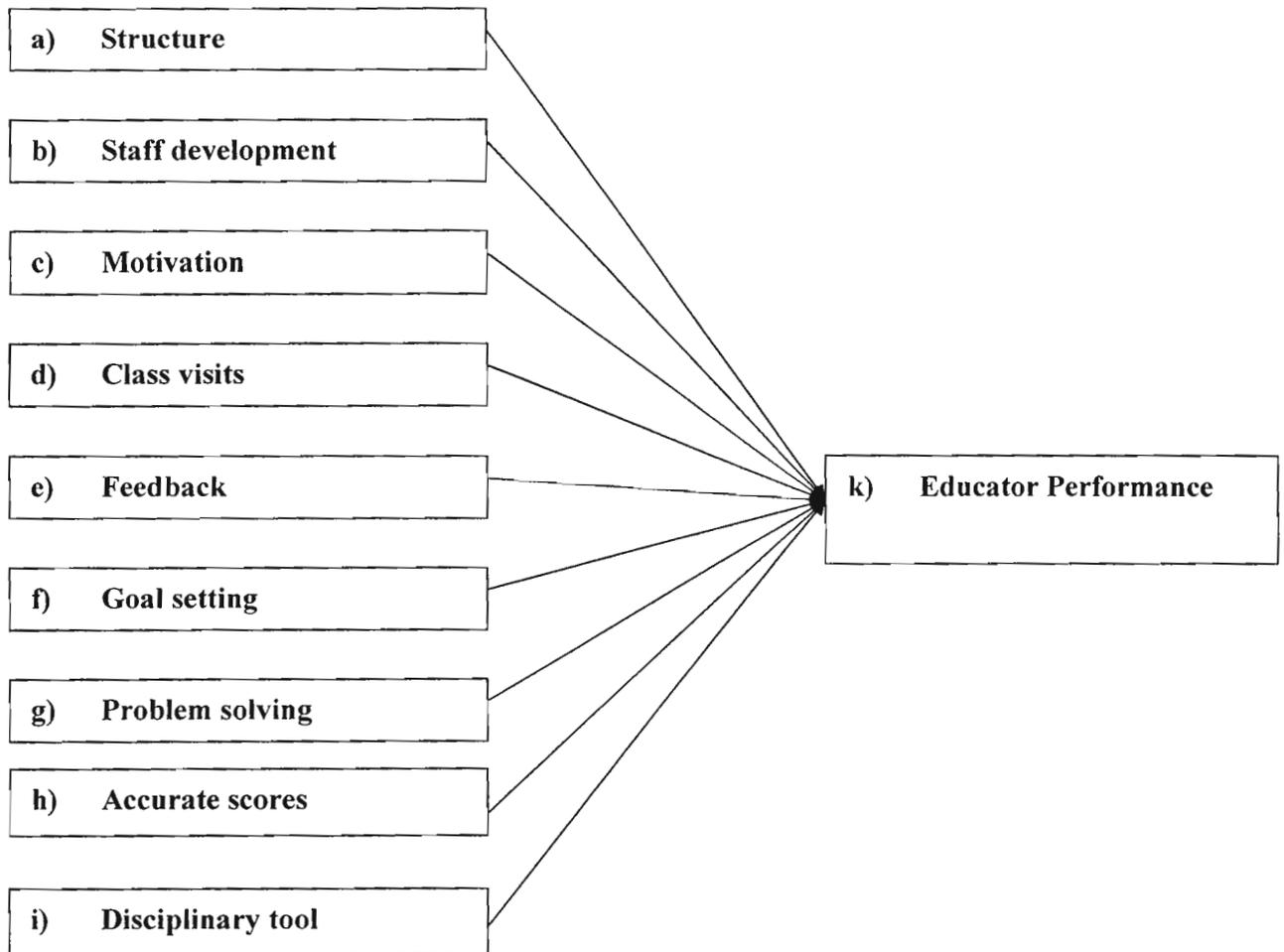
The 4 factors that were indicating the level of importance with respect to the IQMS that the respondents have perceived in decreasing order of importance from Factor 1 to Factor 4. The factor scores for the analysis were also looked at. The average of the factor scores were taken for the different occupations to check for differences between the perceptions of the educators in different positions with respect to the IQMS. The results were as follows:

Table 5.44: Mean Factor Scores

OCCUPATION	MEAN SCORE FOR FACTOR 1	MEAN SCORE FOR FACTOR 2	MEAN SCORE FOR FACTOR 3	MEAN SCORE FOR FACTOR 4
Principal	-0.73971	-0.17746	0.10519	-0.08806
SDT Chair	0.10893	0.19016	-0.05988	0.17650
SDT Chair and PL1	0.08569	-0.02956	-0.10882	0.15336
PL1	0.05097	-0.04707	0.03672	-0.10198

From the mean factor scores for the different positions above, there did NOT seem to be any differences between the different occupations in regard to their perception about the IQMS. The mean factor scores were all consistently about zero. All of the above factors i.e. 1, 2, 3 and 4 had the proposed factors embedded into them and none of the questions that pertain to the factors when the analysis was run, were deleted. Hence this underlined the relevance and importance of each and every question that pertained to the model. These factors have all grouped themselves with respect to them collectively contributing towards the key educator performance. Factor 1 represented the benefits of the IQMS, Factor 2 represented the educator performance at school, Factor 3 referred to the IQMS Scores/Admin./Problem solving and Factor 4 referred to the Structure and Staff development. All of these factors fit in to the proposed model given in the introduction. This is the way the respondents have responded and hence validating the proposed model. The factors confirmed that the proposed Model of Educator Performance (figure 4.2 on the next page) was valid by the embedding of the questions within each factor that contributed towards educator performance.

Figure 4.2: Perceived Educator Performance



6.7. Discussion and conclusion of the results of the test that were done to see if the test data was normally distributed

The Kolmogorov-Smirnov test was used to test if the test data was normally distributed. Since the p-values were all less than the level of significance of 5%, H_0 had to be rejected and H_1 accepted. The data did not follow a normal distribution. These results were also confirmed by the Shapiro-Wilks test. It was concluded that methods such as Multiple regression could not be used on this data set and that non-parametric techniques (such as the Spearman correlation coefficient) had to be used.

6.8. The discussion and conclusion of the Correlation analysis

The model was going to be tested by correlating the various factors/variables in the model. Due to the non-parametric nature of the data, Spearman's rank order correlation coefficient was used. A correlation analysis was also carried out using Spearman's rank order correlation. The results were as follows:

It appeared that all the questions were positively correlated with improved educator performance and were significant at the 5% significance level. Some relationships appeared strong whilst others appeared weak.

There was also a weak negative but significant correlation between IQMS as a disciplinary tool for management and the perception of improved educator performance

Table 5.48: Correlations

			Q22	Q23	Q24	Q32
Spearman's rho	Q22	Correlation Coefficient	1.000	.637(**)	.592(**)	-.231(**)
		Sig. (2-tailed)	.	.000	.000	.000
		N	412	412	412	412
	Q23	Correlation Coefficient	.637(**)	1.000	.590(**)	-.196(**)
		Sig. (2-tailed)	.000	.	.000	.000
		N	412	412	412	412
	Q24	Correlation Coefficient	.592(**)	.590(**)	1.000	-.175(**)
		Sig. (2-tailed)	.000	.000	.	.000
		N	412	412	412	412
	Q32	Correlation Coefficient	-.231(**)	-.196(**)	-.175(**)	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	412	412	412	412

** Correlation is significant at the 0.01 level (2-tailed).

6.9. Discussion and conclusion of the results of the Hypothesis testing

The Hypothesis tests confirmed that structure, staff development, motivation, class visits, feedback, goal setting, problem solving, accurate scores all had a significant relation with educator performance and that educator performance improved since the introduction of IQMS.

The Mann Whitney U test was used to check if there was a difference in the perceptions of the IQMS in terms of the different groups of respondents i.e. Principals, SDT Chair, SDT Chair & PL1 and PL1. It was found that there were significant differences between Principals and the SDT chair with respect to their perceptions about the IQMS (staff development, educator performance, motivation, feedback and problem solving) at the 5% significance level.

It was also found that there were significant differences between Principals and the SDT chair&PL1 with respect to their perceptions about the IQMS (staff development, educator performance, motivation, feedback and problem solving) at the 5% significance level.

There were also significant differences between Principals and the PL1 with respect to their perceptions about the IQMS (staff development, educator performance, motivation, feedback, problem solving, disciplinary tool and too many goals) at the 5% significance level.

There were significant differences between SDT Chair and the SDT chair&PL1 with respect to their perceptions about the IQMS with respect to question 7, 21 and 24 at the 5% significance level

There were significant differences between PL1and the SDT chair with respect to their perceptions about the IQMS with respect to(staff development) question , 19, 22, 24, 32 and 34 at the 5% significance level

There were significant differences between PL1and the SDT chair&PL1 with respect to their perceptions about the IQMS with respect to questions 1 and 5 at the 5% significance level

6.10. Discussion and conclusion of the Chi-square (goodness of fit) test

The Chi-square goodness of fit indicated that in their response to the questions each respondent differed from the rest in their perception of the impact of IQMS, but there was a tendency to agree that it made a positive contribution.

Table 5.55: Chi-square Test Statistics

Research objective		Chi-Square(a)	Df	Asymp. Sig.
1	Q1	12843.549	4	.000
	Q2	12815.258	4	.000
	Q3	11893.613	4	.000
2	Q4	10939.052	4	.000
	Q5	12818.338	4	.000
	Q6	12154.335	4	.000
6	Q7	16259.727	4	.000
	Q8	12491.432	4	.000
	Q9	11199.037	4	.000
	Q10	12757.206	4	.000
	Q11	11789.424	4	.000
	Q12	10782.102	4	.000
	Q13	13340.063	4	.000
	Q14	12444.067	4	.000
	Q15	11432.115	4	.000
3	Q16	12547.635	4	.000
	Q17	8984.895	4	.000
	Q18	12195.900	4	.000
4	Q19	12903.885	4	.000
	Q20	9594.602	4	.000
5	Q21	10714.336	4	.000
	Q22	12500.829	4	.000
	Q23	13211.585	4	.000
7	Q24	12261.943	4	.000
	Q25	11601.274	4	.000
8	Q26	15127.481	4	.000
	Q27	9289.967	4	.000
9	Q28	11058.686	4	.000
	Q29	8870.409	4	.000
10	Q30	13182.567	4	.000
	Q31	10691.673	4	.000
11	Q32	2926.472	4	.000
	Q33	12626.508	4	.000
	Q34	3161.210	4	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.0.

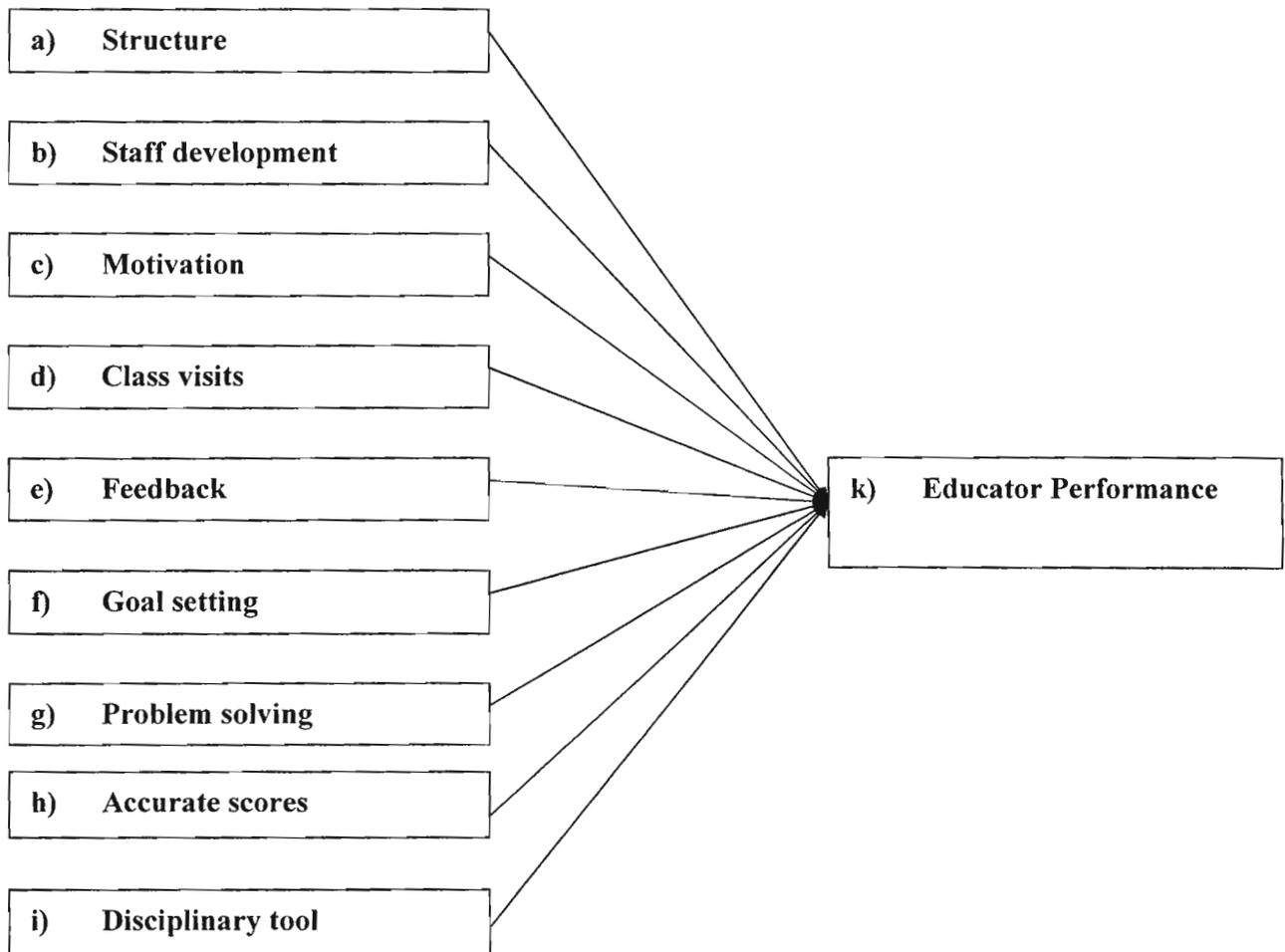
We can see that the feelings of “agree” was chosen above “disagree” for most of the questions. At the 5% significance level, we will reject H_0 for all of the objectives above.

6.11. Conclusion

The general problem was that vast resources (time, money, etc.) have been invested in the Integrated Quality Management System. Besides the generally positive feedback it was not yet known for certain to what extent IQMS contributed to the perception of improved educator performance and the problems which existed with the implementation.

The objectives of this dissertation were to determine what the perceived impact of the Integrated Quality Management System on Educator Performance was and prove the validity of a proposed model of factors (please refer to Figure 4.2 below) related to Educator Performance.

Figure 4.2: Educator Performance Model



To form a theoretical frame of reference to work from, the existing knowledge on performance management in the business world was discussed in the literature review in chapter 2 and the

Department of Education literature on IQMS was reviewed in chapter 3. Chapter 4 dealt with the research questions, objectives and hypothesis of this study. Research methodology in general was reviewed and the method selected for this study was explained. The questionnaire design was reviewed and an explanation of the actual data collection was given. In chapter 5 the actual research results and the statistical analysis were reviewed.

It was found that the modal response by the respondents in the descriptive statistics in the research findings was mostly in agreement with the statement that there was a significant perception that IQMS has improved educator perception about educator performance. A reliability analysis (Crombach's alpha test) was done to determine how valid the results were and if the same results would be obtained to generalise if the sample size was increased. The Kolmogorov-Smirnof test was used to determine if the tested variables came from a normal distribution and were therefore parametric or non-parametric. The test indicated that the data was not normally distributed. This was confirmed by the Shapiro-Wilk test. This meant that

There are definite differences between the occupational group's viz. the PL1 group the SDT Chair, SDT Chair&PL1 and the Principals with respect to the IQMS perceptions. The IQMS has contributed significantly to all areas of education i.e. structure, staff development, motivation, class visits, feedback, goal setting, problem solving and forms. The IQMS is negatively related to disciplinary management. The non parametric nature of the data could not allow for statistical techniques such as multiple regressions to be run. The proposed model 4.2 (below) still reveals itself as valid in the factor analysis (showing the order of importance) as the before mentioned four factors combine the proposed factors within each of these.

Areas of attention (from the factor analysis):

IQMS scores

Structure and staff development

This was chapter discussed the findings came to the conclusion that IQMS had a positive impact on perceived educator performance. It also concluded that the proposed model of Educator Performance was valid.

Chapter 7

Recommendations

7.1. Introduction

The general problem that was stated in chapter 1 was that vast resources (time, money, etc.) have been invested in the Integrated Quality Management System. Besides the generally positive feedback it was not yet known for certain to what extent IQMS contributed to the perception of improved educator performance and the problems which existed with the implementation.

The objectives of this dissertation were to determine what the perceived impact of the Integrated Quality Management System on Educator Performance was and prove the validity of a proposed model of factors (please refer to Figure 4.2 below) related to Educator Performance.

To form a theoretical frame of reference to work from, the existing knowledge on performance management in the business world was discussed in the literature review in chapter 2 and the Department of Education literature on IQMS was reviewed in chapter 3. Chapter 4 dealt with the research questions, objectives and hypothesis of this study. Research methodology in general was reviewed and the method selected for this study was explained. The questionnaire design was reviewed and an explanation of the actual data collection was given. In chapter 5 the actual research results and the statistical analysis were reviewed. This was followed by chapter 6 discussing the findings and coming to conclusions.

This chapter 7 reviewed what has been learnt, how others can benefit from this exercise and makes recommendations.

7.2. What has been Learnt from this exercise and Recommendations

Recommendation 1: Strengthen the Structure in the IQMS system with annual IQMS plans and external Whole School Evaluation plans

During the course of the literature review (2.13) it was revealed that Armstrong (1994, 76) argued that it is vital that performance management be implemented as a continuous process. The review of the Departmental literature about the IQMS system (3.4) revealed that it

prescribed two developmental cycles built into the annual programme (Department of Education, 2003, 14). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more structure in staff development. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more structure in the Performance Management of educators since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the structure provided by the implementation of the IQMS system improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if structure in staff development was significantly related to perceived improvement in Educator Performance.

The modal responses to the question: "At our school performance is managed in a more structured manner since the introduction of the IQMS were "agree" (57.3%) and "neither agree nor disagree" (24.3%). The interpretation of this result was that most respondents agreed that the performance at the school was managed in a more structured manner since the introduction of IQMS and that the second most popular response was neither to agree nor disagree. The modal responses to question 2: "My performance is managed in a more structured manner since the implementation of IQMS" was "agree" (57.8%) and "neither agree nor disagree" (23.1%). The interpretation of the above result may be that most respondents agreed that their performance was managed in a more structured manner since the introduction of IQMS and that the second most response was to neither agree nor disagree. The modal response to the question "I manage the performance of others in a more structured manner since the introduction of IQMS" were "agree" (54.4%) and "neither agree nor disagree" (24.8%). The interpretation of the above result was that most respondents agreed that they managed the performance of others in a more structured manner since the introduction of IQMS and that the second most response was to neither agree nor disagree.

The interpretation of the results of the group of questions related to structure in performance management was that most respondents agreed that there was indeed more structure in the management of performance since the introduction of IQMS. This supported the argument of Armstrong (1994, 76) that performance management must be done in a continuous manner and that the two prescribed developmental cycles built into the annual programme in the IQMS documentation (Department of Education, 2003, 8) facilitated this.

It is therefore recommended that the structure in the IQMS system should be strengthened by requesting School Development Teams (SDT) to submit an IQMS year plan with the School Improvement Plans every year. Furthermore, it should be the duty of the inspectorate of schools to monitor progress on these issues during the normal course of their duties. The Department of Quality Assurance should conduct their external Whole School Evaluations of every school every 3 years as set out in the Departmental literature (Department of Education, 2003, 20)

Recommendation 2: Continue with Staff Development

The literature review on Performance Management in the business world (2.4.2) revealed that Armstrong (194, 25) stated the specific aim of Performance Management as aiming at enabling individuals in the development of their abilities, job satisfaction and achieving their full potential to their own benefit and the organisation as a whole. Hunter (2002, 144) also stated that Performance Management has a strong employee training and development emphasis that is formulated in the development plan. The literature review of the IQMS documentation (3.2) also revealed that successful education is seen as dependant on empowering, motivating and training educators (Department of Education, 2003, 9). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more staff development. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more staff development since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system improved staff development and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if staff development was significantly related to perceived improvement in Educator Performance.

The modal responses to question 4: "The IQMS system has improved staff development at my school" were "agree" (49.8%) and "neither agree nor disagree" (27.9%). The interpretation of this result was that most respondents agreed that staff development has improved at their school since the introduction of IQMS and that the second most popular response was neither to agree nor disagree. The modal responses to question 5: "IQMS has improved my contribution to staff development" was "agree" (57.5%) and "neither agree nor disagree" (21.6%). The interpretation of the above result may be that most respondents agreed that IQMS has improved their ability to develop staff and that the second most response was to neither agree nor disagree. The modal

response to question 6: "IQMS has improved my ability to improve staff " were "agree" (55.1%) and "neither agree nor disagree" (24.3%). The interpretation of the above result was that most respondents agreed that they managed the performance of others in a more structured manner since the introduction of IQMS and that the second most response was to neither agree nor disagree.

The interpretation of the results of the group of questions related to staff development was that most respondents agreed that there was indeed an improvement in staff development since the introduction of IQMS. This supported the argument of Hunter (2002, 144) that Performance Management has a strong employee training and development emphasis that is formulated in the development plan. The literature review of the IQMS documentation (3.2) also revealed that successful education is seen as dependant on empowering, motivating and training educators (Department of Education, 2003, 9).

It is therefore recommended that everybody involved continues to drive the IQMS process, it is working.

Recommendation 3: Continue using these performance indicators to appraise Educator Performance

The literature review on Performance Management in the business world (2.13) revealed that Armstrong (1994, 65) stated that performance is related to competencies and attributes. The literature review of the IQMS documentation (3.12) also revealed that:

"the development of a positive learning atmosphere
knowledge of the learning areas and curriculum
Lesson planning, preparation and presentation
Assessment of learners
Professional development
Human relationships
Administration and recording"

have been identified by the Department of Education as indicators of Educator Performance. (Department of Education, 2003, 17). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS gave a clearer indication of what was expected of educators. The feedback from the workshops he

presented to train principals in the implementation of IQMS was that there was a clearer indication of what was expected of educators since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system gave a clearer indication of what was expected of educators and that this improved Educator Performance. Therefore, ten questions in the questionnaire were designed to determine if educators perceived their performance in these areas to have improved since the implementation of IQMS.

The literature review on Performance Management in the business world (2.13) revealed that Armstrong (1994, 65) stated that performance is related to competencies and attributes. The review of the Departmental literature revealed that the above has been identified by them as indicators of performance (Department of Education, 2003, 12). The interpretation of the results of the group of questions related to performance was that most respondents agreed that there was indeed an improvement in performance since the introduction of IQMS. It is therefore recommended that the practise of appraising performance against these particular performance indicators be continued.

Recommendation 4: Continue using the IQMS as a Motivator and send the members of the School Management Teams on courses to be trained to motivate staff

The literature review on Performance Management in the business world revealed that Hunter (2002, 144) stated that Performance Management was a management process using motivational principles. The literature review of the IQMS documentation (3.2) also revealed that successful education is seen as dependant on empowering, motivating and training educators (Department of Education, 2003, 9). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more motivation. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more motivation since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system improved staff motivation and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if staff motivation was significantly related to perceived improvement in Educator Performance.

The modal responses for the questions about whether the introduction of IQMS improved perceived educator motivation were “agree” (57.3%) and “neither agree nor disagree” (23.5%). The above results indicate that most respondents agreed that staff were more motivated since the introduction of IQMS. The second largest group neither agreed nor disagreed. The interpretation of these results were that the introduction of IQMS improved staff motivation as it aimed to do (Department of Education, 2003, 9) which links up with the statement of Hunter (2002, 144) that performance management process using motivational principles.

It is therefore recommended that the practice of using IQMS as motivator be continued. It is further recommended that the members of the School Management Teams be sent on courses to be trained in the motivation of staff.

Recommendation 5: Continue using the IQMS system to facilitate Class visits

The literature review on Performance Management in the business world (2.4.2) revealed that Desimone et al (2002, 365) stated that effective managers and supervisors take an active role in employee performance. The literature review of the IQMS documentation (3.2) also revealed that the prescribed instrument for appraising staff includes a lesson observation and out of class component (Department of Education, 2003, 44). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more class visits. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more class visits since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system increased class visits and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if class visits were significantly related to perceived improvement in Educator Performance.

The modal responses for the questions about the perceived improvement in Educator Performance because of the introduction of class visits were “agree” (49%) and “neither agree nor disagree” (28.9%).

Most of the respondents agreed that class visits improved with the introduction of IQMS. The interpretation of the above results were that the principle of effective managers and supervisors

take an active role in employee performance (Desimone et al, 2002, 365) referred to in the literature review on Performance Management in the business world were facilitated by the IQMS prescribed instrument for appraising staff including a lesson observation instrument (Department of Education, 2003, 44).

It is therefore recommended that the practice using the IQMS system to facilitate class visits be continued.

Recommendation 6: Continue the practice of using the IQMS system to facilitate Feedback to educators about their performance and evaluate supervisors on the feedback they give to subordinates.

The literature review on Performance Management in the business world (2.24.1) revealed that Hunter (2002, 10) stated that feedback on job performance was critical to improving performance and maintaining a high level of performance. The literature review of the IQMS documentation (3.2) also revealed that the purpose of Developmental Appraisal is seen as appraising individual educators in a transparent manner and developing programmes for individual development (Department of Education, 2003, 7). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more feedback to educators on how they were performing. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more feedback to educators on their performance since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system improved feedback to educators on their performance and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if feedback to educators on their performance was significantly related to perceived improvement in Educator Performance.

The modal responses for the questions about feedback if the introduction of IQMS improved feedback to educators about their performance were to agree.

The interpretation of the above results were that the statement of Hunter (2002, 10) that feedback on job performance was critical to improving performance and maintaining a high level of performance, was facilitated by the IQMS that has the purpose of Developmental Appraisal

being seen as appraising individual educators in a transparent manner and developing programmes for individual development (Department of Education, 2003, 7). Therefore most respondents agreed that feedback on educator performance has improved since the introduction of IQMS.

It is therefore recommended that the process of using the IQMS system to facilitate feedback to educators about their performance be continued and that supervisors be appraised on the feedback they give to subordinates about their performance.

Recommendation 7: Continue the practice of using the IQMS system to improve goal setting Goal Setting and that educators and their supervisors be trained in the goal setting programme proposed by Hunter

The literature review on Performance Management in the business world (2.14.3) revealed that Armstrong (1994, 80) stated that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress. The literature review of the IQMS documentation (3.11) also revealed that developing and submitting a Personal Growth Plan (PGP) from the strategic plan of the organisation and Performance Appraisal for each educator is a prescribed procedure (Department of Education, 2003, 17). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured more goal setting. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more goal setting since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system increased goal setting and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if goal setting was significantly related to perceived improvement in Educator Performance.

Questions 25 to 26 as well as 33 and 34 (below) were all related to goal setting and were therefore grouped together.

Question 25: IQMS has improved goal setting by educators at my school.

The modal responses for this question were “agree” (49%) and “neither agree nor disagree” (33.3%).

Question 26: IQMS has improved my goal setting.

The modal responses for this question were “agree” (63.8%) and “neither agree nor disagree” (21.8%).

Question 33: The goals I set for myself in IQMS are achievable.

The modal responses for this question were “agree” (54.4%) and “neither agree nor disagree” (29.4%).

Question 34: I tend to set too many goals for myself.

The modal responses for this question were “disagree” (48.1%) and “agree” (22.3%)

Most respondents agreed that goal setting improved since the introduction of IQMS and that they set attainable goals for themselves. Most respondents disagreed about setting too many goals for themselves. The interpretation of the above results were that the statement by Armstrong (1994, 80) that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress were facilitated by the prescribed development and submission of a Personal Growth Plan (PGP) from the strategic plan of the organisation and Performance Appraisal for each educator (Department of Education, 2003, 17). Thus goal setting has improved since the introduction of IQMS.

It is therefore recommended that the practice of using the IQMS system to facilitate goal setting be continued. Furthermore, it is recommended that the educators and their supervisors be trained in the goal setting programme proposed by Hunter (2002, 154):

Step 1: Decide on the areas where performance has to be improved.

Step 2: Review the past levels of performance in these areas.

Step 3: Establish the performance goals.

Step 4: Establish the feedback systems that are going to be used.

Step 5: Explain the programme to the supervisory staff and then the workers. Ensure their acceptance and commitment to the system.

Step 6: Maintain the performance records and feedback system.

Step 7: Follow up and evaluate the progress.

Step 8: Support and encourage the supervisory staff and workers.

Recommendation 8: Continue the process of using the IQMS system to facilitate Problem Solving

The literature review on Performance Management in the business world (2.14.3) revealed that Armstrong (1994, 80) stated that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress. The literature review of the IQMS documentation (3.11) also revealed that developing and submitting a Personal Growth Plan (PGP) from the strategic plan of the organisation and the Performance Appraisal for each educator is a prescribed procedure (Department of Education, 2003, 17). The researcher experienced an improvement in problem solving at the school he was managing as principal when the implementation of IQMS ensured more goal setting. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was more problem solving since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system increased problem solving and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if problem solving was significantly related to perceived improvement in Educator Performance.

Questions 27 to 28 (below) were both related to problem solving and were therefore grouped together.

Question 27: IQMS improved problem solving at my school.

The modal responses for this question were “agree” (43.9%) and “neither agree nor disagree” (29.9%).

Question 28: IQMS improved my ability to solve work problems.

The modal responses for these question were “agree” (49.8%) and “neither agree nor disagree” (29.4%)

The interpretation of the above results were that Armstrong (1994, 80) stated that performance is improved at individual level by selecting the goal, defining the expectations, defining the performance measures and monitoring the progress. This was facilitated by the IQMS prescribed Personal Growth Plan (Department of Education, 2003, 17). This resulted in the fact that most respondents agreed that problem solving improved since the introduction of IQMS.

It is therefore recommended that the practice of using the IQMS system to facilitate problem solving be continued.

Recommendation 9: Ensure that the IQMS scores accurately reflect the performance of educators by ensuring that the external Whole School Evaluations of schools are done as prescribed and remind principals and chairmen of School Development Teams of their responsibility to ensure the quality of the process

The literature review on Performance Management in the business world (2.16.4) revealed that Armstrong (1994, 503) stated that it was very difficult to achieve an acceptable level of consistency, fairness and equity in ratings. The literature review of the IQMS documentation (3.8) also revealed that the principal and School Development Team (SDT) are responsible for the quality of the IQMS process (Department of Education, 2003, 14). The researcher experienced a concern about the accuracy of IQMS scores reflecting the performance of individual educators at the school he was managing as principal when the implementation of IQMS required such scores. The feedback from the workshops he presented to train principals in the implementation of IQMS was that other principals were also concerned about the accuracy of the IQMS scores reflecting individual educator performance. The interviews during the pilot study confirmed that other principals and educators were also concerned about the accuracy of these scores. Therefore, three questions in the questionnaire were designed to determine if accurate scores were significantly related to perceived improvement in Educator Performance.

Question 29 and 30 (below) were both related to how accurate the IQMS scores are and were therefore grouped together.

29. The IQMS scores of my colleagues accurately reflect their performance as educators.

The modal responses for this question were “agree” (43.2%) and “neither agree nor disagree” (28.9%).

30. My IQMS score accurately reflects my performance as educator.

The modal responses for this question were “agree” (59.5%) and “neither agree nor disagree” (20.6%)

The interpretation of the above results were that most respondents agreed that the IQMS scores accurately reflect educator performance. It may therefore be concluded that the principals and School Development Teams who were responsible for the quality of the process were doing a

good job. However, the literature review on Performance Management in the business world (2.16.4) revealed that Armstrong (1994, 503) stated that it was very difficult to achieve an acceptable level of consistency, fairness and equity in ratings. The factor analysis also indicated that the accuracy of the scores is an area of concern. The researcher also experienced a concern about the accuracy of IQMS scores reflecting the performance of individual educators at the school he was managing as principal when the implementation of IQMS required such scores. The feedback from the workshops he presented to train principals in the implementation of IQMS was that other principals were also concerned about the accuracy of the IQMS scores reflecting individual educator performance.

Recommendation 9: Ensure that the IQMS scores accurately reflect the performance of educators by ensuring that the external Whole School Evaluations of schools are done as prescribed and remind principals and chairmen of School Development Teams of their responsibility to ensure the quality of the process.

Recommendation 10: Continue with the practice of ensuring that the forms are adequate and focusing on the process more than the paperwork

The literature review on Performance Management in the business world (2.16.5) revealed that Armstrong (1994, 505) stated that the focus should be on managing and improving performance and not on a paper chase of completing forms. The literature review of the IQMS documentation (3.17) also revealed that there are only 2 prescribed forms: the Personal Growth Plan (PGP) and School Improvement Plan (SIP) (Department of Education, 2003, 17). The researcher experienced an improvement in educator performance at the school he was managing as principal when the implementation of IQMS ensured adequate forms for Performance Management. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there were adequate forms for Performance Management of educators since the introduction of IQMS and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system provided adequate forms and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if adequate forms were significantly related to perceived improvement in Educator Performance.

Question 31: The forms we have to complete for IQMS are adequate.

The modal responses for this question were “agree” (48.1%) and “neither agree nor disagree” (30.6%)

The interpretation of the above results were that the literature review on Performance Management in the business world (2.16.5) revealed that Armstrong (1994, 505) stated that the focus should be on managing and improving performance and not on a paper chase of completing forms. The fact that the Department only prescribes two forms prevented the IQMS from becoming a paper chase of completing forms (Department of Education, 2003, 17). That is why most respondents agreed that the forms used in IQMS are adequate.

It is therefore recommended that the practice of ensuring that the forms are adequate and focusing on the process more than the paperwork be continued

Recommendation 11: Continue with the process of not using the IQMS system as a Disciplinary Tool

The literature review on Performance Management in the business world (2.16.5) revealed that Armstrong (1994, 80) stated that Performance Appraisal is not an opportunity for punishment for past mistakes. These issues should be dealt with when they occur. The literature review of the IQMS documentation (3.9) also revealed that a grievance procedure is set in place in the event of unfairness of any kind (Department of Education, 2003, 14). The researcher experienced a fair implementation of the IQMS at the school he was managing as principal. The feedback from the workshops he presented to train principals in the implementation of IQMS was that there was a fair implementation of IQMS (it was not used as a disciplinary instrument) and that this facilitated improved Educator Performance. The interviews during the pilot study confirmed that the implementation of the IQMS system was fair (there was no using of the IQMS as a disciplinary instrument) and that this improved Educator Performance. Therefore, three questions in the questionnaire were designed to determine if the use of IQMS as a disciplinary instrument was significantly related to perceived improvement in Educator Performance.

Question 32: IQMS is a disciplinary tool for management.

The modal responses for this question were “disagree” (41.3%) and “neither agree nor disagree” (22.3%)

The interpretation of the above result is that the integrity of those involved in the IQMS process as well as the Departmentally prescribed grievance procedure (Department of Education, 2003, 14) prevented the use of Performance Appraisal an opportunity for punishment for past mistakes that Armstrong (1994, 80) warned against . That is why most respondents disagreed to the statement that IQMS is a disciplinary tool for management.

It is therefore recommended that the practice of not using IQMS as a discipline tool be continued.

Recommendation 12: Motivating the neutral educators to become more positive about IQMS

The research indicated that there is a small percentage of respondents who neither agree nor disagree as to the positive impact of IQMS on perceived improved educator performance. It is recommended that these educators be motivated to become more positive about IQMS by holding more workshops to emphasise the benefits of IQMS.

Recommendation 13: Publicise the success of IQMS

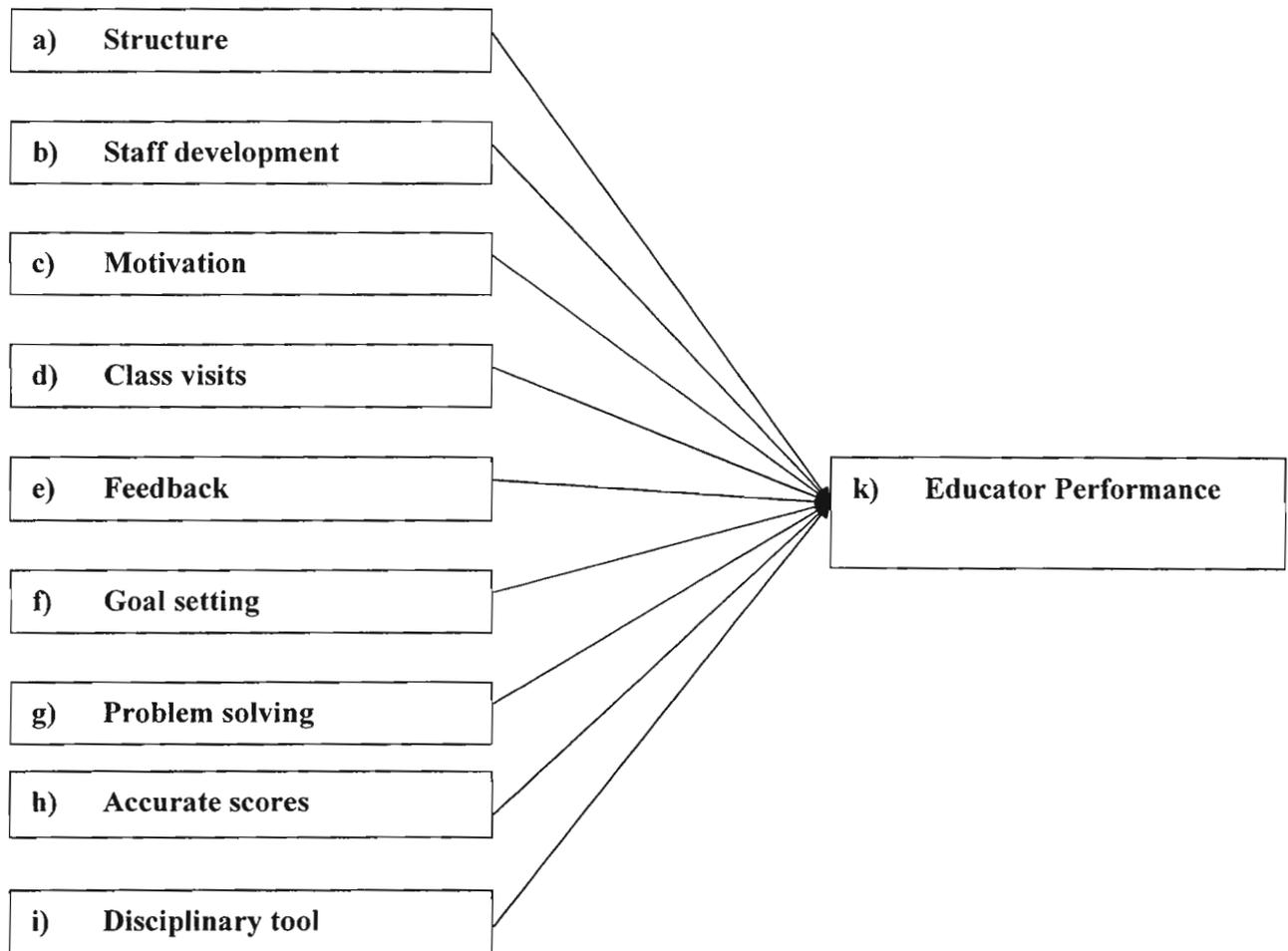
According to the above research findings the majority of respondents agreed that the introduction of IQMS had a positive impact on their perception of Educator Performance. The success of IQMS should be published in the media.

Recommendation 14: Implement the Educator Performance Model (Figure 4.2) by making supervisors aware of it

The research proved that most respondents perceived a significant positive correlation between: Structure in the Performance Management of educators , Staff development, Motivation, Class visits, Feedback on educator performance, Goal setting, Problem solving, Accurate scores, Not using Performance Management as a disciplinary instrument and Educator Performance. It is therefore recommended that supervisors be made aware of the fact that improved structure in performance management, improved staff development, improved motivation, improved class visits, improved feedback to educators on their performance, improved goal setting, improved

problem solving and performance appraisal scores that reflect educator performance more accurately may lead to improved educator performance.

Figure 4.2: Educator Performance Model



7.3. The limitations to this study

The study was limited by the unavailability of completely objective evidence on improvement in educator performance. This was partially addressed by measuring the perceptions of improved educator performance. A possible area for future research may be to compare the external Whole School Evaluations over time in order to determine a more objective measure of improved educator performance, but even the external evaluations may be flawed by subjectivity.

7.4. Conclusion

The general problem that was stated in chapter 1 was that vast resources (time, money, etc.) have been invested in the Integrated Quality Management System. Besides the generally positive feedback it was not yet known for certain to what extent IQMS contributed to the perception of improved educator performance and the problems which existed with the implementation.

The objectives of this dissertation were to determine what the perceived impact of the Integrated Quality Management System on Educator Performance was and prove the validity of a proposed model of factors (please refer to Figure 4.2 below) related to Educator Performance.

To form a theoretical frame of reference to work from, the existing knowledge on performance management in the business world was discussed in the literature review in chapter 2 and the Department of Education literature on IQMS was reviewed in chapter 3. Chapter 4 dealt with the research questions, objectives and hypothesis of this study. Research methodology in general was reviewed and the method selected for this study was explained. The questionnaire design was reviewed and an explanation of the actual data collection was given. In chapter 5 the actual research results and the statistical analysis were reviewed. This was followed by chapter 6 discussing the findings and coming to conclusions.

This chapter 7 reviewed what has been learnt, how others can benefit from this exercise and makes 14 recommendations that will especially be of benefit to management:

Recommendation 1: Strengthen the Structure in the IQMS system with annual IQMS plans and external Whole School Evaluation plans

Recommendation 2: Continue with Staff Development

Recommendation 3: Continue using these performance indicators to appraise Educator Performance

Recommendation 4: Continue using the IQMS as a Motivator and send the members of the School Management Teams on courses to be trained to motivate staff

Recommendation 5: Continue using the IQMS system to facilitate Class visits

Recommendation 6: Continue the practice of using the IQMS system to facilitate Feedback to educators about their performance and evaluate supervisors on the feedback they give to subordinates.

Recommendation 7: Continue the practice of using the IQMS system to improve goal setting Goal Setting and that educators and their supervisors be trained in the goal setting programme proposed by Hunter

Recommendation 8: Continue the process of using the IQMS system to facilitate Problem Solving

Recommendation 9: Ensure that the IQMS scores accurately reflect the performance of educators by ensuring that the external Whole School Evaluations of schools are done as prescribed and remind principals and chairmen of School Development Teams of their responsibility to ensure the quality of the process

Recommendation 10: Continue with the practice of ensuring that the forms are adequate and focusing on the process more than the paperwork

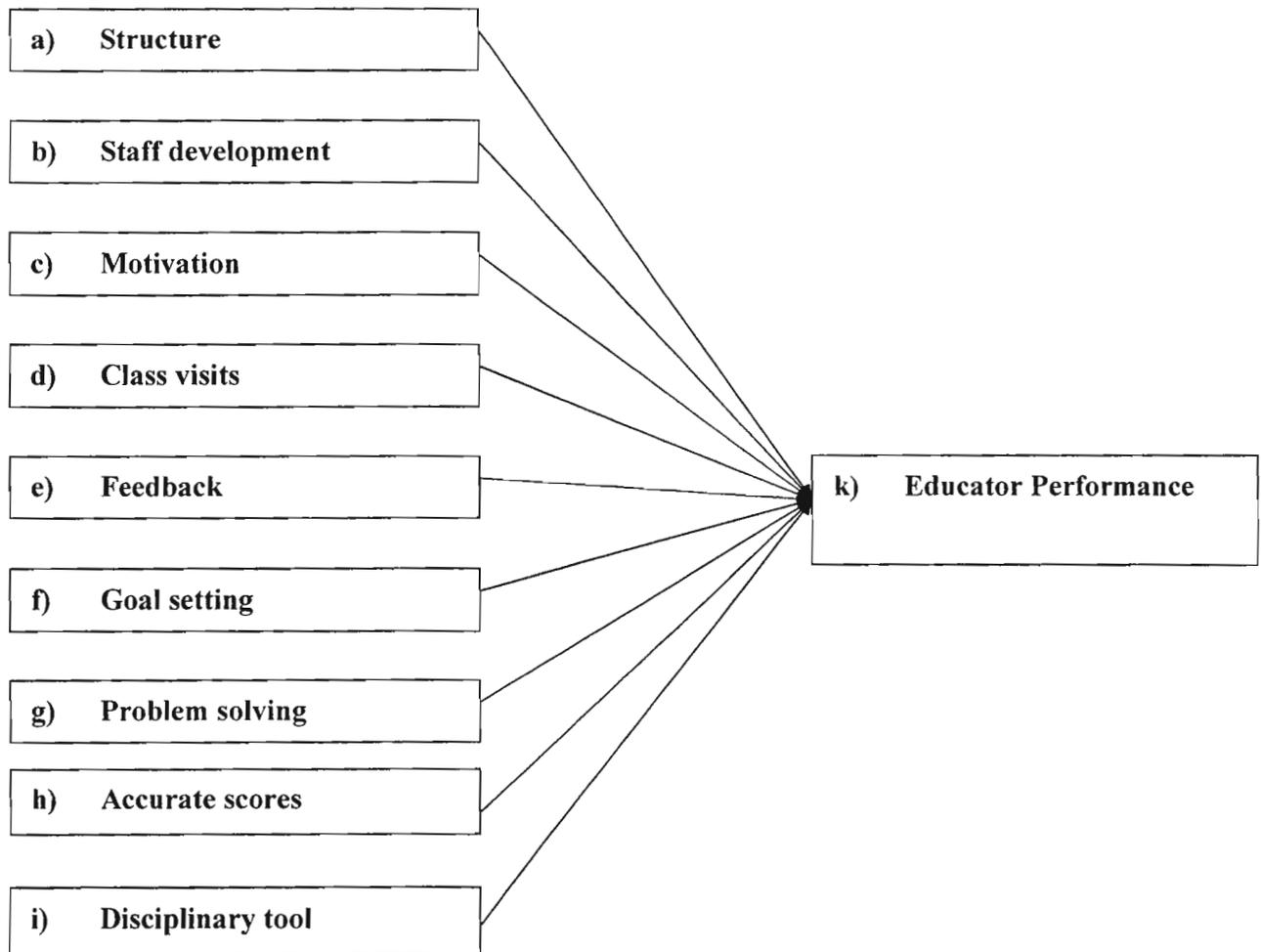
Recommendation 11: Continue with the process of not using the IQMS system as a Disciplinary Tool

Recommendation 12: Motivating the neutral educators to become more positive about IQMS

Recommendation 13: Publicise the success of IQMS

Recommendation 14: Implement the Educator Performance Model (Figure 4.2 on the next page) by making supervisors aware of it

Figure 4.2: Educator Performance Model



It was mentioned that the study was limited by the unavailability of completely objective evidence on improvement in educator performance. This was partially addressed by measuring the perceptions of improved educator performance. A possible area for future research may be to compare the external Whole School Evaluations over time in order to determine a more objective measure of improved educator performance, but even the external evaluations may be flawed by subjectivity.

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Appendices

- A. Questionnaire
- B. Letter from the Department of Education (Dr. Lubisi)
- C. Department of Education (2003) IQMS Collective agreement number 8 of 2003. Pretoria, Government Printer.
- D. Department of Education (2001) The national policy on Whole-School. Evaluation. Pretoria, Government Printer.

Questionnaire

1. At our school performance is managed in a more structured manner since the introduction of IQMS?

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

2. My performance is managed in a more structured manner since the implementation of IQMS.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

3. I manage the performance of others in a more structured manner since the introduction of IQMS.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

4. The IQMS system has improved staff development at my school.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

5. The IQMS system has improved my contribution to staff development.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

6. IQMS has improved my ability to develop staff.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

7. IQMS has improved my development of a positive learning atmosphere.

8. IQMS improved my knowledge of the learning areas.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

9. IQMS improved my knowledge of the curriculum.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

10. IQMS improved my lesson planning.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

11. IQMS improved my preparation for lessons.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

12. IQMS improved my assessment of learners.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

13. IQMS improved my professional development

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

14. IQMS improved my human relations.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

15. IQMS improved my administration.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

16. IQMS improved my record keeping.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
17. IQMS has motivated educators at my school.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
18. IQMS has motivated me.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
19. IQMS has improved my ability to motivate other staff.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
20. IQMS improved class visits at my school.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
21. IQMS has improved my contribution to class visits.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
22. IQMS improved feedback to educators at my school about their performance.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
23. IQMS has improved feedback to me about my performance.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
24. IQMS has improved my feedback to other educators about their performance.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
25. IQMS has improved goal setting by educators at my school.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
26. IQMS has improved my goal setting.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
28. IQMS improved my ability to solve work problems.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
29. The IQMS scores of my colleagues accurately reflect their performance as educators.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
30. My IQMS score accurately reflects my performance as educator.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
31. The forms we have to complete for IQMS are adequate.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
32. IQMS is a disciplinary tool for management.
a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree
33. The goals I set for myself in IQMS are achievable.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree

34. I tend to set too many goals for myself.

a. Strongly disagree . b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree



elrc

EDUCATION LABOUR
RELATION COUNCIL

EDUCATION LABOUR RELATIONS COUNCIL
Established in terms of the LRA of 1995 as amended

**INTEGRATED
QUALITY
MANAGEMENT SYSTEM**

COLLECTIVE AGREEMENT NUMBER 8 OF 2003

27 August 2003

EDUCATION LABOUR RELATIONS COUNCIL

RESOLUTION NO 8 OF 2003:
INTEGRATED QUALITY MANAGEMENT SYSTEM

1. PURPOSE OF THIS AGREEMENT

The purpose of this agreement is to align the different Quality Management programmes and implement an Integrated Quality Management System, which includes Developmental Appraisal, Performance Measurement and Whole School Evaluation.

2. SCOPE OF THIS AGREEMENT

This agreement applies to and binds:

2.1 The employer, and

2.2 All the employees of the employer as defined in the Employment of Educators Act, 1998 (as amended) whether such employees are members of trade union parties to this agreement or not.

3. THE PARTIES TO COUNCIL NOTE AS FOLLOWS:

3.1 Schedule 1 of the Employment of Educators Act, 1998 as amended.

3.2 The provision on core duties and responsibilities of educators as contained in the Personnel Administration Measures (PAM).

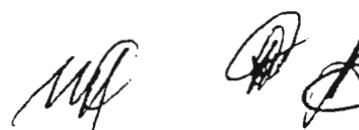
3.3 Chapter C of the Personnel Administration Measures.

3.4 Education Labour Relations Council Resolution No. 1 of 2003.

3.5 Education Labour Relations Council Resolution No. 3 of 2003.

4. THE PARTIES TO COUNCIL THEREFORE AGREE AS FOLLOWS:

4.1 That the Integrated Quality Management System, as attached in Annexure A, be adopted for institution-based educators.



5. DISPUTE RESOLUTION

Any dispute about the interpretation or application of this agreement shall be resolved in terms of the dispute resolution procedure of the Council.

6. DEFINITIONS

6.1 "constitution" means the constitution of the Education Labour Relations Council.

6.2 "Council" means the Education Labour Relations Council.

6.3 "employee" means an educator as defined in the Employment of Educators Act, 1994, as amended.

6.4 "employer" means the employer as defined in the Employment of Educators Act, 1994, as amended.

6.5 "Labour Relations Act" means the Labour Relations Act No. 66 of 1996, as amended.

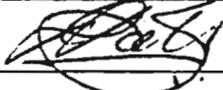
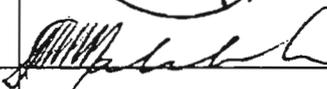
6.6 "workplace" means the registered scope of the Council.

Thus done and signed at Centurion on this 27th day of August 2003 by:

ON BEHALF OF THE STATE AS EMPLOYER

DEPARTMENT	NAME	SIGNATURE
EDUCATION	THAMZANBA MBELEKI	

ON BEHALF OF THE EMPLOYEE PARTIES

DEPARTMENT	NAME	SIGNATURE
NAPTOSA	D. H. BATHI	
SADTU	M. J. MALIWEKE	
SAOU		

All Quality Management initiatives, should be planned for together in schools, and aligned in a coherent way to avoid duplication, repetition and an unnecessary increase in workload.

The philosophy underpinning the Integrated Quality Management System (IQMS) is based upon the fundamental belief that the purposes of QMS are fivefold:

- To determine competence;
- To assess strengths and areas for development;
- To provide support and opportunities for development to assure continued growth.
- To promote accountability; and
- To monitor an institution's overall effectiveness.

These tenets and the Norms and Standards for educators have informed the development of a single instrument for evaluating the performance of institution-based educators.

2. PURPOSE OF ALIGNMENT

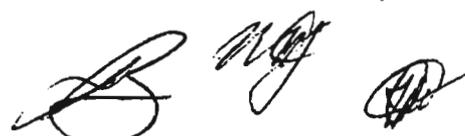
The main purposes of the alignment process are as follows:

- To enable the different QMS programmes to inform and strengthen one another.
- To define the relationship among the different programmes of an Integrated Quality Management System.
- To avoid unnecessary duplication in order to optimise the use of Human Resources.
- To assure that there is ongoing support and improvement.
- To advocate accountability.

Features of the Integrated Quality Management System

The following are features of this model for the implementation of an Integrated Quality Management System, which includes Developmental Appraisal, Performance Measurement and Whole School Evaluation programmes:

- Developmental Appraisal and Performance Measurement inform and strengthen one another without duplication of structures and procedures.
- Performance Measurement and Development Appraisal must be linked to an annual cycle, which must be completed within a calendar year (a period when the staff at a school is likely to be most stable).
- Developmental Appraisal and Performance Measurement inform and strengthen internal Whole School Evaluation.
- The separate purposes of DA, PM and WSE remain intact.



3. GUIDING PRINCIPLES

The alignment of the Quality Management System programmes is informed by the following principles:

- The recognition of the crucial role of the delivery of quality public education.
- That all learners have equal access to quality education.
- The need for an Integrated Quality Management System, which is understood, credible, valued and used professionally.
- That the system's focus is positive and constructive even where performance needs to improve.
- That the system includes a process of self-evaluation and discussion of individual expectations.
- The need to minimise subjectivity through transparency and open discussion, and quality controls to ensure validity, reliability and relevance
- The need to ensure fairness by affirming the rights of educators, for example, there can be no sanctions against individual educators before meaningful development takes place.
- That the system promotes individual professional growth of educators, and ongoing support for educators and the school.
- That the system provides a clear protocol governing the interaction of the parties.
- The need for the IQMS to provide for and encourage diversity in teaching styles.
- The system meets professional standards for sound quality management, including propriety (ethical and legal), utility (useable and effective), feasibility (practical, efficient and cost effective), and accuracy.
- Development takes place within a national Human Resource Development strategy and Skills Development.
- The need for all schools to look for ways to continually improve.

4. ADVOCACY AND TRAINING

Advocacy and training are different. Both are necessary. Advocacy focuses on achieving a large scale buy-in to the process and answers the questions: **What?** and **Why?** Training focuses on capacitating all involved to ensure successful implementation and answers the question: **How?**

4.1 ADVOCACY

Advocacy should relate to **what** the Integrated quality Management System (IQMS) is and **what** the benefits will be for educators, schools and the system as a whole. It should explain **why** this particular approach was adopted:

4.2 TRAINING

A handwritten signature in black ink, appearing to be 'B. D. Ng' with a small '6' at the end of the line.

6. PROTOCOL

The Protocol is a set of step-by-step processes and procedures, which are to be followed in any instance where an educator is observed in practice.

This protocol should be read and applied within the context of an integrated QMS.

Process A: Internal appraisals and evaluations

Step 1

The Regional/District/Area Manager and the principal of a school should facilitate the establishment of QM structures i.e. SDT and DSG in the school and its implementation.

Step 2

Self-evaluation by individual educators should take place before any lesson observation of educators in practice.

Step 3

Lesson observation of educators in practice is for purposes of DA, PM and external WSE. The Principal, the School Management Team and the Staff Development Team, in consultation with staff members, develop an implementation plan for all QM programmes including DA, PM and WSE (external) lesson observation of educators in practice as required by these two processes. This implementation plan must indicate clearly who should be evaluated, by whom and when. This information must be reflected in the school composite timetable well in advance of implementation.

Step 4

The DSG observe the lesson using the prescribed instrument and discuss the outcomes of the lesson observation with the educator observed / appraisee. The appraisee may request copies of the lesson observation records.

Step 5

The DSG will make the information on lesson observation available to the SDT for planning the SIP.

Process B: External evaluations for WSE

Step 1

The WSE team draws an external evaluation plan and informs the Regional/District/Area Office. The WSE team leader consults with the Principal, SMT and SDT of the school. Schools to be informed timeously (at least 4 weeks in advance – excluding recess) of the dates of a forthcoming visit for the purpose of conducting the external WSE.



- A member of the DSG with appropriate learning area knowledge to accompany the supervisor in relevant lesson observations;
- Member of DSG and WSE supervisor to observe the lesson using the same instrument (each completing a separate form); compare findings and discuss these with the appraisee. The appraisee may request copies of evaluation forms.
- Confidentiality regarding the identity of the appraisee is assured in any documentation leaving the school as part of the WSE (the name of the appraisee is recorded in the form for DA and PM purposes only)

Step 6

The supervisor prepares a written report which must include:

- WSE evaluation of the quality of learning and teaching
- WSE evaluation of the quality of DA and PM processes

7. *A consolidated report on the quality of teaching and learning is to be incorporated into the final WSE report for the school.*

8. CONFIDENTIALITY AND CONTROL OF INFORMATION

The control of information is an important issue in evaluation practices and procedures. The degree and nature of the control of information as well as the collection and distribution of information needs to be negotiated between all parties involved. Different schools depending on the purpose for which information is being collected may need different degrees of control and different control mechanisms. Staff Development Teams will need to address this issue in their planning in order to ensure that personnel feel adequately protected.

9. QUALITY OF THE PROCESS: RESPONSIBILITIES

The Staff Development Team (SDT) is responsible for managing the process and for ensuring the consistency and fairness of the process as well as the accuracy of specific, as well as overall, ratings of educators.

The principal and relevant regional/district/area manager must sign all documents being submitted to the Department. Principals and the relevant regional/district/area managers must verify that the information provided is accurate.

The Regional/District/Area Manager (or his /her delegate) will review a sample of the evaluations to ensure their consistency, fairness and relevance to the school plan and other stipulations.

It is only during the cyclical external evaluations by the Whole School Evaluation Team that it will be possible to validate evaluations of the sample of educators identified for the purpose of observing educators in practice for the external WSE. In

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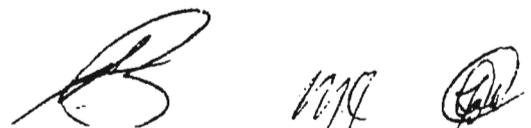
11.1.1 The Staff Development Team (SDT)

Each institution **must** elect a staff development team consisting of the principal (head of the institution) and democratically elected staff members. These may include all or some of the School Management Team (SMT), but **must** also include post level 1 educators.

The institution must decide for itself on the size of the SDT taking into account the size of the school, the number of educators and the work that needs to be done. An institution may decide to re-elect a new SDT annually or to decide on a specific term of office (2 years/3 years?) to enable continuity.

The Role and Responsibilities of the SDT

- Ensures that all educators are trained on the procedures and processes of an integrated QMS.
- Coordinates activities pertaining to staff development.
- Prepares and monitors the management plan for the integrated QMS.
- Facilitates and gives guidance on how DSGs have to be established.
- Prepares a final schedule of DSG members.
- Links Developmental Appraisal to the School Improvement Plan (SIP).
- Liaises with the department, through the SMT, in respect of high priority needs such as INSET, short courses, skills programmes or learnerships.
- Monitors effectiveness of the integrated QMS and reports to the relevant persons.
- Ensures that all records and documentation on IQMS are maintained.
- Oversees mentoring and support by the DSGs.
- Together with the SMT, develops the School Improvement Plan (SIP) based on information gathered during Developmental Appraisals.
- Coordinates ongoing support provided during the two developmental cycles each year.
- Completes the necessary documentation for Performance Measurement (for pay or grade progression), signs off on these to assure fairness and accuracy and submits the necessary documentation in good time to the Principal.



11.2.2 School Improvement Plan (SIP)

The School Improvement Plan enables the school to measure its own progress through a process of ongoing self-evaluation. This must happen continuously, especially in the years in between the cyclical external WSE. The SIP is developed by the SMT and SDT (and is submitted to the Regional/District/Area Manager) and enables the SMT and SDT to monitor progress and improvement. The SIP must be based and linked to the Strategic Plans of the relevant department of education. The PGPs of individual educators as well as the other seven Focus Areas included in the WSE policy, also, inform the SIP.

11.2.3 Regional/District/Area Improvement Plan

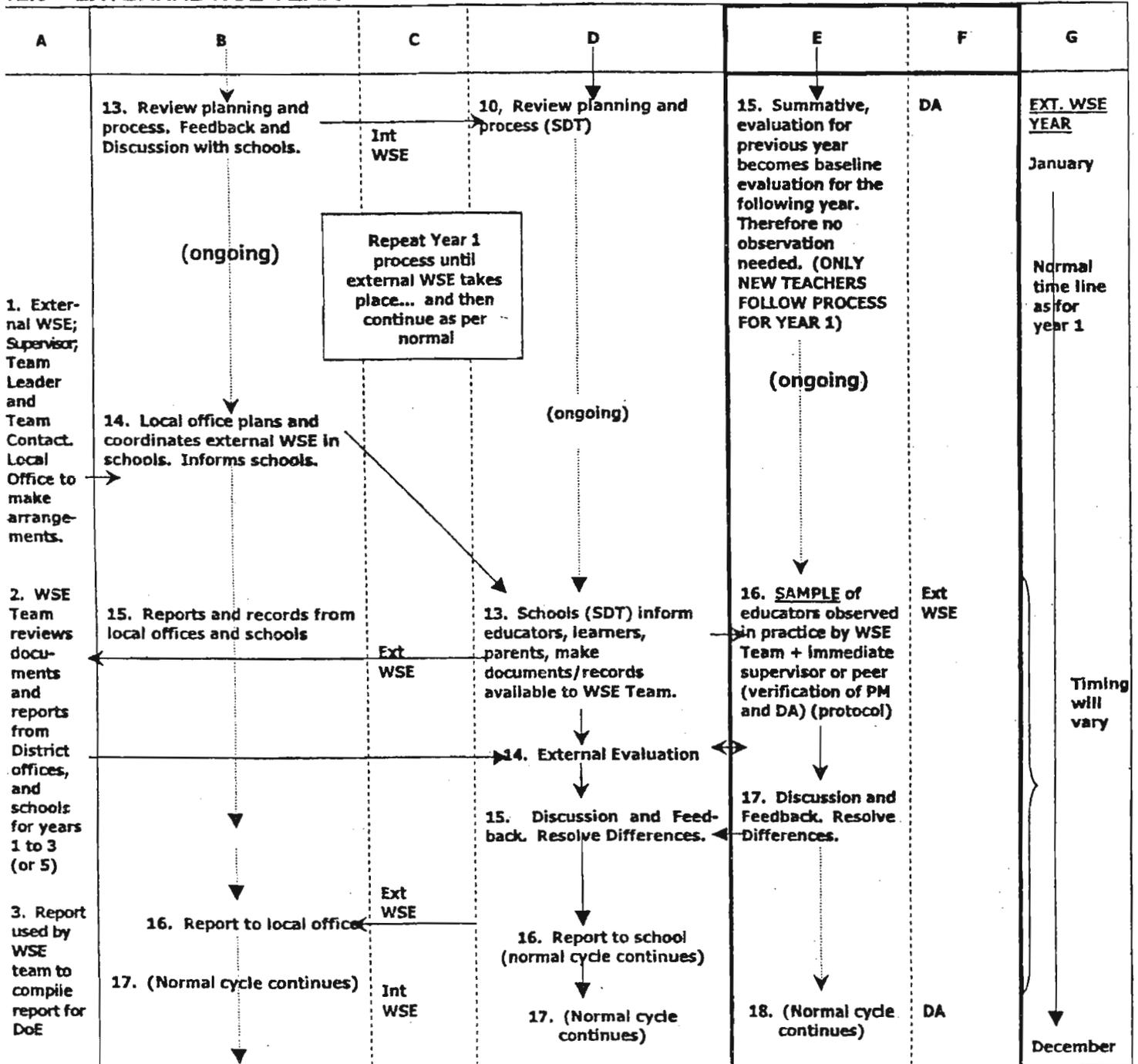
The Regional/District/Area Improvement Plan enables the officials to plan, coordinate and monitor the delivery of support and development opportunities in the schools in their areas. The plan is informed by the Strategic Plan of the relevant department of education and the SIPs submitted by schools under its jurisdiction..

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12. IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM WHICH INCLUDES DEVELOPMENTAL APPRAISAL, PERFORMANCE MEASUREMENT AND WHOLE SCHOOL EVALUATION

A Personal (clinical) VSE	B District/Local Office	C Programme	D School	E Educator	F Programme	G Time Line
	1. Advocacy, Training, Discussion and Clarification	Int WSE	1. Advocacy, Training, Discussion and Clarification	2. Self evaluation	DA + PM	<u>FIRST YEAR</u> Jan
	2. Broad Planning by area managers, circuit managers. Preparation and allocation of responsibilities. Await receipt of "SIP's"	Int WSE	2. Establish structure (Staff Development Team/SDT)	3. Identification of personal support group (DSG)	DA + PM	↓
	3. Information from schools (SIPs) to Local offices. Coordinate planning and deployment of support staff: "District" Improvement Plan (DIP)	Int WSE	3. Planning for Implementation in schools	4. Preevaluation discussion. <u>Observation of Educators</u> in practice by one or both members of DSG (base-line evaluation)	DA + PM	Feb - March
	4. INSET and other programmes	Int WSE	4. Development of School Improvement Plan (SIP)	5. Feedback and Discussion. Resolve Differences	DA	↓
	5. Monitoring, Evaluation and Self Evaluation against "DIP"	Int WSE	5. Development and monitoring	6. Personal Growth Plan (PGP)	DA	End March
	6. INSET and other programmes	Int WSE	6. Self evaluation against SIP (revise)	7. Development: support/mentoring DSG	DA	↓
	7. Monitoring, Evaluation and Self Evaluation against "DIP"	Int WSE	7. Development and monitoring	8. Self evaluation against PGP (revise)	DA	First Development cycle end June
	8. Receive reports, Compile composite Report (to be fed into ext WSE)	Int WSE	8. Self evaluation against SIP (revise)	9. Development: support/mentoring DSG	DA	↓
	9. Self evaluation against "DIP"	Int WSE	9. Record & Report (SDT)	10. Self evaluation against PGP (revise)	DA	Second Development cycle end Sept.
			Data to Departments for Pay (or grade) Progression (Annexure A)	11. Pre-evaluation discussion: <u>Observation of Educators</u> (Summative Evaluation by DSG)	PM	↓
				12. Feedback, Discussion Resolve Differences	PM	October November
					PM	December

12.3 EXTERNAL WSE YEAR



- **The Regional/District/Area office will read down column (B) and be able to see where their planning links to that of schools (D). Columns C and F indicate which programmes are applicable in terms of the time line (G).**

For this implementation plan, the focus is on educators, schools and regional/district/area offices and the sequence of events that affects them.

12.4.3 FIRST YEAR OF IMPLEMENTATION

D. 1 Schools/Educators: Advocacy and Training

Educators, principals and management of schools will receive training immediately after advocacy.

Advocacy must address the issues relating to the purposes of the three programmes, the objectives and outcomes for Developmental Appraisal, Performance Measurement and Whole School Evaluation. The focus should be on quality education for all, transformation and the advantages for educators, schools and the system as a whole. It should also address the relationships between these three programmes and how they should inform and strengthen one another in an integrated system.

Training should focus on implementation in the school, i.e. on self-evaluation, planning for the whole year and the roles and responsibilities of the structure(s) that will be involved in planning, coordinating, monitoring, reporting and keeping the appropriate records. Training needs to ensure that everyone (appraisees and appraisors) is familiar with and understand the single instrument that will be used.

D.2 Schools: Establish the Staff Development Team

Immediately after the advocacy and training, the principal must establish the Staff Development Team (SDT). This could include the principal, senior management and educators. The school should decide for itself on the size of the SDT and how many educators should be included.

The Staff Development Team

The SDT, together with the SMT, will be responsible for liaising with educators as well as regional/district/area offices to coordinate the provision of developmental programmes for educators (for Developmental Appraisal). The SDT must monitor the process of Developmental Appraisal (self-appraisal by the educator, mentoring and support by the educator's personal Development Support Group (DSG), must coordinate the observation of educators in practice and the appraisals for Performance Measurement and must keep the records of these processes. The SDT and SMT must also develop the school's own "School Improvement Plan" (SIP), incorporating strategic objectives of the Strategic Plan of the department and the Personal Growth Plans (PGPs) of individual educators (D4). The SIP must set

- The educator is compelled to **reflect critically** on his/her **own** performance and to set own targets and timeframes for improvement. The educator takes control of improvement and is able to identify priorities and monitor own progress.
- Evaluation, through self-evaluation, becomes an ongoing process which is more sustainable in the long term because fewer "outside" evaluations (involving other people) are required thereby reducing the investment of time and of human resources.
- The educator is able to make inputs when the observation (for evaluation purposes) takes place and this process becomes more participatory.
- The educator is able to measure progress and successes and build on these without becoming dependent on cyclical evaluations (recommendations for development and interventions that are also only cyclical).

E.3 Educators: Identification of the personal support group – Development Support Group (DSG)

After having completed a first self-evaluation and having reflected on strengths as well as areas in need of development, each educator needs to identify his/her own support group **within the school**. This **must** include the educator's immediate senior (Education Specialist/Head of Department/"Subject Head") and **one** other educator (peer) – selected by the educator - and who has the phase/Learning Area/Subject experience/expertise and is able to provide the necessary guidance and support. Each educator will therefore have a different DSG although some individuals (e.g. HoDs (Education Specialists)) will be involved in several DSGs (for different educators). Once educators have determined who their DSGs are, this information will have to be factored in to the broad planning (D3) of the SDT to ensure that there are no "clashes" with Education Specialists (HoDs) having to evaluate different teachers at the same time and to ensure a reasonable spread and pace of work for evaluators.

E.4 + 5 Educators: Observation of educator in practice

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

- To confirm (or otherwise) the educator's perception of his/her own performance as arrived at through the process of self-evaluation.

4. Where the educator is un- or underqualified or needs reskilling in order to teach a new subject/Learning Area (e.g. Technology), this information needs to feature in the WorkPlace Skills Plan (WSP) of the Department.

The educator's PGP (along with copies of the completed instruments) need to be sent to the Staff Development Team (SDT) of the school. This process needs to be completed by the end of March each year.

D.4 School: Development of School Improvement Plan (SIP)

(The development of a School Improvement Plan has already been referred to under "The Staff Development Team").

The Staff Development Team (SDT) must receive, from all the DSGs, the completed instruments (and agreed-upon ratings) as well as the Personal Growth Plans (PGPs) of each educator by the end of March each year. From this, and other information pertaining to school management and administration, they must compile the School Improvement Plan (SIP) which groups teachers (with similar developmental needs) together in order to identify specific programmes which are a priority for the school (and the educators in the school).

B.1 Regional/District/Area office: Advocacy and Training

The Regional/District/Area Officials must receive training, preferably before schools receive training. The advocacy will be the same as for schools but, clearly, since their responsibilities will be different, the training that these officials receive will have to focus on their role(s) in an integrated quality management system.

B.2 Regional/District/Area office: Broad Planning

Once the officials have received training and have an overview of what needs to be done, they can begin their broad planning of how they will manage the process.

B.3 Regional/District/Area Office: Development of an Improvement Plan

Once the Regional/District/Area office receives, from each school, a School Improvement Plan (in which each school highlights its specific developmental needs) by the end of March each year, the relevant Office must incorporate it in its own improvement plan for the Region/District/Area. In this plan, schools that have identified similar needs and/or similar aspects in need of development can be "clustered" together for the purposes of providing INSET and other programmes. Coordination of different programmes, which can run concurrently in different areas, and the optimal deployment of officials (Education Support Services and/or management officials) should be included in these plans.

B.4 Regional/District/Area Office: INSET and other programmes



been addressed. Through their schools, educators would have participated in these opportunities. Areas in need of development which were identified in the first term will have been addressed: perhaps not fully, but enough to enable educators to make sufficient progress in order to be able to qualify for pay-progression.

For pay or grade progression purposes, it will be necessary to carry out a **summative evaluation** at the end of the year – using **exactly the same instrument** that has been used for the self-evaluation, the baseline evaluation and all subsequent self-evaluations during the year. The DSG will have been involved in mentoring and supporting the educator during the year in addition to assisting with the development of the PGP. The DSG should therefore have a clear idea of the progress that the educator has made. The summative evaluation, or Performance Measurement, is the validation/verification of earlier evaluations. This must be done by the educator's DSG. The pre-evaluation discussion (and completion of the pre-evaluation form will be used to determine what contextual factors (if any) have impacted negatively on the progress that was expected; for example, a Regional/District/Area office that was unable to provide appropriate INSET. These observations/evaluations **must** take place between the end of September and end of November.

E.12 Educator: Feedback and Discussion

The DSG must discuss their evaluation with the educator and must provide feedback. Differences (if any) need to be resolved. The completed instrument and report must be submitted to the Staff Development Team (SDT).

D.9 School: Record and Report

The SDT must keep all these records and, from them, compile a report (for WSE purposes) on progress that has been made in the school during the year.

The SDT and principal should complete the necessary documentation for submission to the Provincial Department (those teachers that meet the requirements for pay progression).

B.8 + 9 Regional/District/Area Offices: Receive Reports from Schools

Reports, reflecting the progress made in the schools, must be submitted to the Regional/District/Area office by the time that schools close. These reports should include recommendations in respect of how the Regional/District/Area office can improve on the delivery of developmental INSET and other programmes.

Regional/District/Area offices should evaluate their own performance against their Improvement Plan in order to improve on this performance in the following year.

All reports received from schools (including the Composite Form: Annexure C) are retained at the Regional/District/Area office and must be made available to the external Whole School Evaluation teams.

12.4.4 SECOND AND SUBSEQUENT YEARS OF IMPLEMENTATION



- External WSE enables the Provincial Education Departments and the National Department to measure and evaluate the performance of schools in order to make judgements about the level of functioning of individual schools as well as schools as part of the **public education system**. In addition to measuring performance, the approach for WSE (external) is developmental and the evaluation should include highlighting strengths as well as specific areas in need of further development for each school that is evaluated.
- The self-evaluations done by schools in the ongoing process of internal WSE and the measuring of progress against the targets for improvement that the school sets itself (in the School Improvement Plans) are evidence of progress that must be taken into account for the external evaluation.
- Schools will use the same instrument for the internal Whole School Evaluations (linked to and informed by the process Developmental Appraisal and Performance Measurement) and the external WSE, which includes the evaluation of a **sample** of educators.
- The external a WSE Team, including supervisors appointed by the provincial departments for this purpose, will carry out WSE.
- Up to the time when the WSE team arrives at a school, the school should continue with the normal DA, PM and internal WSE processes. The normal ongoing processes are "interrupted" by external WSE for a limited time only.

A.1 Whole School Evaluation Team: Making Arrangements, Setting the Dates

The external WSE can take place at any time in the year as the WSE team will be evaluating different schools almost every week. The external WSE team will, in most instances, be able to complete their work within a working week. Their time at a school is therefore very limited. Schools are unlikely to be informed of the intended external WSE at the **beginning** of the school year. However, the WSE Team leader must inform the Regional/District/Area Office of the intended evaluation and Regional/District/Area officials must inform schools at least **four working weeks** in advance of the dates for the external WSE.

B.14 Regional/District/Area office: Coordination of External WSE

The Regional/District/Area office coordinates the external WSE in a school and must inform the school in good time (4 weeks) and must provide the school with a list of documents, records and reports that must be made available.

D.13 School: Coordination and Managing the external WSE

The principal and SDT must inform educators, parents, learners about the external WSE that will be taking place. The school must make all the documents that have

D.15 + 16 School: Discussion, Feedback and Report

The WSE report, including the evaluations of the sample of educators, must be discussed with the school (principal, SMT and SDT). The report should include recommendations for further development. Any differences need to be resolved before the report can be accepted as being final. The school then receives the final report which is kept as part of its quality management records.

B.16 Regional/District/Area office: Report Received

A copy of the report is made available to the Regional/District/Area office and discussed with them. Support and provision of appropriate INSET and other programmes (in respect of recommendations made in the report for further development needed by the school) must be highlighted.

A.3 WSE Team: Final Report

The WSE Team must submit its final report to the relevant directorate(s) in the provincial department as well as the Chief Directorate: Quality Assurance at the National Department of Education.

B.17	Regional/District/Area office	} Normal Quality Management processes continue after the external WSE has been completed.
C.17	School	
E.18	Educator	



Performance Standard: 6. HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT

Expectation: The educator engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school

Question: Does the educator create and maintain sound human relations with colleagues and learners?

CRITERIA: (a) Learner needs; (b) Human Relations Skills; (c) Interaction; (d) Co-operation

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
1	Unacceptable			
(a)	<ul style="list-style-type: none"> The educator is insensitive to learner needs. 			
(b)	<ul style="list-style-type: none"> No evidence of human relation skills in communicating with learners, staff and parents. 			
(c)	<ul style="list-style-type: none"> Interacts inappropriately with learners, staff and parents. 			
(d)	<ul style="list-style-type: none"> Lacks tact and courtesy and is not co-operative. 			
2	Satisfies minimum expectations			
(a)	<ul style="list-style-type: none"> Some evidence of the educator being sensitive to learner needs. 			
(b)	<ul style="list-style-type: none"> Some evidence of positive relationships with individuals. 			
(c)	<ul style="list-style-type: none"> Interacts appropriately with individuals. 			
(d)	<ul style="list-style-type: none"> Cooperates with learners, staff and parents. 			

[Handwritten signatures and initials]

12. THE INSTRUMENT

The instrument is in two parts. One part (made up of 4 Performance Standards) is for **observation of educators in practice** and the other part (made up of 8 Performance Standards) is related to aspects for evaluation that fall **outside of the classroom**.

12.1. THE LESSON OBSERVATION INSTRUMENT

This part of the instrument is designed for observation of educators in practice for Developmental Appraisal, Performance Measurement and Whole School-Evaluation (external).

12.1.1 This part of the instrument consists of four Performance Standards:

1. The creation of a positive learning environment
2. Knowledge of curriculum and learning programmes
3. Lesson planning, preparation and presentation
4. Learner assessment

12.1.2 Each of the Performance Standards asks a question:

- Does the educator create a suitable environment for teaching and learning?
- Does the educator demonstrate adequate knowledge of the learning area and does s/he use this knowledge effectively to create meaningful experiences for learners?
- Is lesson planning clear, logical and sequential, and is there evidence that individual lessons fit into a broader learning programme?
- Is assessment used to promote teaching and learning?

12.1.3 Criteria

Each Performance Standard includes a number of Criteria. For each of these criteria there are four descriptors which are derived from the four point rating scale.

12.3 RATING SCALE

- **Rating 1: Unacceptable.** This level of performance does not meet minimum expectations and requires urgent interventions and support.
- **Rating 2: Satisfies minimum expectations.** This level of performance is acceptable and is in line with minimum expectations, but development and support are still required.
- **Rating 3: Good.** Performance is good and meets expectations, but some areas are still in need of development and support.
- **Rating 4: Outstanding.** Performance is outstanding and exceeds expectations. Although performance is excellent, continuous self-development and improvement are advised.

12.4 APPLICATION OF PERFORMANCE STANDARDS

- Standards 1 to 7 apply to all Level 1 educators.
- Standards 1 to 10 are applicable to HoDs (Education Specialists).
- Standards 1 to 12 are applicable to Deputy Principals and Principals.

12.5 A GUIDE ON HOW TO USE THE INSTRUMENT

- The Performance Standard appears at the top of the instrument and is followed by a broad statement of what the expectation is.
- The question to be answered from the observation is given.
- Each performance Standard consists of a number of criteria each of which is described by 4 performance level descriptors or performance indicators. The criteria are labelled (a), (b), (c), etc. and these labels correspond to the performance descriptors/indicators which are also labeled (a), (b), (c), etc. Whilst all the criteria are grouped together under each level of performance (e.g. Performance Level 1: (a), (b), (c), etc.) to provide an overall picture of that particular level of performance, **progression** (in terms of each of the criteria) is described by, for example 1(a), 2(a), 3(a) and 4(a) or, for criterion (b), by 1(b), 2(b), 3(b) and 4(b). Please note that educators can be scored differently for each of the criteria under a Performance Standard, for example, for PS1 an educator might be scored 2 for (a), 4 for (b), 3 for (c) and 1 for (d).



12.6.2 For Performance Measurement

For purposes of pay or grade progression **total scores** must be **calculated**. The **final score** (total) is used to arrive at an overall rating. The rating can be adjusted upwards taking contextual factors into account such as the lack of opportunities for development, lack of INSET provided by the District/Local Departmental office or lack of support and mentoring within the school. A scoring sheet is attached at the end of the instrument (annexure A) to be used for this purpose. The completed score sheet should be submitted to Persal for data-capturing after the summative evaluation at the end of the year. In order to qualify for salary progression and grade progression respectively the following minimum scores must be attained.

	<u>Salary progression</u>	<u>Grade progression</u>
Post level 1 educators: (Teachers and Senior Teachers)	56	78
Post level 2 educators: (Education Specialists)	84	118
Post level 3 and 4 educators: (Principals and Deputy Principals)	104	146

12.6.3 For Whole School Evaluation

For the purposes of Whole School Evaluation (WSE) (both internal and external) it is **not** necessary to make judgments about the performance of individual educators. The names of educators therefore do not need to be recorded, especially for external WSE. It will be necessary to evaluate the **school's** overall performance in respect of each of the **Performance Standards** in order to enable the **school** to plan for appropriate programmes that will ensure improvement in those areas that are identified.



14. PRE-EVALUATION PROFILE CHECKLIST

The pre-evaluation profile checklist should be used for establishing the profile of any person who is being evaluated. The questions should be used as a framework for a professional discussion between the evaluator and the evaluatee. A record must be kept of the answers provided.

In arriving at a final assessment, the evidence that the evaluatee provides in answering these questions as well as the information obtained from the application of the rating instrument may be used to effect an **upward adjustment** of the Performance Measurement score.

Wherever appropriate additional documentary evidence should be provided.

14.1 *The following should be used for level 1 educators only:*

- Have you been appraised for Developmental purposes?
- Do you have a projected Personal Growth Plan (PGP) and to what extent have you achieved its objectives?
- Have you received any assistance from your Development Support Group (DSG)?
- To what extent have you managed to acquire new knowledge and additional skills to address your professional needs?
- Do you stay informed regarding policies and regulations applicable to your position?
- Do you receive support from your colleagues, school managers, governing body, the Staff Development Team (SDT) and departmental officials?
- Do you share information with colleagues?
- Is there anything you need that could help you develop and become more effective?
- How do you contribute to extra-curricular activities at the school?
- Do you participate in professional activities, e.g. conduct workshops, attend INSET courses, seminars, union programmes, etc.?
- What type of community activities are you involved in?
- What role do you play in formulating and implementing the school's policies?
- Are there any other matters you would like to bring to the attention of the supervisor before you are observed in practice?



Performance Standard: 1. CREATION OF A POSITIVE LEARNING ENVIRONMENT

Expectation: The educator creates a positive learning environment that enables the learners to participate actively and to achieve success in the learning process

Question: Does the educator create a suitable environment and climate for learning and teaching?

CRITERIA: (a) Learning Space; (b) Learner Involvement; (c) Discipline; (d) Diversity

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
1	Unacceptable			
(a)	<ul style="list-style-type: none"> No effort to create a learning space that is conducive to teaching and learning; organisation of learning space hampers teaching and learning. 			
(b)	<ul style="list-style-type: none"> Educator and learners appear uninterested. 			
(c)	<ul style="list-style-type: none"> No discipline and much time is wasted. Learners do not accept discipline or discipline is experienced by learners as humiliating. 			
(d)	<ul style="list-style-type: none"> Educator is insensitive to racial, cultural and/or gender diversity; does not respect dignity of individual learners or groups of learners. 			
2	Satisfies minimum expectations			
(a)	<ul style="list-style-type: none"> There is evidence of an attempt at creating and organising a suitable learning environment, which enables individual and/or group learning. 			
(b)	<ul style="list-style-type: none"> Learners are engaged in appropriate activities for most of the lesson. 			
(c)	<ul style="list-style-type: none"> Learners are disciplined and learning is not interrupted unnecessarily. 			
(d)	<ul style="list-style-type: none"> Learning environment is free of obvious discrimination 			

Performance Standard: 2. KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES

Expectation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.

Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?

CRITERIA: (a) Knowledge of learning area, (b) skills, (c) goal setting, (d) involvement in learning programmes

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
1	Unacceptable			
(a)	<ul style="list-style-type: none"> Educator conveys inaccurate and limited knowledge of learning area. 			
(b)	<ul style="list-style-type: none"> No skill in creating enjoyable learning experiences for learners. 			
(c)	<ul style="list-style-type: none"> Little or no evidence of goal-setting to achieve curriculum outcomes. 			
(d)	<ul style="list-style-type: none"> Makes no attempt to interpret the learning programmes for the benefit of learners. 			
2	Satisfies minimum expectations			
(a)	<ul style="list-style-type: none"> Educator's knowledge is adequate but not comprehensive. 			
(b)	<ul style="list-style-type: none"> Has some skill in engaging learners and relating the learning programme to learners' needs. 			
(c)	<ul style="list-style-type: none"> Evidence of some goal setting to achieve curriculum outcomes. 			
(d)	<ul style="list-style-type: none"> Makes some attempt to interpret the learning programmes for the benefit of learners. 			

Performance Standard: 3. LESSON PLANNING PREPARATION AND PRESENTATION (Note: "Evidence of planning: does not imply that there must be written lesson plans. However it must be clear that the lesson has been planned)

Expectation: The educator demonstrates competence in planning preparation, presentation and management of learning programmes.

Question: Is lesson planning clear, logical and sequential and is there evidence that individual lessons fit into a broader learning programme?

CRITERIA: (a) Planning (b) Presentation, (c) Recording, (d) Management of Learning Programmes

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
1	Unacceptable			
(a)	<ul style="list-style-type: none"> Little or no evidence of lesson planning. 			
(b)	<ul style="list-style-type: none"> Lesson not presented clearly. 			
(c)	<ul style="list-style-type: none"> No records are kept. 			
(d)	<ul style="list-style-type: none"> Learners not involved in lessons in a way that supports their needs and the development of their skills and knowledge. 			
2	Satisfies minimum expectations			
(a)	<ul style="list-style-type: none"> Lesson planning not fully on a professional standard. 			
(b)	<ul style="list-style-type: none"> Lessons are structured and relatively clearly presented. 			
(c)	<ul style="list-style-type: none"> Evidence of essential records of planning and learner progress is available. 			
(d)	<ul style="list-style-type: none"> Evidence of some learner involvement in lessons in a way that it supports their needs and the development of their skills and knowledge. 			

Performance Standard: 5. PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL BODIES

Expectation: The educator engages in professional development activities which is demonstrated in his willingness to acquire new knowledge and additional skills

Question: Does the educator participate in professional growth activities?

Criteria: (a) Participation in professional development; (b) Participation in professional bodies; (c) Knowledge of education issues; (d) Attitude to professional development

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
1	Unacceptable			
(a)	• Little or no evidence of professional development			
(b)	• Makes no attempt to participate in professional bodies			
(c)	• Displays no, or superficial, knowledge on educational issues			
(d)	• Exhibits negative attitude towards development, seminars, etc			
2	Satisfies minimum expectations			
(a)	• There is evidence of some attempt to develop oneself professionally			
(b)	• Evidence of some participation in professional bodies, e.g. trade union, learning area association, etc			
(c)	• Shows some knowledge of educational issues			
(d)	• Seeks further professional development			