

**AN EXPLORATION OF STAFF DEVELOPMENT TEAM'S PROMOTION OF
QUALITY EDUCATION WITHIN THE CONTEXT OF INTEGRATED QUALITY
MANAGEMENT SYSTEM**

by

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DECLARATION

I, Enock Bhekokwakhe Mtshali, declare that:

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Mr Siphiwe Eric Mthiyane

Signed_____Date_____

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ABSTRACT

The purpose of this study was to explore the Staff Development Team's (SDT) promotion of quality education within the context of Integrated Quality Management System. The study explored aspects that the SDT does to promote quality education, processes by which the SDT engages itself in to promote quality education and the reasons why the SDT promotes quality education. Provision of quality education in South Africa passed different stages that eventually culminated in Integrated Quality Management System being gazetted in 2003. With this instrument in place, the Department of Education (DoE) hoped schools, in particular and the Education Department in general, would perform well. Mixed responses from the respondents reflected that there are numerous factors that hamper the implementation of IQMS. These factors range from inadequate training of teachers for IQMS, scanty meetings in which discussions about IQMS are held, lack of involvement of all teachers in the school on issues related to IQMS, implementation of many quality education improvement strategies by the DoE within a short period of time and fear by teachers of being evaluated.

The main findings showed that there is a dire need for teachers to be retrained on IQMS and frequent holding of IQMS related meetings. The main findings also revealed that the monetary component of IQMS, namely, pay progression, is a cause for concern in that it compels teachers to be dishonest in evaluating one another. This suggests that if IQMS is to be successful, the pay progression component should be divorced from it (IQMS). The study recommends that there should be regular meeting for IQMS at school so as to bring every teacher on board about IQMS. The study further recommends that although it is good to learn from other countries, but the context should be taken into consideration if a new strategy has been copied from other countries because what is good for one country may not be good for another country. Finally, the study recommends that while counter opinions always exist when a new initiative is being implemented, steadfastness should be upheld and adherence to the policy will ensure the realisation of its (policy) intended aim.

LIST OF ABBREVIATIONS

SDT:	Staff Development Team
IQMS:	Integrated Quality Management System
DoE:	Department of Education
UKZN:	University of KwaZulu Natal
KZN:	KwaZulu Natal
SMT:	School Management Team
ANA:	Annual National Assessment
NSC:	National Senior Certificate
ELRC:	Education Labour Relation Council
DSG:	Development Support Group
GET:	General Education and Training
OFSTED:	Office for Standards in Education
CV:	Curriculum Vitae
DA:	Developmental Appraisal
PM:	Performance Measurement
WSE:	Whole School Evaluation
CPDP:	Continuous Professional Development Program
PPP:	Public Private Partnership
UNESCO:	United Nations Educational, Scientific and Cultural Organization
LEA:	Local Education Authority
SAS:	Student Achievement Score
SASA:	South African Schools Act
SIP:	School Improvement Plan
MBO:	Management by Objectives
PGP:	Personal Growth Plan
INSET:	In- service Training
SSE:	School Self Evaluation
RNCS:	Revised National Curriculum Statement
NCS:	National Curriculum Statement
OBE:	Outcomes Based Education

TABLE OF CONTENTS

CHAPTER ONE

Page No.

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 Introduction	1-2
1.2 The nature of the problem	2
1.3 The focus and purpose of the study	2-8
1.4 Research aims and questions	9
1.5 Definition of terms	9
1.5.1 School Management Team	9
1.5.2 Staff Development Team	9
1.5.3 Development Support Group	9-10
1.5.4 Integrated Quality Management System	10
1.6 Significance of the study	10
1.7 Research design and methodology	11
1.7.1 Methodological Approach	11
1.7.2 Sampling	11
1.7.3 Methods and techniques	11
1.7.4 Data analysis	12
1.7.5 Ethical issues	12

1.8 Assumption of the study	12
1.9 Limitation of the study	12
1.10 Organisation of the study	13
1.11 Summary	13

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction	14
2.2 Perceptions on the provision of quality education	14-17
2.2.1 Reasons for evaluation	17-18
2.2.2 Principles for undertaking school evaluation	18
2.2.3 Challenges to evaluation	18-19
2.2.4 Accountability and international education reform	19-20
2.2.5 School inspection and school self evaluation	20
2.2.6 Education performance tables	20-21
2.2.7 School evaluation in Australia	21-22
2.2.7.1 The compilation of a school report	22
2.2.7.2 The visiting committee	23
2.2.8 Managing the performance of staff in Wales	23-25
2.2.9 Continental accountability and reform in education	25
2.2.9.1 Teacher appraisal in Namibia	25
2.2.9.2 Teacher appraisal in Nigeria	25-26

2.2.9.3 Teacher appraisal in Botswana secondary schools	26-27
2.3 Accountability and education reform in South Africa	27-28
2.3.1 The need for educator development	28
2.3.2 Accountability and education reform nationally	28
2.3.3 Forms of teacher appraisal	28
2.3.4 Assumptions of IQMS	29
2.4 Theoretical and conceptual framework of the study	29
2.4.1 Evaluation theory	29-32
2.5 Chapter summary	32

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction	33
3.2 Research design and methodology	33
3.3 Research paradigms	33-34
3.3.1 Positivist paradigm/ post- positivism paradigm	34-35
3.3.2 Critical theory/ advocacy/ participatory/ emancipatory/ transformative paradigm	35
3.3.3 Pragmatism paradigm	35
3.3.4 Interpretivist paradigm/ constructivism	35-36
3.4 Case Study Approach	36-37

3.5 Sampling	37-38
3.5.1 Purposeful sampling	38
3.6 Triangulation	38
3.7 Methods of data collection	38
3.7.1 Observation	39
3.7.2 Interviews	39
3.7.3 Questionnaires	40
3.7.4 Documents Reviews	40-41
3.8 Data analysis	41
3.9 Issues of quality in research	41
3.9.1 Validity	41-42
3.9.2 Reliability	42
3.10 Design limitations	42
3.11 Ethical issues	42-43
3.12 Chapter summary	43

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction	44
4.2 Pilot study	44-45
4.3 Data presentation and discussion	45

4.3.1 The promotion of quality education by the SDT	45-46
4.3.2 Training on the IQMS process	46-48
4.3.3 Processes involved in the promotion of quality education	48-49
4.3.4 Procedures and processes of IQMS	49-50
4.3.5 Role of SDT in promoting quality education	50-51
4.3.5.1 Instrumental bureaucratic model	52
4.3.5.2 Intrinsic, democratic, professional model	52-55
4.3.6 The value of IQMS as an evaluation tool	55-56
4.4 Ways in which the SDT promote quality education within the context of IQMS	56-65
4.5 Reasons for the SDT to work with SMT to promote quality education	65-66
4.6 Chapter summary	66

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	67
5.2 Summary	67-68
5.3 Conclusions	68-70
5.4 Recommendations	70-71
5.5 Chapter summary	71
References	72-78

APPENDICES

APPENDIX -A: Letter to the KZN Department of Education requesting permission to conduct research	79-80
APPENDIX –B: Letter to the principal requesting permission to conduct research	81-83
APPENDIX-C: Letter to the participant/participant requesting him/her to participate in the research	84-86
APPENDIX- D: Letter of approval to conduct research from Humanities & Social Sciences Research Ethics Committee, University of KwaZulu- Natal	87
APPENDIX- E: Letter of approval to conduct research from HOD, Department of Education	88-90
APPENDIX- F: Research instruments schedules:	91
• Interview schedule	91-92
• Observation schedule	93
• Questionnaire schedule	94-95
• Documents review schedule	96-97

Chapter One

Background and orientation to the study

1.1 Introduction

In recent years there had been complaints about consistently poor academic results, especially in matriculation examination and recently in the Annual National Assessment (ANA) results in the lower section of our education system (Department of Education, 2008). The problem cuts across all levels of education from primary to secondary schools (2009 NSC results). Countless initiatives, including IQMS have been introduced to schools by the Department of Education to improve quality education, but little has been achieved with regard to the quality of results. According to Education Labour Relations Council (ELRC), Resolution 8 of 2003, Department of Education (2003), the main purposes of IQMS are to determine competence, assess strengths and areas for development, provide support and opportunities for development to assure growth, promote accountability and monitor an institution's overall effectiveness.

In practice, these aims are hardly achieved by most schools despite the availability of structures like SDT's, Developmental Support Groups (DSG's) and School Management Teams (SMT's). It seems that theory does not always translate well into practice if one looks at the high number of under performing schools in South Africa. The annual matriculation results leave a lot to be desired, for example, the KwaZulu-Natal Department of Education Matriculation pass rate for 2008 was 57%. In 2009, the matriculation pass percentage rose to 61% (2009 NSC results). Although there was slight improvement of 4% from 2008 to 2009, this is too minimal. Indications are that matriculation results years to come are going to be even worse looking at the current on-going industrial action involving teachers. The general low performance of learners at different exit points, namely, grades three, six and nine, in the General Education and Training (GET) band is also a serious cause for concern for the Department of Education. This concurs with De Clercq's (2008) argument that teacher performance in South African schools remains low and contributes significantly to the poor learners results. It is for this reason that my interest is triggered into undertaking a study about the SDT's promotion of quality education in schools. The reason why I chose SDT's is twofold. Firstly, the SDT is the legal structure and overseer of

the overall implementation of IQMS (Weber, 2002). Secondly, the findings from this study could assist in improving quality education in schools. It could also assist the SDT's and teachers in knowing what is it that they could do, to improve quality of education in their respective schools.

1.2 The nature of the problem

Although a number of initiatives have been introduced, a significant number of schools seem to be struggling to improve learner performance (De Clercq, 2008). The study then seeks to explore the Staff Development Team's (SDT's) promotion of quality education within the context of Integrated Quality Management System (IQMS). This will involve using instruments like interviews, observations, questionnaires and document analysis to elicit information on the promotion of quality education.

1.3 The focus and purpose of the study

The purpose and focus of this study was to explore the role of the SDT in promoting quality education in schools. Provision of quality education is one of the mandates every country should strive for (Department of Education, 2008). South Africa in particular is no exception. Since South Africa is part of the countries of the world, it draws most of its education provision initiatives from what other countries do. Malik (2007) maintains that education is an essential pre-requisite and basic building block for social capital formation. This is why both developing and developed countries invest more on maintaining quality education through implementing performance management at all times.

Bush and Middlewood (2005) define performance as the extent to which individuals carry out the responsibilities assigned to them. The question of how performance is to be measured brings into picture the concept of performance evaluation. Kelly (2004) defines evaluation in education as a process by which we attempt to gauge the value and effectiveness of any particular piece of educational activity. Marsh (1997) defines evaluation as a process of collecting and communicating information and evidence for the purpose of informing judgement and ascribing value to a particular programme. Guskey (2000) further describes evaluation as the systematic investigation of merit or worth, where the word systematic implies focused, thoughtful and

intentional process. Investigation refers to the collection and analysis of pertinent information through appropriate methods and techniques.

Despite challenges of carrying out evaluation, there are many advantages of evaluation (Anderson, 2010). These include: firstly, the fact that evaluation provides focus. This means that it clarifies what the objectives of an activity are and directs one to those objectives; secondly, evaluation results may facilitate support. This means that clients can have increased confidence in an effort and would be more likely to support it, thirdly, results provide feedback for change. This means that evaluation can uncover barriers to change and results can expose future possibilities for improvement. Ultimately evaluation of performance enhances accountability. Monyatsi (2003) argues that accountability is based on the following underlying principles. These are: firstly, that, schools should be held accountable for higher standards of performance; secondly, schools should be provided with assistance to build their capacities for delivering improved education; finally, schools must increase the quality and quantity of their performance outcomes, especially students' achievement.

In England and Wales (Bush and Middlewood, 2005), performance in schools is subject to evaluation by the Office for Standards in Education (Ofsted). Teacher performance is evaluated by means of the quality of teaching provided and its influence on the quality of learning and on pupil achievement. Barber and Mourshed (2007) argue that some schools succeed in the provision of quality education while others do not. These scholars argue further that areas such as Singapore, Finland, Boston, England, Japan and Chicago have successful education systems which suggest that their performance management system are also successful. It is therefore fitting to find out what is it that each of these areas is doing which makes their evaluation systems successful. The study reveals that the reason for the success of education in these areas lies in the fact that the school system for these areas consistently does three things well: firstly, they get the right people to become teachers. This implies that the quality of an education system cannot exceed the quality of its teachers; secondly, they develop these people into effective instructors. This suggests that the only way to improve outcomes is to improve instruction and thirdly, they put in place systems and targeted support to ensure that every child is able to benefit

from excellent instruction. This implies that the only way for the system to reach the highest level of performance is to raise the standard for every student (Barber and Mourshed, 2007).

The top-performing education systems of these countries constantly attract more capable people to join the education profession which leads to better student results. They do this by making entry into the education profession highly selective, where they develop effective processes for selecting only appropriate applicants to become teachers. They also pay good starting remunerations to teachers. Getting these essentials right, elevate the status of the profession thereby enabling it to attract better quality candidates (Barber and Mourshed, 2007).

In Singapore for instance, teacher selection follows the following routes: firstly, the candidate's curriculum vitae (CV) is screened through checking for minimum qualifications. It is expected here that the candidate should have completed relevant school and university education.

Applicants must demonstrate evidence of interest in children and education; secondly, candidates are subjected to assessment tests. In this case it is expected that candidates must display a high level of literacy. Evidence shows that teachers' literacy affect achievement more than any other measurable variable (Barber and Moushed, 2007); thirdly, candidates are subjected to interviews conducted by a panel of three headmasters. Here, checking is being made about the candidate's attitude, aptitude and personality. These may include practical tests or activities; fourthly, monitoring is done during the initial years of the teacher-trainee. Even at this stage, teachers' aptitude, attitude and personality are scrutinised. A small number of candidates who do not demonstrate the expected standards are eliminated from the course. Of interest here is that one out of six applicants is accepted to become a teacher (Barber and Moushed, 2007).

In Finland, according to Barber and Mourshed (2007), there are five categories for teacher selection. These are national screening, assessment tests, interviews, group work and recruitment by schools. National screening involves checking for strong intrinsic characteristics such as numerical skills, literacy and problem solving. Assessment tests are aimed at checking overall academic ability and literacy. Tests assess the ability to process information, reason critically and analyse information. Interviews are aimed at checking applicant's suitability for teaching by looking for motivation to teach, motivation to learn, communication skills and emotional intelligence. Group work also checks suitability for teaching using group exercises and teaching

demonstrations. On completion of their teacher training, candidates are recruited by individual schools. Surprisingly, only one out of ten applicants is accepted to become a teacher (Barber and Mourshed 2007).

The study conducted by Barber and Mourshed (2007), reveals that successful education systems ensure that they develop teachers in such a way that they become effective instructors. This is done by building practical skills during teachers' initial training. In Boston for example, trainees spend four days per week in a school doing practice teaching. In England, two thirds of the time on one year teacher training courses is set aside for teaching practice. In Japan, teachers spend up to two days a week in one-on-one coaching in their classrooms during their first year of training. Effective instructors are also made through placing coaches in schools to support teachers. This means that expert teachers are sent into the classroom to observe and provide one -on -one coaching in terms of feedback, modelling better instruction and in helping teachers to reflect upon their own practice. In England, teachers with the track record of excellent instruction are given reduced teaching loads in order to allow them to spend more time coaching their colleagues. Effective instructors are developed through enabling teachers to learn from one another. In Japan and Finland teachers work together, plan their lessons jointly, observe one another's lesson and help one another improve. In these countries a culture is created where collaborative planning, reflection on instruction and peer coaching are the norm and constant feature of school life (Barber and Mourshed, 2007).

Apart from developing effective instructors, countries with top performing education systems put in place processes which are designed to ensure that every child is able to benefit from this increased capacity. These systems set high expectations for what each and every child should achieve and then monitor performance against the expectations, intervening whenever they are not met. They create effective interventions at the level of the school, identifying schools that are not performing satisfactorily and intervening to raise standards of performance (Barber and Mourshed, 2007).

Countries with top performing education systems recognise that they cannot improve what they cannot measure (Barber and Mourshed, 2007). Monitoring therefore allows them to identify and

spread best practices, pinpoint areas of weakness and to hold schools accountable for their results. The mechanism for monitoring performance used by these countries includes examinations and school reviews. Examinations test what students know, understand and can do. Examinations also have a powerful effect in driving the performance of any school system. School reviews or inspections assess the performance of a school against a set of indicators. Unlike examinations, they measure both outcomes and the processes which drive them and as a result, can help schools and systems identify specific areas which are in need of improvement. School reviews also enable systems to measure some of the more subtle and complex desired outcomes of a school system, which are difficult or impossible to measure in examinations (Barber and Mourshed, 2007). In Hong Kong, a study conducted by Leung (2005), reveals that school self evaluation (SSE) is very successful because this country adhered to the following: Firstly, the country has clear implementation strategies. Secondly, there are constant revisions reviews and changes in strategies. Thirdly, SMT ensures that leadership is distributed among all teachers within the school. Fourthly, there is a strong belief in talents of single individual at the school.

In Botswana, similar to South Africa, an instrument equivalent to IQMS is Teacher Appraisal. Its aim is to improve quality of education in Botswana through assessing teachers (Monyatsi, 2003). According to Poster and Poster (1992), teacher appraisal in Botswana is an intervention aimed at benefiting both the individual and the school. This means that it helps harness the unique talents of individuals and co-ordinates their activities towards the achievement of the organisation's objectives.

According to Malik (2007), in Pakistan, unlike in Botswana and in South Africa, the provision of education is the responsibility of the state in partnership with the private sector. To ensure the provision of quality education in Pakistan a structure called Public Private Partnership (PPP) was established. The benefits of the PPP in promoting quality education for Pakistani people include sharing of resources, expertise and pooled wisdom through better coordination. Apart from the PPP structure, attention is also given to developing teachers so as to equip them with the necessary teaching skills. Malik (2007) argues that it is not possible to raise the standard of education without qualified, satisfied and competent teachers, hence the need to develop them.

Unlike in South Africa, where IQMS has three components, namely, Developmental Appraisal(DA), Performance Measurement(PM) and Whole School Evaluation(WSE), Pakistan has got an initiative called Continuous Professional Development Program (CPDP). According to Levin (1999), CPDP is aimed at empowering teachers with teaching and leadership skills. Similar to IQMS, where teachers are paid pay progression as an incentive for working hard, Pakistan on the other hand has a reward system where hard working teachers are given extra salaries. The PPP model according to UNESCO (2003), is successful in improving quality education in Pakistan.

Odhiambo (2003) argues that in Kenya, like most of the developing countries, reform efforts in education have mostly aimed at making education an effective vehicle for national development. Teacher appraisal in Kenya exists but it is unsystematic where teachers' performance is sometimes informally assessed by students. It is also the sole responsibility of the principal to formally assess teachers. Odhiambo (2003), argues that international research reveals that appropriate appraisal schemes have the potential to improve the professionalisation of teaching, effective management of schools and the quality of education provided for students.

According to Resolution 8 of 2003, IQMS was introduced in order to enhance and monitor performance of the education system in South Africa. The purposes of IQMS include, amongst others, monitoring of educator performance, providing support for continued growth, promotion of accountability and to evaluate educators for salary progression and rewards. Neerachand (2007) adds that IQMS is an integration of three quality assurance programmes, namely, Development Appraisal (DA), Whole School Evaluation (WSE) and Performance Measurement (PM). According to Resolution 8 of 2003, each of these programmes has a distinct focus and purpose. The purpose of WSE is to evaluate the overall effectiveness of a school. This includes the support provided by the District and school management, for example, infrastructure, resources as well as the quality of teaching and learning. The purpose of PM is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments, rewards and incentives. The purpose of DA is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness and to draw up programmes for individual development. According to Weber (2002), the structures required to implement

IQMS in schools are School Management Team (SMT), SDT and Development Support Group (DSG). The DSG is for every teacher and consists of his or her immediate superior as well a peer teacher. IQMS, is an evaluation instrument which evaluates the school internally and externally (Department of Education, 2002). Internal evaluation is when evaluation structures are established, self evaluation by individual teachers done, development of an instrument plan for lesson observation and lesson observation done by the DSG.

If one explores both international and national literature, one discovers that education is of utmost importance. One also discovers that the education of developed countries is mostly built on solid foundations in that their recruitment procedures are too stringent and rigorous compared to countries like South Africa, Botswana, Kenya or Pakistan. Malik (2007) asserts that education is an essential pre-requisite and basic building block for social capital. Although promotion of quality education in developing countries is emphasised through evaluating teachers and school, less is said about the role of parents and learners in promoting quality education. The inclusion of these role players in any initiative in education could provide new impetus to the provision of quality education in schools.

In countries with top performing education systems, it is apparent that for these countries to remain on top in the provision of quality education, they strictly apply tough procedures to recruit prospective teachers. At no time in these countries do they allow an unqualified or under qualified teacher in their education systems (Barber and Mourshed, 2007). Perhaps, if a developing country could copy what is done in the education systems of developed countries, their provision of quality education could also be elevated to the top. In South Africa this could be hard to realise because of the limited number of qualified teachers. The situation of shortage of properly qualified teachers was worsened by the phasing out of all teacher colleges of education after 1994 (National Education Policy Investigation, 1992). As a result of the role of SDT in the promotion of quality education in the school, this study aims to address the following aims and questions:

1.4 Research aims and questions

This research aims to explore the following:

- The role of SDT in promoting quality education.
- How the SDT promotes quality education in the school in the context of IQMS.
- Why the SDT feels there is a need to work with SMT in the promotion of quality education.

This research study involves three major questions, namely:

- What does the SDT do to promote quality education?
- How does the SDT promote quality education in the context of IQMS?
- Why is there a need for the SDT to work with the SMT to promote quality education?

1.5 Definition of terms

1.5.1 School Management Team (SMT)

The acronym SMT refers to School Management Team. The number of SMT members in a school depends on its size, for example, the bigger the enrolment of the school, the more the SMT members and *vice versa*. SMT consists of the Principal, Deputy Principal and HODs. SMT members are not elected but are employed in terms of the Employment of Educators Act to occupy senior positions in schools. The role of SMT members is to manage the school in partnership with the rest of the staff, role players and stake holders, (ELRC, 2003)

1.5.2 Staff Development Team (SDT)

The term SDT refers to Staff Development Team. It is a democratically elected structure elected only among teachers of a particular school. SDT consists of teachers who may not necessarily be members of the SMT. The role of SDT is to oversee the proper implementation of IQMS at school. The SDT should elect its secretary and the chairperson (ELRC, 2003).

1.5.3 Development Support Group (DSG)

The term DSG refers to Developmental Support Group. Every teacher in a school must choose his or her DSG. The DSG consists of the teacher's peer and his or her immediate superior, for example, a post level one teacher must choose a teacher who is in the same post level as his or

hers and an HOD. The role of the DSG is to develop and mentor the teacher with regard to his or her teaching activities. It is this support group which assesses that particular teacher for the purpose of developmental appraisal performance measurement which sometimes leads to salary progression (Department of Education, 2003).

1.5.4 Integrated Quality Management System (IQMS)

According to Education Labour Relation Council (2003), IQMS is an Integrated Quality Management System. It consists of three programmes, namely, Developmental Appraisal, Performance Measurement and Whole School Evaluation. Its aims, according to ELRC, Resolution No. 8 of 2003, are to determine competence, assess strengths and areas for development, to provide support and opportunities for development to assure continued growth, to promote accountability and to monitor the institution's overall performance.

1.6 Significance of the study

This study is significant as it will contribute to the improvement of teaching and learning in the chosen school, namely, Intathakusa Intermediate School (not real name). Quality of teaching and learning has always been a thorn in the flesh especially among the predominantly, so-called, black schools. The culture of teaching and learning in these schools is sometimes not up to the expected level. Teacher unions worsen the situation of poor teaching and learning by being at logger heads with the Department of Education in dispute of, among others, teachers' salaries. Although it is the constitutional right for teachers to go on strike if they feel that their demands are not met by the employer, but the person who bears the brunt in the process is the innocent learner. This alone may decrease the morale of teachers and exacerbate the problem of poor results in schools. The study will enhance understanding of the exact roles of SMT, SDT and DSG structures in the proper implementation of IQMS within the school. It will empower these structures with the necessary expertise to constantly assist teachers of the chosen school to improve the quality of learners' results.

It is then hoped that this study will boost the morale of teachers particularly of Intathakusa Intermediate School. Since schools network with one another in order to share skills with other schools experiencing similar challenges of poor performance.

1.7 Research design and methodology

A summary of the research methodology employed in this study is presented.

1.7.1 Methodological approach

This is a qualitative study utilizing a case study. It uses the qualitative approach with the intention of exploring the Staff development Team's promotion of quality education within the context of Integrated Quality Management System. According to Cohen, *et al.* (2007), the researcher must be clear with what he or she wants the data analysis to do as this will determine the kind of analysis that is undertaken. The approach in this study is then focusing on summarizing, raising issues, exploring, discovering commonalities, differences and similarities.

1.7.2 Sampling

According to Cohen, *et al.* (2007), the quality of a piece of research stands or fall only by the appropriateness of methodology and instrumentation, but also by the suitability of the sampling strategy that has been adopted. Sampling involves the making of decisions about the people, where events happen and the behaviour to observe. In this study, the researcher has employed purposeful sampling which is a feature of qualitative research. The sample comprised of all SMT members, all SDT members and all DSG members who are directly involved in the promotion of quality education within the context of Integrated Quality Management System. These respondents have been chosen for the purpose of eliciting information regarding the study.

1.7.3 Methods and techniques

The researcher chose the focus group interviews because they allowed easy interaction with the group of respondents (SMT, SDT and DSG's) rather than interacting with individual teachers which could be time consuming. The other instruments to be used are observations, questionnaires and documents review. The usage of more than one instrument in conducting this research is for the researcher to ensure that reliability of research results is obtained. The term reliability, according to Cohen, *et al.* (2007), refers to a measure of consistency over time and over similar samples.

1.7.4 Data a analysis

Data analysis involves organizing, account for and explaining the data. This means making sense of data in terms of participants' definition of the situation, noting patterns, themes, categories and regularities (Cohen, *et al.* 2007). The data gathered through interviews, observations, questionnaires and documents reviews will be reviewed, organised into themes and categories in order to get meaning and interpretations.

1.7.5 Ethical issues

Ethical practice will be adhered to through several steps as the researcher conducts this study. permission to conduct the study will be sought first, from the University of KwaZulu Natal (UKZN) and there after from the Department of Education officials at the Head Office in Pietermaritzburg. Permission will also be sought from the principal of the school in which the research will be conducted. Teachers will not be forced to participate in the research. Teachers who would be willing to participate in the research, will be ensured of anonymity and confidentiality. This is what Cohen, *et al.* (2007), call informed consent.

1.8 Assumption of the study

The study is based on the assumption that proper IQMS implementation could result in the effective teaching and learning in the school. The study further assumes that SDT, SMT and DSG should each play its role properly for the aim of IQMS to be realised.

1.9 Limitations of the study

The limitation of this study will be the fact that the research will involve only one school. This will cause the findings not to be generalisable to other schools. The other limitation would be the time factor, namely, the fact that the study will be carried out during the normal working hours when participants will be committed to their routine teaching activities. I, as a researcher, will also be constrained by time because I am also a full time teacher. This will compromise the duration of the completion of my study because the only days available for one to attend to ones private matters are too limited.

1.10 Organisation of the study

Chapter one concentrated on the reasons why the study is to be undertaken. It goes on to tackle the aims of the research as well as the questions which should eventually be answered by the study. This chapter then highlights assumptions under which the study is based. The limitations are acknowledged as the reasons that could impact negatively to the undertaking of the study. Chapter one concludes by defining terms such as SMT, SDT and DSG.

Chapter Two will involve literature review and theoretical framework where both international and national literature will be sought in order to add divergent views by different scholars about the study. It will be in this chapter where theories and concepts about the study will be revealed. In conclusion of chapter two, issues of paradigm will be attended to.

In Chapter Three, research methodology will be dealt with. It will also be in this chapter where, I, as a researcher I will position myself or take a stance in a particular paradigm, for example, paradigms like Interpretivism or Positivism. It will also be in this chapter where I will provide details about data collection and data analysis procedures.

In Chapter Four, it will be where data presentation and discussion will be presented.

Chapter Five will be the summary, conclusions and recommendations of the study.

1.11 Summary

This chapter has provided an introduction to the study, the purpose and rationale, a detailed background and motivation, the study focus, research aims, brief literature review, brief research design and methodology, limitation of the study and ethical issues. It concludes with the layout of the study. The next chapter reviews literature and theoretical framework that underpins this study.

Chapter Two

Literature review and theoretical framework

2.1 Introduction

The previous chapter provided an introduction to the study in which the plight of the Department of Basic Education in providing quality education to schools was illustrated. It proceeded to briefly outline the synopsis of numerous perceptions by various scholars on the issue of provision of quality education. Further, the aims and questions of the study were described. Definition of unfamiliar terms like IQMS, SMT, SDT and DSG were provided. The chapter concluded by outlining the organisation of the study. This chapter will further address detailed dynamics of quality education provisioning as perceived by both international and national scholars. It will also provide information about the theoretical underpinnings of the study.

2.2 Perceptions on the provision of quality education

For any programme to be successful, it needs to be evaluated (Guskey, 2002; Kelly, 2004). According to Sullivan and Zirkel (2000) there are three features of sound evaluation system for education personnel. Firstly, education authorities should articulate and communicate the purposes of evaluation to the staff. Secondly, the authorities should base evaluation on policies. Thirdly, officials should use systematic methods for evaluation. After identification of weaknesses on the part of the teacher, corrective and developmental measures should follow. This according to Scott (2001) is called appraisal. Appraisal according to Scott (2001) consists of five stages or phases. The first phase is conferencing. Conferencing provides an opportunity to discuss the lesson to be observed, the strategies to be employed, the learners in the class, the focus of the observation and any other concern. This is analogous to IQMS's pre-discussion meeting. Here the appraiser should be cognizant of any constraint, be it environmental, behavioural or instructional. Conferencing entails both pre and post observation discussion.

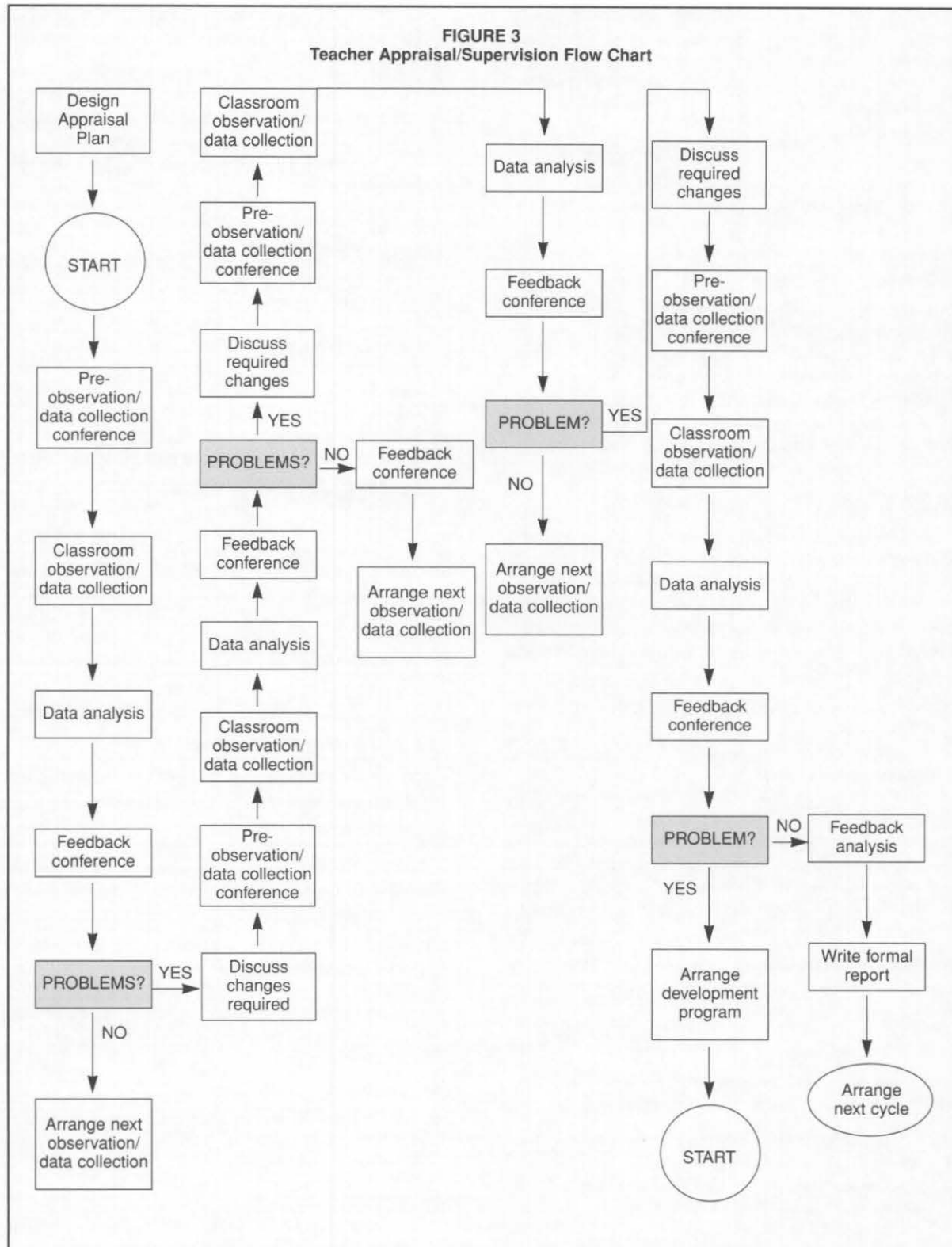
The second phase is observing and collecting data. This phase focuses not only on what occurs between pupils but also on what happens in the teacher's environment. In IQMS terms, this is called contextual factors. The third phase according to Scott (2001) is data analysis. During this phase it is when sense is being made of what was observed and recorded. All information

relating to teaching style and pupil learning, strengths and weaknesses and any specific aspect previously agreed upon will be the focus for the feedback to follow.

Scott (2001) mentions the fourth phase which is known as feedback. During this phase a discussion is done of the data and of the data analysis and an agreement about what follow-up will be done by each person. This phase is analogous to the IQMS's post evaluation discussion meeting where the DSG sits with the teacher and discusses its findings. Hunter (2003) argues that appraisal provides basis for staff development. Monyatsi, *et al.* (2006) claim that staff performance appraisal programmes can be made more effective if their purposes are clear. Among the purposes of staff appraisal as identified by Vanci-Osam and Askit (2000) are: firstly, identification of an individual's strengths and weaknesses; secondly, identification of problems which may be restricting and causing inefficient work practices and thirdly, development of a greater degree of consistency through regular feedback on performance and discussion about potential which encourages better performance from staff.

What follows is a suggested flow chart of an appraisal plan by Scot (2001).

Figure 1 (Scot, p. 25, 2001)



When one studies the above flow chart, one notices that it is a continuous cyclical process. This suggests that there is no time where the teacher should not be appraised. When the process ends, the first phase of the next process begins. Anderson (2008) enumerates both the reasons and the challenges for evaluation.

2.2.1 Reasons for evaluation

According to Anderson (2008) the following good reasons for evaluation could be cited:

First, evaluation provides support. This means that an evaluation forces the definition of the change objectives. Second, evaluation result may facilitate support. This means that clients can have increased confidence in Organizational Development (OD) was worthwhile and may be more likely to support such efforts in the future. Third, evaluation results provide feedback for change. This means that an evaluation facilitates planning for next steps and stages of organizational improvement and development. Fourth, the client and change agent grows. This means that evaluation helps the change agent to understand the aspects of the intervention strategy that did or did not work as anticipated. The change agent can learn from this experience and potentially correct it next time. Finally, Anderson (2008) concludes that evaluation may best be seen not as part of the ending of an engagement, but as a transition to a new beginning.

Rogers and Badham (2001) assert that evaluation in school originates from various quarters such as internally from within the school community, for example, teachers, parents and administrators or externally, for example, political mandates and from system level motivation.

Internal reasons of school evaluation include among others:

firstly, pressures from administrators, staff, or parents to improve the learning opportunities for students; secondly, it involves concerns by administrators about staff roles, interactions and achievements; thirdly, it includes pressures by administrators for schools to be identified more with community needs.

Rogers and Badham (2001) further mention the following external reasons for school evaluation: firstly, pressures from head office in an education system to have formal evaluation scheme, such as, new requirements in conditions of work schedules as negotiated between employers and unions; secondly, new examination and accreditation demands, for example, National

Curriculum requirements and vocational qualifications; thirdly, the falling rolls and school closure threats and fourthly, release of national assessment data.

2.2.2 Principles for undertaking school evaluation

Scriven (2001) argues that when establishing purposes of evaluation at school level, it must be realized that any teaching situation brings about some unintended outcomes, therefore any comprehensive evaluation study must provide for the collection of data on side effect and unintended learning. Scriven (2001) further stipulates some common principles applicable to evaluation. The first principle of evaluation is the fact that teachers and others should view evaluation as significant and worthwhile. The second major purpose of any evaluation is to achieve external school development and not to produce a formal report to satisfy accountability requirements. The third principle involves the fact that teachers are to be convinced that privacy in one's teaching, assessing and curriculum planning has to give ways to open discussion and public documentation.

The fourth principle involves groups of teachers to work on aspects of the evaluation so that they collectively analyse issues and produce solutions to problems. The fifth principle requires teachers to work on aspects of the evaluation so that the pace and momentum of evaluation can be maintained. The sixth principle has to do with demands made on time, money and skilled personnel to be realistic for a school. The seventh principle requires each stage of evaluation to be a review of progress made. The last principle according to Simons (2003) involves outside experts who should be brought in when needed to give advice.

2.2.3 Challenges to evaluation

According to Anderson (2008) the following are some of the largest barriers to evaluation: firstly, the taking of resources, this means that after a lengthy cycle of contracting, data gathering, planning and conducting interventions many practitioners and clients are unwilling to commit resources to evaluation. It takes the time of organizational members to gather and analyze data, to participate in interviews or to respond to a survey; secondly, the client may fear that the resources were dedicated to producing nothing, or possibly that the situation has even deteriorated. The change agent may fear negative feedback or the possibility of developing a

professional reputation for managing engagements that did not obtain desired results; thirdly, many clients and change agents would rather commit energy to producing change rather than evaluating it. Occasionally the change agent is the only party interested in the results and may have difficulty persuading the client to expend the necessary energy to gather data; fourthly, Anderson (2008) insists that the client or change agent may have accepted that the intervention worked, from past experience or reports from others and they may find no need to conduct an evaluation themselves.

2.2.4 Accountability and international education reform

Hoy and Miskel (2008) in England, place strong emphasis on putting accountability systems in place for monitoring performance and development of education in schools. They argue that accountability systems are augmented by aligning or coordinating school-level curricular and instructional materials. Accountability according to Hoy and Miskel (2008) is based on the following underlying principles: Schools should be held accountable for high standards of performance, schools should be provided with assistance to build their capacities for delivering improved education and that schools must increase the quality and quantity of their performance outcomes, especially student achievement.

Adams and Kirst (2002), describe six accountability models, namely, bureaucratic, legal, educational, political and moral. For the purpose of this study, focus will be on educational accountability. This system holds students, schools, and districts responsible for academic achievement. Accountability consists of standards which are a specific form of goal attainment. These standards detail what is expected. Outcome standards specify what students should know and be able to do. They are used to gauge students' achievement. This means that standards describe the knowledge, skills and other learning that schools should teach. Standards are assessed to monitor improvement trends, to find out whether interventions are influencing student performance positively. In New Zealand, according to Smith (2006) accountability goes with rewards, sanctions and interventions. This leg of most accountability systems is a scheme of consequences attached to performance outcomes. The belief of this component of accountability is that rewarding successful schools, educators and students will reinforce good performance and

enhance motivation. Conversely, penalizing those not meeting expectations will alter their behaviour and subsequently improve poor performance.

Hoy and Miskel (2008) assert that fixing incentives and punishment for educators to students' performance raises the issue of fairness because accountability systems generally are not designed to motivate students. They further argue that, because academic achievement is coproduced by teachers and students, teacher success depends on student effort in school and on tests. Ignoring students' consequences is unfair to teachers because teachers can be penalised if their students fail to exert the needed energy, yet few incentives exist to motivate to do well on tests.

2.2.5 School inspection and school self-evaluation

Plowright and Godfrey (2008), mention school inspection and self-evaluation as initiatives used by countries such as England and Belgium to sustain provision of quality education. These scholars argue that school inspection and self evaluation in these countries are aimed at raising standards to provide parents with information regarding their children's schooling. These initiatives are also aimed at raising standards of learner's achievement. In Belgium in particular school inspection and self-evaluation are done to protect quality of education. This has come about through increasing decentralisation and larger degree of devolved decision making power to school managers. According to Mcbeath (2005), the decentralisation of decision making powers to school managers brings the element of accountability. This is because self evaluation is a process of reflection on practice, made systematic and transparent with the aim of improving pupil performance, professional and organisational learning. This suggests that school managers should be able to account for the standard of performance of their institutions.

2.2.6 Education performance tables

According to Karsten, Visscher and De Jong (2001), in England and France strategies were developed called educational performance tables. These tables have been developed on the assumption that they will help to inform parental and pupil choice, school improvement and will make schools more accountable. These tables are performance indicators for making schools accountable for their performance. Goldstein and Spiegelhalter (2006), defines a performance

indicator as a statistic that is intended to reflect the quality of the performance of the institution, such as a school. These statistics may relate to various aspects of the institution such as inputs, processes and outcomes.

These tables rank schools based on raw data, that is, the percentages of pupils who pass the school-leaving at a certain level.

In England, for example, these tables were an important element in the Conservative governments' effort to create a 'market' in the education system. The government claimed that applying market theories and enhancing choice would encourage schools to perform better and be more responsive to their consumers, leading to more effective schools.

In France, according to Karsten, *et al.* (2001), the use of performance indicators was being fitted into the existing hierarchical administrative culture of governmental evaluation and accountability. The emphasis was on self-evaluation by the system and the school. In contrast with England the development of a national programme for monitoring educational standards in France is designed to collect detailed information which can be used by teachers, policy makers and educational administrators to monitor the strengths and weaknesses of educational provision at all levels. The tables currently used in both countries mainly contain data on examination results, in combination with some background information about the school, for example, the type of the school, curricula and pupil numbers.

2.2.7 School evaluation in Australia

According to Hebert (2003), school evaluation in Australia involves four stages. These stages are: Firstly, the preparation of a written statement of the school's purposes and objectives, formulated after lengthy discussion and consideration. Secondly, the compilation by the school family of a detailed school evaluation report in response to questions in the school evaluation manual. Thirdly, a four or five day visit to the school by eight to ten people, termed, the visiting committee. This committee validates the school's evaluation report and to see not only that what is written and what actually happens are one, but also that they are in harmony with the purposes and objectives of the school. The committee's commendations and recommendations form the basis of the visiting committee's report, which is forwarded to the school about three weeks after the visit. Fourthly, decision on the follow-up where the school considers the

recommendations in both reports and decides on those that will be implemented and those which will not. The decision as to the course of action to be followed is entirely in the hands of the school.

2.2.7.1 The compilation of a school report

The preparation of school evaluation report according to Hebert (2003), is the most important exercise in Australia. It takes anything from nine months to a year and involves people from all sections of the school community, for example, students, staff, former students, the governing body, the administration and the community at large. This means that education in Australia is everybody's business. Hebert (2003), outlines the contents of the school evaluation report as follows: firstly, the purpose and objectives of evaluation are made known so that every one becomes familiar with its intentions; secondly, description of methods and criteria for students' selection, statistical analysis of the student body, relationships between the school and its former students, relationship between parents and the school, relationship between the school and the community; thirdly, this section of evaluation report includes a description of criteria and methods for recruitment of staff, evaluation of overall staff performance and staff attitudes to in-service procedures. The fourth section of the report involves programmes. By programmes it means all the learning experiences of students while they are participating in school.

Such opportunities according to Hebert (2003), include academic offerings, organised school activities and other school experiences either within or outside the school grounds. The fifth section of the report is decision making process. This refers to how change is effected and how decisions are made. The sixth section of the report is the administration of the institution. This section is made up of the principal's report, the role of the administration, financial management, resources and service management, food services, staff, students and former students' records. The last section of the report is supplementary material. This involves copies of the original school charter, of routine forms used in the school, of school publications, qualifications and experience of staff members, copies of testing programmes for students and any other relevant material and readily available in the school.

2.2.7.2 The visiting committee

Hebert (2003), argues that the selection of this committee is the responsibility of the principal in consultation with the School Evaluation Committee. The membership of this committee should have expertise which covers the various activities of the school. The visiting committee receives the School Evaluation Report, the School Evaluation Manual and other documents about a month before the visit to the school and they are expected to acquaint themselves thoroughly with them. The visit is from three to five days. The committee spends much of its time separately or in pairs, observing the school in action and talking with students, staff and with those from other sections of the school community who had a hand in compiling any part of the Evaluation Report. The committee meets as a whole at least once each day to review the day's work and to plan the next one.

Hebert (2003) further asserts that on the final day of this visit, the committee meets for most of the day and does not depart until the report is planned and written. The finishing touches are in the hands of the visiting committee chairman. The report provides comments, commendations and a series of recommendations for consideration by the school. Hebert (2003), emphasizes that the school evaluates itself against the purposes and objectives that it has set for itself, it is thus in no sense an inspection. Hebert (2003) concludes that School Evaluation is a method of helping schools to help themselves, and a way of considering and consequently improving the quality of education provided to pupils entrusted to teachers.

2.2.8 Managing the performance of staff in Wales

According to James and Colebourne (2004), management of performance in Wales developed from the following phases: Firstly, merit- rating which was a trait rating process and typically involved making quantitative judgements on various criteria for rating people at work. Secondly, Management by Objectives (MBO) which sought to overcome the problems associated with merit –rating, for example, inappropriate emphasis on the subordinate's weaknesses. MBO focussed on encouraging managers to achieve common goals. It failed to recognize the social dimension of a work role. It over- emphasized the measurable aspects of performance and ignored the individual's objectives and needs. Thirdly, Performance Appraisal (PA) emerged which grew out of the MBO approach. Performance Appraisal included identification of

developmental needs, and it encouraged self assessment. It was vulnerable to criticism that individual objectives did not always relate to organizational goals, and that the appraisal process tended to be a once-off technique that was separated from day- to-day management. Lastly, Performance Management (PM) developed to overcome the problems associated with other systems, and incorporate their strengths. The term Performance Management, according to James and Colebourne (2004), is used to encompass a range of processes that can operate at a number of levels to monitor and shape organizational behaviour. Lockett (2001) argues that definitions of performance management usually stress two dimensions. The first has to do with focusing individual or team performance to ensure that the goals of the organization are achieved. Secondly, they ensure the development of capability.

James and Colebourne (2004) maintain that there are key criteria for identifying a performance management system. These key criteria include, communication of the organization's objectives to its employees, setting of individual and departmental performance targets that relate to organizational goals, a formal review process that examines progress towards achieving targets, identifies training targets and evaluates the whole process, the expression of targets in terms of measurable outputs, responsibilities and development outcomes and a link between performance requirements and pay.

Armstrong and Baron (2002) argue that when performance management is fully implemented it helps to give purpose and meaning to those involved in achieving leadership success. In Wales there are structures called Local Education Authorities (LEAs). The role of these structures is to raise educational achievement. The key tasks for LEAs include, challenging schools to raise standards, providing clear performance data that schools can use to evaluate their own progress and to set targets, providing targeted support to schools which are under performing, focusing efforts on national priorities, working with the National Assembly for Wales, other LEAs, schools, the private sector and other partners in education to help celebrate excellence and to spread good practice, providing and managing school places and acting on behalf of individual parents and pupils and offering educational and administrative services to schools that choose to use them. Armstrong and Baron (2002) also maintain that LEAs are accountable for their

performance in a range of ways to a number of stakeholders. They are expected to work within a regime of institutional performance management.

2.2.9 Continental accountability and reform in education

2.2.9.1 Teacher appraisal in Namibia

In Namibia, according to Katonyala (2000) teacher appraisal concentrates on how teachers can become better teachers in their own teaching in their classroom, regardless of whether they are highly trained or not. Katonyala (2000) argues that teachers need to keep on reflecting during the process of teaching. This can be done through noting down learners' problems in any subject taught. Katonyala (2000) asserts that teachers need to be researchers in their own classroom for them to be able to solve their learners' problems.

Katonyala (2000) advises that notes have to be taken immediately after the lesson before the teacher forgets. After the teacher has identified the problems, he or she should try to find out the causes of these problems. This can be done through, for example, asking learners themselves or by using techniques relevant to the level being taught. Problems can be categorised into either urgent, moderate important or not important. Once the teacher has found out the causes of the problems, he or she has to think of the way those problems could be solved. She emphasises that teachers need to share with others at school which procedures and actions were taken to solve those problems. She concludes by believing that taking rich and detailed notes will enable teachers to make accurate and perceptive judgement when reflecting on what they have observed in their classrooms while teaching. She maintains that solving learners' problems is a process, not an event, and therefore it needs patience, guidance, support and assessing learners' progress continuously. She argues that a long journey starts with the first step always, and therefore teachers should not give up but face challenges that are on their way of giving quality education in Namibia.

2.2.9.2 Teacher appraisal in Nigeria

In Nigeria, teacher appraisal according to Joshua and Joshua (2006), make use of student achievement scores (SAS) as basis for assessing the teachers instructional competence. Joshua and Joshua (2006), argue that Nigerian teachers are disdainful of the use of student achievement

scores as indicators of teacher's performance. As a result of this, Nigerian teachers warn that great care is required in the use of assessment results in an attempt to blame teachers for poor academic performance of learners. Joshua and Joshua (2006) advance the following arguments on the use of student achievement scores to assess teachers: firstly, test scores of students are used as a measure of not only student achievement, but also of teacher achievement, performance and effectiveness. In education, the ultimate concern is student learning therefore some scholars such as McDonald (2003), maintains that evaluating teachers through the use of student data is the legitimate procedure as it is the only true indicator of teacher effectiveness; secondly, the use of student scores as bases of teacher assessment is the epitomized approach when teaching is conceived as the production of the product in different conceptions of teaching.

Among scholars who counter the idea of the use of SAS is Kauchak (2001). The counter arguments advanced by these scholars are that student achievement scores actually represent many things, and they require many assumptions to link them to teacher competence. There are also many factors that combine to affect and impinge on student scores. Many of the factors that affect learning are outside the control of the teacher. These serve to threaten the validity, reliability, interpretability and generalisability of these scores. On the bases of arguments and counter arguments of SAS, Joshua and Joshua(2006), recommend that Nigerian educational policy makers and school administrators should exercise a great deal of caution in using examination results of students as absolute indicators of teachers' ability, especially on matters that bear on personnel decisions affecting teachers directly.

2.2.9.3 Teacher appraisal in Botswana secondary schools

According to Monyatsi, Steyn and Kamper (2006), teacher performance appraisal was introduced in Botswana in 1994. It aimed at portraying a non-threatening, valid and comprehensive system, which would offer teachers the opportunity to increase professional development. Lam (2001) contends that teacher appraisal is one way in which to review the performance and potential of staff, and it has the following benefits: Identification of an individual's strengths and weaknesses, identification of problems which may be restricting progress and causing inefficient work practices, development of a greater degree of consistency through regular feedback on performance and discussion about potential which encourages better

performance from staff, provision of information for human resource planning to determine suitability for promotion and for particular types of employment and training, improvement of communication by giving staff the opportunity to talk about their ideas and expectations and how well they are progressing and improving the quality of working life by increasing mutual understanding between managers and their staff.

Duke and Stiggins (2004) reveal that studies on the appraisal process predominantly identify two models of appraisal, namely, professional and accountability models. The professional model has the belief that teachers wish to improve their performance to enhance learning of students. This model is seen as a perfect two way process between appraiser and appraisee, which takes place in an atmosphere of trust and confidentiality.

The accountability model according to Duke and Stiggins (2004), reflects the traditional approach to staff appraisal which emphasises inspection and control. Duke and Stiggins(2004), further argue that accountability model has been unpopular with teachers and teacher unions for the following reasons: Its key feature has been seen as imposition and checking of competence, it is primarily designed to bring about a better relationship between pay, responsibilities and performance, it tends to be judgemental, and teachers has questioned the capabilities of those making judgements and the validity and reliability of the instrument used and the model fosters defensiveness as teachers fight to serve their interests and not those of students.

Sarros and Sarros (2001) summarise the importance of staff performance appraisal in education as in business. These scholars further add that, the purposes of staff appraisal should be contextually focused.

2.3 Accountability and education reform in South Africa

South African schools, according to DeClercq (2008), for the past ten years have persistently displayed poor performance with regard to learners' results. Among the causes for poor learners' results are socio- economic background of learners, context of schooling, inadequate leadership and quality resources and quality of teaching. As a result of persistent poor performance by schools, South Africa has recently revised its appraisal system and introduced IQMS. IQMS is a system which brings together different forms of monitoring and appraisal in the hope that the

new integrated system will overcome obstacles encountered in previous systems. According to South African Schools Act (SASA) section 20(1) (a), one of the functions of the School Governing Body is to promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school. This means that provision of quality education to learners carries a legal mandate.

2.3.1 The need for educator development

In order to improve quality of education one of the necessary preconditions according to Kelley (2001), is to develop teachers through basic content and pedagogical knowledge. As teachers become autonomous professionals, Reitzug (2001) explains that different kinds of in-service training are needed, which take a school based approach in the work-setting. Regarding IQMS, in-service training is done through teacher attending workshops and giving feedback to other fellow teachers.

2.3.2 Accountability and education reform nationally

In striving to promote the provision of quality education to schools, the Department of Education (2003), put in place Whole School Evaluation Policy under which initiatives like: Developmental Appraisal, Systemic Evaluation, Foundations for Learning and later IQMS are found. Each of these initiatives requires accountability on the part of the stakeholder concern, for example, teachers in schools are expected to account for the outcomes of their teaching in the form of learners' achievements. The Department of Education on the other hand should account for the results obtained by learners in schools, for example, in grades one to twelve.

2.3.3 Forms of teacher appraisal

Declercq (2008) identifies two forms of teacher appraisal, namely, appraisal for developmental purpose and appraisal for performance purposes. Appraisal for developmental purpose assumes that teachers trust one another and want to improve their performance by reflecting together as professionals on their development needs. Performance purpose appraisal provides management with information on teachers' performance for their job confirmation, promotion, or dismissal.

2.3.4 Assumptions of IQMS

Declercq (2008) argues that the first assumption of IQMS is that a certain level of professional competence, openness and respect towards colleagues exists among staff. It is also assumed that most schools have professional collaborative climate and culture where staff work and reflect together on how to improve teaching and learning. In reality these assumptions are not true, for example, many teachers are still under-qualified. To counter act this argument, Taylor (2006) points out that a poor culture of teaching and learning subsists today in the majority of poorly functioning school.

2.4 Theoretical and conceptual framework of the study

This study is underpinned by evaluation theory. Evaluation, according to Shapiro (2002), is defined as the comparison of actual project impact against the plans. Shapiro (2002), maintains that evaluation looks at what you set out to do, at what you have accomplished and how you accomplished it. Evaluation can be formative or summative. Shapiro (2002) argues that evaluation is formative when it is taking place during the life of an organisation, and is summative when it is drawing from a completed project.

2.4.1 Evaluation theory

According to Kelly (2004), evaluation theory was developed to evaluate curricular practices. The focus shifted from curriculum development to teacher accountability and school effectiveness. IQMS displays the same features as evaluation theory where teachers' performance is measured for accountability purposes.

Evaluation theory, according to Connell, Kubish, Weiss and Schorr (2000), has the following major advantages: firstly, it concentrates evaluation attention and resources on key aspects of the program; secondly, it facilitates aggregation of evaluation results into a broader base of theoretical and program knowledge; thirdly, it asks program practitioners to make their assumptions explicit and to reach consensus with their colleagues about what they are trying to do and why; fourth, evaluations that address the theoretical assumptions embedded in programs may have more influence on both policy and popular opinion.

My selection of evaluation theory is in accordance with what Mark (2005) advances, namely, that evaluation theory is a guide to practice, a way of consolidating lessons learned, helps us learn from experiences of others and is a useful way of identifying and better understanding the key areas of debates within the field of study.

In the case of my study, I view this theory is relevant since it involves key aspects like evaluation and assessment of teachers in order to improve teaching practice, thereby ensuring the promotion of quality education. The advocates of this theory are Mark (2005), Rogers and Smith (2006). According to these theorists, evaluation is the systematic exploration and judgement of working processes and outcomes. It pays special attention to aims, values, perceptions, needs and resources. According to Smith (2006), several things need to be said about evaluation: first, evaluation entails gathering, ordering, and making judgements about information in a methodical way. Second, evaluation goes hand in hand with monitoring.

Monitoring is largely about watching or keeping track and may involve things like performance standards. Shapiro (2002) defines monitoring as the systematic collection and analysis of information as the project progresses. Monitoring is aimed at improving the efficiency and effectiveness of an organisation. Evaluation and monitoring have, according to Shapiro (2002), efficiency, effectiveness and impact as commonalities.

Efficiency tells that the input into the work is appropriate in terms of the output. This could be input in terms of money, time, staff and equipment. Shapiro (2002) asserts that effectiveness is a measure of the extent to which a developmental programme achieves the specific objectives it set, for example, setting out to improve the over all pass rate in a school. Shapiro (2002) maintains that impact tells you whether or not what you did made a difference to the problem situation you were trying to address, for example, was your strategy useful? Did ensuring that teachers were better qualified improve the pass rate in the final year of school? This means that before you decide to get bigger, or replicate the project elsewhere, you need to be sure that what you do makes sense in terms of the impact you want to achieve.

According to Shapiro (2002), from this it should be clear that monitoring and evaluation are best done when there has been proper planning against which to assess progress and achievement. Shapiro (2002) claims that it is important that monitoring and evaluation are not magic wands to make problems disappear or to cure them, or to miraculously make changes without a lot of hard work being put in by the organisation. Shapiro (2002) argues that evaluation and monitoring can help identify problems and their causes, suggest possible solutions to problems, raise questions about assumptions and strategy, push you to reflect on where you are going and how you are getting there, provide you with information and insight, encourage you to act on the information and insight and increase the likelihood that you will make a positive development difference. Evaluation is sophisticated. This means that, according to Shapiro (2002), there is no simple way of making good judgements.

Shapiro (2002) further explains that evaluation operates at a number of levels. It is used to explore and judge practice, programmes and projects. Based on Shapiro's assertions about monitoring and evaluation, one could suggest that constant monitoring and evaluation could ensure that in schools, quality education could be sustained. Alkin (2001) identifies accountability as an important aspect of evaluation. According to Soanes (2002), accountability refers to being responsible for one's actions and an expectation to explain them. Alkin (2001) enumerates various dimensions of accountability in evaluation. These are goal accountability, process accountability and outcome accountability. Goal accountability examines whether reasonable and appropriate goals have been established. Process accountability, according to Peytchev (2007), promotes multidimensional and integratively complex thinking. It increases cognitive effort and invokes thorough information processing.

Frink and Klimoski (2004) identify role accountability as a way to describe how organisations manage to inculcate reliable behaviour on the part of their members. These scholars argue that role accountability theory places a great deal of emphasis on interpersonal relationships. In the school setting, School Governing Bodies (SGB) and School Management Teams (SMT) are the responsibility entities for these kinds of accountabilities. Process accountability, for example, reflects whether reasonable and appropriate procedures for attaining those goals have been established and implemented. In a school setting, the responsibility of ensuring whether process

accountability takes place rests upon the School Management Team, where it consistently checks whether policies are adhered to. Alkin (2001) mentions outcome accountability which refers to the extent to which established goals have been achieved. In the school context, for example, teachers should be held responsible for the success and failure of learners.

Frink and Klimoski (2004) assert that modern organisations, like schools, are created by people in order to attain valued outcomes that require coordinated activities of many people. Within the context of IQMS as a tool for the promotion of quality education, I feel evaluation theory is appropriate since IQMS is based on evaluating the performance of both teachers and the school. The fact that evaluation helps us learn from experience of others is true for performance measurement. It is only through comparing our education system with education systems of other countries around the world that we could emulate what would best suit our country, South Africa.

2.5 Chapter summary

This chapter has looked at various international perceptions about performance appraisal. It addressed reasons and principles for teacher evaluation. It went on to address challenges facing teacher evaluation. Evaluation in countries like Australia, Wales, Botswana, Nigeria and Namibia has also been looked at so that lessons from these countries could be learnt and be compared with South African situation. Lastly, the South African scenario regarding teacher evaluation has been discussed. This chapter concludes by discussing evaluation theory which underpins it. In discussing evaluation theory, it was noted that evaluation and monitoring are like two sides of the same coin. This means that these terms have got commonalities, namely, efficiency, effectiveness and impact. In the next chapter research design and methodology will be discussed.

Chapter Three

Research design and methodology

3.1 Introduction

In chapter two I discussed both international and national literature about provision of quality education and evaluation. The aim of this discussion was to establish the experiences of different countries of the world regarding the provision of quality education. These experiences could be valuable in shaping how best quality education could be provided within South African schools' context. I concluded chapter two by discussing theories and concepts underlying the provision of quality education. In this chapter, I discuss research design and methodology of this study.

3.2 Research design and methodology

Research design, according to Creswell (2007), refers to the entire process of research from conceptualizing a problem to writing the narrative. Trochim (2006), defines research design as a plan which provides the glue that holds the research project together and is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions.

Research methodology is a collective term for the structured process of conducting research (Kumar, 2005). It can be quantitative or qualitative. Research methodology is generally used in academic research to test hypotheses or theories.

3.3 Research paradigms

According to Patton (2000), a paradigm is a world view, a general perspective and a way of breaking the complexity of the real world. Guba and Lincoln's (2000), view research paradigm as an interpretative framework which is guided by a set of beliefs and feelings about the world and how it should be understood and studied. Denzin and Lincoln (2000), list three categories of these beliefs, namely, ontology, epistemology and methodology.

Ontology, according to Cohen, Manion and Morrison (2007), deals with the question of what is real, and how one looks at reality. For this study I will use a case study in order to find out what

the reality is in terms of provision of quality education. The methods that will be utilised in order to find out how quality education could be provided are interviews, observations, questionnaires and document reviews.

Epistemology, according to Gall, Borg and Gall (2004), refers to the relationship between the inquirer and the known. Gall, *et al.* (2004) further asserts that epistemology is the branch of philosophy that studies the nature of knowledge and the process by which knowledge is acquired and validated. In the case of this study, I as the researcher will create relationship with the participants in order to be able to interpret their perception about the provision of quality education.

Kaplan (2004) defines methodology as an approach describing the kinds of paradigms of research. Kaplan suggests that the aim of methodology is to help us understand, in the broadest possible terms, not the product of scientific inquiry but the process itself. Methodology, according to Gall, *et al.* (2004), could either be qualitative or quantitative. In this study the approach that I would be using in order to collect data will be a case study.

Among the paradigms used in research studies, according to Creswell (2007), are positivist or post-positivism; critical theory /advocacy/ participatory/ emancipatory/ transformative; pragmatism paradigm and interpretivism or constructivism. Below is a brief discussion of all the paradigms. For this study, I have located myself within the interpretive paradigm for the reasons which are explained hereunder. Each of these paradigms has unique ontology, epistemology and methodology.

3.3.1 Positivist / post-positivism paradigm

According to Comte (1992), positivist paradigm refers to a set of epistemological perspectives and philosophies of science which hold that the scientific method is the best approach to uncovering the process by which both physical and human events occur. Positivist paradigm asserts that the only authentic knowledge is that which is based on sense experience and positive verification. Positivist paradigm asserts that real events can be observed empirically and explained with logical analysis.

3.3.2 Critical theory/ advocacy/ participatory/ emancipatory/ transformative paradigm

According to Marcuse (2004), critical theory is a critique of capitalism, its appropriation of the surplus value of the collective and its commodification of every aspect of our modern society. The following are some of the tasks of critical theory: firstly, to promote a diversified education for all individuals in order to steer them away from over-specialisation; secondly, it helps steer humanity away from alternative future; thirdly, it creates a social balance between the personal autonomy of the individual and universal solidarity of the collective; fourthly, it promotes revolution against all forms of fascism and nationalism; fifthly, it promotes revolution against all forms of discrimination including those based on sex, sexual orientation, race and religious beliefs. The paradigm also seeks to preserve the good moral values that promotes universal solidarity and will help bring about a more just, humane, rational and reconciled society.

3.3.3 Pragmatism paradigm

According to Creswell (2007), pragmatism is a paradigm which focuses on the outcomes of the research rather than antecedent conditions. Individuals using pragmatism will use multiple methods of data collection to best answer the research questions. Advocates of pragmatism such as Murphy (1984), believes in an external world independent of the mind as well as those lodged in the mind. These advocates agree that research always occurs in social, historical, political and other contexts.

3.3.4 Interpretivist paradigm/ constructivism

Interpretivist paradigm according to Amgen (2000), assumes that reality as we know it is constructed subjectively through the meanings and understandings developed socially and experientially. Interpretivist paradigm posits that researchers' values are inherent in all phases of the research process, this means that truth is negotiated through dialogue. In positivist paradigm, knowledge claims are created as an investigation proceeds, that is, findings emerge through dialogue in which conflicting interpretations are negotiated among members of a community. Interpretivism holds the view that the world is the creation of the mind and therefore it is interpreted through the mind.

Ontology

The ontology in interpretivism according to Cohen, *et al* (2007), means that reality can be understood by studying what people think about, their ideas and the meanings that are important to them. Regarding this study, the reality will be known interacting with the participants by using interviews, questionnaires, document reviews and observations.

Epistemology

Epistemology in interpretivism according to Cohen, *et al* (2007), refers to the interpretations which are based in a particular moment. These interpretations are located in a particular situation and time and are open to re- interpretation and negotiation through conversation.

Methodology

According to Amgen (2000), methodology in interpretivism paradigm relies heavily on naturalistic methods such as interviewing and observation. These methods ensure an adequate dialogue between and those with whom they interact in order to collaboratively construct a meaningful reality. Meanings are generally emergent from the research process.

This research study is located in the interpretivist paradigm. The reason is that reality will be constructed through discourse analysis. The reason why I choose interpretivist paradigm is that findings will emerge while engaging in dialogue with participants, namely, SDT, DSG and SMT. I would be striving to view the situation through the eyes of the participants. The situation in the case of this study would be the chosen school, namely, Intathakusa Intermediate School. The reality and knowledge I will obtain from these participants will be subjective because it will be about how they feel quality education could be promoted using IQMS. The information will be obtained through using interviews, questionnaires, observations and document reviews.

3.4 Case Study Approach

This is a case study which explores the SDT's promotion of quality education within the context of IQMS. According to Nisbet and Watt (1984), a case study is a specific instance that is frequently designed to illustrate a more general principle. Kimmel (1980) defines a case study as a study of an instance in action which provides a unique example of real people in real situations.

The advantages of a case study are that it provides insight to other similar situations and cases, thereby assisting interpretation of other similar cases. This study approach is more appropriate as the answers from the research questions could be applied and generalised to other similar situations. The other advantage of a case study is that, according to Nisbet and Watt (1984), it can be undertaken by a single researcher without needing a full research team. This advantage could assist in reducing the expenses that could be incurred when a huge number of people are to be transported to and from the research site.

Among the disadvantages of a case study is the fact that the results may not be generalisable except where other researchers see its application. I feel it will be convenient to use a case study for my research because according to Cohen, *et al.* (2007), one has a variety of participants to choose from, for example, individuals, groups, organisations and community. In the case of this study the groups chosen will be SDT, DSG and SMT. I also feel it is convenient to use a case study because, according to Cohen, *et al.* (2007), case studies allow an in depth, detailed analysis of data.

3.5 Sampling

According to Paton (2000), sampling is the act, process or technique of selecting a suitable sample or a representative part of a population for the purpose of determining parameters of the whole population. A population, according to Paton (2000), is a group of individuals, persons, objects, or items from which samples are taken for measurement. A sample is defined by Webster (2001) as a set of respondents selected from a larger population for the purpose of a survey. The purpose of sampling is to draw conclusions about populations from samples. This is done through using inferential statistics which enables us to determine a population's characteristics by directly observing only a portion of the population. Regarding this study, sampling is done by choosing to study SMT, SDT and DSG of one school in stead of many schools in order to explore the promotion of quality education within the context of IQMS. Paton (2000), advances reasons for choosing a sample rather than the whole population as follows: firstly, it is cheaper to observe a part rather than the whole. This means that taking a sample requires fewer resources than the whole population; secondly, the time factor, for example, a sample may provide you with needed information quickly; thirdly, the very large populations, for

example, in the case of this study there are many schools in South Africa and reaching each and every school is quite insurmountable therefore selecting a representative sample is the only way to get the required information; fourthly, the partly accessible populations, for example, some populations are difficult to get access to that only a sample can be used.

3.5.1 Purposeful sampling

According to Paton (2000), purposeful sampling selects information rich cases for in depth study. Size and specific case depend on the study purpose. The sampling for this study is criterion sampling. According to Paton (2000), criterion sampling is when you set a criterion and pick all cases that meet that criterion. Paton argues that this method is very strong in quality assurance. Cohen, *et al.* (2007), argue that in many cases purposeful sampling is used in order to access knowledgeable people, for example, those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks and experience or expertise. The selection of SMT, SDT and DSG is therefore inline with the requirement of purposeful sampling.

3.6 Triangulation

Triangulation according to Cohen, *et al.* (2007), is defined as the use of multiple methods of data collection in the study. The advantage of using multiple method approach, according to Cohen, *et al.* (2007), is that multiple methods act as filters through which the environment is selectively experienced. Cohen, *et al.* (2007), argue that exclusive reliance on one method may bias or distort the researcher's slice of reality being investigated. Cohen, *et al.* (2007), assert that there are different types of triangulation, namely, time triangulation, space triangulation, combined level triangulation, theoretical triangulation, investigative triangulation and methodological triangulation. Methodological triangulation according to Cohen, *et al.* (2007), uses either the same method on different occasions or different methods on the same object of study. This research study will therefore use methodological triangulation to collect data.

3.7 Methods of data collection

Data collection will be done through using four different methods of data gathering, namely, observation, interviews, questionnaires and document review.

3.7.1 Observation

Observation will be used because according to Morrison (1993), they enable the researcher to collect information on the physical setting, for example, physical environment and its organisation, human setting, for example, the organisation of people, the characteristics and make up of the groups or individuals being observed, the interactional setting, for example, interactions that are taking place and programme setting, for example, the resources and their organisation. The other reason why observation will be used is because non verbal behaviour could be recorded during observation. Observations, according to Babbie (1992), are usually flexible and do not necessarily need to be structured around a hypothesis. As this will be a qualitative research study, unstructured, direct observations will be used. In direct observations, people know you are watching them and there might be a danger that they are reacting to you. The disadvantage of observation includes researcher bias which means that researchers may see what they want to see. In the case of my study I will be observing how SDT, SMT and DSG meetings are held regarding the implementation of IQMS. I will also be checking how discussions are conducted leading to the actual formation of DSG's.

3.7.2 Interviews

Focus group interviews will be used because of their advantage and purpose, namely, that, according to Patton (2000), they are built on and emerge from observations. Interviews can be matched to individuals and circumstances. Cannel and Kahn (2005), define interview as a two person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information. Cohen *et al.* (2007) identify three purposes of interview: firstly, they are the principal means of gathering information; secondly, they may be used to test hypothesis or to suggest new ones; thirdly, interviews may be used in conjunction with other methods in a research study. The weakness of interviews is that they have little flexibility in relating the interview to particular individuals and circumstances. Regarding this study, the interviewees will be the SMT, SDT and DSG.

3.7.3 Questionnaires

Questionnaires, according to Mellenbergh (2008), are a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The reasons why I would prefer to use questionnaires in my study lie in Cohen, Manion and Morrison's (2007) arguments that questionnaires allow each participant the opportunity to provide anonymous feedback and also that unstructured questionnaires allow for richer feedback that may provide insight into explanations for what is happening and participants' opinions, attitudes, feelings and perceptions. The strengths of questionnaires include the fact that they can be used to collect data quite quickly and that all participants can be given the opportunity to provide feedback.

The limitation of questionnaires is that questions could be interpreted differently by respondents and it can be difficult to motivate potential respondents to complete them. The questionnaires will be given to DSG, SMT and SDT members. The aim will be to get their impression about how they think IQMS should be implemented at school.

3.7.4 Documents reviews

The aim of documents review would be to get a sense of the deliberations from the minutes of both the DSG and the SDT when these structures are holding meetings. Notes would be taken and recorded. According to Mouly (1998), document review does not depend on direct observation or experimentation, but must make use of reports that cannot be repeated. The documents that will be reviewed will be the minutes of the meeting of SDT and DSG.

The table below is the summary of the methods that would be used for my case study. The acronyms represent the participants. The figure represents the number of participants versus each research method to be used.

Figure 2

	SMT	SDT	DSG
(i)Observations	all	all	all
(ii)Interviews	all	all	all
(iii)Questionnaires	all	all	all
(iv)Document Review	-	Minutes of meetings	Minutes of meetings

3.8 Data analysis

Data analysis, according to Creswell (1998), Marshall and Rossman (1999) as cited in De Vos, *et al.* (2010), is a process of inspecting, cleaning, transforming and modelling data with the goal of highlighting useful information, suggesting conclusions and supporting decision making. Data analysis will follow seven steps: firstly; establishing units of analysis of data; secondly, creating a domain analysis; thirdly, establishing relationships and linkages between the domains; fourthly, making speculative inferences; fifthly, summarising; sixth, seeking negative and discrepant cases as well as, theory generation. Regarding this study, data collected will be analysed following the above steps.

3.9 Issues of quality in research

3.9.1 Validity

According to Winter (2000), validity is the extent to which a research instrument measures what it purports to measure. Validity varies according to the type of research study, for example, in qualitative research, validity is addressed through honesty, depth, richness and scope of the data achieved, the participants' approach, the extent of triangulation and the disinterestedness of the

researcher. In quantitative research studies on the other hand validity is addressed through careful sampling, appropriate instrumentation and appropriate statistical treatments of data.

3.9.2 Reliability

According to Winter (2000), reliability differs according to the type of research conducted. In quantitative studies reliability means consistency, dependability and replicability over time, over instruments and over groups of respondents. In qualitative studies on the other hand, reliability has to do with credibility, neutrality, confirmability, dependability, trustworthiness and transferability

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3.10 Design limitations

The limitations regarding interviews, questionnaires and observations would be the shortage of time on the part of the participants. One of the reasons for this limitation would be the fact that everything in the school is planned for in advance, so the conducting of my study might inconvenience the participants in one way or another. This would apparently cause delays in the completion of my study. The reason for this would be due to the fact that the period in which the study will be conducted will be the normal working time which does not accommodate my studies. The other limitation would also be the fact that, even myself as a researcher, I am a full time teacher. This would mean that I would have to take some hours off duty in order to attend to my study at the selected site. Time constraints would impact negatively on the pace and completion of the study.

3.11 Ethical issues

According to Cavan (1977), ethics is a matter of principled sensitivity to the rights of others, and that, while truth is good, respect for human dignity is better. In adhering with the prescriptions of ethical issues, permission to conduct the study will be sought first, from the University of KwaZulu Natal (UKZN) and there after from the Department of Education officials at the Head Office in Pietermaritzburg. I will at the same time write letters to seek permission to conduct my study to Intathakusa Intermediate School as well as to all the participants. Regarding the participants, informed consent will be maintained. According to Diener and Crandal (1978), informed consent is when the procedures are explained in which individuals choose whether to

participate in an investigation after being informed of the facts that would be likely to influence their decision.

During interviews, administering of questionnaires and observations I will ensure that the rights of participants to privacy are protected. I will do this by ensuring anonymity and confidentiality (by using fictitious names). When interviews are conducted, I will promise the participants that the information they provide will be kept secret. Kimmel (1988), notes that some potential respondents in research on sensitive topics will refuse to cooperate when an assurance of confidentiality is weak. During the administration of questionnaires, names of teachers in the SDT, SMT and DSG's will not be revealed. This is what Frankfort-Nachmias (2004) calls anonymity. The essence of anonymity is that information provided by participants should in no way reveal their identity. Document review will be done where I will request the SDT and DSG to please grant me permission to peruse their meetings minutes. I will assure them that the information obtained will also be kept confidential. During the perusal of the minutes for the meetings, notes will be taken of decisions taken. These notes would help later in my study when analyses and conclusions are done.

3.12 Chapter summary

In this chapter I discussed research design and methodology whereby I paid particular attention to various kinds of paradigms. I then singled out interpretivism paradigm in which this study is located and discussed it in details. I described ontology, epistemology and methodology of interpretivism paradigm. I went on to describe the case study methodology used to conduct this study. Methods of data collection are identified and extensively discussed. Sampling techniques, data analysis and issues of quality of this research study are addressed. In conclusion, limitations of the study and ethical issues are discussed. In chapter four the data is presented and discussed.

Chapter Four

Data presentation and discussion

4.1 Introduction

In the previous chapter, I discussed the research design and methodology. In this chapter I present and discuss data collected through observations, interviews, questionnaires and document reviews which are favoured in qualitative research (Creswell, 2007). Data was analysed according to Creswell's (1998), Marshall and Rossman (1999) analysis as cited in De Vos, *et al.* (2010), which was discussed in the previous chapter. This study was informed by the following critical questions:

- What does the SDT do to promote quality education?
- How does the SDT promote quality education in the context of IQMS?
- Why is there a need for the SDT to work with SMT to promote quality education?

Verbatim excerpts from the interviews were included to capture highlights of the interviews. Data is presented and discussed under the following headings: firstly, the promotion of quality education by the SDT; secondly, ways in which the SDT promote quality education in the context of IQMS and thirdly, reasons for the SDT to work with SMT to promote quality education. Pertinent findings of this study and a discussion thereof in terms of research questions generated in chapter one, literature, theoretical and conceptual tools outlined in chapter two are then presented.

4.2 Pilot study

This research study was preceded by a pilot study mainly because the pilot study greatly reduces the number of unanticipated problems because the researcher had an opportunity to redesign parts of the study to overcome difficulties that the pilot study revealed (Meriwether, 2001). Ruxton and Colegrave (2006) define a pilot study as a small experiment designed to test the logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency. Ruxton, *et al.* (2006), further maintain that it can reveal deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time. Ruxton, *et al.* (2006) conclude, that a good research strategy requires careful planning and a pilot study will often be a part of this strategy. The number of the participants in the pilot study was smaller than

the actual study. For the purpose of this study, five respondents were selected. Through using the pilot study, the researcher was able to check whether instructions given to the respondents were comprehensive; checked whether the instruments (interviews and questionnaires) were correctly administered; checked for the validity and reliability of the results; and assessed whether the level of intervention was appropriate.

Interestingly, the pilot study revealed major problems that needed to be addressed prior to the full scale study, for example, with some interview questions, they were found to be ambiguous and difficult to be understood. Those questions were rephrased and made clear. Regarding responses to questionnaires, the respondents indicated that it took them long time to respond to the entire questionnaire. This was also attended to in terms of redesigning the questionnaires so that it took respondents fewer minutes in which to complete them.

4.3 Data presentation and discussion

4.3.1 The promotion of quality education by the SDT

The responses from 100% of the respondents indicated that they knew what the structures responsible for the implementation of IQMS were. That background knowledge by respondents about the structures responsible for the implementation of IQMS suggested that the whole school had the potential of proper implementation of IQMS. Observations also confirmed that these structures were available. The availability of these structures was seen when the researcher observed the meetings held by the SMT, SDT and the DSG respectively. The documents (IQMS files, minutes and instruments for evaluating educators) perused revealed that these structures were well established.

The respondents were interviewed separately according to their status, namely, SMT, SDT and DSG. This was done so that freedom of expression could prevail in providing responses. The researcher did that inline with Robson's (2002) assertion that focus group interview are useful in generating and evaluating data from different subgroups of a population and encouraging groups rather than individuals to voice opinions.

The respondents from the SMT responded to the question of what structures were involved in IQMS as follows:

The structures involved in the implementation of IQMS are SMT, SDT and DSG.

These structures should work jointly for IQMS to be successful.

The respondents from SDT responded as follows:

The structures needed for the implementation of IQMS are all educators in the school because each educator has a role to play, for example, post level one educator can be selected as members of DSG, which is a structure necessary for the implementation of IQMS, the SDT which is composed of post level one educators and educators on promotion posts.

The responses from the majority of respondents revealed that structures responsible for IQMS implementation in the researched school were well established. This was even corroborated by the evidence from the documents (minutes) kept by the school where the structures such as the SDT and DSG were constituted. The responses from questionnaires also revealed that 100% of the structures aimed at implementing IQMS were available. The availability of all IQMS structures and documents in the researched school concurred with Sullivan and Zirkel's (2000), assertion that a policy (IQMS) should be communicated to all concerned. The responses suggested that although the formalities of IQMS were followed, but less time was spent deliberating and putting into action the mandate of ELRC, Collective Agreement Resolution 8 of 2003. The responses also implied that the respondents had no thorough grasp on the processes of IQMS and thus retraining of all the structures seemed to be a necessity.

4.3.2 Training on the IQMS process

When asking the respondents about their views and experiences about the appropriateness of their training on IQMS, they responded as follows: the respondents from the SMT responded as follows:

We were trained, but the training was not enough due to the shortage of time. The information received from training was too much within a short period of time. The

training we had, took less than a week and we were expected to go to school and implement it. IQMS is not the only activity to be done at school, it is one among many.

The respondents from SDT responded as follows:

The structures according to our view are not appropriately trained in that they lack consistency in frequently holding work shops with educators. This is the case with us as SDT. Due to the shortage of time, we rarely hold meetings with educators where information about IQMS should be cascaded. The normal school routine continues where a lot is demanded from educators. This, to our view is one of the shortcomings for the improper implementation of IQMS. Unless something is done regarding the provision of time, the structures will always appear not to be appropriately trained.

Similar concerns about time constraints in training educators for IQMS were echoed by post level one educator respondents. These concerns suggested that for any new initiative to be successfully implemented, enough time should be provided. These concerns also suggested that, for IQMS to be well understood by educators and possibly be well implemented, consistency in terms of training and developing educators were a strong necessity. These concerns aligned with IQMS process that it should be not a once off thing but a process (ELRC, Collective Agreement Resolution 8 of 2003). In corroboration with interview responses, the researcher observed that fewer time was spent on meetings which talked to IQMS. This was reflected by few minutes documented for IQMS. The responses from questionnaires also attested for scanty meetings for IQMS.

In responding to the question of whether the respondents knew of any initiative other than IQMS aimed at promoting quality education, the respondents responded as follows:

The respondents from the SMT responded as follows:

Among the initiatives we know for promoting quality education, is Outcomes Based Education (OBE), Revised National Curriculum Statement (RNCS) and the National Curriculum Statement (NCS). These initiatives required the educator to approach teaching in a certain way for the promotion of quality education.

The majority of respondents, except the newly employed post level one educators, indicated that they knew other initiatives for promoting quality education. The purpose of posing this question was to check whether the respondents knew the legislative mandate the Department of Education has towards promoting quality education in schools. By posing this question, the researcher also felt that when the respondents knew the Department of Education's legislative mandate towards the promotion of quality education in schools, they could realize the seriousness towards implementing any initiative forwarded to them by the Department of Education. The responses from questionnaires corroborated findings from observations and documents perused, that all the respondents were acquainted with other initiatives for promoting quality education.

Since IQMS is a new initiative and one of its purposes is to evaluate educators, the researcher found that the reason for its improper implementation could be, according to Anderson (2006), that educators fear negative feedback. This might mean that educators could do all they could do to avoid being evaluated, in spite of the fact that, according to Sullivan and Zirkel (2000), the aim of evaluation is to provide feedback for change.

4.3.3 Processes involved in the promotion of quality education

When the respondents were asked if they knew all the processes involved in the implementation of IQMS, most of them had mixed responses. The first respondent, who was a post level one educator, responded as follows:

I am not really sure whether I know all the processes involved, what is clear to me is that, towards the end of each year, all educators are evaluated by their DSG members. This evaluation, according to the information I have, helps the Department of Education in deciding which educator qualifies for salary progression. The salary progression is an incentive which is given to any educator who performed well during evaluation at the end of the year.

The second respondent who was the DSG member but not an SDT member responded to the same question as follows:

What I know about IQMS is that it was introduced a few years ago to help educators

improve their teaching skills and that it adds a percentage to the educator's salary.

The SMT members collectively responded to the question as follows:

IQMS involves quite a number of processes. These include advocacy and training of all educators in the school so that every educator is brought on board regarding the implementation of IQMS. Advocacy and training require frequent meetings with the whole staff until everyone is acquainted with the procedures and processes of IQMS.

The above responses reveal that not few educators were acquainted with IQMS. Post level one educators, for example, who form the majority of the staff, lacked proper understanding of IQMS. This insufficient understanding of IQMS procedures and processes was even more noticeable when the researcher visited the records of minutes for the meetings of IQMS. The minutes showed that IQMS meetings were rarely held. According to ELRC Collective Agreement 8, 2003, both advocacy and training are necessary for educators, where advocacy focuses on achieving a large scale buy-in to the process by educators. In accordance with the Collective Agreement, 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. This concurred with Sullivan and Zirkel (2000) assertion that the purpose of evaluation needs to be communicated properly to the staff.

4.3.4 Procedures and processes of IQMS

When members of SMT were asked about their knowledge of the procedures and processes of IQMS, it was obvious from their responses that they knew exactly what IQMS was all about. The worrying question was then why were post level one educators not abreast with IQMS? Their responses went as follows:

The possible reason why post level one educators appear to grapple with IQMS, is due to the shortage of time for the SMT and SDT to workshop and train the staff. We do hold meetings and run workshops with educators to capacitate them on IQMS, but these meetings are not enough. When we are probably busy, say, running workshops, it normally happens that we receive circulars from the Department inviting educators to

attend other workshops arranged outside the school. We do not have an alternative, but to halt the entire workshops or training within the school and attend to the ones arranged by the Department of Education. This disturbs a great deal. The principal added that according to ELRC Collective Agreement 8, 2003, the SDT must work with the SMT to ensure that IQMS is run properly, but this is not always the case.

From the SMT responses, it was obvious that the Department of Education was implicated in the improper implementation of IQMS. Too many programmes tended to cause confusion and retarded the implementation of IQMS. The observations also confirmed that little information about IQMS was cascaded to educators. The IQMS meetings held were too few, for example, in three weeks in which the researcher started the research project, there were only two IQMS meetings held. Some of these meetings were held as a result of the researchers' request to observe them. Fewer IQMS meetings (insufficient advocacy) held contradicted with Bisschoff and Mathye's (2009), assertion that advocacy makes stakeholders aware of a new policy (IQMS). The researcher also observed that during the few meetings held, there was no active participation of educators during discussions. The discussions were mostly dominated by SMT members. The responses from questionnaires confirmed that knowledge of IQMS was unevenly distributed in the school researched. Although respondents were not required to fill in their names in the questionnaires to ensure anonymity, but responses reflected that few respondents were knowledgeable about IQMS while the majority was not. This suggested that many educators still struggled with IQMS in comparison with SMT.

4.3.5 Role of SDT in promoting quality education

On the question of what the SDT does to promote quality education? The interview responses from the SMT went as follows:

The SDT, is a structure responsible for overseeing and monitoring IQMS. It holds IQMS meetings and ensures that everything about IQMS is done in accordance with the policy. It compiles all reports about IQMS and forward them to the SMT.

In responding to the same question, a post level one educator who was a member of the SDT responded as follows:

Although I am not familiar with all the duties of the SDT, but what I can say, as SDT members, we ensure that all teachers are developed about IQMS through holding meetings and workshops. After convincing ourselves that all educators are well developed, we then facilitate the choosing of DSG members for individual educators. As a members of the SDT, we go on to compile educator evaluation time tables, so that each educator could know when he or she is to be evaluated. The actual evaluation of the educator is carried out by the DSGs, and after completing all documentation, they bring every thing to us. After double checking and verifying the correctness of the documents, we compile the composite schedule for all educators and forward it to the SMT.

When analyzing the responses from the SMT and the SDT, it was evident that the information about the knowledge of the roles of the SDT in the promotion of quality education within the context of IQMS was uneven. The SMT displayed sufficient knowledge about what the SDT should do to promote quality education. The post level one educator members of the SDT on the other hand displayed limited knowledge about the roles of the SDT in promoting quality education. This was evident from the way the SDT members showed uncertainty about their familiarity about what the duties of SDT were in the promotion of quality education. This was corroborated by other research tools such as questionnaires, observations and document reviews.

Although questionnaires did not reveal the identities of the respondents but the responses hugely revealed that there were respondents who were not familiar with the roles of the SDT. The researcher also observed the same disparity when the documents were perused. When discussions were held during IQMS meetings, less was said by post level one educators. This was in contrast with evaluation theory which according to Mark (2005) and Kelly (2004), emphasizes teacher accountability. Accountability, according to The New Choice English Dictionary (1999), means to be responsible to someone for something. This aspect of accountability was obviously lacking from the post level one educator respondents because they needed to reflect full understanding of IQMS related issues through active contribution to the meeting held. Kelly (2004) cites two major models of teacher accountability namely the instrumental bureaucratic model and the intrinsic democratic professional model.

4.3.5.1 Instrumental bureaucratic model

The main feature of this model, according to Kelly (2004), is that it holds the teacher accountable to the public as tax paying providers of the resources he or she is expending. It focuses on the economic issues of resource allocation and value for money. It is for this reason that it views the teacher as accountable to those who decide on the allocation of resources, for example, the government at local or national level.

4.3.5.2 Intrinsic, democratic, professional model

According to Kelly (2004), intrinsic democratic professional model requires teachers to adhere to principles of practice rather than for results embodied in pupils' performance. This model recognises that educational value is found in the teaching and learning process itself rather than in its outcomes. Kelly (2004) argues that this model concedes that teachers should be accountable not only to the agencies of government, but to the wider society.

When the researcher checked the responses from the respondents against the prescriptions of the intrinsic democratic professional model, the responses revealed that the procedures of IQMS implementation process, for example, duties of the SDT, were inadequately known by some respondents. This unevenness in the knowledge of the duties of the SDT was also reflected when the researcher observed the meetings of these structures (SMT and SDT).

During the meetings of the SMT, the researcher observed that from the discussions held, 100% structures expected to be available for the smooth running of IQMS was in place in line with ELRC Collective Agreement 8, 2003, which stipulates that the School Management Teams (SMTs) from each school must be trained so that they will be able to do advocacy and training of all educators in the school.

The SMT reflected good understanding of the roles of the SDT inline with the prescriptions of the ELRC Collective Agreement 8 of 2003, for example, the SMT respondents responded as follows:

“The SDT, is a structure responsible for overseeing and monitoring IQMS. It holds IQMS meetings and ensures that everything about IQMS is done in accordance with the policy.”

The SMT displayed knowledge about what the SDT must do to ensure that: most educators are trained on the procedures and processes of IQMS; activities are coordinated pertaining to staff development; it prepares and monitors the management plan for the IQMS; it facilitates and gives guidance on how DSGs have to be established; it prepares a final schedule of DSG members; it links Developmental Appraisal (DA) to the School Improvement Plan (SIP); it liaises with the department, through the SMT, in respect of high priority needs such as, short courses, skills programmes or learnerships; it monitors effectiveness of the IQMS and reports to the relevant persons; it ensures that all records and documentation on IQMS are maintained, it oversees mentoring and support by the DSGs; it, together with the SMT, develops the School Improvement Plan (SIP) based on information gathered during Developmental Appraisals, it coordinates ongoing support provided during the two developmental cycles each year; it completes the necessary documentation for Performance Measurement (for pay or grade progression); it signs off on these to assure fairness and accuracy and submits the necessary documentation in good time to the Principal; it deals with differences between appraisees and their DSGs in order to resolve the differences; it provides all the necessary documentation (e.g. SIPs) to the Principal for submission to the Regional/District/Area Manager in good time; it coordinates the internal Whole School Evaluation (WSE) processes; it liaises with the external WSE Team and SMT to coordinate and manage the cyclical external WSE process and ensures that the IQMS is applied consistently (ELRC Collective Agreement 8 of 2003).

The responses provided by the respondents, especially the SMT did not auger well with the general performance of the school. When the researcher checked the pass rate of the school, it was discovered that it was below average, although the IQMS scores, according to the school records were very high. This scenario was contrary to the aims of IQMS, which according to ELRC Collective Agreement 8 of 2003, are to develop and promote school effectiveness. This prompted the researcher to hold interviews with all structures responsible for the implementation of IQMS, namely, the SMT, SDT and DSG in order to establish the causes of incoherence between educators' IQMS scores and the school's over all performance. The reason why these structures were chosen was that, according to ELRC Collective Agreement 8, 2003, the main responsibility of these structures is to provide mentoring and support to the educators. This suggested that these structures were accountable for the IQMS scores given to educators. When

asked what the reason was for IQMS scores to differ with the over all school performance, the SMT responded as follows:

The difference is not with all DSG members' scores. Our investigation, as SMT members, found that this was prevalent with scores allocated by DSG members who are post level ones. We felt that this was due to the issue of pay progression associated with IQMS. Pay progression according to ELRC Collective Agreement 8, 2003 is received by an educator who obtains at least a level two score in each performance standard assessed. Most educators probably fear depriving their friends of the score that would make them get pay progression. This makes most educators to select friends when choosing peer members for their DSGs, who would give them scores that would enable them to get money. This then eventually makes most educators acquire high scores during evaluation.

The SDT responded to the question of inconsistency of educator IQMS scores with the school performance as follows:

We think that this is caused by lack of thorough training. If educators are well trained, they would put value on IQMS as a means of promoting quality education, rather than personal gains.

The DSG members responded to the same question as follows:

When educators are to be evaluated, they are told in advance by means of displaying a roster indicating when each educator is going to be evaluated. This enables educators to prepare themselves thoroughly once they know the date and time of their evaluation. They put more effort on their work. When the evaluation session is over, most educators tend to relax. This is probably the cause of incoherence between the over all school performance and educator IQMS scores.

The responses from the respective respondents indicated the existence of a shortfall in terms of how the SDT performed its responsibilities. This suggested that a lot needed to be done in terms of developing educators in IQMS. The researcher also noted from the respondents that the issue of salary progression compromised honesty among some educators by lavishly allocating high scores to their friends. The response which cited that educators put more effort when they were to be evaluated and were relaxed when the evaluation was over, suggested that IQMS in that school is a once off phenomenon not a continuous process. This led to the researchers' concern about the ways in which the SDT promote quality education within the context of IQMS.

4.3.6 The value of IQMS as an evaluation tool

Similar to countries like England and Belgium, Australia and Wales (Plouwright and Godfrey, 2008; Hebert, 2003; James and Colebourne, 2004), IQMS in South Africa is a valuable quality of education promotion initiative.

When responding to the question of what value did the respondents think IQMS had for both the learner and the educator, the respondents displayed a proper understanding of the ELRC Collective Agreement 8, 2003, which states that the main objective of IQMS is to ensure quality public education for all and to constantly improve the quality of learning and teaching, and for this reason the Department of Education and educators are all accountable to the wider community.

100% of the respondents responded to the question as follows:

IQMS assists educators to improve teaching practice, which eventually improves learners' performance. It motivates educators to work even harder by means of salary progression educators whose IQMS performance is acceptable. To educators with low IQMS score, it allows DSG members to mentor and develop such educators.

The following responses from each respondents' groups (SMT, SDT and DSG) displayed similarities regarding the value of IQMS.

The SMT respondents responded as follows:

"We do hold meetings and run workshops with educators to capacitate them on IQMS which

in turn assist teachers to teach learners well.”

The SDT respondents responded to the question of the value of IQMS for teachers and learners as follows:

“...as SDT members, we ensure that all teachers are developed about IQMS through holding meetings and workshops. After convincing ourselves that all educators are well developed.”

The post one respondents in the DSG responded as follows to the question of IQMS value for teachers and learners:

“...all educators are evaluated by their DSG members. This evaluation, according to the information I have, helps the Department of Education in deciding which educator qualifies for salary progression.”

The minutes for the SDT perused confirmed that during IQMS advocacy, the staff discussed the aims of IQMS. The researcher observed that the respondents knew the value of IQMS, although not entirely. This was revealed when the respondents made mention of the one percent obtainable after an educator was evaluated. Even the responses from the questionnaires corroborated with what was observed. There was not a single response which did not mention the salary progression as a value of IQMS.

This suggested that more attention was paid to the monetary value of IQMS and neglecting the promotion of quality education.

4.4 Ways in which the SDT promote quality education within the context of IQMS

On asking the respondents about how the SDT functioned, the following responses were obtained: The post level one educator who was a member of the DSG responded as follows:

What I know is that in my school, the SDT assists educators by training them on issues related to IQMS. It holds meetings with educators where the DSGs are selected by individual educators.

The SMT respondents responded as follows:

In order for the SDT to promote quality education, it should constantly hold meetings with all teachers where it checks whether the DSG's are providing the necessary support to individual teachers who may be in need of support.

When the researcher perused the school relevant IQMS documents, they clearly showed that the SDT did hold the meetings in which educators were trained for IQMS. What was worrying was that, although IQMS began about seven years ago, the minutes reflected that there were few meetings held. This alone accounted for the lack of full understanding of IQMS by some members of DSGs and SDTs.

On the question of whether the respondents knew about the responsibility of the SDT on issues related to IQMS, the DSG responded as follows:

The SDT functions through DSGs whose responsibilities include assisting the educator to develop a Personal Growth Plan (PGP) and to work with the SDT to incorporate plans for development of the educator into the school improvement plan (SIP), evaluation of the educator (for development purposes) and verify that the information provided for Performance Measurement (PM) is accurate.

The responses from the SMT constantly showed that it had a thorough grasp of IQMS and its attendant processes. This was the potential for the school to fully implement IQMS. The structures which seemed to battle with the ways in which SDT should carry its responsibility were post level one educator members of SDTs and DSGs. In order to check the mechanism for bringing all educators on board with IQMS, the researcher posed the question to every group of respondents on how educators reacted when they were to be evaluated.

The SMT's reaction to the question was as follows:

To be frank, to be subjected to any form of evaluation is always scaring. When told that one is to be evaluated, one tended to doubt oneself whether one is going

to deliver to the best of ones ability or not. The first thing that inevitably haunts ones mind is that evaluation is going to expose ones weaknesses. This is in deed an embarrassing and unbecoming experience. It is like washing your dirty linen in front of people.

The post level one member of the SDT responded to the question by saying:

If we were not compelled by policies, we would say evaluation should be done away with because it exposes ones weaknesses in front of people. To us it is tantamount to the infringement of educators' privacy. If there could be other methods of evaluating teachers, we can highly appreciate them.

The responses indicated that evaluation in general and IQMS in particular was something that did not make educators comfortable. In Australia, for example, evaluation of teacher, according to Hebert (2003), was done to recruit teachers. Implicit in that recruitment is the fact that teachers who would be found not fit for the job would be excluded from the profession. The same feelings of possible exclusion from the profession apparently prevailed in educators of the researched school. This suggested that educators could do every thing within their power to default evaluation to their benefit.

On the question of processes involved when an educator was evaluated, the responses indicated that different respondents only knew the processes they are exposed to, for example, the respondents responded as follows:

We are expected to manage the school in terms of seeing to it that all policies from the department of Education are properly implemented in the school. This includes IQMS and other initiatives.

The post level one educator respondents only knew that they were expected to mentor, develop and evaluate educators for whom they were DSGs. The mentoring, development and evaluation of educators were, according to ELRC, Resolution 8 of 2003, necessary for the following

reasons: to confirm (or otherwise) the educator's perception of his/her own performance as arrived at through the process of self-evaluation; to enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion that may exist; to provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the school in terms of mentoring and support (especially by the DSG) and what in-service training (INSET) and other programmes need to be provided by, for example, the department; to enable the DSG and the educator (together) to develop a Personal Growth Plan (PGP) which includes targets and time-frames for improvement. The educator must primarily develop the PGP with refinements being done by the DSG; to provide the basis for comparison with the evaluation for PM purposes and, since it includes data gathered during the pre-evaluation discussion and will result in the development of a PGP, this information can be used, in instances where there is little or no improvement, to adjust the ratings upwards (for the purposes of awarding pay or grade progression) where the DSG, school and/or department has not provided the necessary support or appropriate opportunities for development.

The purposes of evaluation, mentoring and development concurred with Anderson's (2008) view, that these programmes provide support, facilitate support and provide feedback for change to educators. On the bases of Anderson's (2008) assertions, the educators of the researched school needed to regard IQMS as an aid to develop themselves and the school as well. This will ensure the improvement and effectiveness of the school, which is the ultimate aim of IQMS (ELRC Collective Agreement Resolution 8 of 2003).

That remarkable distinction in the knowledge among the respondents' responses signified that the level of understanding of IQMS was not equally distributed among all post levels. The SDT responded that their responsibility was mainly to ensure that all aspects of IQMS were made known to all educators as the policy prescribed.

On the question of what actually happened when an educator was evaluated, the respondents mentioned the following: a pre discussion meeting is held with the educator where all the details

about evaluation are explained and discussed with the relevant educator. The discussion revolved around the performance standards that will be utilized during evaluation. The educator goes on to fill in his or her Personal Growth Plan (PGP). In the PGP, it is where an educator expresses his or her weaknesses and areas in need of development. It is on the basis of the PGP that the educator is developed and eventually evaluated.

When the researcher observed and interviewed the respondents carrying out IQMS responsibilities, it was realized that the respondents formed structures (SMT, SDT and DSG) displaying features of distributed leadership. According to Bolden (2007), this kind of leadership emphasizes that responsibility is dissociated from formal organisational roles, and the action and influence of people at all levels is recognised as integral to the overall direction and functioning of the organisation.

Spillane (2006) mentions the following aims of distributed leadership: distributed leadership does not mean delegating. Instead, it means finding the best path by tapping the expertise, ideas, and effort of everyone involved; distributed leadership brings success in handling problems, threats, and change. It not only encourages idea sharing; it demands it. Good ideas can come to fruition because a team is ready to ignite the process moving from concept to reality; "the way we've always done things" isn't necessarily the best way. Using distributed leadership, we can look for better ways and test them through controlled, reasoned risk taking; in a distributed leadership environment, mistakes often lead to discovering valuable new approaches; in distributed leadership, not everyone is a decision-maker, but everyone is an expert whose knowledge contributes to the decision-making process; distributed leadership is not for mavericks and lone eagles; distributed leadership is about cooperation and trust, not about competition among units and factions. We all share the same mission, even though we contribute to it in different ways; distributed leadership empowers everyone to make his or her job more efficient, meaningful, and effective and under distributed leadership, everybody matters.

In the context of the researched school features of distributed leadership were apparent when IQMS was implemented. The allocation of responsibilities to different structures meant that

IQMS was not the sole responsibility of the SMT. That meant that the running of the school was decentralized.

The other scholars such as Steyn (2001) call distributed leadership as managing through teams. The management of IQMS by SMT, SDT and DSG in the researched school was the manifestation of Steyn's view of management through teams. For IQMS to face challenges in the school researched, it could be due to the fact that the process of formation of IQMS management structures did not align with Sanderson's (2006) theory of team building. According to team building theory, team building passes through stages of development, namely, the forming stage; the storming stage; the experimentation stage; the effectiveness stage and the performing stage.

In the forming stage people are getting acquainted with one another and trying to find their places in relation to each other. They are anxious and are uncertain and are both nervous and nice. Further characteristics of this stage include unclear objectives, central authority, conforming, caution, hidden feelings, poor listening, little care for others, initial pairing, weaknesses cover up and a wait- and -see attitude. It could probably be in this stage that much of defaulting of IQMS process prevailed in the researched school. The established structures were still not familiar with one another. This scenario needed the frequency and consistency of IQMS meetings so that members of the structures could open up to one another there by reducing fear.

In the storming stage, the central issue is power. Competition develops in this stage and the ensuing conflict makes this stage uncomfortable. The team roles are at stake too. Further characteristics of this stage include lack of unity and method, relationships become significant, cliques, strengths and weaknesses known, leadership questioned, tension, anger, cynicism, confusion, failure, hidden agendas, disillusion and team needs emerge. In this stage there is total chaos and strong management is necessary.

In the researched school this stage manifested. The researcher found that in the previous records of educator evaluation. There were records of disputes reflecting that some educators were not comfortable with the scores they were given during evaluation. That on its own showed that

cooperation was very minimal among the respondents. That situation required extensive exposure of all educators of the researched school to the content and mandate of IQMS policy. In the norming stage or experimentation stage team members begin to care about the teams' performance and they identify each other's strengths and weaknesses. Further characteristics of this stage include review goals and objectives, review team and individual performance, opens up risky issues, questions assumptions and commitment, leadership discussed, animosities dealt with, greater clarity, relief. In this stage there is remarkable improvement from the previous stage. This was yet- to- be-arrived-at stage in the researched school. This stage, comparatively speaking would be when SMT, SDT and DSG work harmoniously. This stage would be when each of the IQMS structures precisely knew not only what their responsibilities and roles are, but also what the other structures' roles and parameters are.

In the effectiveness stage the team is ready to work and to do so effectively. Relationships have been resolved, skills identified, communication improved, and methods refined. Further characteristics of this stage include, change objectives, restructure, confirm roles, improve working methods, build on strengths, resolve weaknesses, develop the team, willingness to experiment, better listening and involvement.

In the performing stage maturity and excellence are reached. There is a deep level of comradeship and trust and procedures are adapted to suit different needs. Further characteristics of this stage are leadership according to situation, flexibility, openness, individual and team needs compatible, risk taking, pride, excitement, learning and achievement.

The effectiveness and performing stages in IQMS development in the researched school were the ideal envisaged stages. If these stages were reached, this would mean that the Department of Education's goal about IQMS as an initiative to promote quality education in the researched school was reached

Squelch and Lemmer (2006) concur with Sanderson (2006) in terms of the fact that a team should undergo stages before it reaches maturity. According to Squelch and Lemmer (2006), a winning (successful) team is developed in stages over a period of time and leaders and members

must work tirelessly to maintain the team. The stages involved in the development of a successful team are: the formation of a group identity; defining tasks and goals; bonding; processing and assimilating.

The formation of group identity is the initial stage of team development and it requires the group to discover why they are there and the part each individual should play. Although there is often an elected leader, other members will also play leadership roles. Some members may feel intimidated by the position and status of others, for example, a junior educator may feel nervous about working with the principal. At this stage members are friendly but cautious. They are reluctant to state their feelings or put forward their ideas because they are not sure of how others will react to them. They still regard themselves as individuals and not yet as a team. As they meet together and obtain clarity about their roles they begin to forge their unique group identity.

Defining tasks and goals is, according to Squelch and Lemmer (2006), a stage which involves defining the task to be performed and formulating goals. As people get to know each other, different ideas and opinions about tasks and goals emerge. Some team members wish to do the job quickly while others see subsidiary goals. Some prefer firm, autocratic leadership whereas others seek a democratic environment. Some see the group as a place where they can further their own aims rather than cooperate towards a common goal (Squelch and Lemmer, 2006).

Bonding is a stage characterized by people slowly recognizing that they are no longer a collection of individuals, each with his or her own objectives and agenda, but a team moving towards a common goal. Squelch and Lemmer (2006) argue that the shared goal is a “glue” that binds the group together. The group assumes its own identity as people start working together, take pride in their work and in their membership of the team and express these feelings to non members. Members learn to criticise issues and not people and to give each other positive feedback.

In the processing stage a winning team starts to emerge. Groups start to experiment with new roles. The formal leadership role may become less obvious or it may be shared. People trust each other, are open and supportive. This according to Squelch and Lemmer (2006), is the stage when the teams becomes creative, innovative and effective. The final stage is assimilating. In this stage

some groups cease to exist once the task has been completed or goals have been reached. Others continue with old members leaving and new members joining and having to find their place in the group.

From the way respondents responded regarding the issue of promoting quality education within the context of IQMS, it showed that the teams responsible for the implementation of IQMS were not adequately trained. Considering Sanderson's (2006) theory of team building, it appeared as if the implementation of IQMS in the researched school occurred when the final stage (performing stage) of team building was not reached. Steyn (2001) proposes guidelines for team building as follows: first, team leaders should listen to the problems and solutions being proposed by the team; second, changes initiated by the team should be built into the routines or structures of the team so that the team will not be allowed to slip back into its old ways once improvements have been agreed upon; third, team decision making increases commitment, so the team should be allowed to take decisions; fourth, team building needs constant maintenance and servicing to enable members to develop and grow; fifth, it must be borne in mind that team building takes time. It may be years rather than months before an effective team is created; sixth, teamwork is enhanced when a commonly understood systematic approach is used throughout the various stages of team development. Such an approach consists of a logical series of steps that are followed in order to carry out certain tasks or solve a problem.

Since the SDT is a team responsible for promoting quality education in school, it had to have strategies for fulfilling this mandate in the context of IQMS. Squelch and Lemmer (2004), propose seven ways in which this mandate could successfully be carried out: firstly, making sure that the team has a common goal shared by all team members. Common goals form the cement that keeps a team together. The SDT should make sure that teachers know and understand the school's general aims as well as the goals of smaller groups in the school. This, according to Squelch and Lemmer (2004), is important when beginner teachers are being assimilated into existing teams. This makes teachers more willing to spend time and energy if they understand clearly what they are doing and why they are doing it; secondly, Squelch and Lemmer (2004) assert that the SDT should motivate by encouragement and reward. Squelch and Lemmer (2004) argue that people do not work primarily for money, but most people are looking for interesting

work, a challenge and opportunities for advancement. The SDT should therefore encourage and help team members to reach their personal goals by giving them opportunities for responsibilities and growth; thirdly, the SDT should keep communication channels open. To do this, the SDT should make sure that all members receive written communication, such as minutes of previous meetings, agendas, and notices of future meetings or notices of cancellation of meetings in good time. Verbal communication, according to Squelch and Lemmer (2004), should be clear and unambiguous to avoid misunderstanding and misinterpretation; fourthly, the SDT should allow everyone to take part in decision making. Squelch and Lemmer (2004) further argue that people who have been allowed a voice in decisions that affect them are likely to accept and adhere to these decisions. Decisions may involve problem-solving, the delegation of tasks, training, setting goals and even the evaluation of team performance and the distribution of rewards; fifthly, the SDT, as a team, should hold regular meetings. Teams, according to Squelch and Lemmer (2004), do most of their work in meetings, therefore meetings must be held at regular intervals and must be run as effectively as possible; sixthly, the SDT must make information and resources available. Everyone needs to know what is going on and which information and resources are available in order to achieve team aims and finally, the SDT should review progress where as a team it regularly reviews its work as part of its function. In addition, in ensuring progress, Squelch and Lemmer (2006) suggest that the following questions need to be asked: Did we complete the task successfully? What went well in the course of our work and can be repeated next time? What went wrong and held us back; etc.

4.5 Reasons for the SDT to work with SMT to promote quality education

According to ELRC Collective Agreement 8, 2003, each institution must elect a staff development team. This team may include all or some of the School Management Team (SMT). Since the SMT is a structure responsible for the management of the whole school, and SDT is its sub committee, working together of these structures will ensure that the following roles and responsibilities of the SDT, as expounded in the ELRC Collective Agreement 8, 2003 are realized: ensures that all educators are trained on the procedures and processes of an integrated IQMS; coordinates activities pertaining to staff development; prepares and monitors the management plan for the IQMS, 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 in service training (INSET), short courses, skills programmes or learnerships; monitors effectiveness of the IQMS and reports to the relevant persons; ensures that all records and documentation on IQMS are maintained; oversees mentoring and support by the DSGs; 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; deals with differences between appraisees and their DSGs in order to resolve the differences; provides all the necessary documentation (e.g. SIPs) to the Principal for submission to the Regional/District/Area Manager in good time; coordinates the internal WSE processes; liaises with the external WSE Team and SMT to coordinate and manage the cyclical external WSE process and ensures that the IQMS is applied consistently.

On comparing the respondents responses of their knowledge about the reasons why the SDT should work with the SMT against the reasons prescribed in the ELRC Collective Agreement 8, 2003, the researcher discovered that most of the respondents knew very little or nothing at all. This, to the researcher's opinion, boiled back to the inadequate training of structures responsible for the implementation of IQMS.

4.6 Chapter summary

In this chapter data has been presented and analyzed. The promotion of quality education within the context of IQMS was discussed. The respondents were interviewed and observed in practice regarding the promotion of quality education and their knowledge about the processes involved in the promotion of quality education was checked. The ELRC Collective Agreement 8, 2003 was consulted to check the reasons why the SDT has to work with SMT for the promotion of quality education. The reasons from the ELRC Collective Agreement 8, 2003 were compared against the responses of the respondents. Chapter Five will summarise, present conclusions and suggest recommendations about the study

Chapter Five

Summary, conclusions and recommendations

5.1 Introduction

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

5.2 Summary

The focus of this study was to explore the role of the Staff Development Team (SDT) in promoting quality education within the context of the Integrated Quality Management System (IQMS).

Chapter One outlined the problem and stated the aim of the study. The chapter identified the purposes of IQMS as evaluation tool which includes the promotion of quality education, through determination of educators' competence, assessing their strengths and areas in need of development, provision of support and opportunities for development to assure growth, promotion of accountability and monitoring the institution's overall effectiveness. In Chapter One, it was reported that the importance of the study was to improve quality of teaching and learning in the researched school (Intathakusa Intermediate School). Contributory factors to poor performance in schools were highlighted. This chapter assumed that adhering to proper implementation procedures of IQMS could greatly improve quality education in schools. The chapter concluded by highlighting the limitation of the study, that the study was conducted in a single school and therefore the findings of the study, were not going to be easily generalisable to other schools.

Chapter Two reviewed literature. It examined the concept of provision of quality education as perceived internationally and locally. Chapter Two further identified two forms of evaluation as equivalents of IQMS, namely, school inspection and school self evaluation. The chapter reviewed the promotion of quality education in countries like England, Australia, Wales, Namibia, Nigeria

and Botswana with that of South Africa. Literature revealed that just like in South Africa, challenges also happened in those countries during the process of promotion of quality education. The chapter concluded by identifying and discussing evaluation theory underpinning evaluation.

Chapter Three described the methodology of the study. The study adopted the qualitative research design approach and is located in the interpretivism paradigm. The research was a case study of one school, Intathakusa Intermediate School (pseudonym). The study used interviews, questionnaires, observations and document reviews as data collection instruments.

Chapter Four presented and discussed the findings. This was done through key themes, namely the need for re-training on the process of IQMS, explicit procedures to be followed when IQMS is implemented and the value of IQMS as an evaluation tool. The findings reveal that most respondents were not adequately trained for IQMS and therefore lacked essential skills and knowledge to implement IQMS successfully. The findings further revealed that educators fear to be evaluated and therefore tried to avoid evaluation which in turn compromised provision of quality education in the researched school.

5.3 Conclusions

The conclusions are derived from the findings and will be discussed according to the research questions that guided the study.

An attempt to provide quality education by the Department of Education went through various stages which eventually culminated in Integrated Quality Management System (IQMS) being gazetted.

The findings indicate that IQMS in the researched school was done in line with the ELRC Resolution 8 of 2003 but without consistency. This was evident by the existence of all IQMS structures, namely, SMT, SDT and DSGs. The findings show inconsistency in that the knowledge of IQMS concentrated mostly on the top management of the school, the SMT, which contradicted with IQMS policy (ELRC Resolution 8 of 2003) which, according to the policy, all IQMS structures should be acquainted with the processes of IQMS through advocacy and

training . The questions that the study aimed at responding to, were difficult to be responded to because of the concentration of IQMS knowledge on the SMT. This could be the reason why most of the post level one respondents displayed limited knowledge of IQMS and as a result the implementation of IQMS in the researched school was compromised.

Due to the limited knowledge of most respondents, the findings show that IQMS in the researched school became a once off event done only at the end of the year for salary progression purposes. Since teaching and learning is not a once off event, but is a continuous process, IQMS should therefore have been done throughout the year. This was in contradiction with Weber's (2002), emphasis on the purposes of IQMS that one of its major aims is to constantly improve the quality of learning and teaching.

The findings revealed that dishonesty and inconsistency prevailed among most of the DSG members of the researched school when evaluated. Dishonesty happened when DSG members were chosen on friendship basis, in contradiction with IQMS policy requirement that, to avoid subjectivity members should avoid choosing their friends to be their DSGs. This phenomenon of choosing friends into DSGs made IQMS scores not to be realistic because sometimes friends could not be frank to each other in allocating scores. This could be a very sensitive issue and friends could fear losing each other and thus opt for lavishly allocating high scores to one another. This was revealed when summative evaluation scores were compared with actual school results. The school results were found to be very low whilst the IQMS scores for most educators were high. This scenario compromised proper implementation of IQMS in the researched school.

The findings revealed that most respondents especially the post level one respondents were less knowledgeable about the roles and responsibilities of IQMS structures. This suggested that there was no coordination among IQMS structures. For IQMS to be well implemented and be successful, the structures should operate as a collective and a team which meant that each structure should know what the other structure does.

The findings further revealed that the Department of Education contributed in the improper implementation of IQMS in the researched school by flooding the school with numerous quality education improvement strategies within a short period of time before the earlier ones were assimilated and understood by the staff.

5.4 Recommendations

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

RECOMMENDATION ONE

There should be regular and consistent training for the whole staff on IQMS. The reason is that the majority of post level one teachers, who are dominating the staff showed little knowledge of IQMS processes. This could probably help when the term of office for the SDT comes to an end because new SDT members joining the SDT could be knowledgeable about IQMS. IQMS should be included in the curriculum of tertiary institutions tasked with the training of new teachers. This could alleviate the problem of retraining teachers who are already in the teaching service, but instead newly employed teachers could come with wealth of information relating to IQMS.

RECOMMENDATION TWO

The salary progression component of IQMS should be done away with since most teachers are tempted to default IQMS for monetary gains. There should be other strategies in place for compensating teachers' good performance instead of IQMS, for example, the strategy recommended by Duke and Stiggins (2004) which maintains that teachers should be held accountable for what they do in the classroom.

RECOMMENDATION THREE

The Department of Education should stick to one strategy for improving quality education until teachers are well acquainted with it and there after check its effectiveness before introducing the new one.

RECOMMENDATION FOUR

The findings reveal that nowhere in the IQMS structures where mention was made of learners and parents, although these are also role players in education. Attempts to provide quality education is not a simple endeavour which can be easily done unilaterally, collective effort should be sought where all stakeholders are involved. Their exclusion in IQMS issues suggested a shortfall in the strife to promote quality education.

RECOMMENDATION FIVE

The context should be taken into consideration before adopting foreign ideas. This means that what is good for one country, may not necessarily be good for the other country. The element of accountability which features in IQMS policy should strongly be enforced to teachers through close monitoring and supervision by external moderators of IQMS.

RECOMMENDATION SIX

The teachers' IQMS evaluation scores should corroborate with the learner results of the school otherwise IQMS would not have served its purpose of improving the effectiveness of the whole school.

RECOMMENDATION SEVEN

Counter opinions will always feature when a new initiative is being implemented, steadfastness should be upheld and adherence to the policy will ensure the realisation of the policy's intended aim.

5.5 Chapter summary

This chapter has outlined the summary of the study and the main conclusions. It further presented recommendations derived from the findings.

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APPENDIX A

(PERMISSION LETTER TO THE KZN DEPARTMENT OF EDUCATION)

P.O Box 1216
Mtubatuba
3935
26 July 2010

Attention: The Superintendent-General (Dr. Cassius R. Lubisi)

Department of Education
Province of KwaZulu-Natal
Private Bag X9137
Pietermaritzburg
3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Enock Mtshali, an M Ed student in the School of Education and Development at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfilment, I am required to conduct research. I therefore kindly seek permission to conduct research in one Intermediate school under your jurisdiction in Empangeni. The school is Homeleigh Intermediate School. The title of my study is: **An exploration of Staff Development Team's (SDT's) promotion of quality education within the context of Integrated Quality Management System (IQMS).**

This study aims to firstly, explore the role of SDT in promoting quality education. Secondly, to explore how SDT promotes quality education in the school in the context of IQMS and thirdly, to explore why SDT feels there is a need to work with the SMT in the promotion of quality education. The planned study will focus on SDT, Developmental Support Group (DSG) and SMT.

The study will use questionnaires, observations, document review and interviews. Questionnaires will be conducted with DSG members, SDT and SMT. The aim of using questionnaires with these structures would be to get various perceptions from each structure about promotion of

quality education using IQMS. Observations will be done during the meetings held by DSG's and SDT separately. Regarding the DSG, particular attention will be paid to pre-discussion and post evaluation meetings. Notes will be taken on how pre-discussion meeting influences the score DSG members give to an educator being evaluated. Notes will also be taken on how DSG members reach consensus on the score to be allocated to the educator who has been evaluated. Observation will also be done when the SDT finally decides on the score each educator receives. The role of SMT members during the process of teacher evaluation will be noted and recorded during observation.

Document review will be done with the DSG and SDT where score sheets for individual educators will be perused and notes taken. Comparisons of educator scores for different members within the DSG will be noted. Review of SDT's record of educators' scores will also be noted. Interviews will be done with all structures, namely, DSG, SMT, SDT and teachers. The aim would be to get the overall feelings from each structure on how quality education could be promoted using IQMS.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without causing any misunderstanding.

For further information on this research project, please feel free to contact my supervisor, Mr S.E Mthiyane at 031- 260 1870 / 0733774672. E-mail: Mthiyanes@ukzn.ac.za.

For any queries please contact me on the following details: Enock B. Mtshali; Tel: 035-580 9008; Cell: 083 590 1967; E-mail: ebism@telkomsa.net.

Research tools are attached herewith for your perusal.

Your positive response in this regard will be extremely appreciated.

Thank you

Yours sincerely

Mr E.B. Mtshali

APPENDIX B

(PERMISSION LETTER TO THE SCHOOL PRINCIPAL)

P.O Box 1216
Mtubatuba
3935
26 July 2010

Attention: The Principal
Intathakusa Intermediate School
P.O Box 1530
Mtubatuba
3935
Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Enock Mtshali, an M Ed student in the School of Education and Development at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfilment, I am required to conduct research. Please be informed that I have sought the necessary permission in advance from KwaZulu Natal Department of education and has been granted. I therefore kindly seek your permission to conduct research in your school. The title of my study is: **An exploration of Staff Development Team's (SDT's) promotion of quality education within the context of Integrated Quality Management System (IQMS).**

This study aims to firstly, explore the role of SDT in promoting quality education. Secondly, to explore how SDT promotes quality education in the school in the context of IQMS and thirdly, to explore why SDT feels there is a need to work with the SMT in the promotion of quality education. The planned study will focus on SDT, Developmental Support Group (DSG) and SMT.

The study will use questionnaires, observations, document review and interviews. Questionnaires will be conducted with DSG members, SDT, SMT and teachers. The aim of using questionnaires with these structures would be to get various perceptions from each structure about promotion of

quality education using IQMS. Observations will be done during the meetings held by DSG's and SDT separately. Regarding the DSG, particular attention will be paid to pre-discussion and post evaluation meetings. Notes will be taken on how pre-discussion meeting influences the score DSG members give to an educator being evaluated. Notes will also be taken on how DSG members reach consensus on the score to be allocated to the educator who has been evaluated. Observation will also be done when the SDT finally decides on the score each educator receives. The role of SMT members during the process of teacher evaluation will be noted and recorded during observation.

Document review will be done with the DSG and SDT where score sheets for individual educators will be perused and notes taken. Comparisons of educator scores for different members within the DSG will be noted. Review of SDT's record of educators' scores will also be noted. Interviews will be done with all the structures, namely, DSG and SMT. The aim would be to get the overall feelings from each structure on how quality education could be promoted using IQMS.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without causing any misunderstanding.

For further information on this research project, please feel free to contact my supervisor, Mr S.E Mthiyane at 031- 260 1870 / 0733774672. E-mail: Mthiyanes@ukzn.ac.za.

For any queries please contact me on the following details: Enock B. Mtshali; Tel: 035-580 9008; Cell: 083 590 1967; E-mail: ebsm@telkomsa.net.

Research tools are attached herewith for your perusal.

Your positive response in this regard will be extremely appreciated.

Thank you

Yours sincerely

Mr E.B. Mtshali

Declaration

I, (Full name of participant) here by confirm that I have been informed about the nature, purpose and procedures for the study: **An exploration of Staff Development Team's (SDT) promotion of quality education within the context of Integrated Quality Management System (IQMS).**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part to the study.

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

Signature of Participant: ----- Date -----

Signature of witness / Research assistant: ----- Date -----

Thank you

Mr Enock B. Mtshali

APPENDIX C

LETTERS TO THE RESEARCH PARTICIPANTS: SDT CHAIRPERSON AND DSG MEMBERS

P.O Box 1216

Mtubatuba

3935

31 July 2010

Dear Sir

A REQUEST FOR YOUR PARTICIPATION IN THE RESEARCH PROJECT

I am currently studying for a Master of Education degree with the University of KwaZulu-Natal. I am required to conduct a research as part of my dissertation for the degree. I therefore kindly seek your participation in this research project. The title of the research project is: **An exploration of the School Development Team's (SDT's) promotion of quality education within the context of Integrated Quality Management System (IQMS)**. The purpose of this research is threefold:

- Firstly to explore the role of SDT in promoting quality education.
- Secondly, how SDT promotes quality education in the school within the context of IQMS.
- Thirdly, why SDT feels there is a need to work with SMT in the promotion of quality education.

This project involves teacher interviews, questionnaires, document reviews and observations. Interviews and questionnaires will be done with a sample of selected number of teachers who are DSG members so as to get their feeling about how quality education is promoted using IQMS as context. The duration of interviews will be 15 minutes per teacher while the duration of observation will be 20 minutes per teacher. The findings will be used in writing my dissertation.

Confidentiality and anonymity will be highly taken care of. I also assure you that in order to protect your identity, pseudonyms will be used

As a member of the DSG, I feel you are a relevant source for this research. Please be informed that your participation in this research project is entirely voluntary and you are free to withdraw at any time should you so wish. There will be no financial benefits for your participation in this research project. The findings may be useful to your school and Quality Assurance Component in the Department of Education. The findings and recommendations will be forwarded to the Department of Education. The gathered data will be kept by the University of KwaZulu-Natal for a period of 5 years. After this period, audio-recorded items will be incinerated and the transcribed copies of interviews and questionnaires will be shredded.

This study is supervised by Mr Siphiwe E. Mthiyane (031-260 1870 / 073 3774 672, Email: Mthiyanes@ukzn.ac.za).

For any queries regarding this study, please contact me on the following details: Enock B. Mtshali; Tel: 035 580 9008; Cell: 083 590 1967; Email: ebsm@telkomsa.net.

Research tools are attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Thank you

Yours sincerely

Mr E.B Mtshali

Declaration

I (Full name of participant) hereby
Confirm that I have been informed about the nature, purpose and procedures for the study: **An exploration of the Staff Development Team's promotion of quality education within the context of Integrated Quality Management System (IQMS).**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project anytime should I so desire.

Signature of participant Date

Signature of Witness / Research Assistant Date

Thanking you in advance

Mr Enock B Mtshali



University of KwaZulu-Natal
Research Office
Geyan Mbeki Centre
Westville Campus
University Road
Chiltern Hills
Westville
3629
South Africa
Tel No: +27 31 260 3587
Fax No: +27 31 260 2384
E-mail: nalidoos4@ukzn.ac.za

01 December 2010

Mr E B Mtshali
School of Education, Leadership, Management and Policy
EDGEWOOD CAMPUS

Dear Mr Mtshali

PROTOCOL: An exploration of the Development Teams' (SDT's) promotion of quality education within the context of Integrated Quality Management Systems (IQMS)
ETHICAL APPROVAL NUMBER: HSS/1375/2010 M: Faculty of Education

In response to your application dated 30 November 2010, Student Number: 209529039 the Humanities & Social Sciences Ethics Committee has considered the abovementioned application and the protocol has been given **FULL APPROVAL**.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steve Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

SC/sn

cc: S E Mthiyane (Supervisor)
cc: Mr. N Memela



Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.: 2/4/8/85

Mr. Enock Bhekokwakhe Mtshali
P.O. Box 1216
Mtubatuba
3935

Dear Mr. Mtshali

PERMISSION TO CONDUCT RESEARCH IN THE KZNDoe INSTITUTIONS

Your application to conduct research entitled: **An exploration of staff development teams' (SDTs) promotion of quality education within the context of integrated quality management system (IQMS)**, in the KwaZulu Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, educators, schools and institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Head of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period: From 01 August 2011 to 31 August 2012.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Superintendent General. Please note that Principals, Educators, Departmental Officials and Learners **are under no obligation to participate or assist you in your investigation.**
8. Should you wish to extend the period of your survey at the school(s), contact Mr. Alwar at the contact numbers below.

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: Office G 25, 188 Pietermaritz Street, Metropolitan Building, Pietermaritzburg, 3201

TEL: Tel: +27 33 341 8610/11 | Fax: +27 33 341 8612 | email: sibusiso.alwar@kzndoe.gov.za

9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Address to: The Director: Resource Planning; Private Bag X9137; Pietermaritzburg; 3200

The Department of Education in KwaZulu Natal fully supports your commitment toward research and wishes you well in your endeavours. It is hoped that you will find the above in order.


Nkosinathi SP Sishi, PhD

Head of Department: Education


Date

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

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kzn education

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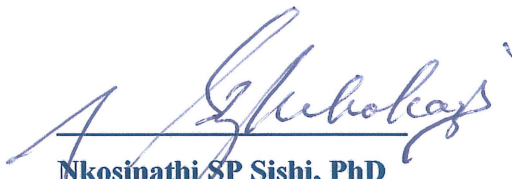
Dear Mr. Mtshali

PERMISSION TO CONDUCT RESEARCH IN THE KZNDoe INSTITUTIONS

Your application to conduct research entitled: **An exploration of staff development teams' (SDTs) promotion of quality education within the context of integrated quality management system (IQMS)**, in the KwaZulu Natal Department of Education Institutions has been approved. The research and interviews will be limited to the following Schools and Institutions:

1. Homeleigh Intermediate School

Regards,


Nkosinathi SP Sishi, PhD
Head of Department: Education


Date

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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APPENDIX F

Interview Schedule

General questions to establish rapport with the participant and to gauge their knowledge of the IQMS as a tool to promote quality education in school.

1. What structures are involved in the implementation of IQMS in the school?
2. Would you say these structures are appropriately trained to implement IQMS in the school?
3. Do you have any knowledge of initiatives other than IQMS whose aim is to promote quality education in school? If so what is that initiative?
4. Comparatively speaking, what value do you think IQMS has for the school, the teacher and the learner?

Teachers' perception of IQMS

1. How do teachers react when they are evaluated?
2. What processes are done when a teacher is evaluated?
3. Are the scores allocated to the teacher a true reflection of the teacher's teaching ability?, if so why?, and if not why?
4. Do IQMS scores for the individual teacher correlate positively with the learners results?
5. What are the positive things about IQMS?
6. What are the negative things about IQMS?
7. When you are to be evaluated, do you have enough time to prepare yourself?
8. Does IQMS really address the teachers' areas for development?
9. Is there any feedback meeting for the entire school after all teachers are evaluated?
10. If there is feedback meeting, to what extent does this help fine tune the performance of the learners
11. What value does pay progression has in motivating teachers to perform to the best of their ability?

How teachers integrate skills and knowledge obtained from IQMS in their day-to-day teaching.

12. What improvements in your teaching have you made after having been evaluated?
13. Do you attribute those improvements to the proper guidance and mentoring by your DSG?
14. How do you compare your day-to-day professional activities prior and after evaluation?
15. What new skills, if any, have you acquired since the inception of IQMS?

Observation schedule

Date: 5 July 2010

This observation schedule is aimed at observing meetings for the following structures:

- Staff development team(SDT)
- Developmental support group(DSG)

The SDT is the structure responsible for the implementation of Integrated Quality Management System (IQMS) in the school. The DSG is the structure responsible for evaluation of each teacher's performance in the school. Particular attention will be paid on how these structures function.

In observing meetings of these structures, I will check how their activities impact on the promotion of quality education. I will take detailed notes on:

- What was said during the process of each of their meetings
- Notes will be taken on how long the meeting lasted
- How each member in the respective structure contributed in the discussion during the meeting
- I will take notes of the frequency of each structures meeting
- Regarding DSG meeting, I will check and note how consensus is reached by the two DSG members when allocating scores to the teacher
- Regarding the SDT, I will check and note how final teacher scores are moderated and captured
- I will peruse and take notes from the previous minutes for the meetings of each structure. The reason will be to try and find the pattern of the previous discussions and compare them with the discussions at hand
- I will also visit the result schedules for the school and compare them with overall teachers' scores in IQMS

Questionnaire Schedule

There are eleven questions and or statements with three responses per question. There is no correct or wrong response. Choose the answer which best suits you by circling the letter opposite that answer.

1. How long have you been a teacher?
 - a. less than two years
 - b. more than two years but less than five years
 - c. above five years
2. How does IQMS contributes to promotion of quality education?
 - a. it promotes teachers commitment to work
 - b. it allows discourages teachers from working hard
 - c. it enforces team working
3. Do you agree that IQMS is an initiative that allows teachers to learn from their weaknesses?
 - a. agree
 - b. disagree
 - c. not sure
4. Election of teachers in various structures of IQMS is done democratically.
 - a. agree
 - b. disagree
 - c. not sure
5. The structures responsible for the implementation of IQMS are DSG, SMT and SDT.
 - a. agree
 - b. disagree
 - c. not sure
6. The pay progression causes biasness in the valuation of teachers performance.
 - a. agree
 - b. disagree
 - c. not sure
7. The Personal Growth Plan(PGP) helps the teacher to reflect on his or her weaknesses and strengths.
 - a. agree
 - b. disagree
 - c. not sure
8. IQMS scores for any teacher should be directly proportional to the learners results in a particular learning area.
 - a. agree
 - b. disagree
 - c. not sure
9. When teachers are evaluated during the IQMS process, tension and nervousness and tension usually occur.
 - a. agree
 - b. disagree

- c. not sure
- 10. The aim of IQMS is developmental not punitive.
 - a. agree
 - b. disagree
 - c. not sure
- 11. Areas in need for the development assist in compiling a school improvement plan(SIP).
 - a. agree
 - b. disagree
 - c. not sure

Document analysis schedule

Date: 31 July 2010

Documents analysed:

1. Teachers' IQMS files
2. Minutes of DSG and SDT meeting
3. Instruments for evaluating teachers
4. Record of disputes, if any

The above documents will not be older than two years. These documents will be used to corroborate the observation, interviews and questionnaires so that trustworthiness of the findings could be improved.

1. What documents are kept in each educator's file?

2. Is there any evidence of DSG minutes? if so, what is the purpose of such minutes?

3. Is there any evidence of SDT minutes? if so, what is the purpose of such minutes?

4. What information is recorded in the instrument for evaluating teachers?

5. How are the DSG minutes integrated with the minutes for the SDT?

6. How is the final reporting about the teacher's performance done?

7. What role does the SDT has in the final reporting of the teacher's performance?

8. How long are the instruments for evaluating teachers kept in the school?

9. Who constitute the DSG?

10. Are there any records of disputes about the allocation of scores kept? If so, how and where are they kept?
