

**AN EVALUATION OF THE INTEGRATED QUALITY  
MANAGEMENT SYSTEM AT SELECTED SCHOOLS WITHIN  
THE LUKHANJI CIRCUIT, QUEENSTOWN DISTRICT.**

**M.M GONGQA**

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**AN EVALUATION OF THE INTEGRATED QUALITY  
MANAGEMENT SYSTEM AT SELECTED SCHOOLS WITHIN  
THE LUKHANJI CIRCUIT, QUEENSTOWN DISTRICT**

**By**

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**Submitted in partial fulfilment of the requirements for the degree of  
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Nelson Mandela Metropolitan University**

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## **DECLARATION**

I, Mxolanisi Michael Gongqa, Student Number 205058523 declare that this treatise for Master of Public Administration to be awarded is my own work and that it has not previously been submitted for assessment or completion of any postgraduate qualification to another University or for another qualification. master's treatise on:

**MXOLANISI MICHAEL GONGQA**

## **DEDICATION**

This treatise is dedicated to my late father, Tshaka Thamsanqa Gongqa, who made profound sacrifices, raising seven children, of which I am the sixth, with our mother. In spite of being completely illiterate, he valued education and instilled in me the values of dedication, perseverance, hard work and humility.

## **ACKNOWLEDGEMENTS**

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I wish to also acknowledge the support of my friend, Themba Rataza, who served as my language practitioner and helped me with language editing and few other technical issues.

To Professor Taylor, my supervisor, my sincerest appreciation for his patience with me. Without his guidance and support, I truly doubt that I would have completed this study. My journey was not easy, but Professor Taylor never gave up on me. He was like a parent to me. He knows some of my trials and tribulations that led to the delays in completing this study. May God richly bless him.

Special word of thanks goes to the school principals and educators who participated in the research, I thank them for their unconditional support.

## **ABSTRACT**

The study focused on the evaluation of the integrated management system (IQMS) at selected schools within the Queenstown Education District. A quantitative research method was used for the study and questionnaires were used as a research tool to collect data. The respondents were members of the school management teams (SMT) which comprised the principals, deputy principals, heads of departments, senior educators and educators. These are key role-players in the management and implementation of IQMS. The rationale was to obtain pertinent information which would address the research questions and objectives of the study.

The primary objective of the study as outlined above was to evaluate the impact of IQMS implementation in the Queenstown district with specific reference to the Lukhanji Circuit, on the performance of the high schools selected. It was envisaged that the results of the study would contribute towards developing measures to ensure that IQMS implementation achieves the desired objectives.

The research questions were:

- To what extent can IQMS implementation be used as a tool to measure and improve teaching and learning?
- What measures have been put in place by the district to support and build capacity of the educators to perform?
- What factors hinder the effective IQMS implementation?

The key findings of the study reveal that IQMS as a tool to improve teaching and learning had the overwhelming support of the majority of the respondents. However, a reasonable percentage of the respondents were of the view that IQMS constituted an administrative burden to educators. There are educators who displayed a negative attitude towards the implementation of IQMS. The respondents also felt that the district office needs to provide more support for IQMS implementation so that its objectives can be fully realised.

The study makes clear recommendations such as the de-linking of IQMS from salaries and pay progression, provision of more support by the district, to make IQMS more user-friendly to educators and additional budget and teacher training to enhance educators' professional development.

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## **LIST OF ABBREVIATIONS**

DAS	Developmental Appraisal System
DOE	Department of Education
DSG	Developmental Support Group
IQMS	Integrated Quality Management System
NNMU	Nelson Mandela Metropolitan University
PGP	Personal Growth Plan
PM	Performance Measurement
SDT	Staff Development Team
SIP	School Improvement Plan
SMT	School Management Team
WSE	Whole School Evaluation

## **CHAPTER ONE**

### **INTRODUCTION AND OVERVIEW**

The appraisal system for secondary educators during the period of separate development (apartheid) in South Africa was characterised by bureaucratic tendencies rather than a responsive form of appraisal system. It was fragmented rather than integrative in nature. A top down approach was adopted at the expense of democratic principles. However, the advent of democracy in 1994 ushered in a new era with a new set of challenges in the education sector. Monitoring performance became the central focus of the Department of Education, with special emphasis on the performance of educators. A number of policies were developed with the primary aim of transforming the public education system for the better an example of which is the White Paper on Education and Training which was formulated in 1995. A strategy was introduced to measure the performance of educators and hence the achievements of the national goals by educational institutions (Department of Education: 1995).

The current restructuring of education in South Africa calls for, among other things, a clear understanding of the process of facilitating effecting teaching and learning. According to the National Paper on Whole School Evaluation (Department of Education, 2006 b), since about 1990, neither schools nor educators were externally evaluated. Reddy (2005:3) writes that this has created a significant gap in an era that was fraught with dissatisfaction over educator evaluation. Reddy (2005:4) further states that it has become now incumbent on the democratic government and its Department of Education to improve the quality of education, especially after the poor grade 12 results between 1995 to 2000.

The discussion that follows will briefly unpack the historical background to the study under investigation.

## **1.1 Background to the Study**

The need to improve the quality of education and equity has been one of the greatest challenges facing the Department of Education since 1994. A number of attempts were made to improve the existing system which culminated in the signing of Resolution 8 of 2003, whose main aim was to amalgamate the Developmental Appraisal System (Resolution no. 4 of 1998), the Performance Management System (Resolution no.1 of 2003) and the Whole School Evaluation System (WSES). The Integrated Quality Management System (IQMS) is informed by Schedule 1 of the Employment of Educators Act 76 of 1998, whereby the Minister is required to determine the performance standards for educators in terms of which their performance is to be evaluated. In terms of resolution no. 3 of 2008, educators must upgrade their skills continuously in order to adapt to the changing environment of teaching and learning. The above three systems were consolidated into one policy in order to improve the performance of educators. The main rationale for this approach is underpinned by the need for an improvement in the teaching of learners and in the quality of education in South Africa in general. It should be noted that IQMS is guided by the principles of fairness. In other words, no punishment or sanction could be meted out to educators without firstly establishing whether meaningful support has been given to develop them.

IQMS seeks to amalgamate the Developmental Appraisal System (DAS), the Performance Management System (PMS) and the Whole School Evaluation System (WSE). Section A: 3 of the Manual for IQMS describes the purpose of each programme as follows:

- The purpose of the Developmental Appraisal System is to appraise individual educators in a transparent manner with a view to determining areas of strength and weaknesses and to draw up programmes for individual development (formative evaluation);
- The purpose of the Performance Management System is to evaluate individual teachers for salary progression, rewards and incentives (summative evaluation).



This means managing poor performance and rewarding good performance in an open, fair and objective manner;

- The Whole School Evaluation System aims at evaluating the overall effectiveness of the school, including the support provided by the District Office and school management structures; and
- Infrastructure and learning resources as well as the quality of teaching and learning (System Evaluation).

## **1.2 Aims of the Study**

The primary aim of the research is to evaluate the effectiveness of IQMS within the Lukhanji Circuit to establish whether it has enhanced teaching and learning. IQMS is a fairly new concept and has been implemented in the past decade. The researcher intended to investigate whether there are any evident weaknesses in the process of implementation. The level of support provided by the Department of Education to educators was investigated, and how this translated into quality teaching and learning. IQMS is also linked to performance related pay. In this regard a further aim of the study was to investigate the challenges that confront the evaluation of performance within the school setting.

Wragg (1987: 76) writes that any form of appraisal should not remain static and unchanged. The actual implementation should reveal the strengths and weaknesses of the model and should not allow inadequate practices to persist unaltered. The research is important as the findings could assist educators to embrace IQMS as a tool to assist and develop them in an effort to improve the standard of their teaching and learning.

Eastern Cape Grade 12 learners performed the worst of all provinces in South Africa in 2011 (<http://www.info.gov.za/speech>) The Lukhanji District (Queenstown) has been chosen for this study because it is one of the districts within the cluster that are seriously underperforming when it comes to grade 12 results. Some of the schools have, for example, been serial underperformers for more than 5 years, achieving pass rates less than 40%.

The above overview primarily motivated the researcher to embark upon this study, being a former principal of a school and now a circuit manager in the Queenstown district. The researcher wanted to establish to what extent the implementation of IQMS has been successful at the selected schools from the Lukhanji Circuit in the Queenstown District.

It was hoped that the findings from this research could be useful in terms of:

- Improving the competency and performance of educators;
- Enhancing the quality of teaching and learning;
- Improving the performance of the District Circuit; and
- Changing any negative attitudes of educators towards the IQMS.

### **1.3 Problem Statement**

The IQMS was established to identify specific needs of educators, school and district offices for support and development, to provide support on a continuous basis so as to ensure the continued growth and development of schools. In other words, if IQMS is implemented effectively, it should lead to improved performance levels by educators. In terms of Resolution no.8 of 2003, the main objective of IQMS is to ensure quality public education for all and to constantly improve the quality of learning and teaching.

After almost seven years of implementation, it would be expected that there would be a significant improvement in the performance of educators leading to quality teaching and hence a better performance by schools, as this is indeed the ultimate goal. However, evidence on the ground paints a bleak picture when it comes to performance of high schools in particular. The grade 12 failure rate in the Eastern Cape Province over the years bears testimony to the above statement. The Queenstown district of education has not been performing well in the recent past compared to other districts in cluster B, which comprises of Lady Frere, Cofimvaba and Queenstown. The primary objective of the research was therefore to evaluate the implementation IQMS at

selected schools which fall within the jurisdiction of the Lukhanji Circuit, in relation to the performance of these schools.

The IQMS signals a new approach to performance evaluation in the South African educational system. From an educationist perspective the past evaluation systems were seen as negatively focused, backward looking, judgmental, subjective, and unreliable and to have a top-down orientation. The new approach presents an opportunity to turn these negatives into positives and to begin to build a quality management system.

## **1.4 Research Objectives**

The Primary and Secondary research objectives of the study under discussion were as follows;

### **1.4.1 The Primary Objectives**

The primary objective of this study was to evaluate the impact of IQMS implementation in Queenstown District with specific reference to Lukhanji Circuit, on the performance of the High Schools concerned. It was envisaged that the results of this study would contribute towards developing measures to ensure that IQMS implementation achieves the desired objectives.

### **1.4.2 Secondary Objectives**

The secondary objectives were:

1. To determine the contribution of the Eastern Cape department of Education on IQMS implementation in the Queenstown District,
2. To analyse factors that may be hindering effective implementation of IQMS in the Lukhanji Circuit, and
3. To examine measures that may be employed by the district to enhance the implementation of IQMS.

### **1.4.3 Research Questions**

1. To what extent can IQMS implementation be used as a tool to measure and improve teaching and learning?
2. What measures have been put in place by the district/department to support and build capacity of the educators to perform?
3. What factors hinder the effective IQMS implementation?

### **1.5 Research Hypothesis**

There is positive correlation between the effective level of IQMS implementation in schools and the performance of educators and the resultant quality teaching and learning.

### **1.6 Literature Review**

Saunders, Lewis & Thornhill (2003:126) contends that there are two main reasons for conducting a review of literature. The first is to generate and refine the research ideas. The second is to demonstrate the researcher's awareness of the current state of knowledge of the subject and its limitations. Creswell (2008: 116) states that a literature review is a written summary of articles, books and other documents that describe the past and current state of knowledge about a specific topic. In order to increase the credibility of one's work, the researcher has to support his/her work with other works which have addressed similar topics. Chapter two of this study attempted to present and discuss literature and conceptual frameworks that shed light on the problem being investigated.

#### **1.6.1 The meaning of IQMS**

IQMS is an integrated quality management system that consists of three programmes which are aimed at enhancing and monitoring performance of the education system (Education Labour Relations Council, 2003: 3). These are:-

- Developmental appraisal;
- Performance Measurement; and
- Whole School Evaluation

The purpose of Developmental Appraisal is to appraise individual educators in a transparent manner with a view to determine areas of strengths and weaknesses, and to compile programmes for individual development. Performance management on the other hand aims at evaluating the individual teachers for salary progression, affirmation of appointments and rewards and incentives (Education Labour Relations Council, 2003:3). The whole school evaluation is aimed at evaluating the overall effectiveness of the school as well as the quality of teaching and learning. This troika of systems is implanted in an integrated manner, hence the term Integrated Quality Management System (IQMS), in order to ensure the maximum effectiveness and co-ordination of the various programmes (Education Labour Relations Council, 2003:3)

Central to these quality assurance initiatives lies the measurement of the work performance of the individual educators that would lead to quality teaching and learning (Education Labour Relations Council, 2003:3).

### **1.6.2 The Purpose of IQMS**

IQMS was established to identify needs of education, school and districts for support and development. It was established to provide support to continued growth; to provide accountability; to monitor an institution's overall effectiveness and to evaluate educator performance.

Kroon (1999:34) argues that IQMS is a means of getting better results from the organization, its teams and individuals, by understanding and managing performance within an agreed framework of planned goals, objectives and standards.

White Paper 6 on Human Resource Management in the public service (1997:6) highlights the following benefits produced by effective implementation of IQMS practices:

- Increased satisfaction among educators and improved attendance,
- Greater learner satisfaction,
- Improved educator performance and development of the school, and
- Increased reliability and on-time delivery of service

The Government White Paper 6 on Human Resource Management in the Public Service (1997:4) states that “success of the Public service in delivering its operational and developmental goals depends primarily on the efficiency and effectiveness with which employees carry out their duties.” In the context of the topic under discussion, it can be argued that success of schools in delivering its operational and developmental goals depends primarily on the efficiency and effectiveness with which the educators carry their duties.

One of the largest and longest running studies of school effectiveness has been Louisiana School Effectiveness Studies (Schaeffer, Nesselrodt & Stringfield, 1994:20) in the United State of America. This study used classroom observation to link levels of variables related to school performance. These classroom observations showed considerable differences between highly effective schools and ineffective schools in the use of class time. Classes in high achieving schools consistently spent more time on academically oriented activities. Classroom teachers in high achieving schools included more activities that integrated different academic content areas and gave their students reasons for undertaking their tasks. A major strength of the classroom methodologies used in ELSES was that both high and low inference data was gathered. This ensured that student engagement rates, which were highly correlated with learning, were quantifiably measured. It also permitted researches to gather contextually rich classroom data from which new hypotheses about effective teaching could emerge.

### **1.6.3 The Educator and Quality Assurance**

According to Greenwood and Gaunt (Leadership & Management Programme for School Principals, 2012:152), quality means the continuous improvements of the

systems to enable the optimum state of personal, social, physical and intellectual development of each individual which will result in society and colleague loyalty now and then.

Placing the above definition of quality into context it is proposed for purposes of this study that quality teaching and learning can best be described by performance outcomes in the classroom environment. According to Kartimi (2008:25), performance is observed by direct outcome of learning and it is the main indicator that learning has occurred. Kartimi further argues that the quality of teaching and the attitude of educators influence the students in their choices of approaches to learning.

#### **1.6.4 Quality Assurance Practices in Education**

Quality assurance practices in South Africa are aimed at development, upgrading and up-skilling programmes. Collins (1990:35-39) describes quality assurance as an organisational plan formed by those involved in the delivery of the service to the recipients of the service. It is a plan of action that aims at organisational excellence in order that a service may be delivered. A comprehensive quality assurance programme includes assessment and assurance that involve problem identification, as well as initiation and monitoring of remedial actions. In terms of IQMS, quality assurance refers to records of learners as captured in the portfolio of evidence of educators submitted for moderation purposes.

#### **1.6.5 International Perspective on Classroom Observation**

It is important to compare IQMS implementation practice in South Africa to other quality assurance practices in other countries in the world.

According to Hancock & Settle (1990:16), the classroom context is the major location for the formal expression of the teachers' purpose that is teaching. The work that the learners do and the manner in which they undertake it are the key indicators to teacher performance. In the classroom, the teacher mainly operates as the sole adult and

his/her interaction and behavior in the classroom has a direct influence on how learners act and perform.

#### **1.6.6 Performance Measurement**

According to the Collective Agreement No.8 of 2003, educators are evaluated for performance measurement. Performance standards are set. Educators complete forms to be submitted to Persal for salary progression purposes. The Developmental Support Group (DSG) and the School Development Team (SDT) monitor the progress and development of the educator. The discussion that follows will further give details to the discussion above.

#### **1.6.7 Developmental Appraisal**

According to Van Deventer and Kruger (2003:21), the aim of developmental appraisal is to facilitate the personal development of educators in order to improve the quality of teaching practice and education. A high quality staff development programme is an important avenue for refreshing, updating and expanding the educator's knowledge and skills. Furthermore, this assists in identifying the needs and opportunities for growth and development. It also helps in identifying which educators need more training and development.

This approach is neither judgmental nor fault-finding. It tries to find ways that would enable the educator to improve his or her performance. Van Deventer and Kruger (2003:211).

Patel (2001:1) indicates that generally the South African nation and more particularly the post-apartheid government has put into place a number of policies and strategies to ensure quality education. One of the most profound is developmental appraisal system. This is a system which allows classroom practitioners to identify their own development needs through a democratic and formative process together with the participation of education managers, peers and experts.



Developmental appraisal recognizes educators as both persons and professionals, hence information on both personal and professional aspects of educators are collected. Lukhaimaine (1997:18). Educators may have positive personalities but will still need professional development to enhance effectiveness and to maximize performance.

The guiding principles in managing the developmental appraisal process are as follows:

- The process must be open, transparent and developmental,
- There must be continuous support,
- It should involve relevant academic and management staff and all stakeholders should be trained on how to conduct it, and
- Prompt feedback by way of discussions and written communication to those who are being appraised should be one of the indispensable elements (ELRC, 1999:60).

It is important to note that the principal is responsible for driving the IQMS implementation. This therefore assumes that all principals have capacity. However, Mestry and Grobler (2002:21) argue that principals are often not well prepared for the tasks they must undertake and are not given sufficient training to perform these tasks.

Having outlined the developmental appraisal, the discussion that follows proceeds towards performance appraisal.

#### **1.6.8 Performance Appraisal**

Byars and Rue (2000:275) describe performance appraisal as “the process of determining and communicating to an employee how he or she is performing on the job, ideally, establishing a plan for improvement. When properly conducted, performance appraisal not only let employees know how well they are performing but also influence their future level of effort and task orientation.” Taking this definition into account, the research would like to contend that there could be no stopping of educators from developing and becoming competent enough to meet the challenges

of a dynamic environment in which they operate. This would go down a long way in ensuring effective teaching and learning and hence better performance by schools.

### **1.6.9 Whole School Evaluation (WSE)**

The whole school evaluation is the process to judge the performance of the entire school by collecting and analysing information in order to determine the quality of education at a particular institution. DOE (2001; 11)

## **1.7 Research Design and Methodology**

A quantitative research design was used. A quantitative methodological approach refers to the form of a data collection process which seeks for numerical responses. The responses can be in terms of percentages, mean, standard deviations and other statistics which can be used to impute meaningful interpretation of the findings (Saunders, Lewis and Thornhill, 2003; Cooper and Schindler, 2005). A research design is a blueprint that prescribes the process for data collection, validation, analysis and interpretation (Bryman & Bell, 2007; Strydom, Jooste & Cant, 2003; Statistics Canada, 2003).

There are several types of research design which include, *inter alia*, quantitative, qualitative, experimental, longitudinal and case study methodologies (Bryman & Bell 2007; Strydom, Jooste & Cant, 2003, Statistics Canada, 2003). However, studies reveal that the selection of the research design is usually dictated by the aim, research objectives, research questions and the general nature of the study (Swanepoel, Erasmus, Van Wyk & Schenk, 2000; Johnson & Christensen, 2007). For example, in a study where certain assumptions or hypotheses are raised they can best be dealt with through a quantitative research process and techniques. It is against the background stated above that the researcher opted for the quantitative research method. The sampling methods and further processes regarding the methodology are outlined in the discussion that follows:

### **1.7.1 Sampling Strategy**

A sample is the appropriately designated representative unit against which the entire research can base its conclusions about the entire units from which the sample was drawn (Bryman & Bell, 2007; Strydom, Jooste & Cant, 2003; Statistics Canada, 2003). De Vos, Strydom, Fouche and Deport, (20005:224) state that the major reason for sampling, is feasibility. A complete coverage of the total population is seldom possible or of all members of a population of interest, for example, drug abusers. The issue of the minimum size of a sample is repeatedly addressed in a variety of literature. De Vos *et al* (2005:224) state that it is generally accepted that the larger the population, the smaller the percentage of that population the sample needs to be, and vice-versa.

The focus was on three senior secondary schools falling within the jurisdiction of the Lukhanji Circuit. The participants who formed part of the sample for this study were principals, deputy principals, Head of Departments, senior teachers as well as selected educators. The researcher decided consciously to focus on members of the School Management Team (SMT) who have experience and the responsibility for the implementation of IQMS. In order to ensure a comprehensive collection of information and a representative sample, the researcher targeted post level one educators who represent teacher unions in their sites (site stewards), where possible.

All the respondents were permanent members of staff who have been subjected to IQMS implementation during their period of employment.

### **1.7.2 Ethical Considerations**

According to Merriam (1998:201), validity and reliability in research involves conducting an investigation in an ethical manner. In order to comply with this requirement, the respondents were encouraged to participate in this research voluntarily, in fact, the letter that was compiled specified that clearly. The anonymity of participants was protected and they were requested to give their written consent

before they participated in the research. Furthermore, permission was requested from the District Office of Education in Queenstown to conduct the survey at the selected schools. The district was requested to write a letter to the selected schools, requesting the principals to allow the researcher access to their schools and give him their full cooperation and support.

### **1.8 Limitations of the Study**

It is possible that certain of the participants might have concealed some of their weaknesses or problems in the implementation of IQMS by not answering certain of the questions in the questionnaire. The researcher maintained a neutral and unbiased stance so as to not influence the respondents, throughout.

### **1.9 Delimitation of the Study**

The study was limited to selected high schools based within the jurisdiction of the Lukhanji Circuit, in the Queenstown district. The researcher sampled three high schools that are located in historically disadvantaged areas.

### **1.10 Validity and Reliability of the Study**

Validity determines whether the research indeed measures that which it was intended to measure (Joppe, 2000:27). Reliability refers to the consistency of the instrument (Burns & Groove, 2009; 395). Validity refers to accuracy of the instrument while reliability refers to consistency.

A questionnaire was constructed under the guidance of the supervisor and statistician. Section A of the questionnaire comprised of mainly biographical data of the respondents. For example, the name of the respondent's, age, qualification, years of experience and post /position. That constituted an independent variable. Section B consisted of a list of questions. The respondents were expected to answer by rating their answers on a 5 point Likert rating scale ranging from strongly disagree to strongly agree.

### **1.11 Data Analysis**

According to Bogdan and Biklan (1992:153), analysis involves working with data, organizing them, breaking them into manageable units, synthesising them, searching for patterns, discovering what is important and what is to be learned and deciding what you will tell others.

Hart (1993: 54) argues that analysing data allows the researcher to identify conversational patterns and observe communications among the experiences of the participants. The discovery of these patterns offers the researcher alternatives towards generalisations.

With regards to this research, assistance of a qualified statistician was solicited in order to ensure validity of the findings.

### **1.12 Chapter Outline**

Chapter one comprises of the background of the research study, the outline of the formulation of the problem statement which promulgated the formulation of the aims and objectives of the study.

Chapter two provides the literature review on IQMS, in line with the topic under research.

Chapter three constitutes the research design and methodology, sampling methods used, collection and analysis of data.

Chapter four presents and analyse the data obtained from the questionnaires and interviews held.

Chapter five deals with the findings from the analysis of data and provide recommendations, conclusions and aspects that need to be taken for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Saunders, Lewis, and Thornhill, (2003:126) contend that there are two main reasons for conducting a review of literature. The first is to generate and refine the research ideas. The second is to demonstrate the researcher's awareness of the current state of knowledge of the subject and its limitations. Creswell (2008: 116) states that a literature review is a written summary of articles, books and other documents that describe the past and current state of knowledge about a specific topic. In order to increase the credibility of one's work, the researcher has to support his/her work with other works which have addressed similar topics. Chapter two of this study attempted to present and discuss literature and conceptual frameworks that hopefully shed light on the problem being investigated.

#### **2.1 The Meaning of IQMS**

The Education Labour Relations Council (2003:3) states that the IQMS is an integrated quality management system that consists of three programmes, which are aimed at enhancing and monitoring performance of the education system. The three programmes incorporate the following:

- Developmental appraisal;
- Performance measurement; and
- Whole school evaluation.

The purpose of developmental appraisal is to appraise individual educators in a transparent manner with a view to determine areas of strengths and weaknesses, and to compile programmes for individual development. Performance management on the other hand aims at evaluating individual teachers for salary progression, affirmation of appointments and rewards and incentives (Education Labour Relations Council, 2003:3). On the other hand, the whole school evaluation system is aimed at evaluating the overall effectiveness of the school as well as the quality of teaching and learning. This troika of systems is implanted in an integrated manner, hence the term Integrated Quality Management System (hereafter referred to as IQMS), in order to ensure the

maximum effectiveness and co-ordination of the various programmes (Education Labour Relations Council, 2003:3). Central to these quality assurance initiatives lies the measurement of the work performance of the individual educators that would lead to quality teaching and learning.

## **2.2 The Purpose of IQMS**

IQMS was established to identify the needs of education, schools and districts for support and development. It was established to provide support to continued growth; to provide accountability; to monitor an institution's overall effectiveness and to evaluate educator performance. Kroon (1999:34) proposes that IQMS is a means of obtaining improved results from the organisation, its teams and individuals, by understanding and managing performance within an agreed framework of planned goals, and setting objectives and standards.

The White Paper on Human Resource Management in the Public Service (1997:6) highlights the following benefits produced by effective implementation of IQMS practices:

- Increased satisfaction among educators and improved attendance;
- Greater learner satisfaction;
- Improved educator performance and development of the school; and
- Increased reliability and on-time delivery of service.

The White Paper on Human Resource Management in the Public Service (1997:4) further prescribes that the success of the public service in delivering its operational and developmental goals depends primarily on the efficiency and effectiveness with which employees carry out their duties. In the context of the topic under discussion, it can be argued that the success of schools in delivering its operational and developmental goals depends primarily on the efficiency and effectiveness with which the educators perform and execute their duties.

One of the largest and longest running studies on school effectiveness was undertaken in Louisiana, in the United State of America (Schaeffer, Nesselrodt & Stringfield 1994:20). This study used classroom observation to link levels of variables related to school performance. These classroom observations revealed considerable differences between highly effective schools and ineffective schools in class time activities. Classes in high achieving schools consistently spent more time on academically oriented activities. Classroom teachers in high achieving schools included more activities that integrated different academic content areas and gave their students reasons for undertaking such tasks. A major strength of the methodologies used was that both high and low inference data was gathered. This ensured that student engagement rates, which were highly correlated with learning, were quantifiably measured. It also permitted researches to gather contextually rich classroom data from which new hypotheses about effective teaching could emerge (Schaeffer, Nesselrodt & Stringfield, 1994:20).

### **2.3 The Educator and Quality Assurance**

According to Greenwood and Gaunt (2012:152), quality means the continuous improvements of the systems to enable the optimum state of personal, social, physical and intellectual development of each individual, which will result in society and colleague loyalty.

Placing the above definition of quality into context it is proposed for purposes of this study, that quality teaching and learning can best be described by performance outcomes in the classroom environment. According to Kartimi (2008:25), performance is observed by direct outcome of learning and it is the main indicator that learning has occurred. Kartimi (2008:26) further argues that the quality of teaching and the attitude of educators can influence students in their choices of approaches to learning.

### **2.4 Quality Assurance Practices in Education**

Quality assurance practices in South Africa are aimed at development, upgrading and up-skilling programmes. Collins (1990:35-39) describes quality assurance as an



organisational plan formed by those involved in the delivery of the service to the recipients of the service. It is a plan of action that aims at organisational excellence in order that a service is delivered. A comprehensive quality assurance programme includes assessment and assurance that involves problem identification, as well as initiation and monitoring of remedial actions. In terms of IQMS, quality assurance refers to records of learners as captured in the portfolio of evidence of educators submitted for moderation purposes.

## **2.5 International Perspective on Classroom Observation**

According to Hancock & Settle (1990:16), the classroom context is the major location for the formal expression of the teachers' purpose which is teaching. The work that the learners do and the manner in which they undertake it are the key indicators to teacher performance. In the classroom, the teacher mainly operates as the sole adult and his/her interaction and behavior in the classroom has a direct influence on how learners act and perform.

## **2.6 Performance Measurement**

According to Collective Agreement No.8 of 2003, educators are evaluated for performance measurement. Performance standards are set. Educators complete forms to be submitted to PERSAL for salary progression purposes. The Developmental Support Group (DSG) and the School Development Team (SDT) monitor the progress and development of the educator.

### **2.6.1 Developmental Appraisal**

According to Van Deventer and Kruger (2003:21), the aim of developmental appraisal is to facilitate the personal development of educators in order to improve the quality of teaching practice and education. A high quality staff development programme is an important avenue for refreshing, updating and expanding the educator's knowledge and skills. Furthermore, this assists in identifying the needs and opportunities for growth and development. It also helps in identifying which educators need more

training and development. This approach is neither judgmental nor fault-finding. It tries to find ways that would enable the educator to improve his or her performance (Van Deventer and Kruger, 2003:211).

Patel (2001:1) indicates that generally the South African nation and more particularly the post-apartheid government has put in place a number of policies and strategies to ensure quality education. One of the most profound is the developmental appraisal system. This is a system that allows classroom practitioners to identify their own development needs through a democratic and formative process together with the participation of education managers, peers and experts.

Developmental appraisal recognises educators as both persons and professionals, hence information on both personal and professional aspects of educators are collected (Lukhaimaine, 1997:18). Educators may have positive personalities but will still need professional development to enhance their effectiveness and to maximize their performance. In terms of the Government Gazette: Developmental Appraisal for Educators (1999:60), the guiding principles in managing the developmental appraisal process are as follows:

- The process must be open, transparent and developmental;
- There must be continuous support;
- It should involve relevant academic and management staff and all stakeholders should be trained on how to conduct it; and
- Prompt feedback by way of discussions and written communication to those who are being appraised should be one of the indispensable elements.

It is important to note that the principal is responsible for driving the IQMS implementation. This, therefore, requires that all principals have the capacity and necessary skills to perform this function. However, Mestry and Grobler (2002:21) argue that principals are often not well prepared for the tasks they must undertake and are not given sufficient training to perform these tasks. Having attempted to outline the developmental appraisal, the discussion that follows proceeded towards performance appraisal.

### **2.6.2 Performance Appraisal**

Byars and Rue (2000:275) describe performance appraisal as the process of determining and communicating to an employee how he or she is performing on the job and ideally establishing a plan for improvement. When properly conducted, performance appraisal not only lets employees know how well they are performing but also influences their future level of effort and task orientation. Taking this definition into account, the researcher proposes that generally, educators could be encouraged to develop and become more competent to meet the challenges in which they operate. This would go a long way in ensuring effective teaching and learning and hence better performance by schools throughout the country.

### **2.6.3 Whole School Evaluation (WSE)**

The whole school evaluation is the process to judge the performance of the entire school by collecting and analysing information in order to determine the quality of education at a particular institution Department of Education (2001:11).

Whole School Evaluation (hereafter referred to as WSE) is a national policy to reinstate the supervision and monitoring mechanisms at school level. The policy is designed to help supervisors reach conclusions on the overall performance of schools using agreed national criteria. The policy clearly indicates ways in which one could identify and differentiate between good performing and underperforming schools.

Whole School Evaluation involves school self-evaluation as well as external evaluation. Implementing the policy is an important step towards improving school education, helping educators work more effectively and ensuring all learners get the best opportunities for success (Department of Education, 2002:5). WSE should link evaluations by schools themselves with evaluation done externally to ascertain the overall quality of teaching throughout the school, to judge levels of learner performance and attainment, and to audit the extent of in-service professional development (Douglas, 2005:14). There was a view that WSE is cumbersome and

dis-empowering for educators with 50% or more of the supervisor's time spent observing lessons and a little time set aside for discussion and joint reflection. Despite claims to the contrary, the system appeared to be top-down and non-democratic. Although it was claimed that the policy of WSE was the outcome of discussions and elaborate consultation with a range of stakeholders, it immediately met with resistance from unions and educators who felt that there had not been sufficient consultation (Douglas, 2005:14).

When the policy of Integrated Quality Management Systems (hereafter referred to as IQMS) was introduced in 2003, it was done with the aim of appraising educators. In the following paragraph, IQMS as an appraisal system will be discussed.

## **2.7 IQMS as an Appraisal System**

Appraisal is defined as a means of promoting, through the use of certain techniques and procedures, the organisation's ability to accomplish its mission of providing a better service or product while at the same time enhancing staff development (Poster and Poster, 1991:1). According to Steyn and Van Niekerk (2002:277), appraisal is a "continuous and systematic process to help individual teachers with their professional development and career planning and to help ensure that the in-service training and the development of teachers matches the complementary needs of individual teachers and school". It is important to note that Steyn and Van Niekerk emphasise the concept of "continuous assessment". It should not be an event but an on-going exercise. Steyn & Van Niekerk (2002:277).

It should help individual teachers with their professional development, hence leading to improved teaching and learning, specific achievable targets, identifying training and support needs, and considering career progression.

Some of the benefits of appraisal system for educators and schools include, but not limited to:

- recognition for effective work;

- greater clarity in role;
- improved feedback on performance;
- an opportunity to influence the development of the school;
- better understanding of the requirements of the job; and
- Identification of strength and weaknesses and hence planning for staff development needs; opportunity to motivate educators when informed praises given for good performance.

As an appraisal system, IQMS serves certain purposes. These purposes will be discussed in the next paragraph.

For the purpose of improvement, appraisal processes yield rich descriptive information that illuminates sources of difficulty as well as courses for change.

For example teachers and appraisers discuss how and why they could improve specific classroom performance to promote effective teaching and learning processes. Regarding accountability, effective appraisal processes yield fairly objective, and externally defensible information about educator performance.

Educators know what they did or did not do to have achieved a particular assessment. To assist with decision-making about individuals, the contexts in which individual performance occur are mutually considered, to ensure appropriateness and sufficiency of data. With organizational decisions, appraisal methods are collaboratively designed and pursued to ensure credibility and uniformity.

The objectives of appraisal as outlined above can only be achieved if there could be attitude change among educators. Steyn and Van Niekerk (2002:278-279) identified the following ways to change:

- The appraisee should be actively involved in the process, each stage of which should be marked by active participation and negotiation between those concerned,

- The procedures should be formulated after consultation. These procedures, including the areas for appraisal, criteria, outcomes and reports, should be clear at the very beginning of the process,
- Observations of lessons or written appraisal should be a positive tool for growth, both for the appraisee and for the appraiser,
- For appraisal to stand any chance of success in schools, it will have to be perceived by educators as an initiative that leads not only to better performance by learners, but lead to their own professional development and individual fulfilment. The appraisal should be presented as part of the appraiser's role in helping educators to develop, and
- Appraisal should assist in educator's ongoing growth. Principals should be familiar with educators' complains, assist them with discipline problems; provide resources and work through problems with them.

It is important to once again mention that the philosophy underpinning IQMS implementation is:

- To determine competence;
- To assess strengths and areas for development;
- To provide support and opportunities for development to assure continued growth;
- To promote accountability; and
- To monitor the institution's overall effectiveness.

Having outlined the purpose through the discussion above, it follows logically that the principles guiding the implementation its implementation needs to be unpacked.

## **2.8 Principles of IQMS**

The implementation of IQMS is guided by the following principles:

- The need to ensure fairness, for example, there can be no sanction against an educator in respect of his/her performance before providing meaningful opportunities for development,

- The need to minimize subjectivity through transparency and open discussion, and
- The need to use the instrument professionally, uniformly and consistently.

Having outlined the principles, the following discussion focus on the Educators' perception on its implementation.

### **2.8.1 Educators' Perception of IQMS**

If IQMS implementation has to succeed, some of the issues raised below are critical. According to Steyn & Van Niekerk (2002:278), many educators have negative experiences of appraisal, and the following reasons are mentioned:

- Appraisal is seen as an interference in the educators' work and as showing no confidence in their competency;
- The appraisal model can provide educational leaders with a basis for making career decisions regarding staff, such as promotion; and
- Staff appraisal provides evidence for disciplinary procedures.

It is important for educators to feel that appraisal of their performance involves their own views and perceptions of that performance (Lumby, Middlewood & Kaabwe, 2003:125). Appraisees often want feedback, are interested in improving performance, have training needs and want to have a chance for constructive dialogue with their employers (Fletcher, 2004:5). The IQMS as a system of appraisal emphasized that the needs of educators should be identified and systems are put in place to develop and support them. These systems, which have been put in place, need to be facilitated.

Certain people are key in the process of IQMS implementation. The following discussion focused on those role-players.

### **2.8.2 Roleplayers in the Implementation of IQMS**

The Principal, his School Management Team, Staff Development Team, Developmental Support Group the district offices well as the whole school evaluation

unit are important. Collective Agreement No.2 (2004:3) outlines the following roles and responsibilities of roleplayers:

#### **2.8.2.1 The Principal**

- The principal has the overall responsibility to ensure that IQMS is implemented uniformly and effectively at the school.
- Must ensure that every educator is provided with a copy of the IQMS manual and other relevant documents.
- Together with the SMT and SDT members responsible for advocacy and training at school level.
- Must organize workshops on the IQMS where the individuals will have the opportunity to clarify areas of concern.
- After advocacy and training the principal will facilitate the establishment of the Staff Development Team in a democratic manner.
- Ensure that all documentation sent to the district office is correct.
- Responsible for the internal moderation of evaluation results in order to ensure fairness and consistency.

Furthermore, the principal participates in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

The principal needs to ensure that any system for performance review in the school is procedurally sound and seen to be consistently applied. The principal might begin by being appraised personally as the first member of staff, demonstrating that there is nothing to fear in the system (Lumby, Middlewood & Kaabwe, and 2003:132).

#### **2.8.2.2 The Educator**

The educator must undertake self-evaluation of his/her performance and identify his/her personal support group-development support group Developmental Support



Group, consisting of his/her peer and immediate supervisor. He/she must also develop his/her personal growth plan (PGP).

#### **2.8.2.3 The School Management Team (SMT)**

The SMT is constituted of the Principal, Deputy Principal and HOD's.

Amongst others, the role of the SMT is to:

- Inform educators of the in-service training and other programmes that will be offered and make the necessary arrangements for educators to attend;
- Assist with the broad planning and implementation of IQMS; and
- Ensure that the school self-evaluation is done in terms of the Whole School Evaluation policy and in collaboration with the Staff Development Team.

#### **2.8.2.4 The Staff Development Team (SDT)**

Each institution shall elect a SDT consisting of the head of the institution and democratically elected staff members. This may include all or some SMT members, but must also include Post level 1 educators. The SDT will initiate, co-ordinate and monitor appraisal in terms of the management plan (Republic of South Africa, 2003b:c86). The size of the SDT differs from school to school and ranges between 3 and 6. In schools where there is only one or two, as it is the case in farm schools, such educators' makeup the SDT but the district provides the support. (Collective Agreement No. 2 of 2004:3).

The following are the roles of the SMT and SDT:

The SDT performs the following roles and has these responsibilities:

- Ensures that all staff members are trained in the procedures and processes of the IQMS;
- Coordinates all activities pertaining to staff development;
- Prepares and monitors the management plan for the IQMS;
- Facilitates and gives guidance on how DSGs have to be established;
- Ensures that all records and documentation on IQMS are maintained; and
- Oversees mentoring and support by the DSGs. (Collective Agreement no. 2 of 2004 (RSA, 2004: 3a)

#### **2.8.2.5 Developmental Support Group (DSG)**

An educator selects his/her own support group within the school based on the needs that have been prioritized (South African Council of Educators, 2004:28).

For each educator the Development Support Group (hereafter referred to as the DSG) should consist of the educator's immediate senior and one other educator (peer). The educator on the basis of the appropriate phase, learning area or subject expertise and not friendship, must select his/her peer. This selection of a DSG takes place after an educator has completed a first self-evaluation and reflected on strengths as well as areas in need of development Collective Agreement No. 2 of 2004 (2004:5).

The DSG is there to perform the following roles and responsibilities:

- Provide monitoring and support;
- Assist the educator in the development and refinement of his/her personal growth plan (PGP) and to work with the SDT to incorporate plans for development of an educator into the school improvement plan (SIP);

The DSG is responsible for the baseline evaluation of the educator as well as the summative evaluation at the end of the year for Performance Measurement; and the

DSG must verify that the information provided for Performance measurement is accurate (Collective Agreement No. 2 of 2004((Republic of South Africa, 2004:5).

#### **2.8.2.6 The District Office**

The district office has the overall responsibility of advocacy, training and proper implementation of the IQMS. It has the responsibility with regard to the development and arrangement of professional development programmes in accordance with identified needs of educators and its own improvement plan.

The district manager has a responsibility to moderate evaluation results of schools in his/her district in order to ensure consistency. In cases where the evaluation results of a school are not consistent with the school's general level of performance or where the district manager has a reason to believe that the evaluation at a particular school was either too strict or too lenient, he/she must refer the results back to the school for reconsideration Collective Agreement No. 2 of 2004 (2004:5).

#### **2.8.2.7 The Whole School Evaluation Unit**

The external Whole School Evaluation will be carried out by a WSE team, which consists of an external supervisor appointed by the Provincial Education Departments for this purpose. The approach is designed to help a school to measure to what extent it is fulfilling its responsibilities and improving its performance whilst providing external evaluation of the school's work (Department of Education, 2002:7). The only aspect of the IQMS that pertains to WSE is the classroom observation conducted by the external WSE team and the DSG. Collective Agreement No. 2 of 2004(2004:6).

The steps involved in the implementation of IQMS will be discussed in the following paragraph.

### **2.9 The IQMS Implementation Process**

### **2.9.1 Advocacy, Training and Planning**

An effective appraisal programme requires a great deal of organization and sensitivity in the way it is managed. Putting the appraisal scheme into action is the responsibility of senior management, and as such it should be perceived as an integral part of management practice (Steyn& Van Niekerk, 2002:278). The briefing sessions should normally be held fairly shortly before the first round of appraisals. It is often helpful to start by giving a short description of the recent history of appraisal in the organization, and why there has been a need to change or to develop the new scheme (Fletcher, 2004:78).

Advocacy and training are different. Both are necessary. Advocacy focuses on achieving a large scale buy-in to the process and answers the questions: What? And Why? Training focuses on capacitating all involved to ensure successful implementation and answers the question: How? Advocacy should relate to what the IQMS is and what the benefits will be for educators, schools and the system as a whole. It should explain why this approach was adopted. Training must specifically address issues relating to how the IQMS should be implemented in all schools. All officials and educators must have a thorough understanding of the principles, processes and procedures. Training must enable officials and educators to plan and administer this IQMS in a uniform and consistent manner. Collective Agreement No. 8 of 2003 (2003a: 6-7).

At a full staff meeting the principal/SMT will explain to staff what the IQMS is, what the benefit will be for educators, learners, and the school and why this approach was adopted. Training must specifically address issues relating to how the IQMS should be implemented at the school. All officials and educators must have a thorough understanding of the procedures, principles, processes and purposes of the IQMS. IQMS planning by the SDT must incorporate all the processes together with the time frame in which they must be completed, as well as all individuals involved together with each one's responsibilities. By the end of February each year, educators must be provided with a timetable indicating when they can expect to be evaluated Collective Agreement No. 2 of 2004(2004:6).

After the educators have been trained and are aware of what is expected of them as far as IQMS implementation is concerned, they should do self-evaluation to determine where they are still lacking and need to improve. The following discussion focuses on the self-evaluation by the educator.

### **2.9.2 Self – Evaluation by Educators**

Self-appraisal gives educators a perspective on their work. The aim of self-appraisal is to prepare for and to contribute to the overall appraisal process.

Reasons for using self-appraisal are that it:

- Provides a means of improving one's own performance;
- Can serve as a guide for setting goals and standards; and
- Helps to avoid suggestions that appraisal is a passive activity, something done to appraisees; and gives the appraisee a voice in the appraisal process (Steyn& Van Niekerk, 2002:281-282).

Fletcher (2004:47) identifies the following advantages of incorporating self –appraisal into the appraisal process. It is said to engender more commitment on the part of the person appraised, because of its participative. It reduces defensiveness by encouraging the appraisee to take the lead in reviewing their own performance, rather than having an assessment imposed on them. It encourages appraisees to think about their own performance and development needs in a focused way.

Immediately after the initial advocacy and training, each educator should evaluate him/herself using the same instrument that will be used for both DAS and PM. This enables the educator to be familiar with the instrument. Educators also familiarize themselves with the performance standard, the criteria (what they are expected to do) as well as the levels of performance (how well they are expected to perform) in order to meet at least the minimum requirements for pay progression This self-evaluation forms part of both Developmental Appraisal System and Performance Measurement. (Collective Agreement No. 2 of 2004(2004:7).

The educator does self-evaluation before the actual assessment by the DSG is done. Once this is done he/she must meet with the DSG to discuss procedures to be followed.

Pre-evaluation discussion follows in the next paragraph.

### **2.9.3 The Pre-Evaluation Discussion**

The DSG must have a pre-evaluation discussion with the educator. The pre-evaluation stage involves setting up the appraisal panel; clarify the roles of members of the appraisal panel, and the appraisee completing professional growth plan forms (Steyn& Van Niekerk, 2002:311).

The following issues must be clarified during the pre-evaluation:

- Whether the educator understands what is expected of him/her in terms of the performance standards and criteria and how he/she will be rated;
- The educator is given the opportunity to clarify areas of concern that he/she may have;
- The DSG informs the educator about procedures and processes that will be followed throughout the IQMS cycle;
- The DSG explains to the educator that classroom observation involves performance standards 1 to 4;
- The DSG explains to the educator that the evaluation in respect of the remaining performance standards will be based on general ongoing observation by the DSG and on documentary and other information that the educator may provide to the DSG; and
- The educator is also given an opportunity to raise issues that are hampering his/her performance. This is important in the light of the contextual factors, which may be recorded in the report and considered for possible adjustment of the mark awarded in respect of a particular criterion. (Collective Agreement no.2 of 2004 (2004:7).

Once the pre-evaluation discussion is completed, the actual assessment should take place in the classroom. The classroom observation discussion follows in the next paragraph.

#### **2.9.4 The Classroom Observation**

Classroom observation occurs when appraisers visit the classroom of the appraisee with the intention of observing the classroom practice of the appraisee and providing necessary support. The goal of the classroom observation is to obtain a representative sample of an educator's performance (Steyn & Van Niekerk, 2002:284). Before the classroom observation can take place, the teacher should be informed in advance. A member of the DSG with appropriate learning area knowledge will accompany the supervisor in relevant lesson observation. (Collective Agreement No. 8 of 2003 (2003a: 9). Classroom observation is limited to four performance standards, i.e. creation of a positive learning environment, knowledge of curriculum and learning programmes, lesson planning, preparation and presentation as well as learner assessment.

After identifying the personal DSG the educator needs to be evaluated for the purpose of determining a baseline evaluation with which subsequent evaluation(s) can be compared in order to determine progress. The purpose of this evaluation is:

- To confirm 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 in-service training and other programmes need to be provided by, for example, the district office; and

- To enable the DSG and the educator to develop a PGP which includes targets and time frames for improvement. The educator must primarily develop the PGP with refinements being done by the DSG. (Collective agreement No.2 of 2004 8).

The DSG will make the information on lesson observation available to the SDT for planning the SIP (Republic South Africa, 2003a:8).

In the classroom observation the emphasis will be only on the first four performance standards. The assessment of other performance standards takes place outside the classroom situation. The following discussion focus on the evaluation in respect of other performance outside classroom observation.

#### **2.9.5 Evaluation in Respect of other Performance Standards Outside classroom Observation**

An educator's evaluation in respect of these performance standards is based on general observation by the DSG, submission of documentary evidence, proof of participation and other information provided by the educator. (Collective Agreement no. 2 of 2004(2004: 9).

An educator needs to know how he/she performed during the IQMS evaluation.

After the assessment, he/she should be given feedback. Feedback and discussion will be discussed in the next paragraph.

#### **2.9.6 Feedback and Discussion**

After the observations in the classroom and having studied the portfolio of the educator, the appraiser should prepare the feedback to the appraisee by the appraisal panel (Steyn& Van Niekerk, 2002:289). The DSG must discuss the evaluation with the educator and must provide feedback. Feedback on classroom observation should focus on performance not personality; observations and not assumptions; objectivity and not subjectivity, the specific and concrete and not the general and the abstract;



the present and not the past as well as the individual's needs. (Collective Agreement no. 2 of 2004; Republic of South Africa, 2004.9). The aim of feedback should therefore be developmental not judgmental.

The feedback given can be either positive or negative. In case the feedback is negative, an educator may feel that he/she was unfairly assessed. Such differences should be amicably resolved. Resolution of differences and grievances will be discussed next.

### **2.9.7 Resolution of Differences and Grievances**

It is anticipated that most differences of opinions between an educator and a member of his/her DSG in respect of performance ratings will be resolved through discussion. This discussion should take place immediately after an educator has raised his/her dissatisfaction to the DSG about the score he was allocated.

Where agreement cannot be reached, the matter will be referred to the school's SDT within a week. If there is still no resolution within five working days and where there are (a) serious breaches of the guidelines of the process, and (b) serious grounds for challenging the process or the results, either party may request a formal review by the Grievance Committee. Such a request must be in writing and must state reasons why the educator believes that there are grounds for challenging the process or results. The Grievance Committee shall consist of a peer, union representative, and a neutral person appointed by the Regional or District Manager (or his/her delegate). The Grievance Committee will make a recommendation to the Head of Department, who shall make a decision within 5 working days of receiving recommendation. (Collective Agreement No. 8 of 2003. 2003a:11).

To avoid unnecessary differences, the implementation of IQMS should be closely monitored. Monitoring will be discussed in the next paragraph.

### **2.9.8 Monitoring**

It will be necessary to monitor the implementation of teacher appraisal within the school. Obviously, no judgments can be made about the impact of appraisal until it is established that the scheme is being carried out as planned. The school will therefore need, first of all, to devise some way of monitoring that the agreed activities are taking place; it will then be possible to evaluate its contribution to the school. One way of doing this, which might bring with it the added bonus of reminding staff what they need to do, is to produce a simple form on which the various stages and activities within the appraisal process can be logged as they take place (Mampuru, 2001: 54). Fletcher (2004:93) suggests that monitoring should take place from the outset in order to modify and correct any deficiencies at the earliest possible stage. The monitoring process is an ongoing activity, which is conducted by departmental officials, SMTs, SDTs and DSG's. (Collective Agreement No. 2 of 2004 (2004:10). The moderation of the scores is important to determine whether scoring was too strict or too lenient. Moderation will be discussed in the next paragraph.

#### **2.9.9 Moderation**

There are two types of moderation, external and internal moderation. External moderation is conducted by the district officials to ensure consistency among schools. Internal moderation is conducted at the school level by the principal and the SMT (Collective Agreement no. 2 of 2004 (2004: 10). The district manager has a responsibility to moderate evaluation results of schools in order to ensure consistency. This is done in order to determine whether the evaluation at schools were either too strict or too lenient. Steyn and Van Niekerk (2002:296) regard strictness as a situation where some appraisers show a tendency to appraise appraisees at a lower level than their performance warrants to allow for growth.

Leniency is the tendency to rate appraisees more positively than their performance warrants, and usually more than other appraisers would rate them.

It is important to keep records of all documents used in the implementation of the IQMS. These records and documentations that need to be developed and maintained will be discussed in the next paragraph.

## **2.9.10 Records and Documentation that need to be developed and maintained**

### **2.9.10.1 Completed instrument serving as a report**

The final appraisal record consists of all the forms in the developmental appraisal instrument, namely the personal details form, the needs and prioritization form, the criteria that were used, the Personal Growth Plan, the discussion paper and the appraisal report. The Staff Development Team should prepare a report on appraisal in the institution and present it to the staff at the end of the cycle. This report should reflect the collective professional development needs of educators in the institution (Steyn & Van Niekerk, 2002:309).

The Personal Growth Plan will be discussed in the following paragraph.

### **2.9.10.2 The personal growth plan**

The educator in consultation with members of the DSG develops the PGP. It covers the following:

- Formulations of objectives to indicate what areas require further development, for example making use of various methods of learner assessment; Identification of specific activities to achieve the mentioned objectives, for example attending workshops on assessment or consulting a subject advisor;
- Statement of resources required to achieve objectives, for example, subject policy document or assessment guidelines; and
- Statement of key performance indicators, for example integrating new methods of learner assessment in addition to existing ones (Steyn & Van Niekerk, 2002: 309).

Along with self-evaluation, the baseline evaluation and the performance measurement (at the end of each calendar year) the PGP forms an important record of needs and progress of individual educators. Collective Agreement No. 8 of 2003 (2003a: 13). The PGP must be used to inform the School Improvement Plan (hereafter referred to as the SIP), which in turn, will be submitted to the district office to inform their planning and deployment of support staff (Collective Agreement No.2 of 2004 (2004:12)).

The SIP will be discussed in the next paragraph.

### **2.9.10.3 School Improvement Plan**

The SDT must receive, from all the DSGs, the completed instruments as well as the PGPs of each educator by the end of March each year. From this and other information pertaining to school management and administration, they must compile the SIP, which groups educators (with similar developmental needs), together in order to identify specific programmes, which are priorities for the school and the educators in the school (Collective Agreement No. 8 of 2003 (2003a:24)).

SIP is a blue print of actions and the processes needed to produce school improvement. It is an important document that enables the school to measure its own progress through a process of ongoing self-evaluation. The SIP is developed by the SDT and enables SDT to monitor progress and improvement.

The School Improvement Plan is informed by the Personal Growth Plan of individual educators as well as other seven focus areas included in the Whole School Evaluation policy (Republic of South Africa, 2004:13).

## **2.10 Conclusion**

The Department of Education introduced changes in order to transform the whole education system. Amongst other initiatives the Department embarked on was the implementation of IQMS as an appraisal system. This the Department did by integrating the three systems, that is, Developmental Appraisal System, Performance Measurement and Whole School Evaluation.

The Department of Education engaged teacher unions so that all can accept this system (Collective Agreement No. 8 of 2003).

The purpose of DAS is to appraise individual educators in a manner with a view to determine areas of strength and weakness, and to draw up programmes for individual support. The purpose of PM is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives (Collective Agreement No.2 of 2004(2004:1). The IQMS is aimed at enhancing and monitoring performance of educators in the education system. It is a system that is aimed at identifying specific needs of educators, schools and district offices for support and development, and educators should be given feedback on how they have performed when assessed on IQMS. The successful implementation of IQMS depends on the execution of roles by different stakeholders, that is, principals, educators, School Management Team, Developmental Support Group and the Staff Development Team.

In chapter three the emphasis will be on the methodology followed in this research.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Paradigm**

A paradigm is defined as a way of looking at the world (Mertens 1998:6). Denzin and Lincon (2003:245) define a paradigm as a set of beliefs that guide inquiry and it is composed of certain philosophical assumptions that guide and direct thinking. Creswell (2003:77), states that these assumptions are related to the nature of reality, the epistemology, the role of the values in the study and the methodology. These basic belief systems or paradigms are the starting points or givens that determine what the inquiry is and how it is to be conducted (Guba, 1990:18).

Paradigms are therefore important in the research design because they impact both on the nature of the research question, that is, what is to be studied and also on the manner in which the question is to be studied. By ensuring that the research question and methods used fit logically within the paradigm, the principle of coherence can be preserved when designing a research study. Many researchers speak of four or five paradigms based on the underlying research epistemology. Without dwelling on each one of them, the researcher focused on positivist paradigm (Creswell, 2003:77).

#### **3.2 Positivist Paradigm**

The positivist paradigm assumes that there is an objective truth existing in the world which can be revealed through the scientific method where the focus is on measuring relationships between variables systematically and statistically. The positivist asserts that one reality exists and it is the researchers' duty to discover it. The philosophical goal of positivist is that the goal of knowledge is to simply describe it and, in some designs, to explain and also to predict the phenomenon that we experience, whether quantitatively or qualitatively (Creswell, 2003:77).

Sihlali (2012: 48) defines research design as a plan or blueprint according to which data is to be collected to investigate the research hypothesis or question in the most economical manner.

According to Creswell (2005:354), survey research is useful in the description of attitudes, opinions, behaviours or characteristics of the population. Furthermore, surveys are relevant when one wants to gather information with the intention of describing the nature of the existing conditions, or identifying standards against which existing conditions can be compared, or determining relationships that exist between specific events (Cohen, Manion, and Morrison, 2007:205).

According to Mouton (2000:49), the research design is a type of study to be undertaken in order to provide an acceptable answer to the research question. Welman and Kruger (2001: 46) regard a research design as the plan according to which the researcher obtains research participants and collects information from them. A quantitative methodological approach refers to data collection which seeks numerical responses. The responses can be in terms of percentages, means, standard deviations and other statistics which can be used to impute meaningful interpretation of the findings (Saunders, Lewis & Thornhill, 2003) and (Cooper & Schindler, 2005). A research design is a blueprint that prescribes the process for data collection, validation, analysis and interpretation (Bryman & Bell, 2007) and (Strydom, Jooste & Cant, 2003).

There are several types of research designs which include, *inter alia*, quantitative, qualitative, experimental, and longitudinal and case study methodologies (Bryman & Bell, 2007; Strydom, Jooste & Cant, 2003, Statistics Canada, 2003). However, studies reveal that the selection of the research design is usually dictated by the aims, research objectives, research questions and the general nature of the study (Swanepoel, Erasmus, Van Wyk & Schenk, 2000; Johnson & Christensen, 2007). For example, in a study where certain assumptions or hypotheses are raised they can best be dealt with through a quantitative research process and techniques.

Quantitative or empirical analytical research methods relate to data being expressed as numbers (Neuman, 2007:7). Mouton and Marais (1996:155) describe the quantitative approach as research in the social sciences that is more highly formalised as well as more explicitly controlled, with a range that is more exactly defined, and which, in terms of methods used, is relatively close to the physical sciences. Creswell

(1994:1-2) defines quantitative research as an inquiry into the social or human problem, based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures in order to determine whether the predictive generalisations of the theory hold true. According to Leedy (1993: 139), a quantitative approach deals with data which is principally numerical. This data collection enables the researcher to generalize the findings from a sample of responses from the population (Creswell, 1994:117).

According to Babbie (2007: 36), the distinction between quantitative and qualitative data in social research is a distinction between numerical and non- numerical data. When one says someone is beautiful, one is making a qualitative assertion. However, when one says he is “9” on a scale from 1 to 9, one is attempting to quantify one’s qualitative assessment. Babbie argues, therefore, that every observation is qualitative at the outset, but it is useful to convert it to a numerical form.

According to Leedy and Ormrod (2001: 101) quantitative research is used to answer questions about relationships among measured variables with the purpose of explaining, predicting and controlling phenomena. In contrast, qualitative research is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants’ point of view. Quantitative research is more focused and aims to test assumptions, whilst qualitative research is more exploratory in nature. Quantitative data is of the kind that may lead to the measurement of other kinds of analysis involving applied mathematics, while qualitative data cannot always be put into a context that can be graphed or displayed as a mathematical term (Babbie & Mouton, 2001:50-56).

Henning (2004: 3) states that the focus in the quantitative study is on control of all the components in the actions and representations of the participants. The variables will be controlled and the study will be guided with a keen focus on how the variables are related. Quantitative research uses measurement and statistical principles and models familiar to many and natural and physical scientists. They are based on the collection and analysis of numerical data, usually obtained from questionnaires, tests and checklists. The research subjects or respondents are usually not free to express data that cannot be captured by the predetermined instruments. Hence, quantitative



researchers generally have little personal interaction with the subjects they study since most of the data is designed to provide an in-depth description of a specific programme, practice or setting (Henning, 2004:3).

According to Johnson and Christen (2000:17), quantitative research is an approach which relies predominantly on the collection of quantitative data, that is, numerical data. It focuses generally on the hypothesis and theory testing, however, interpretive and critical research includes quantitative aspects. Researchers using this method rely on the assumption of objectivity. Furthermore, they are based on the collection and analysis of numerical data, usually obtained through questionnaires, tests and checklists.

It is against the background stated above that the researcher opted for the quantitative research method. The sampling methods and further processes regarding the methodology are outlined in the discussion that follows.

### **3.3 Sampling Strategy**

A sample is the appropriately designated representative unit against which the entire research can base its conclusions about the entire units from which the sample was drawn (Bryman& Bell, 2007; Strydom, Jooste& Cant, 2003; Statistics Canada, 2003). De Vos, Strydom, Fouche and Deport, (2005:224) state that the major reason for sampling is feasibility. A complete coverage of the total population is seldom possible of all members of a population of interest, for example, drug abusers. The issue of the minimum size of a sample is repeatedly addressed in a variety of literature. De Vos *et al* (2005:224) state that it is generally accepted that the larger the population, the smaller the percentage of that population the sample needs to be and vice-versa.

### **3.4 Purposive Sampling**

This is the most important kind of non-probability sampling. Researchers rely on their own experience, ingenuity and/or previous research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population (Welman & Kruger, 1999:63). In this

research study, the researcher purposefully selected members of the staff who are directly involved in IQMS implementation.

The researcher focused on three senior secondary schools falling within the jurisdiction of the Lukhanji Circuit. The sample for purposes of this study comprised of the principals, deputy principals, Head of Departments, senior teachers as well as other educators at the selected schools. Accordingly, all members of staff at the three selected schools were invited to participate in the survey. All the respondents were permanent members of staff who had been subjected to IQMS implementation during their period of employment. The three selected schools come from previously disadvantaged areas falling within the jurisdiction of the Lukhanji Circuit.

### **3.5 Ethical Considerations**

According to Merriam (1998:201), validity and reliability in research involves conducting an investigation in an ethical manner. According to Mertens (1998:177), there are certain things that need to be done by the researcher before collecting data. Firstly, permission must have been granted by the gatekeepers, in this case, the department of education, principals of schools. The researcher secured permission through the office of the district director. Letters to the principals of the affected schools were written as well. The letter clearly explained the purpose of the research and aspects of confidentiality were clearly spelt out.

The researcher has secured permission to conduct the research in the selected schools from the district director. Another letter was written to the principals of the schools, requesting permission to conduct the research. The content of the letter was very clear in saying that participation is voluntary and participants can withdraw their participation anytime. The letter was very clear in terms of the purpose of the research, its nature and the fact that confidentiality of the participants was assured.

In order to comply with this requirement, the respondents were encouraged to participate in the research voluntarily and the letter of introduction clearly specified that. Furthermore, the anonymity of participants was protected and they were requested to give their written consent before they participated in the research.

Furthermore, permission was requested from the District Office of Education in Queenstown to conduct the survey at the selected schools. The district office was requested to write a letter to the selected schools, requesting the principals to allow the researcher access to their schools and to provide their full cooperation and support.

### **3.6 Limitations of the Study**

It is possible that certain of the participants might have concealed some of their weaknesses or problems in the implementation of IQMS by not answering certain of the questions in the questionnaire. The researcher adopted a neutral and unbiased stance so as to not influence the respondents.

### **3.7 Delimitation of the Study**

The study was limited to selected high schools based within the jurisdiction of the Lukhanji Circuit, in the Queenstown district. The researcher sampled three high schools located in historically disadvantaged areas and whose grade 12 learners have performed below the norm for the country as a whole for at least the past 5 years.

### **3.8 Validity and Reliability of the Study**

Validity determines whether the research indeed measures that which it was intended to measure (Joppe, 2007:27). Reliability refers to the consistency of the instrument Burns & Groove (2009: 395). Reliability is a matter of whether a particular technique, applied repeatedly to the same object, would yield the same result each time (Barbie 2007:129).

Closely related to the two concepts is the argument by Welman & Kruger (1999:98), that the chosen design should be able to answer the research question and thus serve the purpose for which the research was undertaken in the first place.

Validity refers to accuracy of the instrument while reliability refers to consistency.

Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie, 2007:133).

A questionnaire was constructed under the guidance of the supervisor and a qualified statistician from the NNMU. A questionnaire is defined as a group of written questions used to gather information from respondents (Volg in Tereblanche and Durrhein, 1999:293).

De Vos, Strydom, Fouche, and Delport, (2002:172), argue that a questionnaire is a tool to obtain facts and opinions about a phenomenon from people who are informed on the particular issue. In addition to that, Marshal and Rossman (2006:125) contend that in using a questionnaire, researchers rely on the honesty and accuracy of the participants' responses. According to Sheyvelns and Storey (2003:39), a questionnaire should begin with the basic and least intrusive questions and progress to the more complex and sensitive ones.

For the purpose of this research, the researcher decided on using a questionnaire as the tool for data collection. Section A of the questionnaire consisted of the biographical information such as age, sex, experience and qualifications of the participants. Section B was made up of three sub-sections. Questions 1.1 – 1.10 was constituted of questions relating to IQMS as a tool to measure and improve teaching and learning. Questions 2.1 – 2.9 consisted of questions regarding measures that have been implemented at the selected schools to enhance IQMS implementation. Questions 3.1 to 3.8 consisted of questions relating to factors that may hinder IQMS implementation.

Closed questions were used. Respondents were therefore expected to select amongst the choices given, in a Likert scale. The advantage of this is that a standardized set of responses emerge (Tereblanche & Durheim, 1999:295).

De Vos (1990:80) defines a questionnaire as a highly structured data collection technique whereby each respondent is asked the same set of questions. Section A of the questionnaire comprised of mainly biographical questions pertaining to the respondents. For example, the name of the respondents, age, qualifications, years of

experience and post positions. Section B consisted of a list of questions. The respondents were requested to answer the questions using the 5 point Likert scale ranging from strongly disagree to strongly agree.

### **3.9 Data Analysis**

According to Bogdan and Biklan (1992: 153), analysis involves working with the data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learnt and deciding what you will tell others. Most data analysis today are conducted with computers. A computer can go beyond simple counting and sorting to perform intricate computations and provide sophisticated presentation of the results (Babbie, 2007:360).

White (2005: 168) contends that data analysis in quantitative research indicates the statistical techniques to be used in data analysis and specifies how the data will be presented. Hart (1993: 54) states that analysing data allows the researcher to identify conversational patterns and observe responses among the experiences of the participants. The discovery of these patterns offers the researcher alternatives towards generalisations. An appropriate computer software programme, for purposes of analysing the collected quantitative data, was employed.

In the chapter that follows, the interpretation and presentation of collected data is presented.

## **CHAPTER FOUR**

### **PRESENTATION OF DATA AND ANALYSIS**

#### **4.1 Introduction**

Chapter four focused on the research findings. All data obtained from the questionnaires was analysed, in order to evaluate IQMS implementation at the selected schools within the Lukhanji Circuit in the Queenstown District.

#### **4.2 Questionnaire Design**

As mentioned in chapter 3, the researcher decided on using a questionnaire as a tool for data collection. The questionnaire was structured as follows:-

Section A consisted of the biographical information such as age, sex, experience, position and qualifications. Section B was made up of three sub-sections. Question 1.1 – 1.10 was constituted of questions relating to IQMS as a tool to measure and improve teaching and learning. Question 2.1 – 2.9 consisted of questions regarding measures that have been implemented at the schools selected to enhance IQMS implementation. Questions 3.1 – 3.8 related to factors that may hinder IQMS implementation.

Closed-ended questions were used. The respondents were expected to select amongst the choices given in a Likert scale, as follows:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Unsure
- 4 = Agree
- 5 = Strongly Agree

According to Tsatsire (2008:230), questionnaires must be constructed such that they do not intentionally or unintentionally lead to bias. Respondents should be given sufficient discretion to exercise their own judgment. Failure to appreciate that may lead

to distorted data and inaccurate results. Furthermore, Tsatsire (2008: 230) states the following requirements for questionnaires:

- Confidentiality – to be assured,
- There should be a choice of answers,
- A questionnaire should be well laid-out, with adequate space for answers, where necessary,
- Should not be offensive,
- Should not give cause for emotive language,
- Should not require any calculations, and
- Should be short, simple and to the point.

The researcher firmly believes that all the factors raised above were taken into account when the questionnaire was constructed.

#### **4.3 Response Rate of the Sampled Respondents**

Out of a total of 45 questionnaires issued 36 were returned. That constitutes a 80% response rate. According to Babbie & Mouton (2001: 261), the overall response rate is a guide to the representativeness of the sample respondents. When a high response rate is achieved, the chances of significant response bias are lessened compared to a low response rate. A rule of thumb in a return rate consensus is that 50% is adequate for analysis and reporting, 60% is good and 70% very good.

Furthermore, there was a spread in terms of the response across the post levels (Post level 1, HOD, senior teachers and Principals). The only category which was missing are deputy principals due to the fact that either the post was vacant or the school did not qualify for a deputy post.

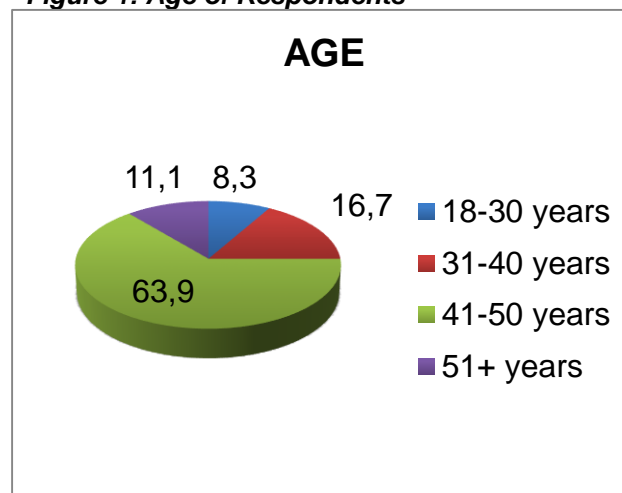
#### 4.4 Interpretation of Biographical Data of the Respondents

##### 4.4.1 The Age of the Respondents

*Table 1 : Age of Respondents*

Age			
	Frequency	Percent	Valid Percent
18-30 years	3	8,3	8,6
31-40 years	6	16,7	17,1
41-50 years	23	63,9	63,9
51+ years	4	11,1	11,4
Total	36	100,0	

*Figure 1: Age of Respondents*



The age of the respondents was categorised into four groups. It is important to note that out of the 36 respondents, 33 were above 30 years of age. This is important because it may indicate they have been in the teaching profession for some time and hence exposed to the various policy changes of the department.



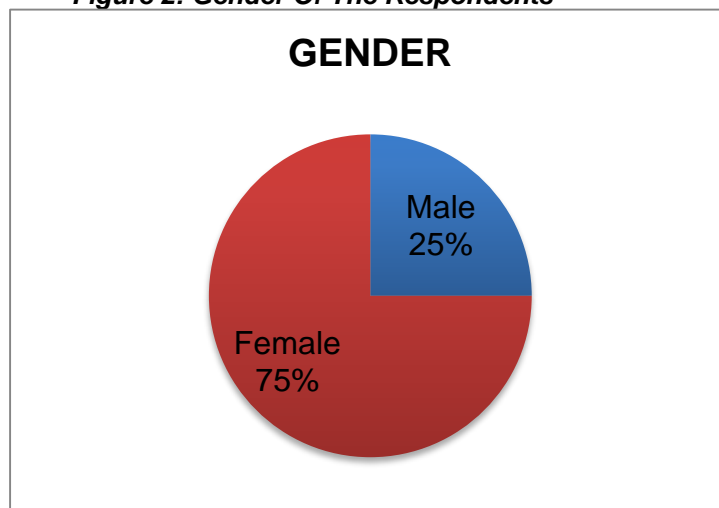
#### 4.4.2 Gender Of The Respondents

There were 27 females and 9 males. The analysis of this indicates that the respondents were predominantly female.

**Table 2: Gender of the Respondents**

Gender			
	Frequency	Percent	Valid Percent
Male	9	25,0	25,7
Female	27	75,0	75,0
Total	36	100,0	

**Figure 2: Gender Of The Respondents**

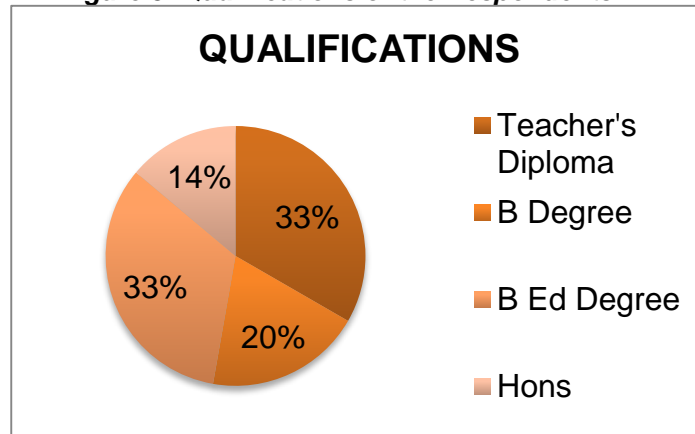


#### 4.4.3 Qualifications of the Respondents

**Table 3: Qualifications of the Respondents**

Qualifications			
	Frequency	Percent	Valid Percent
Teacher's Diploma	12	33,3	33,3
B Degree	7	19,4	19,4
B Ed Degree	12	33,3	33,3
Honours	5	13,9	13,9
Total	36	100,0	100,0

**Figure 3: Qualifications of the Respondents**



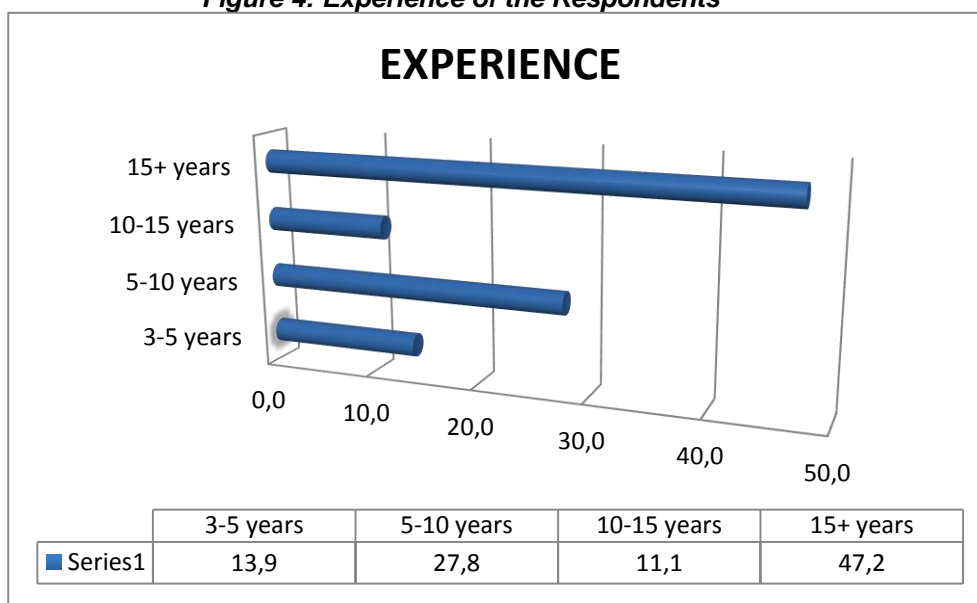
Out of the 36 respondents, 12 had a teacher's diploma, which constitutes 33%. 7 hold bachelor's degrees (19.4%), 12 had B.Ed. Degree and 5 had honours degrees (13.9%). It is important to note that out of the 36 respondents 24 had either junior degrees or senior degrees (66%). This might indicate that they were well informed and able to articulate on the policy changes and its impact.

#### 4.4.4 Experience of the Respondents

**Table 4: Experience of the Respondents**

Experience			
	Frequency	Percent	Valid Percent
3-5 years	5	13,9	13,9
5-10 years	10	27,8	27,8
10-15 years	4	11,1	11,1
15+ years	17	47,2	47,2
Total	36	100,0	100,0

**Figure 4: Experience of the Respondents**



Out of the 36 respondents, 31 had been in the teaching profession for more than 5 years. This implies that they have been exposed to IQMS implementation for a reasonable period of time. In addition to that, 21 of the 36 respondents have been in the teaching profession for more than 10 years. This sample therefore had a 58% strong component in terms of experience.

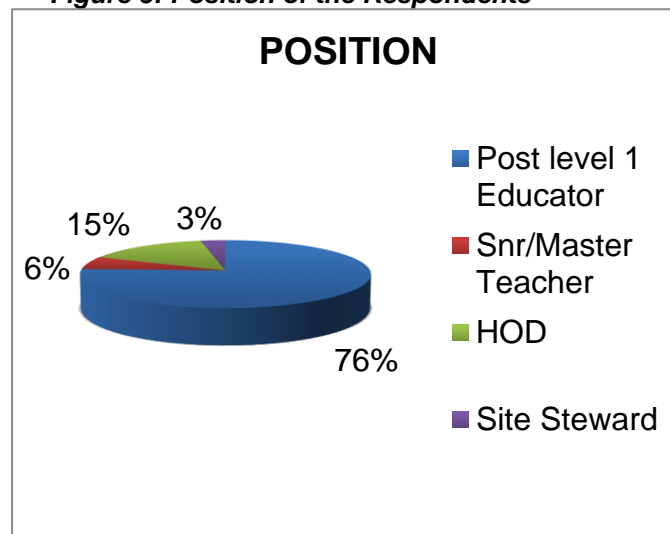
It is also important to note that 17 of the 36 respondents were in the system even before the implementation of IQMS, hence an added advantage to even evaluate and compare its implementation versus what existed before its implementation.

#### 4.4.5 Positions of the Respondents

**Table 5: Position of the Respondents**

Position			
	Frequency	Percent	Valid Percent
Post level 1 Educator	25	69,4	69,4
Snr/Master Teacher	2	5,6	5,6
HOD	5	13,9	13,9
Site Steward	1	2,8	2,8
Principal	3	8,3	8,3
Total	36	100,0	100,0

**Figure 5: Position of the Respondents**



25 of the 36 respondents were post level 1 educators. This is important because out of the 12 performance standards used in IQMS, 7 are meant for post level 1 educators (performance standard 1 -7). These performance standards are key in terms of determining effective learning and teaching and hence better performance by the schools.

#### **4.5 Discussion of the Findings regarding Research Questions**

B. 1.1 This question was phrased as follows:

IQMS is an important tool to measure the performance of educators.

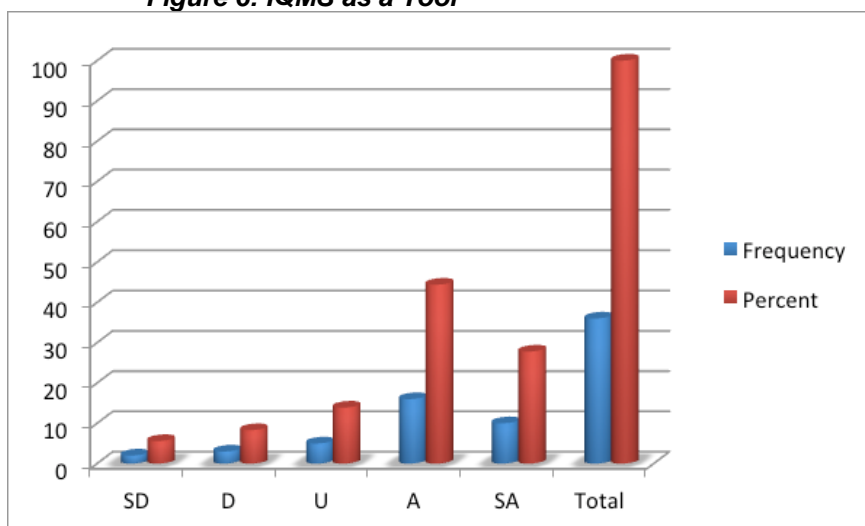
26 of the 36 respondents agreed with the statement. That constitutes 72.2%.

**Table 6: IQMS as a Tool**

	Frequency	Percent
SD	2	5,6
D	3	8,3
U	5	13,9
A	16	44,4

SA	10	27,8
Total	36	100,0

**Figure 6: IQMS as a Tool**



This reflects a positive attitude towards IQMS implementation and hence favourable ground for effective learning and teaching.

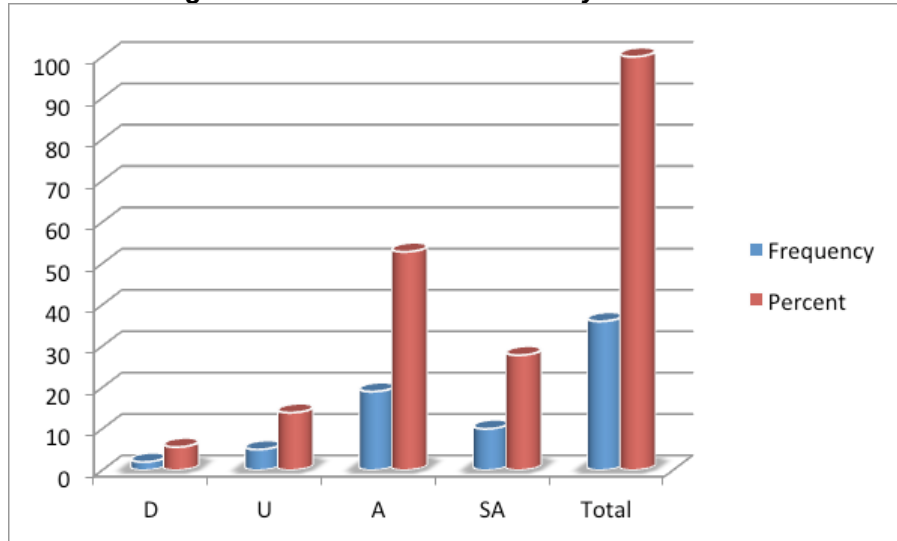
B 1.2 The question read as follows:

The whole school evaluation leads to improved efficiency within the school.

**Table 7: Evaluation and Efficiency**

	Frequency	Percent
D	2	5,6
U	5	13,9
A	19	52,8
SA	10	27,8
Total	36	100,0

**Figure 7 Evaluation and Efficiency**



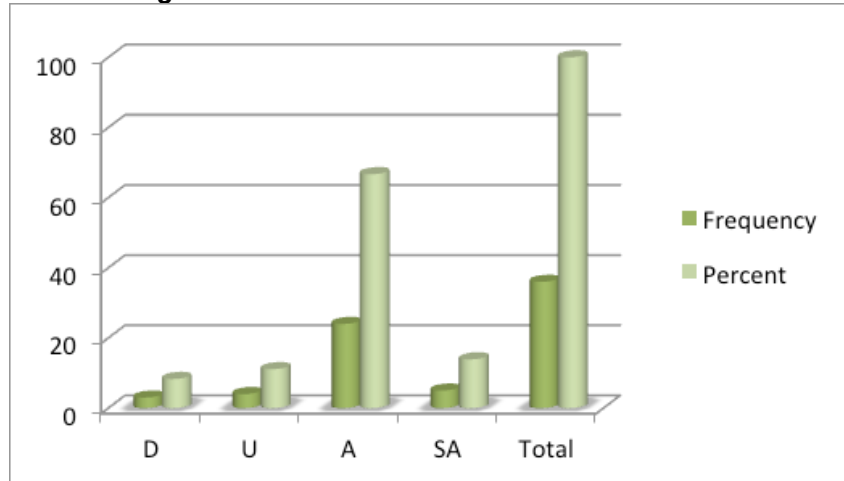
29 of 36 respondents agreed with the statement. That constitutes 80%. Once again, this indicates a very positive attitude towards IQMS as an overall system and whole school evaluation in particular.

B.1.3 The question relates to performance and was phrased as follows:  
My performance has improved since my evaluation through IQMS.

**Table 8: IQMS and Individual Performance**

	Frequency	Percent
D	3	8,3
U	4	11,1
A	24	66,7
SA	5	13,9
Total	36	100,0

**Figure 8: : IQMS and Individual Performance**



Once more 29 (80%) of the 36 respondents agreed. The respondents associated their improved performance with IQMS implementation.

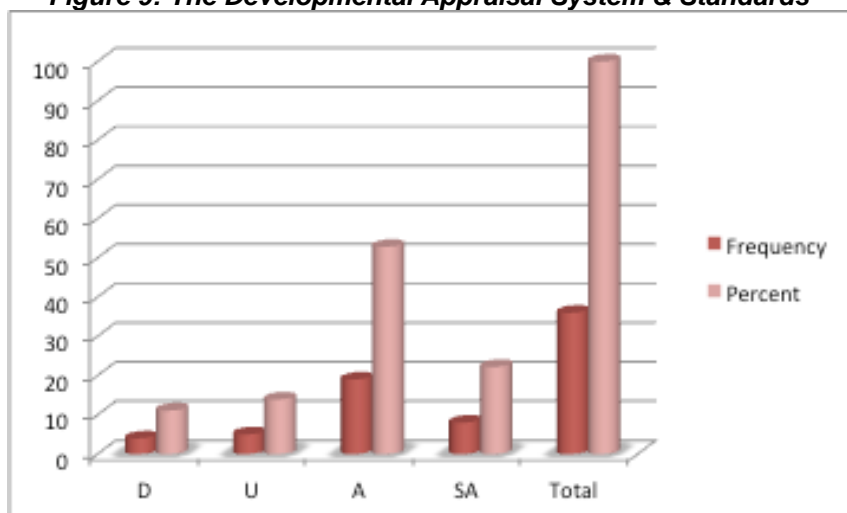
B.1.4 The question was phrased as follows:

The developmental appraisal system is an effective system that improves and maintains a high standard of teaching.

**Table 9: The Developmental Appraisal System & Standards**

	Frequency	Percent
D	4	11,1
U	5	13,9
A	19	52,8
SA	8	22,2
Total	36	100,0

**Figure 9: The Developmental Appraisal System & Standards**



Again, a very positive view of developmental appraisal as, a component of IQMS, with 75% of the respondents supporting the statement. This implies a very clear tendency towards embracing IQMS, and more specifically, developmental appraisal.

B. 1.5 The question was negative. It read as follows:

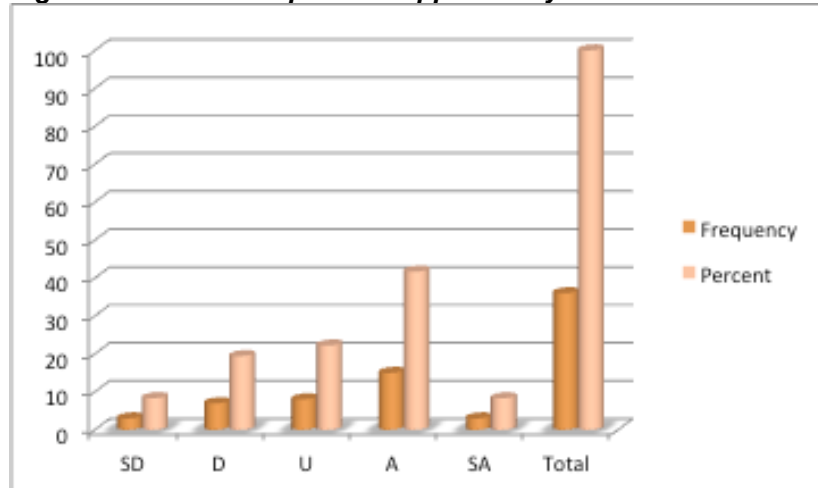
The developmental appraisal system poses an additional administrative burden on the school.

**Table 10: The Developmental Appraisal System & Administration**

	Frequency	Percent
SD	3	8,3
D	7	19,4
U	8	22,2
A	15	41,7
SA	3	8,3
Total	36	100,0



**Figure 10: The Developmental Appraisal System & Administration**



Only 50 % of the respondents agreed with the statement with 8 or 22.2 % unsure. It is important to note that 10 or 27.7 % disagreed with the statement which is consistent with the first four questions responses in terms of viewing IQMS as a tool to measure and improve teaching and learning.

This could be attributed to some of the findings in the literature review that some educators view IQMS as burdensome due to a lot of paper work. This was significant to note and will be addressed when the researcher deals with the recommendations.

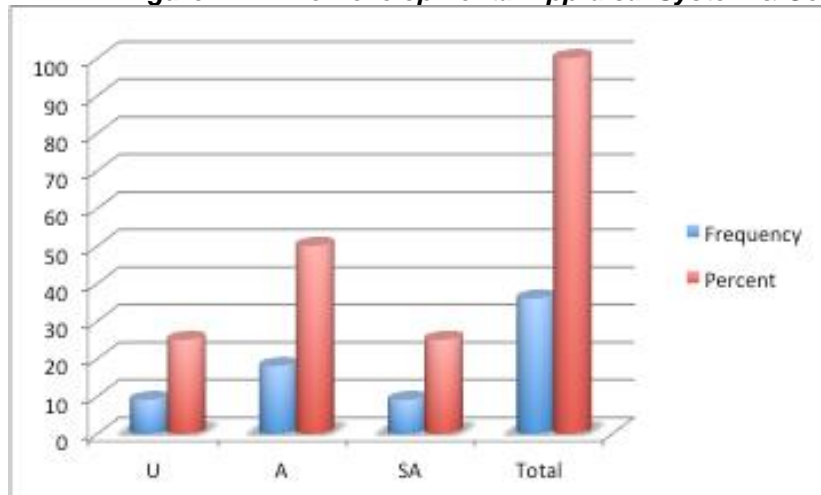
B1.6 The statement was:

The Developmental appraisal system enhances the self-confidence of educators.

**Table 11: The Developmental Appraisal System & Confidence**

	Frequency	Percent
U	9	25,0
A	18	50,0
SA	9	25,0
Total	36	100,0

**Figure 11: : The Developmental Appraisal System & Confidence**



The results indicate that 75% of the respondents agreed with the statement. It is significant to note that 25% were unsure. None of the respondents disagreed or strongly disagreed.

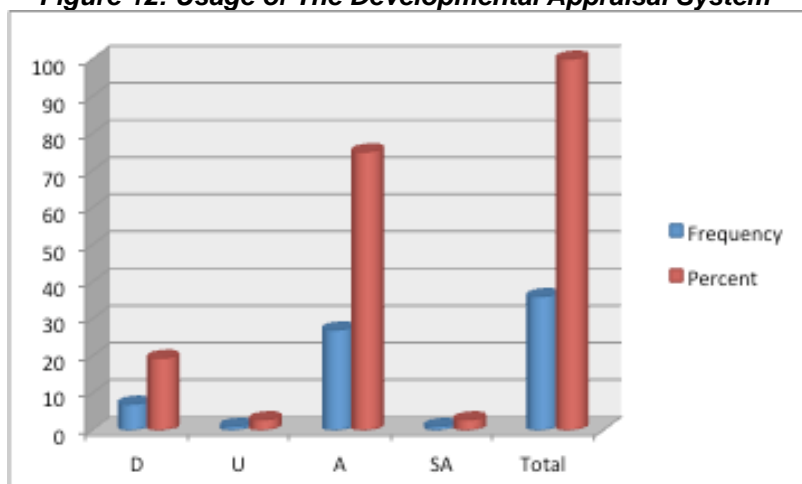
B1.7 The question was phrased as follows:-

The Developmental appraisal system is used consistently in my school.

**Table 12: Usage of The Developmental Appraisal System**

	Frequency	Percent
D	7	19,4
U	1	2,8
A	27	75,0
SA	1	2,8
Total	36	100,0

**Figure 12: Usage of The Developmental Appraisal System**



77.8% of the respondents supported the statement. It is important to note, however, that 22.2 % of the respondents were either unsure or disagreed with the statement. It could indicate a need for improvement in the use of developmental appraisal systems in the schools concerned.

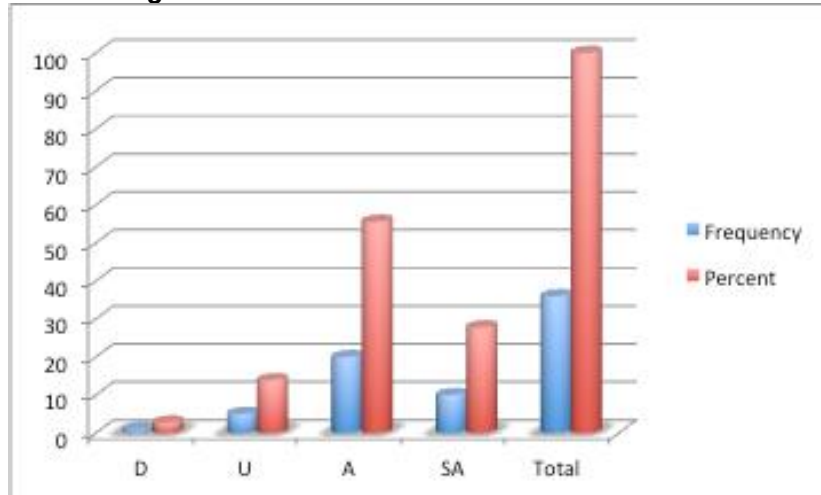
B1.8 The statement was:

IQMS assists educators and learners to move towards the realization of the school's goals.

**Table 13: IQMS as tool to render assistance**

	Frequency	Percent
D	1	2,8
U	5	13,9
A	20	55,6
SA	10	27,8
Total	36	100,0

**Figure 13: : IQMS as tool to render assistance**



30 out of the 36 respondents agreed with the statement, which constitutes 83.4%. This implies an overwhelmingly positive perception of IQMS implementation by the respondents.

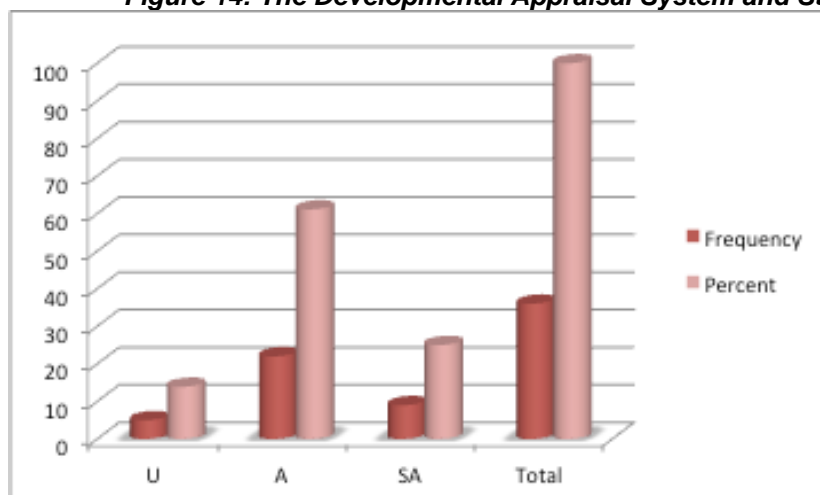
B1.9 read as follows:

The Developmental Appraisal System should form part of the school's strategy to further develop educators.

**Table 14: The Developmental Appraisal System and Strategy**

	Frequency	Percent
U	5	13,9
A	22	61,1
SA	9	25,0
Total	36	100,0

**Figure 14: The Developmental Appraisal System and Strategy**



31 or 86.1% of the respondents agreed with the statement. This further indicates that IQMS, as a strategy to improve teaching and learning, was embraced by the majority of respondents.

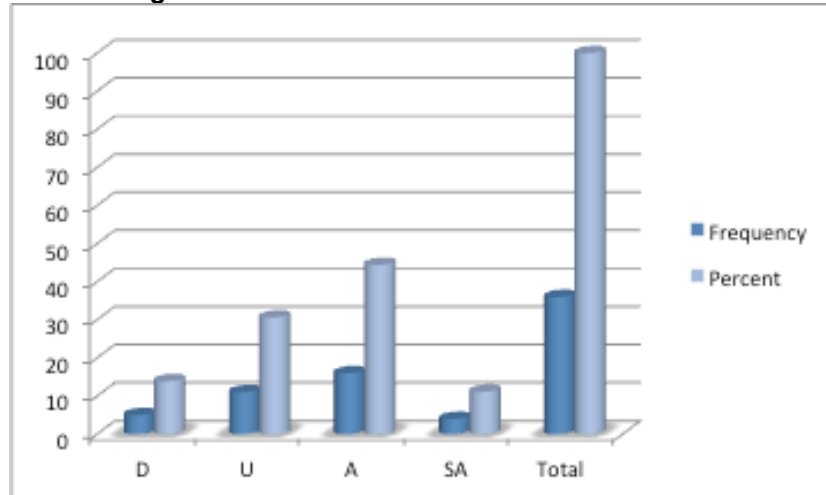
B1.10 The question was:

The implementation of IQMS at my school has led to improved academic results.

**Table 15: IQMS and academic results**

	Frequency	Percent
D	5	13,9
U	11	30,6
A	16	44,4
SA	4	11,1
Total	36	100,0

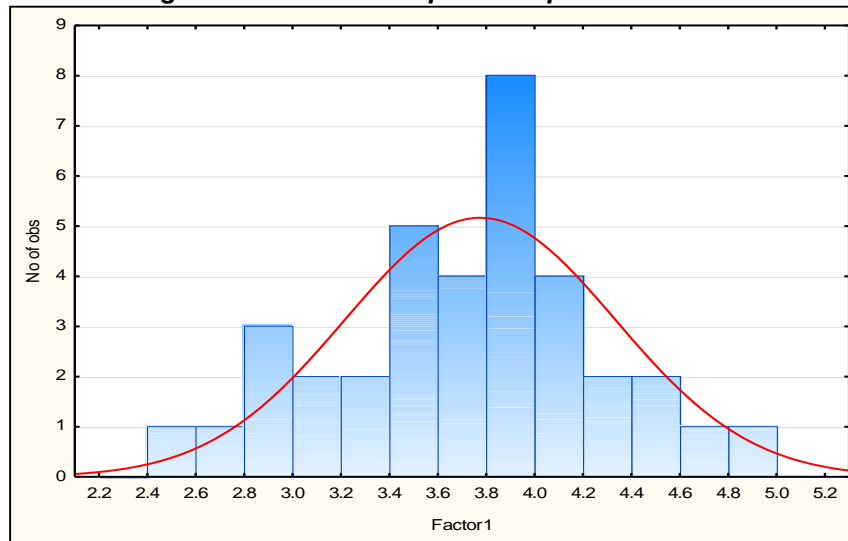
**Figure 15 IQMS and academic results**



Here it is important to note that only 20 or 55.5% of the respondents agreed with the statement. 44.5% disagreed. This is important to note. The 55% who agreed may be recognising the slight improvement in the performance of their schools in terms of the academic results over the past three years, although they still performed below average and hence continue to be classified as underperforming schools. On the other hand, the 44.5% who disagreed may be considering the fact that IQMS implementation, from its inception, was intended to assist in academic performance amongst its objectives, quality results so to speak, hence recognition of mediocrity or underperformance, for them was not acceptable. This is significant to note as it influences the recommendations to be proposed in Chapter 5.

B1 – 10 is a group of questions that focussed on IQMS as a tool to measure and improve teaching and learning. If one looks at the statistical results, in terms of item analysis reliability analysis, the chronbach alpha of 0,84 is acceptable. It must be noted that item B1 -5 was reversed since the question is negative.

**Figure 16: Factor 1 Graphical Representation**



B2. This group of nine questions focused on measures that have been implemented to enhance IQMS. It is important to note upfront that if item B2.8 is removed, the overall results become significant and hence reliable, with chronbach alpha of 0.66, of which when rounded off is 0.7. Item B2.8 does not seem to measure the same constraint as other items in this set of questions, hence the researcher and the statistician agreed on removing this question. It is important to also note that the sample size has an influence.

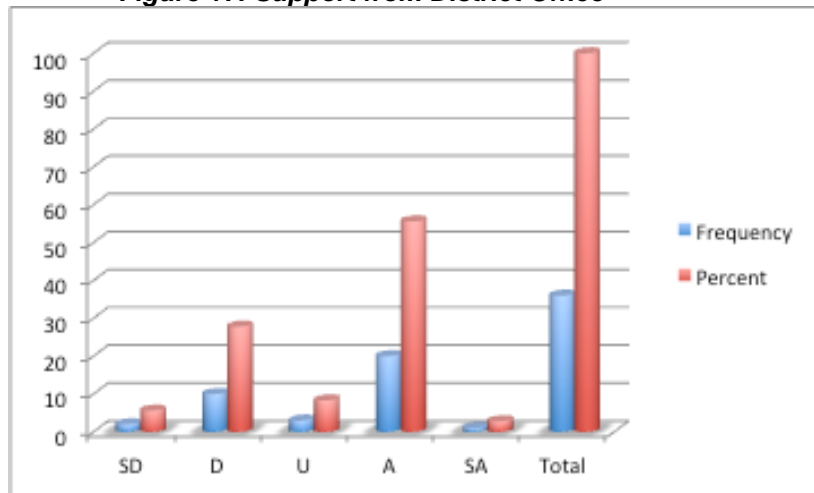
B.2.1: The statement reads as follows:

Does the district office provide the necessary support to the school to ensure effective implementation of IQMS?

**Table 16: Support from District Office**

	Frequency	Percent
SD	2	5,6
D	10	27,8
U	3	8,3
A	20	55,6
SA	1	2,8
Total	36	100,0

**Figure 17: Support from District Office**



21 or 58.4% of the respondents agreed with the statement. However, it is important to note that 12 or 33.4% of the respondents disagreed. The fact that 33.4% of the respondents disagreed could be indicative of the insufficiency of the support from the district office.

B2.2: The question was:

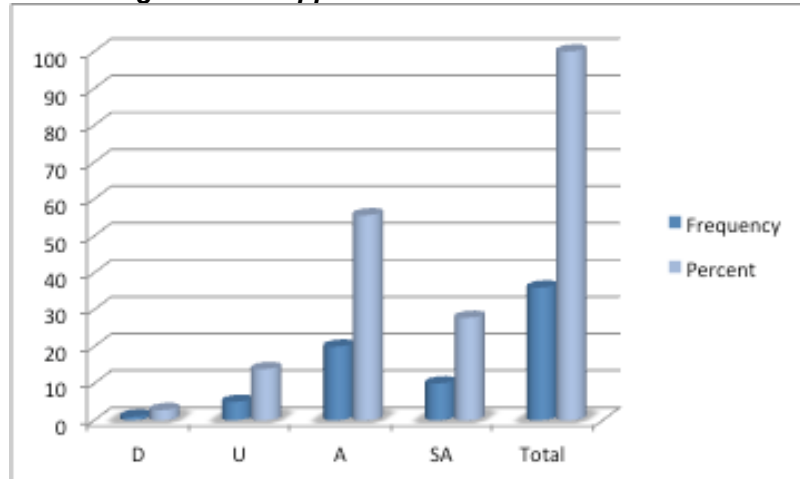
Does the implementation of IQMS enjoy the full support from the senior management from your school?

**Table 17: Support for IQMS**

	Frequency	Percent
D	1	2,8
U	5	13,9
A	20	55,6
SA	10	27,8
Total	36	100,0



**Figure 18: : Support for IQMS**



30 or 83.4% of the respondents agreed with the question. The response rate indicates a positive attitude by the Senior Management teams from the schools. This should pave the way for effective implementation and therefore better performance.

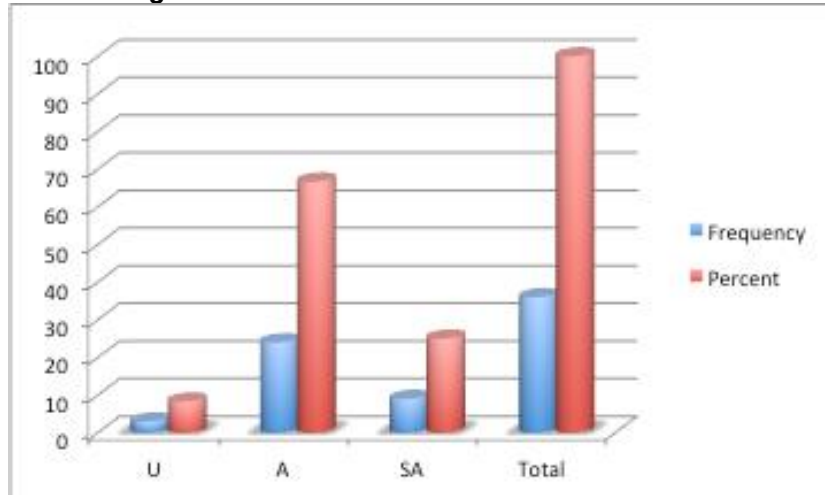
B.2.3: The question was:

Does the principal and HOD's observe the teachers' during classes for appraisal purposes at your school?

**Table 18: Observation of Classes**

	Frequency	Percent
U	3	8,3
A	24	66,7
SA	9	25,0
Total	36	100,0

**Figure 19 Observation of Classes**



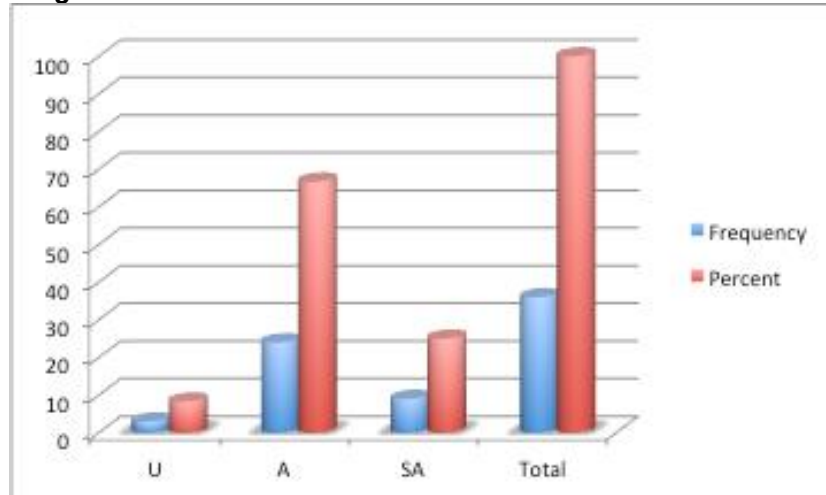
33 or 91.7% of the respondents agreed. This is indicative of the fact that the principal and SMT are not just aware of their responsibilities but are actually actively involved.

B2.4: The question read as follows: Are contextual factors taken into account by the developmental support group (DSG) when evaluating the educators at your school?

**Table 19: Consideration of Contextual Factors**

	Frequency	Percent
U	3	8,3
A	28	77,8
SA	5	13,9
Total	36	100,0

**Figure 20 Consideration of Contextual Factors**



33 or 91.7% of the respondents agreed. This implies that in terms of rating, factors that hamper or prevent the educators from meeting the criteria in terms of performance standards are taken into account. For example, overcrowding classrooms could limit the chances of creating group work and individual attention.

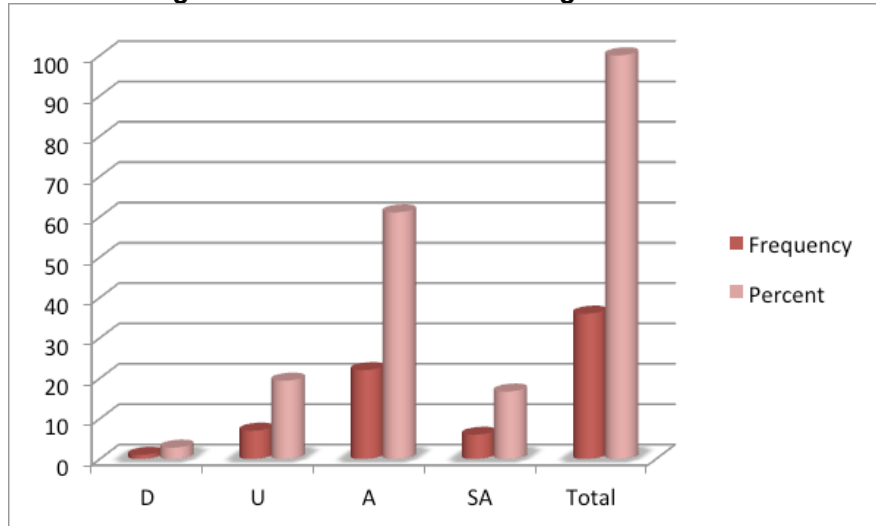
B.2.5: The question was:

Do you understand all the IQMS performance standards relevant to your post level?

**Table 20: General understanding of IQMS**

	Frequency	Percent
D	1	2,8
U	7	19,4
A	22	61,1
SA	6	16,7
Total	36	100,0

**Figure 21: General understanding of IQMS**



28 or 77.8 % of the respondents agreed with the statement. This is a sound response. However, the percentage could have been higher in institutions where thorough training was done. It is proposed that IQMS is key to the performance of educators.

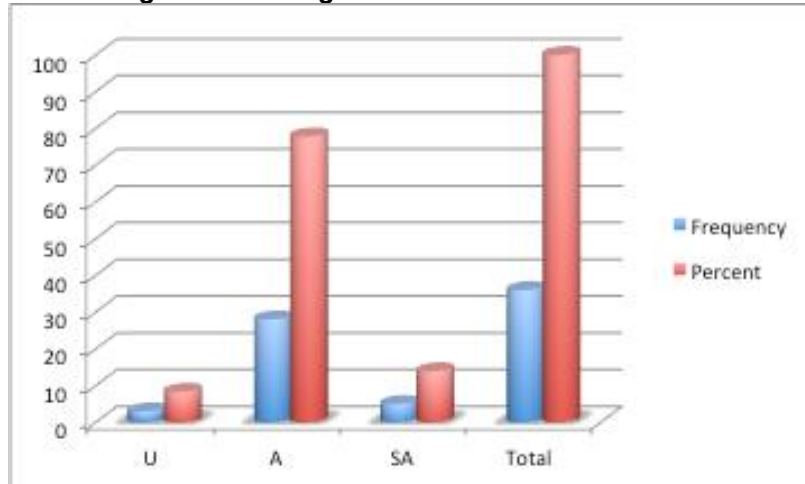
B2.6: The question was:

Are you aware of your strengths and weaknesses due to the assistance of the developmental support group (DSG)?

**Table 21: Strengths and Weaknesses of Assistance**

	Frequency	Percent
U	3	8,3
A	28	77,8
SA	5	13,9
Total	36	100,0

**Figure 22: Strengths and Weaknesses of Assistance**



33 or 91.7 % of the respondents supported the statement. The main purpose of IQMS is to develop educators. Development can only be done where individuals are able to know their weaknesses and strengths. If the DSG provides that kind of “mirror”, then it augurs well for the development of the appraisees.

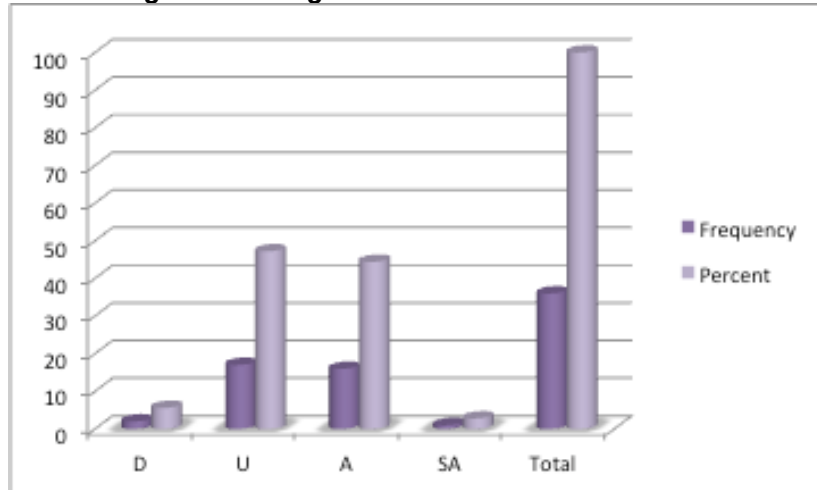
B 2.7: The question was:

Has your school budgeted for the training of educators on performance requirements in terms of IQMS?

**Table 22: Budget for IQMS**

	Frequency	Percent
D	2	5,6
U	17	47,2
A	16	44,4
SA	1	2,8
Total	36	100,0

**Figure 23: Budget for IQMS**



Here, it is important to note that 19 or 52.8% of the respondents disagreed with the question. 17 or 47.2% responded in the affirmative. This could indicate that not sufficient resources are put aside for the IQMS.

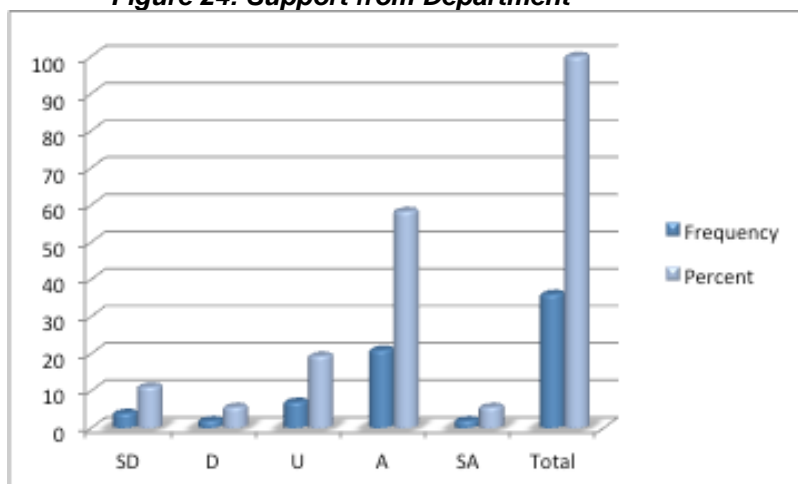
B2.8: The question was:

Do officials from the department of education come to your school to conduct whole school evaluation?

**Table 23: Support from Department**

	Frequency	Percent
SD	4	11,1
D	2	5,6
U	7	19,4
A	21	58,3
SA	2	5,6
Total	36	100,0

**Figure 24: Support from Department**



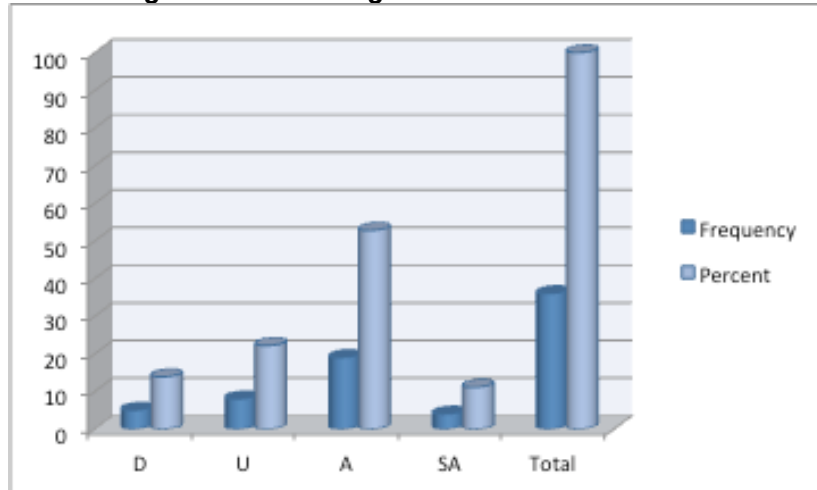
23 or 63.9% of the respondents agreed with the statement. This result is of concern and needs to be addressed.

B2.9: Have all educators in your school received IQMS training?

**Table 24: Percentage of Educators who received training**

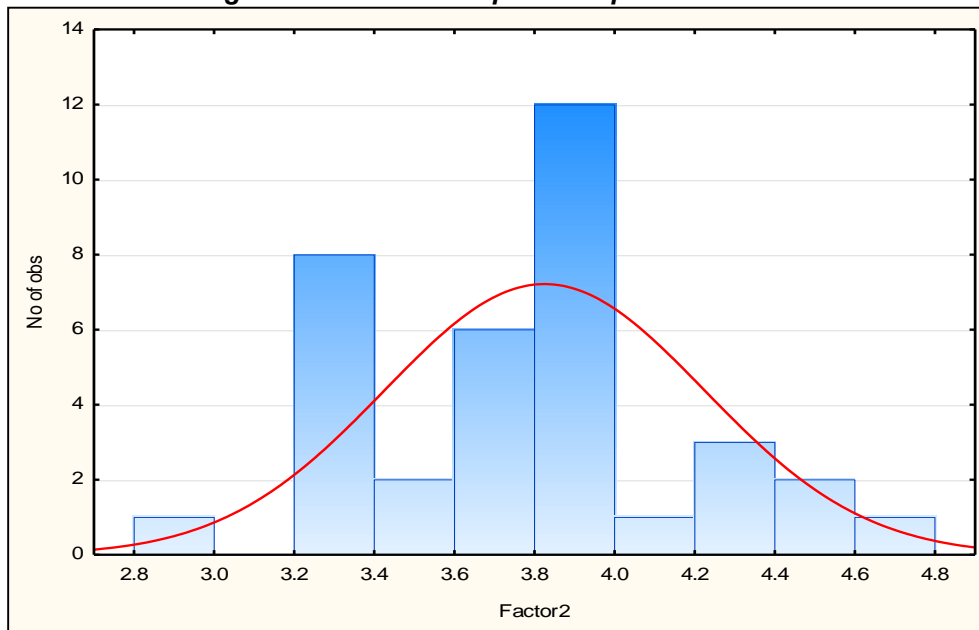
	Frequency	Percent
D	5	13,9
U	8	22,2
A	19	52,8
SA	4	11,1
Total	36	100,0

**Figure 25: Percentage of Educators who received training**



23 of 63.9% of the respondents agreed. It is important to note that 13 or 36.1% of the respondents disagreed. This may be one of the factors hindering the effective implementation of IQMS.

**Figure 26: Factor 2 Graphical Representation**



Questions B3.1 to B3.8 focused on factors that may hinder IQMS implementation. In other words, attitudes of the role-players and in particular, educators were measured.

B3.1: The question was:

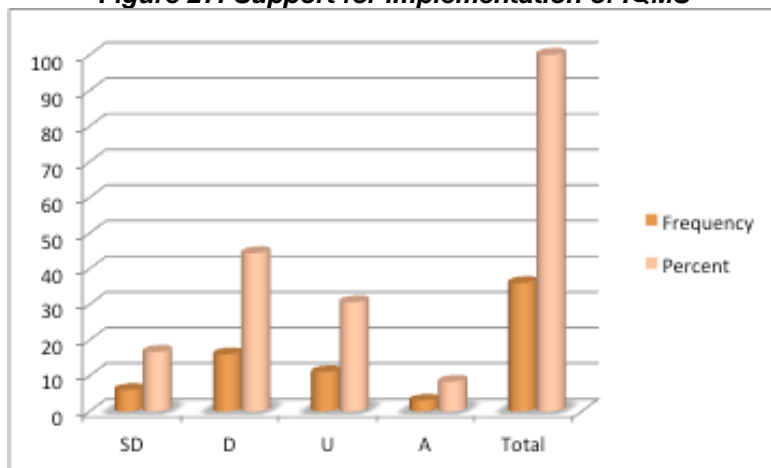


Are the majority of educators opposed to the implementation of IQMS at your school?

**Table 25: Support for implementation of IQMS**

	Frequency	Percent
SD	6	16,7
D	16	44,4
U	11	30,6
A	3	8,3
Total	36	100,0

**Figure 27: Support for implementation of IQMS**



22 or 61.1% of the respondents disagreed. Only 14 or 38.9% of the respondents agreed with the question. It is important to note that this question was reversed as the question is negative. Once again, the 61 % of the respondents disagreed with statement, meaning that IQMS is perceived in a positive light, in spite of the challenges to go with its implementation. This is a good platform to build and improve on its implementation.

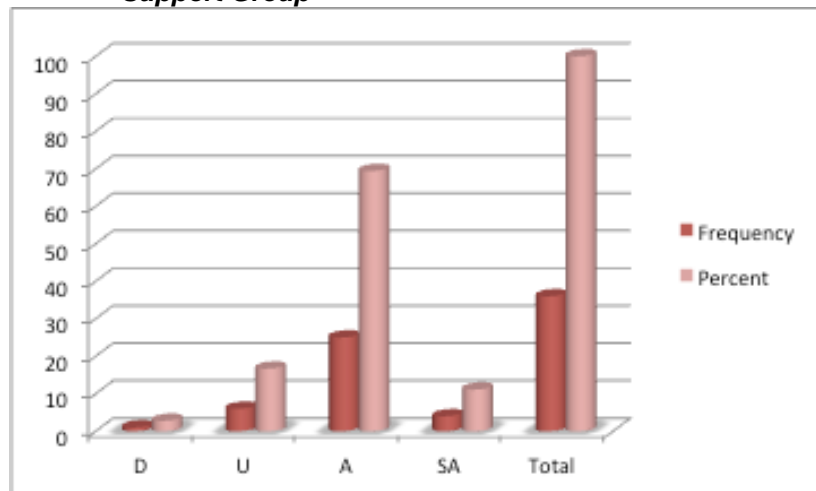
B3.2: The question was:

Do educators embrace the Developmental Support Group at your school?

**Table 26: Attitude of educators towards Development Support Group**

	Frequency	Percent
D	1	2,8
U	6	16,7
A	25	69,4
SA	4	11,1
Total	36	100,0

**Figure 28: Attitude of educators towards Development Support Group**



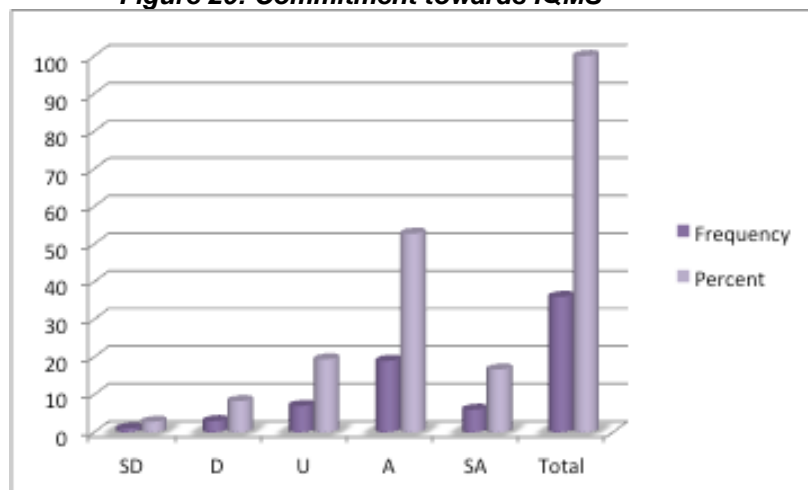
29 or 80.5% of the respondents agreed with the statement. The current system in which Developmental Support Groups are consciously chosen, seems to be enjoying the confidence of the respondents. It must be remembered that the appraisee chooses the DSG himself or herself. One must be a peer and the other must be an immediate senior. Judging from the response, this aspect needs to be maintained. The DSG is better placed to influence and assist the appraisee in an endeavour to build capacity and hence better performance.

B3.3: The educators generally appear to be committed to implementation of IQMS.

**Table 27: Commitment towards IQMS**

	Frequency	Percent
SD	1	2,8
D	3	8,3
U	7	19,4
A	19	52,8
SA	6	16,7
Total	36	100,0

**Figure 29: Commitment towards IQMS**



25 or 69.5% of the respondents agreed. It is important to note that 19.4% of the respondents were unsure, which is of concern. This response may indicate that as far as commitment is concerned, there is a room for improvement.

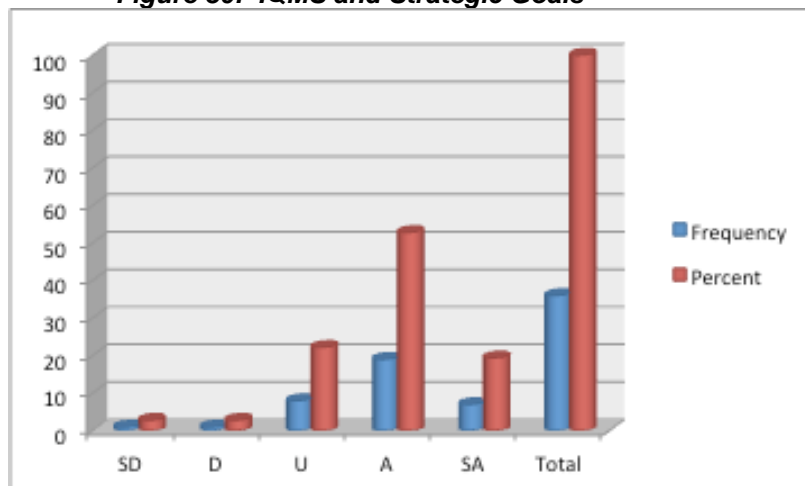
B3.4: The question was:

Does IQMS assist educators in realizing the school's strategic goals?

**Table 28: IQMS and Strategic Goals**

	Frequency	Percent
SD	1	2,8
D	1	2,8
U	8	22,2
A	19	52,8
SA	7	19,4
Total	36	100,0

**Figure 30: IQMS and Strategic Goals**



26 or 72.2% of the respondents supported the statement. This is an important goal of IQMS. The ultimate goal of any teaching and learning institution is the quality of teaching and learning and hence good academic results by learners.

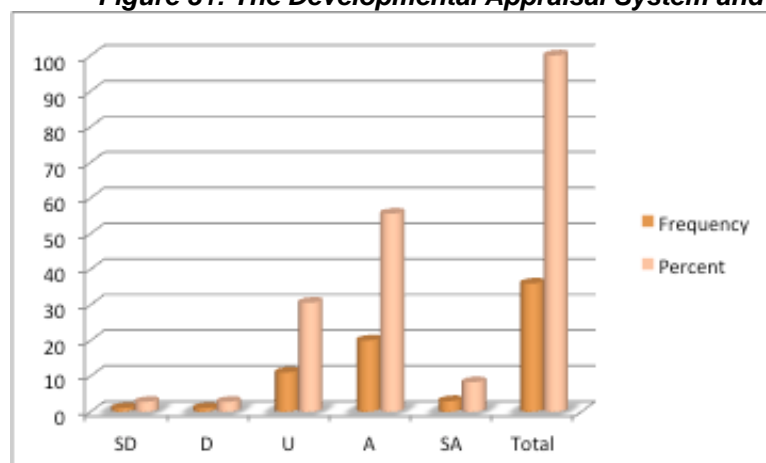
B3.5: The question was:

Do educators trust the implementation of the Developmental Appraisal System as an evaluation tool?

**Table 29: The Developmental Appraisal System and Trust**

	Frequency	Percent
SD	1	2,8
D	1	2,8
U	11	30,6
A	20	55,6
SA	3	8,3
Total	36	100,0

**Figure 31: The Developmental Appraisal System and Trust**



23 or 63.9 of the educators agreed with the statement. It is important to note that 30.6% of the respondents were unsure. This may be an indicator that IQMS, as an evaluation tool, is not fully embraced. There are factors identified during the literature review that view it as involving a lot of paper work. This implies that one would need to look at these factors as potential stumbling blocks towards effective implementation of IQMS.

B3.6: The question was:

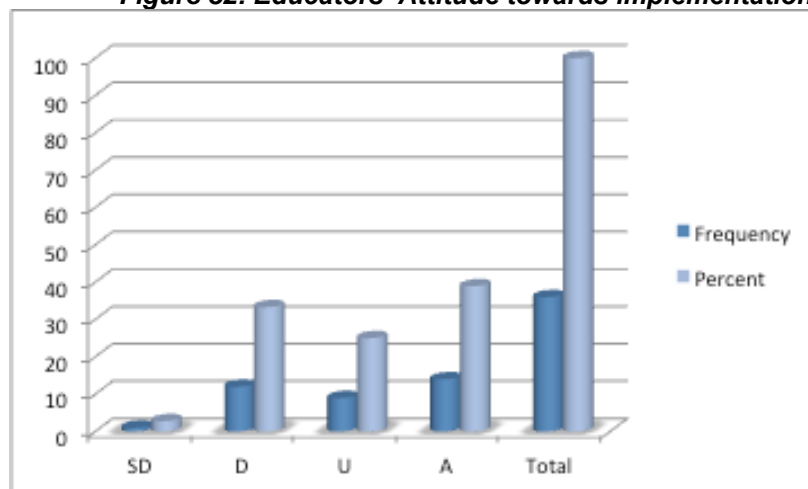
Do educators generally feel pressured by the implementation of the Developmental Appraisal System?

23 or 63.9% of the respondents agreed with the statement. 36.1% disagreed. It is important to note that the response was reversed as the question was negative.

**Table 30: Educators' Attitude towards implementation of IQMS**

	Frequency	Percent
SD	1	2,8
D	12	33,3
U	9	25,0
A	14	38,9
Total	36	100,0

**Figure 32: Educators' Attitude towards implementation of IQMS**



B3.7: The question was phrased as follows:

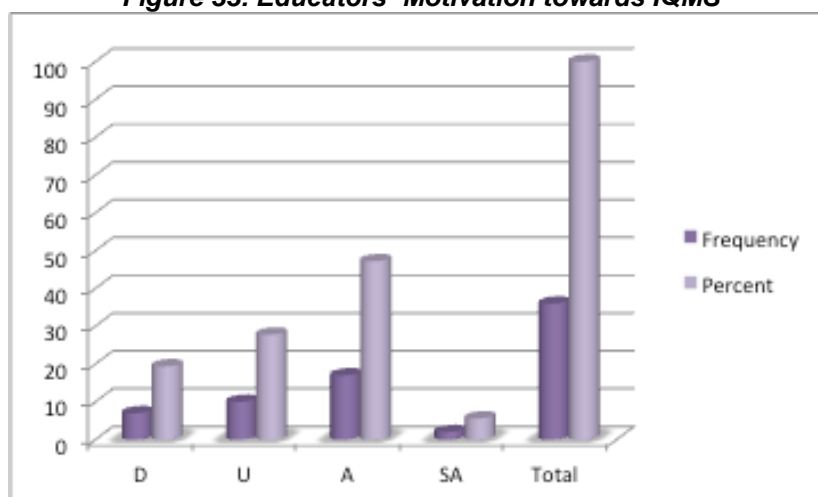
Do educators generally appear to be motivated because of the implementation of IQMS?

19 or 52.8% of the respondents supported the statement and 17 or 47.2% disagreed.

**Table 31**

	Frequency	Percent
D	7	19,4
U	10	27,8
A	17	47,2
SA	2	5,6
Total	36	100,0

**Figure 33: Educators' Motivation towards IQMS**



B3.8 The question was:

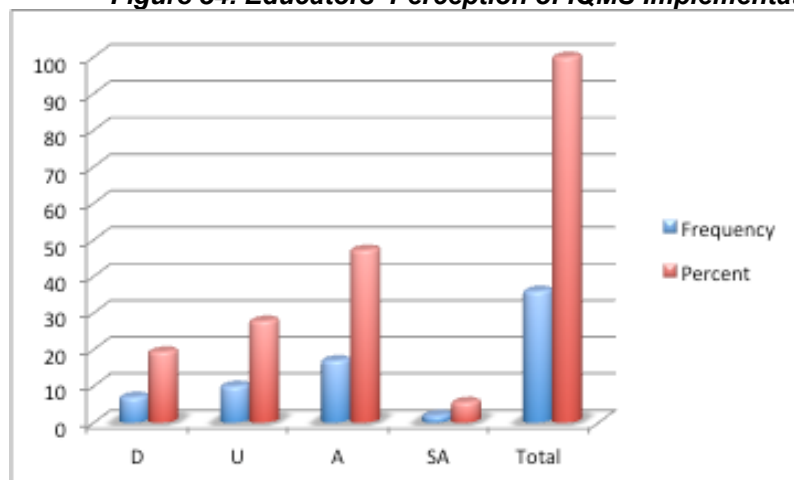
Educators generally appear to view IQMS implementation as a waste of time?

21 or 58.4% of the respondents disagreed. The response was reversed as the question was negative.

**Table 32: : Educators' Perception of IQMS Implementation**

	Frequency	Percent
SD	6	16,7
D	15	41,7
U	6	16,7
A	8	22,2
SA	1	2,8
Total	36	100,0

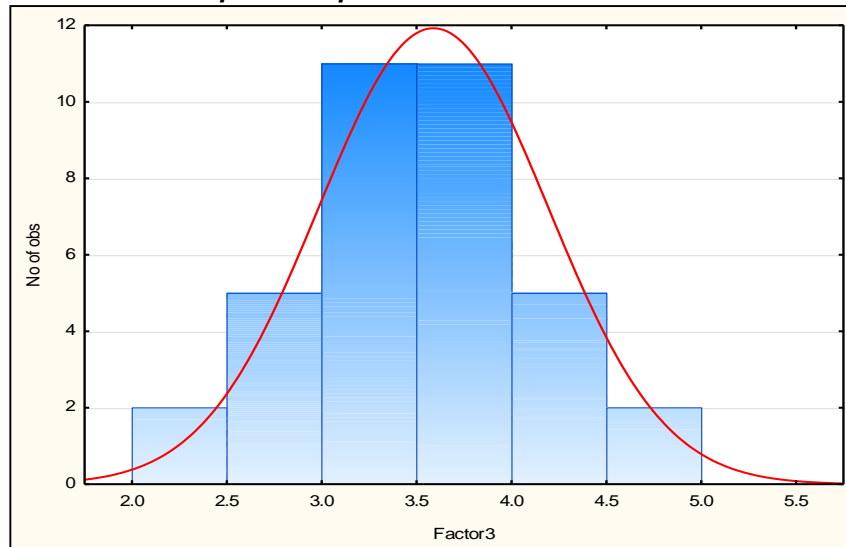
**Figure 34: Educators' Perception of IQMS Implementation**



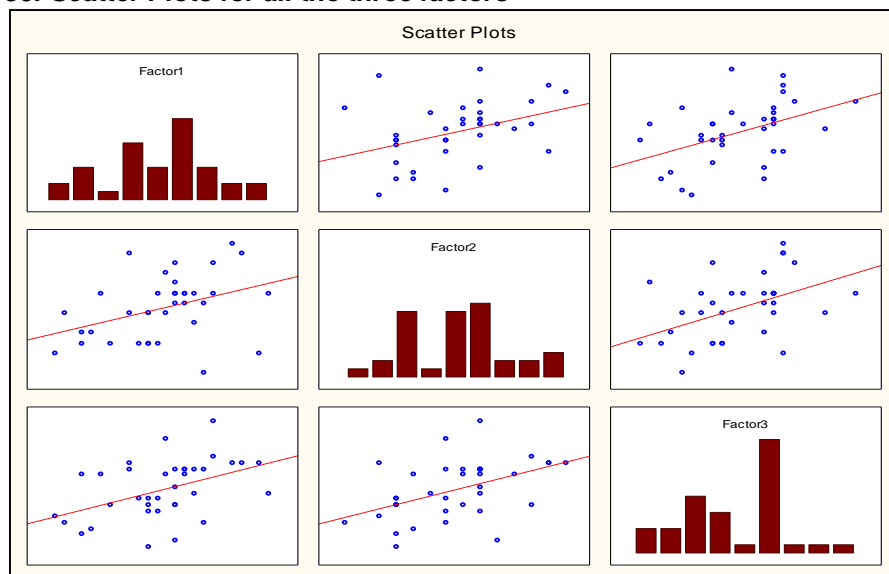
33 of the 36 respondents agreed overwhelmingly that contextual factors are taken into account by DSG's when evaluating educators. This might shed light on the high scores that are reflected in the summative evaluation reports of the province that are released yearly. The issue of linking pay progression to IQMS might need to be reviewed.



**Figure 35: Factor 3 Graphical Representation**



**Figure 36: Scatter Plots for all the three factors**



## 4.6 Conclusion

This chapter focused on the analysis and interpretation of the collected data. The reliability of the research instrument was investigated with the aid of the factor analysis. For example, chronbach alpha of 0.84 for factor 1 and 0.7 for factor 2.

The participants' responses were of such a nature that the research was able to respond to the three broad categories of questions:

1. IQMS as a tool to measure and improve teaching and learning;
2. Measures that have been taken to enhance IQMS implementation; and
3. Factors that could hinder IQMS implementation

Having analysed and interpreted the data in this chapter, chapter 5 will present a summary of the research, conclusions and recommendations. The conclusions and recommendations will be preceded by a brief discussion on how the research findings responded to the broad categories of questions.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMENDATIONS**

#### **5.1 Introduction**

This chapter looked at the findings of the research in relation to the problem statement. The findings were presented in line with the three broad categories of questions. In terms of the questionnaire administered, the categories were as follows:-

1. IQMS as a tool to measure and improve teaching and learning;
2. Measures that have been implemented at schools to enhance IQMS implementation; and
3. Factors that could hinder IQMS implementation.

These broad categories were aimed at answering the following research questions:-

1. Has IQMS implementation improved teaching and learning at the selected schools?
2. What measures have been put in place to support and build capacity of educators at the selected schools?
3. How IQMS is perceived by educators at the selected schools?
4. What factors may hinder effective IQMS implementation in the selected schools?

Regarding the research question 1, the overall conclusion regarding IQMS as a tool to measure and improve teaching and learning is that the majority of respondents agree with the statement. The results therefore suggest that IQMS is embraced by the majority of educators. This constitutes a positive step towards building a strong and very effective tool to improve quality of teaching and learning. However, the response to question B1.5 needs to be noted seriously. The statement was: The developmental appraisal system poses an additional administrative burden on the school.

50% of the respondents agreed with the statement. Only 27.7 % disagreed. This is important to note , for it is consistent with the literature review findings where it is stated that there is a view that IQMS involves a lot of paper work and hence an administrative burden for educators and the management of the schools.

B1.10: The implementation of IQMS has led to improved academic results. Here, only 55% of the respondents agreed with the statement. It is important to note that these high schools consistently performed below the national average for three consecutive years. Much as they slightly improved, but continued to underperform.

Regarding the research question: “What measures have been implemented to support and build capacity of educators at the selected schools”, the following needs to be noted.

33.4% of the respondents felt that the district office does provide the necessary support.

B2.4 was: Are contextual factors taken into account by the developmental support group (DSG) when evaluating the educators at your school? 91.7% of the respondents agreed. This is consistent with the summative evaluation report of 2011/2012. According to the report, in particular in the Queenstown District, many educators gave scores of “3” and “4”, which means very good and outstanding respectively. However, in terms of the academic results of their schools there seems to be a disagreement. This raises serious questions about the current link of IQMS and incentives such as pay progression.

The overall conclusion that could be drawn from the results is that the majority of the respondents agree that there is support for the implementation of IQMS at the schools, however, limited.

Regarding B2.9: Have all educators at your school received IQMS training?  
36.1 % of the respondents disagreed. This is a significant percentage and needs to be taken note of.

## **5.2 Summary of the Study**

Chapter 1 presented the rationale and background of the study. Furthermore, the chapter outlined the aims of the study, followed by outlining the research problem. The research objectives were clearly stated wherein the research explains the primary and secondary objectives of the research. The research questions were stated, followed by the research hypothesis. Finally, the chapter outline was given.

Chapter 2 provides an in-depth conceptual framework for the study. It provides an in-depth theoretical framework to the study. IQMS is clearly defined with each of the three components constituting it explained. Furthermore, the purpose of IQMS, quality assurances practices in education are outlined. Furthermore, IQMS principles are clearly explained as well as the role-players. This is followed by an in-depth discussion of the IQMS process.

Chapter 3 reviews the research methodology employed for the purpose of the study. A quantitative approach was employed. The research design used and the reasons for choosing are clearly given. The sample for the study as well as the sampling method is explained. Furthermore, the tool for the collection of data (in this case, a questionnaire) is explained in detail. The method in which data is analysed, the issues of ethical considerations, reliability as well as validity of the findings as well as the delimitations of the study, is outlined.

Chapter 4 deals with the interpretation and analysis of the quantitative data. Firstly, section A which constituted the biographical information is analysed, then the findings of section B, which was divided into three broad categories, is also analysed.

Chapter 5 deals with the summaries of the findings and provides the recommendations on IQMS implementation. It focuses on the perceptions of the respondents on IQMS and what could be done to improve its implementation in order to realise its strategic

goals. Furthermore, this chapter touches on aspects that need to be considered for further study.

### **5.3 Summary of Findings**

It is important to once again, refer to the broad categories of questions that underpinned the study and which are as follows:-

1. Has IQMS improved teaching and learning at the selected schools?
2. What measures have been put in place to support and build capacity of the educators at the selected schools?
3. How IQMS is perceived by educators at the selected schools?
4. What factors may hinder effective IQMS implementation in the selected schools?

Through the study, the following findings and shortcomings were identified:-

- IQMS as a tool to measure and improve teaching and learning is embraced by the overwhelming majority of the respondents,
- A reasonable percentage of respondents felt that IQMS process poses administrative burden,
- There is a reasonable support for IQMS implementation from district level,
- Contextual factors are taken into consideration by DSG members when rating their appraisals through IQMS,
- Not enough budget is set aside by schools for IQMS implementation,
- Through IQMS and in particular, the support of the DSG's educators are able to know their strengths and weaknesses,
- The whole school evaluation, ( WSE) , an important component of IQMS is not effectively conducted by all district officials, and
- Some educators are opposed to IQMS implementation.

Having listed some of the findings of the study, the discussion that follows deals with the recommendations.

## **5.4 Recommendations**

IQMS is implemented in the three selected schools situated at Lukhanji Municipality within the Queenstown district. Educators from the schools sampled appear to generally embrace its implementation. However, some of the findings suggest that there is a room for the improvement. Certain steps need to be undertaken in order for IQMS to realise its strategic goals. Some of the responses raise questions and need to be taken note of for future research.

The following discussion presents the recommendations from the study and aspects that need to be taken care of for future research:

### **RECOMMENDATION 1: DELINKING IQMS FROM SALARIES AND PAY PROGRESSION**

IQMS should not be linked to pay progression or any form of salary incentives. It should be a stand-alone tool, aimed at enhancing the quality of teaching and learning. This is important aspect that needs to be researched further. The researcher raises this issue in the light of the findings of the literature review that educators gave themselves scores of “3” and “4” to secure pay progression, irrespective of their performance. IQMS REPORT (2011/2012: 30). On the question about contextual factors, there was an overwhelming positive responds that DSG members do take such factors when scoring the appraisees, which may imply that appraisees have in mind the issue of pay progression when being evaluated, rather than the main objective.

### **RECOMMENDATION 2: IMPROVING DISTRICT SUPPORT TO SCHOOLS**

The district office needs to improve on the support it gives to schools. All educators need to be fully trained, regular training and perhaps refresher courses are necessary. This is at the centre of delivery in terms of teaching and learning. The fact that 2011/2012 IQMS annual report reflects on only 8 % of the schools were visited by either the provincial and district coordinators further strengthens the recommendation.

### **RECOMMENDATION 3: REDUCTION OF PAPERWORK**

Conscious decisions needs to be taken to dramatically reduce the paper work involved in IQMS implementation so that it does not continue to be construed as an administrative burden.

### **RECOMENDATION 4: CONSTANT ASSESMENT OF IQMS**

There should be constant assessment of IQMS summative scores at the district level, each year, comparing it to the performance of the school in totality. This should be followed by intense advocacy of the importance of the link between the two. This is raised in the light of the literature findings that schools in the Queenstown district continue to have higher IQMS scores on average compared to schools in the Cofimvaba district who happened to perform better in the academic results. IQMS scores should be in tandem with or reflect the academic performance of the district.

### **RECOMMENDATION 5: TRAINING OF EDUCATORS**

Regarding budgets for the training of educators on performance requirements, schools should set aside reasonable funds as well as time for this purpose. The district and a province alone cannot be expected to do that. Once summative scores are available and educators have submitted their areas in need of development, a clear intervention and support plan by the schools is critical. Some of the issues do not need finances and schools could also tap on the expertise of highly competent teachers within the same school or neighbouring schools through mini workshops.

### **RECOMMENDATION 6: GUIDELINES ON IQMS CONSTITUTION**

The guidelines on the constitution of the Developmental Support Group needs to be re-looked at. This could be an aspect for further research. In terms of the current arrangement, as discussed under the literature review, educators choose a peer as an appraiser, hence forming part of the DSG. If chosen unwisely, it could defeat the very purpose of the exercise. The immediate senior is automatically part of that. There is a need to place strict criteria for one to be part of the DSG. The educator must be



able to prove beyond doubt that he/she stands to benefit, academically and professionally from the choice of the peers.

## **RECOMMENDATION 7: PROFESSIONAL DEVELOPMENT OF EDUCATORS**

Serious attention must be placed on professional development of Educators. The scores of educators as reflected in their PGP's must be put together and the Department of Education must allocate sufficient financial resources towards the development of these Educators.

### **5.5 Conclusion**

The main purpose of the study was to evaluate IQMS implementation in three selected schools in the Queenstown District. The researcher adopted a quantitative research design. Relevant literature was intensely reviewed. In terms of the sampling method, purposive sampling was done. A limited sample from the broader population was selected.

The empirical results show that generally educators embrace IQMS implementation. Educators view IQMS as an important tool to measure and improve teaching and learning. Furthermore, they feel that they do know performance standards relating to their post due to IQMS implementation. Regarding the support from the district office and judging from the response in terms of percentage, the feeling is that much more support could have been given.

Further research on the impact of IQMS in bringing about effective teaching and learning is required. However, it is fair to say that the introduction of IQMS constitutes a progressive step towards building quality public education in South Africa. With the proper implementation of IQMS there can be enhanced accountability by the education fraternity.

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## ANNEXURE 1: APPLICATION FOR APPROVAL

D/496/05: APPLICATION FORM: ETHICS APPROVAL (HUMAN)

### APPLICATION FOR APPROVAL NMMU RESEARCH ETHICS COMMITTEE (HUMAN)

SECTION A: (To be filled in by a representative from the Faculty RTI Committee)					
Application reference code:	<b>H</b> HUMAN	***** YEAR	***** FACULTY	***** DEPARTMENT	***** NUMBER
Resolution of FRTI Committee:	<input type="checkbox"/> Ethics approval given (for noting by the REC-H) <input type="checkbox"/> Referred to REC-H for consideration (if referred to REC-H, electronic copy of application documents to be emailed to <a href="mailto:Imtiaz.Khan@nmmu.ac.za">Imtiaz.Khan@nmmu.ac.za</a> )				
Resolution date:					
Faculty RTI representative signature:					

1. GENERAL PARTICULARS	
<b>TITLE OF STUDY</b>	
a) Concise descriptive title of study (must contain key words that best describe the study): An evaluation of the Integrated Quality Management System at selected schools within the Lukhanji Circuit, Queenstown District.	
<b>PRIMARY RESPONSIBLE PERSON (PRP)</b>	
b) Name of PRP (must be member of permanent staff. Usually the supervisor in the case of students): <b>Professor Derek Taylor Faculty of Public Administration, NMMU, Port Elizabeth</b>	
c) Contact number/s of PRP: <b>(041) 504 3812</b>	
d) Affiliation of PRP: Faculty <b>Other (Please specify) Public Administration</b> Department (or equivalent):	
<b>PRINCIPLE INVESTIGATORS AND CO-WORKERS</b>	
e) Name and affiliation of principal investigator (PI) / researcher (may be same as PRP): <b>Type PI name here Gender: Select gender</b>	
f) Name(s) and affiliation(s) of all co workers (e.g. co-investigator/assistant researchers/supervisor/co-supervisor/promoter/co-promoter). If names are not yet known, state the affiliations of the groups they will be drawn from, e.g. Interns/M-students, etc. and the number of persons involved: <b>Type names and affiliations of all co-workers here</b>	
<b>STUDY DETAILS</b>	
g) Scope of study: <b>Local</b>	h) If for degree purposes: <b>Master's</b>
i) Funding : <b>Privately funded</b> Additional information (e.g. source of funds or how combined funding is split) <b>Not applicable</b>	
j) Are there any restrictions or conditions attached to publication and/or presentation of the study results? <b>No</b> If YES, elaborate (Any restrictions or conditions contained in contracts must be made available to the Committee): <b>Not applicable</b>	
k) Date of commencement of data collection: <b>2013/08/01</b> Anticipated date of completion of study: <b>2013/11/20</b>	
l) Objectives of the study (the major objective(s) / Grand Tour questions are to be stated briefly and clearly):	

Form dd 28 July 2010  
REC-H

Page 1 of 6

PRP Initial

<p>The main objective is to evaluate the impact of the IQMS implementation with specific reference to Lukhanji Circuit, on the performance of the High Schools concerned. It is envisaged that the results of the study will contribute towards the development of measures to ensure that IQMS implementation achieve the desired objectives.</p>
<p>m) Rationale for this study: briefly (300 words or less) describe the background to this study i.e. why are you doing this particular piece of work. A few (no more than 5) key scientific references may be included:  <b>After almost seven years of IQMS implementation, it would be expected that there will be a significant improvement in the performance of educators leading to quality teaching and learning and hence better performance in terms of academic results. However evidence on the ground paints a bleak picture in this regard. The overview above, primarily constitute the rationale for the undertaking of this study. The Researcher wishes to establish to what extent the implementation of the IQMS has been successful. The findings of this research will certainly go down a long way in providing methods of improving competence and performance of Educators and therefore better performance by our District.</b></p>
<p><b>METHODOLOGY</b></p>
<p>n) Briefly state the methodology (specifically the procedure in which human subjects will be participating) (the full protocol is to be included as <i>Appendix 1</i>):          The researcher intends to use a quantitative research design. The researcher intends to focus on three senior secondary schools falling within the jurisdiction of the Lukhanji Circuit. The participants who will form part of the sample for this study will be principals, deputy principals, Head of Departments as well as selected educators. The researcher decided consciously to focus on members of the School Management Teams (SMT's) who have experience and the responsibility for the implementation of IQMS. In order to ensure a comprehensive collection of information and a representative sample, the researcher intends to also target post level one educators who represent teacher unions in their sites (site stewards), where possible. All the respondents will be permanent members of staff who have been subjected to IQMS implementation during their period of employment. A questionnaire will be constructed under the guidance of the supervisor and statistician. Section A of the questionnaire will comprise of mainly biographical data of the respondents. For example, the name of the respondent's, age, qualification, years of experience and post /position. This will be an independent variable. Section B will consist of a list of questions. The respondents will be expected to answer by rating their answers on a 5 point Likert rating scale ranging from strongly disagree to strongly agree. After administering the questionnaire and data analysis, the Researcher intends to conduct structured interviews with the respondents to fill up any gaps as some of the questions in the questionnaire are closed and will require further probing from the Respondents.</p>
<p>o) State the minimum and maximum number of participants involved (Minimum number should reflect the number of participants necessary to make the study viable)          Min: <b>25 Participants</b>    Max: <b>40 Participants</b></p>

<p align="center"><b>2. RISKS AND BENEFITS OF THIS STUDY</b></p>
<p>a) Is there any risk of harm, embarrassment or offence, however slight or temporary, to the participant, third parties or to the community at large? <b>No</b>          If YES, state each risk, and for each risk state i) whether the risk is reversible, ii) whether there are alternative procedures available and iii) whether there are remedial measures available.  <b>Not applicable</b></p>
<p>b) Has the person administering the project previous experience with the particular risk factors involved? <b>No</b>          If YES, please specify: <b>Not applicable</b></p>
<p>c) Are any benefits expected to accrue to the participant (e.g. improved health, mental state, financial etc.)? <b>No</b>          If YES, please specify the benefits: <b>Not applicable</b></p>
<p>d) Will you be using equipment of any sort? <b>No</b></p>

If YES, please specify: <b>Not applicable</b>
e) Will any article of property, personal or cultural be collected in the course of the project? <b>No</b> If YES, please specify: <b>Not applicable</b>

### 3. TARGET PARTICIPANT GROUP

a) If particular characteristics of any kind are required in the target group (e.g. age, cultural derivation, background, physical characteristics, disease status etc.) please specify: <b>Not applicable</b>
b) Are participants drawn from NMMU students? <b>No</b>
c) If participants are drawn from specific groups of NMMU students, please specify: <b>Not applicable</b>
d) Are participants drawn from a school population? <b>Yes</b> If YES, please specify: <b>Principals of Schools, Heads of Department (HOD's), Members of SMT, Site Stewards, Developmental Support Group (DSG) members,</b>
e) If participants are drawn from an institutional population (e.g. hospital, prison, mental institution), please specify: <b>Not applicable</b>
f) If any records will be consulted for information, please specify the source of records: <b>Schedule of Results from selected schools.</b>
g) Will each individual participant know his/her records are being consulted? <b>Yes</b> If YES, state how these records will be obtained: <b>Through the Principals of each school</b>
h) Are all participants over 18 years of age? <b>Yes</b> If NO, state justification for inclusion of minors in study: <b>Not applicable</b>

### 4. CONSENT OF PARTICIPANTS

a) Is consent to be given in writing? <b>Yes</b> If YES, include the consent form with this application [Appendix 2]. If NO, state reasons why written consent is not appropriate in this study. <b>Type response here</b>
b) Are any participant(s) subject to legal restrictions preventing them from giving effective informed consent? <b>No</b> If YES, please justify: <b>Not applicable</b>
c) Do any participant(s) operate in an institutional environment, which may cast doubt on the voluntary aspect of consent? <b>No</b> If YES, state what special precautions will be taken to obtain a legally effective informed consent: <b>Not applicable</b>
d) Will participants receive remuneration for their participation? <b>No</b> If YES, justify and state on what basis the remuneration is calculated, and how the veracity of the information can be guaranteed. <b>Not applicable</b>
e) Which gatekeeper will be approached for initial permission to gain access to the target group? (e.g. principal, nursing manager, chairperson of school governing body) <b>Principal</b>
f) Do you require consent of an institutional authority for this study? (e.g. Department of Education, Department of Health) <b>Yes</b> If YES, specify: <b>District Director of Department of Education</b>

### 5. INFORMATION TO PARTICIPANTS

a) What information will be offered to the participant before he/she consents to participate? (Attach written information given as [Appendix 3] and any oral information given as [Appendix 4])
b) Who will provide this information to the participant? (Give name and role) <b>District Director Act on behalf of the Superintendent General of the Department of Education in the</b>



<b>Lukhanji District.</b>
c) Will the information provided be complete and accurate? <b>Yes</b> If NO, describe the nature and extent of the deception involved and explain the rationale for the necessity of this deception: <b>Type response here or select "Not applicable"</b>

### 6. PRIVACY, ANONYMITY AND CONFIDENTIALITY OF DATA

a) Will the participant be identified by name in your research? <b>No</b> If YES, justify: <b>Not applicable</b>
b) Are provisions made to protect participant's rights to privacy and anonymity and to preserve confidentiality with respect to data? <b>Yes</b> If NO, justify. If YES, specify: <b>Not applicable</b>
c) If mechanical methods of observation be are to be used (e.g. one-way mirrors, recordings, videos etc.), will participant's consent to such methods be obtained? <b>No</b> If NO, justify: <b>Not applicable</b>
d) Will data collected be stored in any way? <b>Yes</b> If YES, please specify: (i) By whom? (ii) How many copies? (iii) For how long? (iv) For what reasons? (v) How will participant's anonymity be protected? <b>The Reasearcher will provide the District Director with a copy of the outcomes.</b>
e) Will stored data be made available for re-use? <b>Yes</b> If YES, how will participant's consent be obtained for such re-usage? <b>Type response here or select "Not applicable"</b>
f) Will any part of the project be conducted on private property (including shopping centres)? <b>No</b> If YES, specify and state how consent of property owner is to be obtained: <b>Not applicable</b>
g) Are there any contractual secrecy or confidentiality constraints on this data? <b>No</b> If YES, specify: <b>Not applicable</b>

### 7. FEEDBACK

a) Will feedback be given to participants? <b>No</b> If YES, specify whether feedback will be written, oral or by other means and describe how this is to be given (e.g. to each individual immediately after participation, to each participant after the entire project is completed, to all participants in a group setting, etc.): <b>Not applicable</b>
b) If you are working in a school or other institutional setting, will you be providing teachers, school authorities or equivalent a copy of your results? <b>Yes</b> If YES, specify, if NO, motivate: <b>Copy of the thesis will be made available to Principals if requested.</b>

### 8. ETHICAL AND LEGAL ASPECTS

The Declaration of Helsinki (2000) or the Belmont Report will be included in the references: <b>Select an item</b> If NO, motivate: <b>Type response here or select "Not applicable"</b> (A copy of the Belmont Report is available at the following link for reference purposes: <a href="http://www.nmmu.ac.za/documents/rcd/The%20Belmont%20Report.pdf">http://www.nmmu.ac.za/documents/rcd/The%20Belmont%20Report.pdf</a> )
a) I would like the REC-H to take note of the following additional information: <b>None</b>

### 9. DECLARATION

If any changes are made to the above arrangements or procedures, I will bring these to the attention of the Research
--

Ethics Committee (Human). I have read, understood and will comply with the *Guidelines for Ethical Conduct in Research and Education at the Nelson Mandela Metropolitan University* and have taken cognisance of the availability (on-line) of the Medical Research Council Guidelines on Ethics for Research (<http://www.sahealthinfo.org/ethics/>). All participants are aware of any potential health hazards or risks associated with this study.

**I SELECT AN ITEM aware of potential conflict(s) of interest which should be considered by the Committee.**

If affirmative, specify: **Type response here or select "Not applicable"**

12 January 2015	
SIGNATURE: <b>Professor Derek Taylor</b> (Primary Responsible Person)	Date
12 January 2015	
SIGNATURE: <b>Type name here</b> (Principal Investigator/Researcher)	Date

#### 10. SCRUTINY BY FACULTY AND INTRA-FACULTY ACADEMIC UNIT

This study has been discussed, and is supported, at Faculty and Departmental (or equivalent) level. This is attested to by the signature below of a Faculty (e.g. RTI) and Departmental (e.g. HoD) representative, neither of whom may be a previous signator.

NAME and CAPACITY (e.g. HoD)	SIGNATURE	Date
NAME and CAPACITY (e.g. Chair:FacRTI)	SIGNATURE	Date

#### 11. APPENDICES

In order to expedite the processing of this application, please ensure that all the required information, as specified below, is attached to your application. Examples of some of these documents can be found on the Research Ethics webpage (<http://www.nmmu.ac.za/default.asp?id=4619&bhcp=1>). You are not compelled to use the documents which have been provided as examples – they are made available as a convenience to those who do not already have them available.

##### APPENDIX 1: Research methodology

Attach the full protocol and methodology to this application, as "Appendix 1" and include the data collection instrument e.g. questionnaire if applicable.

##### APPENDIX 2: Informed consent form

If no written consent is required, motivate at 4a). The intention is that you make sure you have covered all the aspects of informed consent as applicable to your work.

##### APPENDIX 3: Written information given to participant prior to participation

Attach as "Appendix 3". The intention is that you make sure you have covered all the aspects of written information to be supplied to participants, as applicable to your work.

##### APPENDIX 4: Oral information given to participant prior to participation

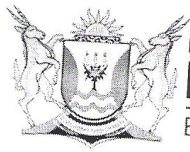
If applicable, attach the required information to your application, as "Appendix 4".

##### APPENDIX 5, 6, 7: Institutional permissions

Attach any institutional permissions required to carry out the research e.g. Department of Education permission for

research carried out in schools.

## ANNEXURE 2: PERMISSION TO CONDUCT RESEARCH



Province of the  
**EASTERN CAPE**  
EDUCATION

### Queenstown District Office

02 Limpopo Drive, Laurie Dashwood Park, Queenstown, 5319, Private Bag X7053, Queenstown,  
5320, REPUBLIC OF SOUTH AFRICA, Email: [nkosinathi.godlo@edu.ecprov.gov.za](mailto:nkosinathi.godlo@edu.ecprov.gov.za)

15 August 2012

MR. GONGQA. M

LUVUYO LERUMO SSS

QUEENSTOWN

Dear Mr. Gongqa

### PERMISSION TO CONDUCT RESEARCH

Kindly be advised that our application to conduct research at the selected schools has been approved subject to the following conditions:

1. That you present this letter to the Principals of the schools concerned before any research is undertake.
2. That the research not be conducted during teaching and learning time as education programmes should not be interrupted.
3. That you ensure that you communicate to each school and participant that they are not obliged to participate in the research, they should do so voluntarily.
4. That a copy of the completed report , dissertation or thesis be provided to the district office on completion of study.

I wish you all the success in your study, hoping that the district would benefit from the results of your study.

GODLO HN  
District Director

building blocks for growth



*Ikamva eliquambutyol*

### **ANNEXURE 3: LETTER OF INFORMED CONSENT**

8 Dieprivier Road  
Laurie Dashwood Park  
QUEENSTOWN  
5320

Dear Prospective Participant

#### **LETTER OF INFORMED CONSENT**

I am a registered student with the faculty of Public Administration at Nelson Mandela Metropolitan University. I am also the circuit manager (Education Development Officer) at Queenstown District Office). I am currently undertaking a study titled: “An Evaluation of the Integrated Quality Management System at selected schools within the Lukhanji Circuit, Queenstown District.”

The primary aim of the study is to evaluate IQMS implementation in selected schools within Lukhanji Circuit and establishes whether it has enhanced teaching and learning. It is hoped that the findings would be useful in improving the competency and performance of educators.

Furthermore, it aims at pointing out relevant and implementable recommendations for improving quality of teaching and learning and hence better performance of our schools.

The information furnished and the views expressed will be acknowledged and treated with utmost confidentiality. Furthermore, kindly take note of the fact that your participation in the study is voluntary and you can withdraw anytime you want. Your name or details will not be made known in the final product.

Thanking you in anticipation of a favorable response.

Yours faithfully

**M M GONGQA**



## ANNEXURE 4: RESEARCH INSTRUMENT QUESTIONNAIRE

### SECTION A : BIOGRAPHICAL INFORMATION

Please provide the ALL information required in this questionnaire

1. What is your age?

21 – 30 YEARS	31-40	41 – 50	ABOVE 50 YEARS OF AGE

2. Please state your gender:

MALE		FEMALE	
------	--	--------	--

3. Indicate your highest academic qualification

College of Education Diploma	
Technikon Diploma	
Bachelor's Degree	
Bachelor of Education	
Honours degree	
Masters degree	
Other, specify	

1. Population Group

BLACK		WHITE		INDIAN		COLOURED	
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2. Teaching Experience

3 – 5 YEARS		5 – 10 YEARS		10-15 YEARS		15 AND ABOVE	
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3. Position Held

POST LEVEL 1 EDUCATOR	SENIOR/ MASTER TEACHER	HOD	SITE STEWARD	DEPUTY PRINCIPAL	PRINCIPAL

**SECTION B**

**1. ANSWER THE QUESTION RELATING TO IQMS ASSESSMENT OF IQMS AS TOOL TO MEASURE AND IMPROVE TEACHING AND LEARNING BY MAKING A CROSS NEXT TO THE APPROPRIATE BOX**

1.1 IQMS is an important and relevant tool to measure performance of Educators

STRONGLY DISAGREE (1)		DISAGREE (2)		UNSURE (3)		AGREE (4)		STRONGLY AGREE (5)	
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1.2 The whole school evaluation leads to overall effectiveness and efficiency of the school

STRONGLY DISAGREE (1)		DISAGREE (2)		UNSURE (3)		AGREE (4)		STRONGLY AGREE (5)	
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1.3 My performance has improved since my evaluation through IQMS

STRONGLY DISAGREE (1)		DISAGREE (2)		UNSURE (3)		AGREE (4)		STRONGLY AGREE (5)	
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1.4 DA is an effective appraisal system that improves and maintains a high standard of teaching

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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1.5 DA poses an administrative burden to schools

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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1.6 The appraisal process enhances the Educators' self-confidence

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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1.7 The DA instruments are used consistently in my school

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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1.8 IQMS helps educators and learners to move towards the realization of the school's goals

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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1.9 DA should form part of the school program as an important tool to develop Educators

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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1.10 IQMS implementation in my school has led to better academic results

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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**2. ANSWER THE FOLLOWING QUESTIONS RELATING TO THE MEASURES THAT ARE PUT IN PLACE IN YOUR SCHOOL TO ENHANCE IQMS IMPLEMENTATION BY THE SELECTING MAKING A CROSS IN THE APPROPRIATE BOX**

2.1 The district office gives the necessary support to schools to ensure effective implementation of IQMS

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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2.2 The principal fully supports the educators and DSG's in IQMS implementation

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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2.3 In my school the Principal and HOD's observe teachers during classroom observation for appraisal purposes

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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2.4 Contextual factors are taken into account by DSG's when evaluating Educators

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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2.5 Fully understand all the IQMS performance standards relevant to my post level

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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2.6 I am able to know my areas of strengths and weaknesses due to the assistance of my DSG's.

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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2.7 The school has budgeted for the training of educators on identified performance standards

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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- 2.8 The officials from the Department of Education often come to school to conduct whole school evaluation.

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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- 2.9 All Educators received IQMS training in my school

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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**3. KINDLY ANSWER THE FOLLOWING QUESTIONS RELATING TO FACTORS THAT MAY HINDER IQMS IMPLEMENTATION**

- 3.1 The majority of educators are opposed to IQMS implementation

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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- 3.2 The Educators willingly embrace DA in our school

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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- 3.3 Educators show commitment to IQMS implementation

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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3.4 IQMS helps Educators and learners to move towards realization of school's strategic goals

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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3.5 Educators do trust implementation of DA as an evaluation tool

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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3.6 Educators feel pressured by DA implementation

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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3.7 All Educators are empowered and motivated for IQMS implementation

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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3.8 Most Educators view IQMS implementation as a waste of time

<b>STRONGLY DISAGREE (1)</b>		<b>DISAGREE (2)</b>		<b>UNSURE (3)</b>		<b>AGREE (4)</b>		<b>STRONGLY AGREE (5)</b>	
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## ANNEXURE 5: LETTER FROM THE LANGUAGE PRACTITIONER

Date: 14 January 2015

Our Ref: Delegation of powers

Prof. Taylor  
Department of Public Administration  
NMMU  
Port Elizabeth

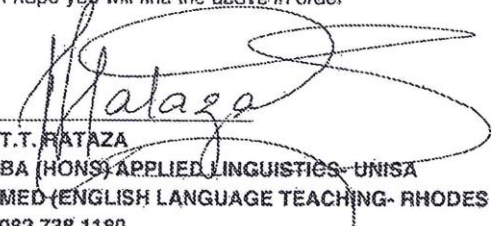
Dear Prof. Taylor

**RE: EDITING OF M.A. TREATISE FOR MR. M. GONGQA**

I hereby confirm that I have looked at the treatise for the above candidate and edited the language thereof. I further confirm that I have found the language to be of an acceptable standard for submission of the treatise for examination. I am a language practitioner with years of experience as lecture and examiner for metric candidates.

The topic for the treatise is "an evaluation of the integrated quality management system at selected schools within the Lukhanji circuit Queenstown district".

I hope you will find the above in order



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