EFFECTIVENESS OF INTEGRATED QUALITY MANAGEMENT SYSTEMS
FOR TEACHERS IN THE DEPARTMENT OF EDUCATION:
BUTTERWORTH DISTRICT

by

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RESEARCH TREATISE SUBMITTED IN PARTIAL FULFILMENT OF THE
DEGREE OF

MASTER OF PUBLIC ADMINISTRATION

FACTORY OF ARTS

at the

NELSON MANDELA METROPOLITAN UNIVERSITY

PROMOTER: PROF. D. TAYLOR

25 November 2011
DECLARATION

I hereby declare that this is my own work, and that all references used herein have been acknowledged. This treatise was not previously submitted for any degree, only for the one that I am currently studying towards.

Signature
ABSTRACT

The purpose of this research was to investigate the effectiveness of IQMS amongst teachers in the Butterworth district. Using a convenient sample of 79 senior secondary school teachers, a survey research design was used to collect both quantitative as well as qualitative data on the effectiveness of IQMS.

The formulation of statements on the effectiveness of IQMS was informed by the levels of effectiveness of the Kirkpatrick’s model. A likert scale was used to rate the effectiveness of IQMS with respect to teachers’ views on the various statements that sought to measure the effectiveness of IQMS. The narratives of teachers on the SWOT analyses constituted qualitative data which was used to corroborate and contradict trends from the quantitative findings. Thus, SWOT analysis results were used to validate quantitative findings.

In analysing quantitative data, descriptive statistics were employed to look at the distribution of the responses and overall trends. Significant differences in terms of gender, age, employment status, length of service, and the highest tertiary qualification were computed by the SPSS software. The SWOT analyses results from the open-ended questions were analysed through extraction of themes, categories and patterns.

The quantitative findings suggested that IQMS is an effective evaluation instrument though the qualitative SWOT analyses results suggested otherwise. The study’s findings highlighted areas where IQMS is potentially effective, areas where there are challenges in the implementation of IQMS, and niches for intervention. The study has implications for IQMS policy and programme administrators in the district offices, school principals and teachers in the school sites, as well as implications for further research.
ACRONYMS

ANC : AFRICAN NATIONAL CONGRESS
CPD : CONTINUED PROFESSIONAL DEVELOPMENT
DAS : DEVELOPMENT APPRAISAL SYSTEM
DIP : DISTRICT IMPROVEMENT PLAN
DoE : DEPARTMENT OF EDUCATION
DSG : DEVELOPMENT SUPPORT GROUP
ELRC : EDUCATION LABOUR RELATIONS COUNCIL
EPU : EDUCATION POLICY UNIT
INSET : IN-SERVICE TRAINING FOR EDUCATORS
IQMS : INTEGRATED QUALITY MANAGEMENT SYSTEMS
PGP : PERSONAL GROWTH PLAN
PM : PERFORMANCE MANAGEMENT
PM : PERFORMANCE MEASUREMENT
QA : QUALITY ASSURANCE
SA-SAMS : SOUTH AFRICAN SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEM
SACE : SOUTH AFRICAN COUNCIL OF EDUCATORS
SADTU : SOUTH AFRICAN DEMOCRATIC TEACHERS UNION
SDT : SCHOOL DEVELOPMENT TEAM
SIP : SCHOOL IMPROVEMENT PLAN
SMT : SCHOOL MANAGEMENT TEAM
SPSS : Statistical Package for Social Sciences
WSE : WHOLE SCHOOL EVALUATION
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ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to the following people, for their contribution towards the successful completion of my treatise:

I wish to acknowledge God Almighty, Jesus Christ our Lord and Saviour who gave me ability and strength to produce this work. To Him be all the praise and glory!

I am a product of all the people who have touched, influenced and shaped my life in a number of ways. Most notably, these people include:

- My Supervisor, Prof. Derek Taylor for his excellent guidance, support, patience and care throughout the study.
- Dr V.J.J. Nkonki for his mentorship, guidance, editing skills and support throughout my research.
- My late mother, father and grandmother for laying a solid foundation for my success.
- To my beloved wife, Nombulelo, for her unwavering support and excellent typing skills.
- My wonderful family for their support, care and understanding during the study period, especially my kids.
- To the Butterworth District for allowing me to conduct my research with educators in schools in the Butterworth district.
- The educators in schools where I conducted my research who willingly completed my questionnaires, particularly the principals.
- Friends and colleagues who encouraged me in this project.
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CHAPTER 1
INTRODUCTION

1.1 Background and Introduction to the study

The majority of schools in black communities have been performing without a formal evaluation system since the defiance campaign against school inspectors in the early 1990’s. Most black teachers during the anti-apartheid struggle were against any form of existing inspection and control in their schools. This was due to the fact that a differentiated system of inspection, control and appraisal, which was characterised by bureaucratic control, existed in the black schools, in contrast to a light advisory function which underpinned the system of inspection in white schools. The inspectors from the former Departments of Education had the power to recommend promotions in recognition of good performance. However, the old promotion system lacked transparency and its recognition and legitimacy vanished with increased political activity and unrest in township schools.

White schools were better resourced in all respects compared with black schools, and inspectors in former white schools were also better qualified, seeing their role as trouble-shooting and assisting schools and teachers in their functions. On the other hand, black schools suffered under the former regime which was autocratic. For black teachers evaluation was used punitively and vindictively hence they defied it. This created a form of alienation for black teachers against any form of evaluation. This resulted in the entire evaluation process in black schools being dysfunctional and, as a consequence, the culture of teaching and learning was adversely affected (Chisholm, Hoadely, waKivulu, Brookes, Prinsloo, Kgobe, Moisa, Narsee, and Rule, 2005:11). Momentum towards democracy also increased in the 1990s with the unbanning of political parties, the return of exiles and with the newly formed South African Democratic Teachers Union beginning to look for new appraisal methods for a democratic South Africa. After the 1994 elections, a new path towards the reconstruction of a new education and evaluation system saw the creation of the bargaining and negotiating forum for teachers and the Education Labour Relations Council (Chisholm, et al. 2005:15).
In April 1994 a new political democratic dispensation was ushered in, which logically sounded the death knell to the old inspection system. The new dispensation introduced a number of changes in education policies and legislation in the education system, which was characterised by resistance, defiance, even lawlessness and lack of supervision at that time. Parker (2002:17) describes the period 1990-1994 as one of structured stasis and cultural malaise, where the entire racially segregated system was reviewed in an attempt to construct an inspirational and viable vision of post apartheid South Africa’s education and training system.

After lengthy negotiations between the Education Department and Teacher Unions, a development appraisal came into being in 1998 as an evaluation tool for teachers to ensure quality of teaching and learning in schools (Chisholm, et al. 2005:120). However, the implementation of the Developmental Appraisal System (DAS) became problematic, and was described by teachers as dubious, intimidating, stressful and a waste of manpower. In 2003, Resolution 1 of 2003 came into being with a Performance Measurement (PM) which also failed, leading to an alternative Whole School Evaluation (WSE) system, which was later viewed as cumbersome and disempowering for teachers. The Whole School Evaluation system was seen as time consuming, with a lot of paper work and following undemocratic processes and was later challenged by teacher unions (Douglas, 2005:14).

However, the decision to integrate these three evaluation instruments was based on the fact that it was cumbersome, overwhelming and unmanageable for teachers to undergo three different evaluations for different purposes. The Education Labour Relations Council (ELRC) proposed an integrated programme to manage the three instruments, namely: Developmental Appraisal System (DAS), Performance Measurement (PM) and Whole School Evaluation (WSE), which became known as the Integrated Quality Management System (IQMS) in August 2003 in terms of the collective agreement number 8 of 2003. The Integrated Quality Management System is an aggressive strategy to improve quality and performance management in South African schools (IQMS Collective Agreement 8 of 2003).

The IQMS has three distinct programmes namely; (i) Developmental appraisal, whose purpose is to appraise individual educators in a transparent manner with a
view to determine their areas of strengths and weaknesses so as to provide
programmes for individual development; (ii) Performance measurement is used as a
yardstick to evaluate individual educators for the purposes of pay progression,
grading progression, affirmation of appointment, rewards and incentives; and (iii)
Whole School Evaluation seeks to evaluate the overall effectiveness of the district
office, school management, infrastructure and learning resources as well as the
quality of teaching and learning (Collective Agreement 8 of 2003). However, the
Integrated Quality Management System has five purposes, namely:

- To determine competency;
- To assess strengths and areas for development;
- To provide support and opportunities for continued growth and development;
- For accountability; and
- To monitor an institution’s overall effectiveness (ELRC, 2003:4).

The study therefore, sought to evaluate the effectiveness of the Integrated Quality
Management Systems in relation to the above set of goals to ensure quality learning
and teaching.

1.2 Statement of the research problem:

In relation to the IQMS goals, since its inception in 2004, there has been no formal
evaluation feedback in schools. Every year numerous teachers fill in forms for pay
progression without any intervention and feedback by the district office arising from
their evaluation. This makes the effectiveness of the programme questionable.
Therefore, the research set out to investigate the effectiveness of IQMS in relation to
the implementation and realisation of its purposes and goals. This research sought
to canvass the perspectives of the participants, that is, teachers, about the
effectiveness of the Integrated Quality Management Systems in terms of achieving
its set goals. The Kirkpatrick’s Model of evaluating programme effectiveness was
used to assess the effectiveness of the IQMS.
1.3 Rationale:

The rationale for the study was prompted by the researcher’s experience and observation as an educator in management and because there is limited feedback from the district office on IQMS processes. Ever since the IQMS evaluation process started, teachers have simply been completing forms which are submitted by the principals to the district offices for the purposes of pay progression without the actual monitoring and implementation of the evaluation process. This flouting of the system renders the effectiveness of the evaluation questionable. Having reviewed literature on IQMS, the researcher holds the view that the research tendencies do not focus on the effectiveness of the IQMS process but rather on exploring tensions between professional development and accountability issues (Ramnarain, 2008). With regard to IQMS research in the Butterworth District there are limited studies on this evaluation programme (Nkonki, 2009). This research is warranted and justified on the basis of the researcher’s observations and experience as a manager of a school. Furthermore, the Integrated Quality Management Systems is a quality performance management system based on three distinct but complementary purposes, namely: (i) evaluation of individual development and empowerment; (ii) measurement of educator’s performance and accountability; and lastly (iii) the improvement of the overall effectiveness of the school (Collective Agreement number 8 of 2003:4). However, in order to ensure the effectiveness of this programme it is essential to separate the development of educators from the evaluation of the programme for salary progression.

1.4 Significance:

The results of the proposed study might inform the IQMS programme formulators, administrators and implementers about the effectiveness of Integrated Quality Management Systems. The results of the study might further highlight the areas of success with Integrated Quality Management Systems, which need to be consolidated, and areas of its failure form niches for possible intervention. The results of this research will also possibly contribute towards growing the body of knowledge about measuring the effectiveness of programmes and also expanding scholarship on integrated quality management in schools.
1.5 Research Questions:

The formulation of the research questions that guide this research are informed by the widely used Kirkpatrick’s Model of evaluating the effectiveness of programmes.

1.5.1 Main Question:

5.1.1. How effective is the Integrated Quality Management System in terms of improving the quality of teaching and learning and assessing the needs of the teachers and those of the schools?

The following sub-questions are proposed for purposes of the study:

1.5.2 Sub-questions:

1.5.2.1 How did teachers in schools in the Butterworth District react to the introduction of the Integrated Quality Management System?

1.5.2.2 To what extent, if any, did the Integrated Quality Management System improve teachers’ knowledge and skills, as well as attitudes and dispositions towards the quality of their teaching?

1.5.2.3 Are there any behavioural changes (work ethic, quality and improvements) on the part of the teachers in the selected schools as a result of the introduction and implementation of the Integrated Quality Management System?

1.5.2.4 What benefits, if any, have accrued for the schools as a result of the implementation of IQMS?

1.6 Objectives:

For purposes of the study the following objectives were formulated:

1.6.1 To evaluate the effectiveness of IQMS in the Butterworth Education District in terms of achieving its objectives;
1.6.2 To establish and describe teachers’ reactions to the introduction and implementation of the IQMS;
1.6.3 To establish and describe teachers’ attitudes towards the implementation of IQMS, and whether these attitudes have a bearing on the effectiveness of the IQMS;

1.6.4 To ascertain whether there are any behavioural changes on the part of teachers as a result of the implementation of the IQMS in the selected schools in the Butterworth Education District; and

1.6.5 To ascertain whether there are any benefits for the schools arising out of the implementation of the Integrated Quality Management System.

1.7 Preliminary literature review

It appears that limited research has been done on the topic under investigation. However, various legislative prescriptions and policies will be consulted to inform the study in an attempt to assess the effectiveness of the Integrated Quality Management System among educators in the selected schools. A number of changes that have taken place in the education system arise out of the implementation of legislation and policies as well as the restructuring of the education system to align with the vision of the National Department of Education. These include resolution 8 of 1998, which spells out the core duties of educators, the manual for Development Appraisal (ELRC 1999) and the IQMS collective agreement number 8 of 2003, South African Council for Educator’s Act (31 of 2003), which explains the mandate for South African Council Educators to manage professional development activities. The perceived perceptions of certain educators on IQMS have to some extent affected the implementation of this programme and as a result contributed towards its apparent ineffectiveness. Studies on IQMS have tended to be quantitative and this may to some extent impact on the results of the research. In addition, certain studies on IQMS among teachers fail to address the effectiveness of this evaluation programme but some focus on the empowerment of educator’s teams to implement IQMS.

The mandate for South African Council Educators to manage professional development activities (Bisschoff & Mathye, 2009). The South African Journal for Education, which spells out the perceptions of educators on IQMS, will also be
examined. In addition, the National Framework for Teacher Education in South Africa (2005) will also be reviewed.

Research studies on IQMS and reviewed by the researcher appear to focus on the impact of IQMS on school leadership at secondary school level and limited at primary schools which provides the foundation for education.

The level of training on IQMS can compromise the quality of evaluation since the programme was introduced hurriedly. As a result, educators lack effective training for the successful implementation of the programme. Training is a learning process that involves the acquisition of skills, concepts, rules or attitudes to enhance the performance of employees (Loock, Grobler & Mestry, 2006:41).

The Department of Education used the “Cascading” model to train educators on the implementation of the IQMS. The cascading model does not involve all teachers in the training sessions but rather a few educators who would in turn train colleagues at school. Thus, it can be concluded that the cascading model is inappropriate to equip educators with the necessary information and skills to implement IQMS (Kganyago, 2004:33; Mabotsa, 2005:3). The role of the district office in ensuring the effective implementation of the programme is accordingly questionable. With IQMS, the Department of Education seeks to provide a framework to ensure that each teacher’s individual performance must lead to the achievement of the school system’s goal as an organisation (Mestry, Hendricks & Bisschoff, 2009). Such a framework can only succeed if staff know what is required of them, and receive feedback on how they are doing, and are supported to achieve expectations (Middlewood and Lumby, 1988; Middlewood & Cardno, 2001). The way the performance system is advocated is therefore, paramount to its success. The perceptions of numerous educators on the new evaluation policy appear to be viewed with mixed feelings. Therefore, the implementation of a policy depends on how it has been advocated and managed.

For the IQMS to be successfully implemented there are structures that should be introduced in schools, for example, School Development Teams (SDT) and a Development Support Group (DSG) (ELRC Collective Agreement 8, 2008: Section 3). These structures play a meaningful role in the implementation of the IQMS when carefully monitored. On the contrary, IQMS shows signs of ineffectiveness because it
fails to take into account contextual factors such as workloads and curriculum challenges that impact on the performance of educators (ELRC 8 of 2003). It is therefore important that performance management should be treated as a holistic process.

Evaluation, according to Darling-Hammond (1990:390), is introduced as a by-product concerned with the effectiveness of schools in achieving learning outcomes. A fundamental principle of IQMS is to enhance the quality of teaching and learning through effective management. The IQMS also sets down national performance standards that must be met to ensure the effectiveness of the evaluation system. Therefore, improvement in schools will be enhanced and encouraged by a system of quality assurance that involves and supports educators as well as other stakeholders in schools (Coleman, 2003:51). The IQMS is a product of a total quality management concept which is a management theory cited by Thompson (2002:164), as a holistic approach in pursuit of a goal of continuous improvement.

Menlo and Poppleton (1990) proposed that the quality of teachers influences the quality of learner’s experiences and achievement in a positive way. Therefore, raising the quality of teacher performance through teacher development programmes is essential and believed to improve the overall performance of the education system (Mestry, et al, 2009:476). However, the effectiveness of current teacher development and evaluation programmes need to be thoroughly scrutinised.

The National Education Department Policy Act, 1996 (Act 27 of 1996) section 3(4) and section 8 mandate the Minister of Education to determine National Policy for planning, monitoring and evaluation to ensure the delivery of quality education. The National Development of Education’s advocacy programme on IQMS is not intensively driven hence there is some implementation ineffectiveness. The implementation challenge of the IQMS was made by the insufficient and low levels of training provided by the Provincial Departments. In some cases, training was outsourced to private consultants and institutions of higher learning who themselves had inadequate knowledge and practical experience to do such training (Mestry, et al 2009:477).
The ELRC (2003) clearly spells out the role of the Principal and School Development Team regarding advocacy and training. The cascading model of training, lack of insight into IQMS by facilitators, untimely implementation of IQMS, the top-down approach of the Department of Education, the poor leadership of certain school principals and school management teams, insufficient resources in previously disadvantaged schools, are some of the reasons for teachers not displaying initiatives to implement IQMS (Mestry, et al, 2009: 477).

The Department of Education (1998:130-137) advocates that in-service training should be seen as an ongoing process of professional development. Through the in-service training teachers continuously improve their skills, knowledge and attitudes. Professional Development and training are critical to school improvement. Teachers should be positively inclined towards the implementation of IQMS, and, in order for the IQMS to be effective, it should be well communicated and understandable to all teachers, and flexible enough to take into account the different circumstances of South African Schools (Mestry, et al, 2009:477).

The Department of Education should provide appropriate training for all stakeholders in order for the IQMS to be implemented effectively in schools. Furthermore, the most effective evaluation method is one based on a mutually agreed upon plan for professional growth that is developed from clear goals. In addition, integrating two systems is quite challenging because the developmental paradigm and accountability paradigm are inimical. The result will be that one will be overemphasised over the other. Linking IQMS with pay progression could lead to the demise of the appraisal.

1.8 Assumptions underlying the study

For purposes of this study the following assumptions helped to guide the study.

1.8.1 Teachers’ attitudes and dispositions towards IQMS are significantly related to the effectiveness of Integrated Quality Management Systems.

1.8.2 Teachers’ behavioural changes as a result of IQMS are associated with the effectiveness of Integrated Quality Management Systems.
1.8.3 There is a link between the effectiveness of IQMS and benefits to the school arising out of the Integrated Quality management systems implementation.

1.9 Demarcation

The study was conducted in six secondary schools situated in the Butterworth District at Mnquma Local Municipality and comprises of three towns namely Nqamakwe; Kentane and Butterworth in the South-Eastern Region of the Eastern Cape Province.

1.10 Research Methodology:

For purposes of this study a quantitative research method was employed in an attempt to gather data. According to Creswell (2005:597), quantitative research is an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. To conduct this inquiry, the investigator specifies narrow questions, locates or develops instruments to gather data to answer the questions, and analyzes numbers from the instruments using statistics.

1.11 Research Design

A survey research design was employed for the purposes of the study. Creswell (2005:354) defines survey design as a procedure in quantitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviours, or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaires and statistically analyze the data using the trends about responses to questions and to test research questions or hypotheses. Surveys provide useful information to evaluate programs in schools.

1.11.1 Sample

The sample of respondents was comprised of educators from the selected schools in the Butterworth district. The Butterworth district falls within the geographical jurisdiction of the Mnquma Local Municipality. The following three towns, namely, Kentane, Nqamakwe and Butterworth form the greater Butterworth District. The six
schools were selected for this reason as they are located in the greater Butterworth District. Two secondary schools were selected from each of the above-mentioned towns, for the purpose of the study.

1.11.2 Data Collection

Survey questionnaires were used to gather data from principals and educators of the selected schools in the Butterworth District in order to elicit their views on the effectiveness of the Integrated Quality Management System. The data collected was analysed using Kirkpatrick’s model of evaluating the effectiveness of programmes.

The collected data was analysed, coded and interpreted. Interpretations on the findings were done, and the recommendations are proposed by the researcher based on the findings.

1.11.3 Data analysis

According to White (2005:168), data analysis and presentation in quantitative research indicates the statistical technique to be used in data analysis and specifies how the data was presented. This proposed research made use of frequencies, percentages. The data are presented through the use of tables and graphs, whereas qualitative findings are presented through narrations.

1.12 Ethical considerations

According to Bailey (1994:454), to be ethical is to conform to accepted professional practices. In addition, clear and accurate information about the researcher was given to participants prior to commencing with the research and why the research is being conducted. The researcher ensured that the respondent’s privacy is not invaded and that no harm is caused to participants. The participants were given the assurance that they are free to discontinue their participation at any time without being required to offer any explanation. Each participant was given a consent form, which ensured that they indeed understood what was explained to them before responding to the research questionnaires.

According to Bless, Smith and Kagee (2006:143) confidentiality is an ethical requirement in most research. The researcher ensured anonymity and
confidentiality by not identifying the respondents. Respondents were assured about this before they completed the questionnaires. The researcher undertook to ensure the participants that the data they provided remained confidential. Details on how these ethical considerations were actualised are found in chapter 3.

1.13 Chapter layout

Chapter 1: Introduction and background. The chapter gives a brief outline of the problem statement, research objectives and methods of investigation.

Chapter 2: Literature Study reviews relevant books, articles and other publications on the topic.

Chapter 3: Research Design and Methodology outlines the procedures followed in conducting this research.

Chapter 4: Research findings and their discussion presents and interprets the results of this research.

Chapter 5: Summary, Conclusion and Recommendations. The chapter summarises the study, makes deductions and recommendations on the best way of ensuring the effectiveness of IQMS.
CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Since the advent of democracy in South Africa, the implementation of education legislation and policies has progressively shifted the new agenda within a transformation framework aimed at reconstructing the education system. Numerous changes that have taken place in the education system occurred as a result of the implementation of legislation and policies in an attempt to meet the vision of the National Department of Education. The Integrated Quality Management System (IQMS) is one such policy introduced in August 2003 in order to improve the culture of teaching and learning in South African schools. The system integrates Developmental appraisal, Performance Management and Whole School Evaluation. This new evaluation policy was designed against the background of non-evaluation of teachers and to redress past injustices in the education system of South Africa. The aim of the IQMS is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management.

2.2 Historical Development of IQMS

The inequalities and injustices of the apartheid era created numerous problems in the South African education system particularly with regard to the evaluation system of teachers. Appraisal practices in the various fragmented education departments differed considerably. With black teachers, the appraisal system had negative implications since the inspectors used it to harass them. As a result teachers rejected the appraisal system outright and subject advisors as well as inspectors were chased out of the black schools resulting to the collapse of monitoring and teacher evaluation (ANC, 1994). However, this culture of lawlessness was a worrying trend for the newly elected government of the African National Congress (ANC) resulting to the stakeholders in education being engaged by the government in order to restore the culture of teaching and learning in schools.
It is against this background that the South African Democratic Teacher's Union (SADTU) appointed the Education Policy Unit (EPU) of the University of Witwatersrand to develop an alternative teacher appraisal system for the evaluation of teachers. The Developmental Appraisal System (DAS) came into being in 1998 as an evaluation tool after a longstanding deadlock between teacher unions and the Department of Education (DoE), and its main objective was to develop and support teachers (Douglas, 2005:13). However, the implementation of DAS became problematic despite its claims of accountability, needs assessment and individual development. Teachers viewed DAS as dubious, intimidating, stressful, and a waste of manpower (Douglas 2005:14). The alternative Whole School Evaluation (WSE) although assumed to be the outcome of discussions involving representatives from a range of stakeholders, it immediately met with resistance from unions and teachers who felt that they had not been sufficiently consulted, as a result WSE was not widely implemented. Educators questioned the potential of WSE to improve schools and saw it as intimidating and judgemental and "a very ugly threat." In an attempt to address these challenges, an agreement was reached by the ELRC (IQMS Resolution 8 of 2003) to integrate the existing programmes on quality management in education. These were DAS (Resolution 4 of 1998), the Performance Management System that was agreed on in April 2003 (Resolution 1 of 2003) and Whole School Evaluation. The integration of the three evaluation methods became known as the Integrated Quality Management Systems (IQMS) in August 2003. The main aim of this evaluation policy is to measure the performance of educators and to improve the culture of teaching and learning in schools. The IQMS is a result oriented professional training and consulting group, offering systematic approaches to improve quality and effectiveness of the system to enhance the productivity by offering systematic approaches (IQMS Global, 2011).

2.3 IQMS Defined

The Integrated Quality Management System is a result of Collective Agreement Number 8 of 2003. The purpose of this agreement is to align the different Quality Management programmes which are aimed at enhancing and monitoring the performance of the education system, and this appraisal embraces three integrated systems, namely: Developmental Appraisal, Performance Measurement and Whole
School Evaluation. The main objective is to ensure quality public education for all, and to consistently improve the quality of learning and teaching. However, the Department of Education has a responsibility to provide essential resources for effective quality learning in schools as well as essential teacher empowerment programmes. In this manner, teachers will be efficient and effective in their delivery of services to their clients.

2.3.1 Developmental Appraisal System (DAS)

The Developmental Appraisal System (DAS) forms Chapter C of the terms and conditions of Employment of Educators determined in terms of Section 4 of the Employment of Educators Act of 1998 (Mathula, 2008). The Developmental Appraisal System (DAS) formed part of a large scale reform effort in performance management and evaluation. The Developmental Appraisal System (DAS) is a component intended to appraise individual educators in a transparent manner with a view to determine areas of strength and weakness, and to draw up programmes for individual development (Loock, Grobler & Mestry, 2006:64). The main aim of this evaluation policy is to facilitate personal and professional development of educators in order to improve the quality of teaching practice and education management. It is based on the fundamental principle of life-long learning and development. In a sense, Developmental Appraisal identifies individual development needs and subsequent training or self-development, on improving the ability of the employees to perform in their present or future roles (Poster and Poster, 1991:1). This system looks at the developmental needs of each industrial educator in order to develop a plan of action that will be used to address those needs.

According to Ilona Jolene (2004:19), an appraisal is concerned with educator's professional developmental needs and training opportunities in order to improve their performance in present and their future roles. It is a transparent and open process since educators have access to their appraisal documents including their performance outcomes.

Fletcher (1996:77) contends that developmental appraisal is needed to assist educators in the development by helping them to see their shortcomings and commit themselves to improvement. However, for the effective implementation of this
evaluation policy it had to be well communicated in terms of its operation. Deventer and Kruger (2003: 211) recommend the following guidelines that must be taken into account for the implementation of the developmental appraisal system:

- The process of appraisal should be open, transparent and developmental.
- The appraisal of educators is in essence a developmental process, which depends on continuous support.
- The process of appraisal should always involve relevant academic and management staff.
- The stakeholders involved should be trained on the appraisal process.
- Prompt feedback by way of discussions and written communication to those who are being appraised should be one of the indispensable elements of appraisal.
- The appraisee has the right to have access to and respond to the appraisal report.

2.3.2 Performance Management System (PMS)

The purpose of the performance management system (PM) is to evaluate individual educators for salary progression, affirmation of appointments, rewards and incentives (Loock, et al, 2006:64). The Performance Management and Developmental Scheme (PMDS) is a collective Agreement Number 2 of 2002 of the ELRC. The PMDS, links the need for effective staff performance with the corporate planning cycle. Performance Management is concerned with quantitative judgement based on the rating and grading of Performance. It is a summative evaluation and is linked to pay or grade progression in the IQMS.

According to Gleeson and Husbands, (2001:20), performance management is a strategic and an integrated approach to delivering sustained success to organisations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors. They further identify four main characteristics of performance management arising from the definition. First, it is a process rather than an event and performance management must permeate the school culture on a day- to- day basis which must not be considered as an annual form-filling exercise to gain instant reward. Second, the process must be used to generate an increased understanding of what the organisation is trying to
achieve. Third, it is a way of managing people to ensure that aims are met through appropriate lines of accountability. Fourth, it is about people sharing in the success of the organisation to which they have contributed. The IQMS is a quality management system which advocates a holistic and integrated approach to managing schools and the staff performance. In the IQMS policy, quality is related to teacher performance and school performance in order to ensure effectiveness of our schools. The IQMS utilises performance standards to measure performance and quality. The data collected through IQMS enables the Department of Education to assess the effectiveness of teachers and reward good performance. The improvement in schools and elsewhere will probably be enhanced and encouraged by a system of quality assurance that involves and supports educators and other stakeholders in their schools (Coleman, 2003:151).

However, the aims of the Performance Management and Developmental Schemes must be known by the educators to be evaluated in order to ensure the effectiveness of the evaluation process.

Mathula (2008) proposes the following aims:

- Evaluate performance fairly and objectively;
- Ensure that individuals know how their performance against these standards is perceived;
- Improve individual’s awareness and understanding of their work objectives and the performance standards expected of them;
- Provide opportunities to identify individuals’ development needs and to devise, with their supervisors, plans to address those needs;
- Facilitate the effective management of satisfactory performance; and
- Provide a possible future basis for decision on rewards (Mathula, 2008).

In every evaluation process feedback is an important element of performance management which must be made immediately after evaluation has taken place in order to highlight areas of concern and to reward educator’s good achievement since IQMS is linked to rewards in the form of pay and grade progression. The facilitation of this process is the responsibility of the District offices and its prompt response in this regard will ensure the effectiveness of the evaluation programme.
2.3.3 Whole School Evaluation (WSE)

Whole School Evaluation is an interactive and transparent process used to evaluate the holistic performance of the school measured against agreed criteria with a view to improve the quality of education (ELRC, 2003: 3). The policy on Whole School Evaluation (WSE) is a notice in terms of Section 3(4)(1) of the National Policy Act, 1996 (Act no 27 of 1996). The purpose of the whole school evaluation (WSE) is to evaluate the overall effectiveness of a school, including the support provided by the district, school management, infrastructure and learning resources as well as the quality of teaching and learning (Loock, et al 2006 :64). The policy is aimed at improving the overall quality of education in schools and to ensure that learners are given the opportunity to develop to the best of their abilities. However, for the effectiveness of this evaluation method to the performance of educators, it must be supportive and developmental rather than punitive and judgemental (Mathula, 2008).

The Whole School Evaluation policy is rooted on quality assurance, quality management and total quality management principles, hence it is a policy that is ideally the most suitable and important tool for measuring the performance of schools (Department of Education, 2001: 24). Quality Assurance (QA) is a system of ensuring quality in schools and in the Education Department as a whole through monitoring and evaluating performance (Department of Education, 2002:7). Quality cannot be dictated, it must be led and managed from the top of the organisation. The best performing schools are constantly aware of the need to evaluate standards, and they now have the means to do so effectively through the Whole School Evaluation (WSE). However, this evaluation policy should not be used as a coercive measure but it must comply with the national and local policies. In order to improve and to ensure that schools perform effectively, the findings made by evaluation team on the performance of the school must be reported back to the relevant stakeholders.

Although this evaluation policy had clear aims in order to ensure its effectiveness, the Department of Education together with school principals has been severely criticised by teachers for implementing IQMS before proper training. As a result, the following problems were encountered during its implementation:

- Flawed consultation process;
• Flawed advocacy;
• Level of readiness not established before implementation;
• Flawed implementation management process;
• Inconsistent intervention strategies;
• Myths and inaccurate perceptions about the use and interventions of WSE; fear of victimisation by the school;
• Apathy and resistance to change; perceived hidden agenda; and
• Lack of trust (Mathula, 2008).

WSE was introduced to ensure an effective monitoring and evaluation process which is vital to the improvement of the quality and standard of performance in schools (Steyn, 2003:6). Ilona (2004:21) contends that the process to evaluate schools by external supervisors is carried out with integrity and respect, taking into consideration the various contextual conditions. After the WSE has been conducted, a school need to get a feedback from the WSE team.

2.4 The purpose of IQMS

The Integrated Quality Management Systems (IQMS) is informed by schedule 1 of the Employment of Educators Act no 76 of 1998 where the minister is required to determine performance standards for educators in terms of which their performance is to be evaluated. The purpose of IQMS according to the Republic of South Africa (2004:2) is to:

• Identify the needs of educators, schools and district offices for support and development.
• Provide support and opportunities for development to ensure continued growth.
• Promote accountability.
• Monitor an institution’s overall effectiveness, and
• Evaluate an educator’s performance.

However, Nkonki (2009) in his review of literature on the purposes and goals of IQMS, and the basic tenets of the developmental and accountability models which have been integrated to constitute the Integrated Quality Management System, he
breaks down, expands and elaborates on the above IQMS purposes and suggests in
the following possible IQMS functions:

- **Monitoring of educators’ performance** with sole purpose of making sure that
  educators do their work effectively. He further argues that when viewed as
  monitoring, IQMS serves a line management function of watching over,
  supervision, fault finding and fixing.

- When IQMS is viewed as a **means of facilitating salary progression**, it is looked at
  as an appropriate way to lead to an improved relationship between remuneration,
  responsibilities and performance.

- When IQMS is viewed as **informing subject advisory and in-service training of
  educators (INSET)**, then IQMS aims at developing educators’ knowledge, skills
  and confidence for the sake of improved performance(Monyatsi, Steyn, Kamper,
  2006: 429). In this fashion IQMS is used to tailor interventions to the assessed
  and expressed needs of educators.

- IQMS has its goal **the improvement of the quality of educators’ teaching**. The
  outcomes of this goal would thus be improved teacher performance, improved
  teaching skills, and positive impact on teaching. Thus, IQMS is thought to be
  enabling educators to cope with instructional issues in their schools. The ultimate
  goal is to change educators’ behaviours towards more effective working habits.

- The **accountability purpose of IQMS** aims at fostering compliance with the
  standards and expected competencies through application of rewards and
  sanctions. Sanctions and rewards aim at changing educators’ orientations and
  work efforts.

- **Professional development** aims at empowering and capacitating educators,
  career advancement and improved performance.

- IQMS as a means for **needs assessment** help determine the gap between what is
  (actual performance) and what ought to be (the acceptable standards of
  performance) of educators. Needs assessment help to identify areas of practice
  in which educators' knowledge, skills, and performance abilities are weakest, and
  determine which of these are amenable to an educational intervention.

For the effective implementation of IQMS, the following principles must also be taken
into account:

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• The need to ensure fairness, for example an educator must not be sanctioned in respect of his/her performance before a meaningful opportunity for development.
• The need to minimise subjectivity through transparency and open discussion.
• The need to use the instrument professionally, uniformly and consistently (Republic of South Africa, 2004:2).

2.5 IQMS structures

The following individuals and structures are involved in the implementation of IQMS at school level, namely: the principal; the educator; school management team; staff development team and the development support group. Each role player has its specific function in the program implementation. Clarity of roles for each role player will ensure its effectiveness in the implementation process. Various structures are specifically composed for their specific function.

For IQMS to be successfully implemented, there are structures that should be introduced in schools, like: School Management Team (SMT), School Development Team (SDT) and Development Support Group (DSG). The SMT is comprised of the principal, deputy principal and heads of department. The role of the SMT is to inform educators of in-service training programmes to be offered after the evaluation process. The SMT has to assist with the entire planning and implementation of IQMS (ELRC, 2003:12).

The Staff Development Team (SDT) is comprised of principal, whole school evaluation coordinator and democratically elected post level one educator. Its role is to manage the process and coordinate activities pertaining to staff development as well as prepare and monitor the management plan of the IQMS (ELRC, 2001:1). This will improve the effectiveness of IQMS in schools. The Development Support Group (DSG) is comprised of an educator’s immediate senior and a peer educator (ELRC, 2003). The DSG is responsible for baseline evaluation of educators (for developmental purposes) as well as summative evaluation at the end of the year (the performance measurement) (ELRC, 2005:5). The main purpose of the DSG is to provide mentoring and support. The principal plays a crucial role in the
implementation of the IQMS but he has to work with the DSG and ensure effective implementation of the evaluation process.

2.5.1 The principal

- As the head of the school, he/she has the overall duty to ensure that the IQMS is implemented uniformly and effectively at school.
- Organises IQMS workshop at school level.
- Provide relevant IQMS documentation to the staff.
- The principal advocates and train staff and facilitates the establishment of the Staff Development Team (SDT) democratically.
- Monitors internal moderation of IQMS results and ensure consistency and fairness.

2.5.2 The Educator

- Must undertake self-assessment.
- Must identify DSG.
- Must develop Personal Growth Plan (PGP) together with the DSG.
- Must cooperate with DSG.
- Must attend in-service training for development.
- Engage in feedback and discussion.
- Cooperate with external team on WSE.

2.5.3 School Management Team (SMT)

- Must inform educators on INSET and arrange for the attendance.
- Help in IQMS implementation.
- Monitor school evaluation in terms of policy.

2.5.4. The Staff Development Team (SDT)

a) Is made up of Principal, the WSE coordinator, democratically elected members of the school management and a democratically elected post level 1 educator
b) School decides on the size of SDT.
Roles and Responsibilities

a) Work together with SMT and train on IQMS processes.
b) Coordinates all activities on staff development.
c) Prepares and manage IQMS program.
d) Monitors effectiveness of the IQMS and report to relevant persons.
e) Develops school improvement plan (SIP).
f) Coordinates ongoing support to teachers.
g) Completes necessary documentation for performance measurement.
h) Ensures IQMS is applied consistently.

2.5.5 Development Support Group (DSG)

i. Each educator must have a DSG who is his/ her immediate senior.
ii. In respect of one teacher schools, the district provides support.

Roles and Responsibilities.

- To provide mentoring and support to teachers.
- Responsible for baseline evaluation as well as summative evaluation.
- Assist educators in the development and refinement of his / her PGP and for work with SDT to incorporate plans for educator development into school Improvement Plan (SIP) (ELRC, Manual).

2.6 IQMS Implementation Processes

2.6.1 Advocacy, Training and Planning

An effective appraisal programme requires a great deal of organisation and sensitivity in the way it is managed (Jones, 1993:21). Therefore, the appraisal system should be carefully planned and fitted in the programmes taking place at the school. This will ensure the effective monitoring of the evaluation process by the management team. At school level the monitoring of the IQMS is the responsibility of the senior management team. The principal has an obligation to conduct IQMS advocacy to his staff and spell out its benefits to the educators, learners as well as to the school. The training must address issues relating to how IQMS should be implemented in the school; enable officials and educators to plan and administer the
IQMS in a uniform and consistent manner, enable officials and educators to have a thorough understanding of the purposes, process and procedures (ELRC, 2003:6).

2.6.2 The Role of Principals in IQMS Implementation

The principal as the head of the school has the overall responsibility to ensure that IQMS is implemented uniformly and effectively by providing essential advocacy support and training at school (ELRC, 2003:2). Personnel Administration Management (1999:64) section 4.2(e) spells out that the principal has to participate in agreed appraisal process in order to regularly review their professional practice with the aim of improving teaching, learning and management. According to Jones(1993:10) the head teacher is responsible for the overall implementation of the school's performance management policy and for ensuring that the performance management reviews take place. Basically, the principal plays a guiding and supportive role in the implementation of policy at school. The principal has a delegated responsibility of ensuring internal moderation of evaluation results in order to ensure fairness and consistency. Together with his SMT the principal must arrange in–service training (INSET) programmes for their educators as a way of ensuring the staff development. In addition, the principal must also deliver IQMS documents to the district office for capturing (Bisschoff, 2011).

2.6.3 The role of the District Office

The Resolution of 2003 (ELRC, 2003:7) spells out that the District office has an overall role of advocacy, training and the proper implementation of the IQMS. According to Hargreaves (1998) one of the reasons why educational change is difficult to bring about is that the change is poorly conceptualised or not clearly demonstrated, that is there is no clarity on who will benefit, how they will benefit, and what the change will achieve (Mathula, 2008). De Clercq (1999) argues that it is important for education departments to familiarise themselves with policy documents in order to identify gaps between the old and the new and to provide support in the form of guidelines where the department has the capacity to do so. This may lead to greater ownership and commitment at provincial level. According to De Clercq (1998) advocacy also includes dissemination of information to all stakeholders. To this effect, the district office needs to develop and arrange continued professional
development (CPD) programmes in accordance with the needs of educators as stipulated in the school improvement plan (SIP) as well as the District Improvement Plan (ELRC, 2003:5). It is therefore, important that the district should be clear about their official role as quality assurors within the education system as a whole. School district should be more accountable in providing quality leadership and support to the schools under their jurisdiction to ensure successful implementation of quality assurance programmes. The district officials should be held accountable for the performance of schools under their jurisdiction and therefore, there should be means to measure their performance (Harparsad et al, 2011). Therefore, urgent feedback by the district office to the identified educator development challenges will ensure the effectiveness of the IQMS in schools. This will not only benefit the educator but also the learners and will also improve the overall performance of the district as well.

The task of moderating the evaluation results of a particular district is the responsibility of the District Director. The District Director has the authority to refer evaluation results that she/he believes are too strict or lenient back to school for reconsideration. Prompt response by the district office to the evaluation results will also ensure that the educators due for salary and grade progression will be captured timeously for their pay progression as well as the INSET programmes for those educators who need professional development (ELRC, 2003:5). Urgent response to the educator’s INSET needs will therefore ensure effective management of development programs as suggested by Kirkpatrick in his model of the effective management of evaluation programs.

2.7 An overview of research studies on IQMS

The researcher reviewed the literature on IQMS and discovered that research tendencies do not focus on the effectiveness of the IQMS process but rather on different subjects like teachers perceptions on IQMS, views of educators on developmental appraisal system, how school management teams experience the implementation of IQMS in schools and some focus on educator’s career stages, perceptions, concerns and dispositions towards the implementation of Integrated Quality Management System. In an IQMS study made by Ramnarian (2008) the
researcher focused on exploring the tension between accountability and professional development. The study explores the tension between the notion of accountability and evidence-based evaluation on the one hand, and the need to enhance professional development as well as the maintenance of professional autonomy on the other hand. In her research she concluded that the mechanical aspects of the IQMS relating to “performativity” undermine the potential of the IQMS as a genuine professional development tool. She further argues that if IQMS is used for the later purpose, it would inevitably lead to an enhancement of the quality teaching and learning. The researcher further says South Africa a teacher evaluation policy that is genuinely developmental, taking into account both the professional development needs of its educators and the socio-economic context in which schools operate.

However, Taylor (1998:10) illustrates the importance of purpose to the effectiveness of the process. If the educators know and understand the purposes of the teacher appraisal, they are bound to be committed, and this as well contributes to increased performance in their work. Therefore, clarity of purpose plays a very crucial role to the effectiveness of the process. This understanding of purpose by the key role players in the programme implementation helps them to understand their returns as well as the organisational benefits in the whole programme implementation. Furthermore, if teachers are not aware of the purpose of teacher appraisal, they become anxious and suspicious of the whole process (Monyatsi, Steyn and Kamper, 2006). The effectiveness of the appraisal system could be undermined by the lack of understanding and inappropriate preparation and training. In order to curb the reaction of educators against the effective implementation of IQMS, it is quite essential to ascertain that all program implementers have been equipped about the significance of the evaluation program in their professional growth.

Wise and others (1984) concluded that the following strategies can help in implementing an effective evaluation program.

- Evaluation procedures must address local needs, and norms.
- Procedures must be consistent with the stated purposes for evaluation.
- School districts must make a commitment of time of time and resources.
• Resources must be used efficiently to achieve reliability, validity, and cost-effectiveness.
• Teachers should be involved in developing evaluation procedures (Barrett, 1986).

Evaluation of teaching effectiveness must include the active participation of the teacher in all phases of the evaluative process. The most effective evaluation is one based on a mutually agreed upon plan for professional growth that is developed from clear goals and may include online professional development. The Employment of Educators act 76 of 1998 states that all educators may be required to attend programmes for ongoing professional development up to a maximum of 80 hours per annum (Employment Equity Act, 1998:63).

Effective teacher evaluation program links teaching to ongoing professional development opportunities that address the needs identified by both the teacher and evaluator(s).

It is therefore, important for the evaluator to work closely with the teacher to ensure that the evaluation process is used to enhance professional development of the teacher; increase his effectiveness in teaching and realise the improvement of learner performance.

Drake (1984) stresses that an effective evaluation program needs trained evaluators, administrative staff allocated for evaluation time, a staff development program for teachers, and teacher involvement in the evaluation process. Conley (1987) in a review for appraisal literature from the North American perspective, identified a series of eight attributes of effective evaluation systems:

• All participants accept the validity of the system.
• All participants thoroughly understand the mechanics of the system.
• Evaluatees know that the performance criteria have a clear consistent rationale.
• Evaluators are properly trained in the procedural and substantive use of the system.
• Levels of evaluation are employed, each with a different goal.
• The evaluation distinguishes between the formative and the summative dimensions.
• A variety of evaluation methods are used.
• Evaluation is a district priority (Bollington, Hopkins & West, 1990:8).

Indeed, these attributes can as well play a meaningful role even in the South African perspective on the effectiveness of the Integrated Quality Management System among educators. Furthermore, this perspective clearly illustrates the role of each player in the whole evaluation exercise, thus ensuring the effectiveness of the system. The effectiveness of the appraisal system can be compromised by the lack of understanding and inappropriate preparation and training.

2.8 Teachers’ perceptions of IQMS and teacher evaluation in general

The perceptions of teachers will determine the extent to which they will be committed to the IQMS process. The research by Maphutha (2006) investigated the perceptions of educators in Sasolburg primary schools on IQMS. The researcher discovered that educators had different perceptions with regard to IQMS implementation, some regarded IQMS as a good practice while others had developed negative attitude towards this evaluation programme. However, the study fails to acknowledge that perceptions of educators towards the IQMS programme has a bearing on its effectiveness. The research study by Nkosi (2010) looked on the views of educators on Developmental appraisal system in Vryheid District of the Kwazulu-Natal province. The purpose of the study was to determine the nature of the Developmental Appraisal system and views of educators on the new model. The study revealed that appraisal can bring about renewal of classroom teaching, improve relationships with learners and induce openness and sharing of ideas and problems.

The research done by Nkambule (2010) seeks to establish how school management teams view and experience the implementation of the IQMS in schools. The study explores the views and experiences of school management teams (SMT’s) when implementing the Integrated Quality Management System (IQMS) in three primary schools in the Nkangala Region of Mpumalanga province, South Africa. The emphasis of the study is on the views of the school management teams.
However, in Butterworth District the research study conducted by Nkonki (2009) focused on educator’s career stages, perceptions, concerns and dispositions towards Integrated Quality Management System (IQMS) in schools. The findings in his study illuminates the tensions in the IQMS and how these play out and affect educator’s dispositions to adopt the policy and its programmes. The study further highlights the role that subjectivity and inwardness have, as they are reflected on these variables, not only for IQMS but also for the implementation of other policies and programmes. The purpose of my study is to close the gap in literature on IQMS by assessing the effectiveness of the IQMS among educators in Butterworth District in particular. The challenges experienced during the implementation of teacher appraisal system in schools prompted the researcher to endeavour to gain insight on the perspective of educators on the effectiveness of the IQMS. The study should provide feedback to the Department of education (DOE) on challenges of IQMS implementation in schools, and the effectiveness of IQMS. The purpose of IQMS is to identify the specific needs of educators, schools and district offices in terms of support and development, to provide support for continued growth of educators, to promote accountability, to monitor overall effectiveness of an institution and to evaluate the performance of educators (DOE, 2005:1). In other words, an effective teacher appraisal system should enable teachers to gain more knowledge and skills so that they may be empowered and be confident in their delivery. The effectiveness of the appraisal is dependent on how attitudes and feelings of teachers are addressed. This requires the SMT to monitor IQMS positively in order to prevent teacher’s attitudes against the appraisal and their productivity will be improved, thus ensuring effectiveness of the programme. Kirkpatrick’s model of evaluating the effectiveness of programmes will be used to evaluate the study.

2.9 The effectiveness of IQMS and other teacher evaluation programmes

The effectiveness of Integrated Quality Management System depends on the perceptions and attitudes of educators on the evaluation program. Their attitudes will also determine their reaction, whether the educators would positively or negatively respond to the evaluation policy. However, Nkonki (2009) in his study highlighted the diffusion of theory by Rogers (1995) which provides a framework for consideration of the pattern of innovation, policy and programme adoption, the factors which
determine the buy-in from the implementers, and the process involved in the uptake of innovation, policy and programme. Rogers (1995) defines innovation as an idea, practice and object that is perceived as new by individuals or groups of adopters. Diffusion on the other hand is defined as the process by which an innovation is communicated through certain channels over time among members of a social system. This theory has a bearing on the manner in which IQMS was introduced to the school based educators and this affects the effectiveness of this evaluation programme.

According to Nkonki (2009) Rogers’ theory describes five levels of individual innovativeness. Innovators are described as positively and highly disposed towards the adoption of an innovation, policy and programme. Innovators are usually found working in isolation for their colleagues. Early adopters seek information about the innovation, policy or programme. Their concern is the impact the programme will bring. When they are convinced that the innovation will have a positive impact on their practice they adopt the innovation. The willingness to assist others and influence potential adopters on the part of early adopters is exploited by policy and programme administrators and planners. In order for a policy to be effective and have beneficial effects it requires such innovators. The early majority is described as less disposed towards and takes longer to take up the innovation, policy and programme than early adopters. The late majority are sceptical and cautious about the policy, programme or innovation. They are cautious and will only adopt when others in the organisation have adopted. Laggards are described as the last to adopt an innovation, policy and programme. Their dispositions are characterised by suspicion and resistance towards an innovation. Given the above analysis about the policy, it can be deduced that positive response to policies can bring positive results in policy implementation while negative response can bring negative results. However, efficient advocacy of policy implementation and prompt feedback on challenges experienced during implementation can play a meaningful role on the effectiveness of policy.
2.10 The implementation challenges of IQMS

According to Marneweck (2007) implementation of IQMS had some challenges which made it very difficult to produce the intended results and this contributed to the ineffectiveness of this evaluation programme. The challenges mentioned include the following aspects: The purpose of the IQMS is neither explicit nor clear, for example there is no clarity between the relationship of Developmental Appraisal System (DAS) and Performance Measurement (PM). This lack of clarity hampers full successful implementation of the system. Furthermore, the design of the IQMS is problematic because the language used within the instrument is ambiguous, rendering its design unclear. The training model used to cascade the IQMS needs rethought in order to reach more users of the system easily. Moreover, the training needs to be ongoing rather than once-off and the training needs to be quality assured to ensure its effectiveness (Mathula, 2008). Marneweck (2007) further argues that the design of the IQMS is problematic, as the language used within the instrument is ambiguous, rendering its design unclear hence the effectiveness of the programme is questionable.

There are also challenges associated with technical requirements of the IQMS. Various documents used in the IQMS including the rating system create a lot of confusion which makes the comprehension of the system even more problematic for the educators. For example, the relationship between documents and the function they serve are not clearly delineated. This also creates a lot of paper work for the teachers especially those managing the process. Human capacity challenges right from the school level to the National Department of Education are some of the challenges hampering the effective management and monitoring of the process. The studies also reveal lack of authenticity on the quality of IQMS results wherein some documents filled show incomplete and inadequate information. IQMS is also perceived in different ways and many of the perceptions are not conducive to the optimal functioning of the system. Furthermore, Marneweck (2007) also highlights the need to deal with the negative legacy of inspection that was created by the previous political regimes which has engendered fears which have not been forgotten by the programme implementers at school level. Given the said implementation challenges the effectiveness of the Integrated Quality Management
System (IQMS) can be compromised, thus impacting on the intended goals of the policy Mathula (2008).

According to Nkonki (2009) teacher evaluation of any form, be it developmental appraisal, performance management or Integrated Quality Management System (IQMS), is imbued with the following challenges described by Wanzare (2002:222), namely;

- Top down bureaucractic character
- Lack of a comprehensive evaluation policy
- Mixed functions of teacher evaluation
- Inadequate evaluation
- Lack of expertise in teacher evaluation
- Lack of productive evaluation feedback and follow-up
- Lack of empirical research that reveals the current state of practice of evaluation and from which to draw best practices.

The purpose of evaluation includes understanding why and the extent to which intended and unintended results are achieved, as well as their impact on stakeholders. The process of evaluation creates an opportunity to share insights and knowledge throughout the whole exercise. Where results have not been achieved, evaluation helps staff and partners to understand the reasons and offers advice on how to address them (www.unodc.org 05/09/2011). However, for evaluation process to offer better results, it must be an interactive exercise between the appraiser and the appraisee.

2.11 The Kirkpatrick’s model of evaluating the effectiveness of programmes

Before looking at Kirkpatrick’s model of evaluating the effectiveness of programmes it is important to explore what evaluation means and what it entails. Policy evaluation is a systematic process for assessing the design, implementation and outcomes of public policies. Evaluation is a time-bound and periodic exercise that seeks to provide credible and useful information to answer specific questions to guide decision-making by staff, managers and policy makers. Evaluation uses social science research methods, including qualitative and quantitative techniques, to
examine the effects of policies. Some policy scholars such as James Anderson caution that public policy process is ongoing, with evaluation often resulting in policy changes, which are then implemented and evaluated again.

Policy evaluation enables all participants in the policy process, including legislators, executives, agency officials and others, to measure the degree to which a program has achieved its goals, assess the effects and identify any needed changes to a policy. Policy evaluation is divided into formative and summative evaluation. Formative evaluation examines the operations of the program, usually for the purposes of improving the program and assessing its implementation. Summative evaluation is concerned about whether intended goals have been achieved (Shane, 2011).

Many training programs fail to deliver the expected organisational benefits. Having a well structured measuring system in place can help you determine where the problem lies. Therefore, the effectiveness of training programs consumes valuable time and resources. Kirkpatrick’s model is well known for measuring the effectiveness of training programs. Kirkpatrick designed four level model of evaluating effectiveness of programs. The research on the effectiveness of IQMS in schools in the Butterworth district is based on the model designed by Kirkpatrick for determining the effectiveness of programs, its impact on the teachers and learning behaviours of learners.

However, Kirkpatrick’s theory has become arguably the most widely used and popular model for the evaluation of training and learning. Assessing training effectiveness is critical. Donald Kirkpatrick developed four-level model of evaluation namely:

1. Reaction: This basically measures how participants have reacted to the training.
2. Learning: This measures what participants have learned from the training.
3. Behaviour: This measures whether what was learned is being applied on the job.
4. Results: This measures whether the application of training is achieving results.

According to Kirkpatrick, each successive level of evaluation builds upon the evaluation of the previous level. Kirkpatrick further argues that each successive level
of evaluation adds precision to the measure of effectiveness. It is against this background that Kirkpatrick’s model has been made a frame of reference to assess the effectiveness of the Integrated Quality Management System among teachers in Butterworth District. Kirkpatrick’s model can be illustrated by the following four stages:

Level 1 Evaluation - Reaction

At this level, the goal is to measure participants’ reaction to the training program. You should measure their reactions immediately after the program. Level one evaluation should not just include reactions towards the overall program but should also include measurement of participants’ reactions or attitudes towards specific components of the program, such as the instructor, the topics, the presentation style, the schedule etcetera. In short, level one evaluation is far more than just the measurement of overall customer satisfaction. Learning (level two outcomes) and transfer of learning (level three outcomes) are unlikely to occur unless participants’ have positive attitudes towards the training program. Therefore, it is important to determine participants reactions to the training program. Furthermore, positive reactions are important because managers are more likely to eliminate unpopular training programs. Finally, the measurement of specific aspects of the training program can provide important information about what aspects of the training program can be improved in the future.

The following are a few advantages of level one evaluation:

- You will know how the participants felt about training event.
- It may point out content areas that trainees felt were missing from the training event.
- It can provide information about overall participation reaction as well as participant feedback and evaluation of specific aspects of the training event.
- Detailed level one evaluation can provide formative evaluation information that can be used to improve future versions of the training programs.
Level 2 Evaluation – Learning

This is the extent to which participants change attitudes, improve knowledge, and increase skill as a result of participating in the learning process. It addresses the question: Did the participants learn anything? The learning requires some type of post-testing to ascertain what skills were learned during the training. In addition, the post-testing is only valid when combined with post-testing, so that you can differentiate between what they already know prior to training and what they actually learned during the training program.

Measuring the learning that takes place in a training program is important in order to validate the learning objectives. Thus, the next level, is preferred method of assuring that the learning transfers to the job, but sadly, it is quite rarely performed (http://www.nwlink.com).

Level 3 Evaluation – Behaviour

Here the goal is to find out if training program participants change their behaviour as a result of attending training and participated in the training program. If the behaviour change did not occur, find out why. For example teachers who had been effectively trained on IQMS should be able to display a positive attitude about IQMS. This will ensure the effectiveness of the training program. Level three evaluations specifically involves measuring the transfer of knowledge, skills and attitudes from the training context to the workplace. Level one and level two outcomes are still significant because participants generally need to react positively to the training program (level one outcome) and they need to learn the material (level two outcome) if they are going to be motivated and able to apply what they have learned when they return to their jobs, Learning is likely to transfer only if the conditions in the work setting are favourable for transfer. Some factors in the receiving organisations can facilitate the transfer of learning:

- The organisational culture and climate support change.
- The participants’ direct supervisor and others with whom he/she works support and facilitates the participants’ new behaviours through direct
extrinsic rewards such as help, encouragement, praise, increased freedom and responsibility, pay increases and recognition

(www.southalabama.edu/coe/bset/johnson).

Level 4 Evaluations– Results

This evaluation measures the success of the training program in terms that executives and managers can understand such as increased production, improved quality, positive changes in management style or general behaviour, increased in engagement levels of direct ports and favourable feedback from customers, peers and subordinates. For example after the IQMS training there should be change in teacher’s production levels at school. Level four evaluations for results is very difficult to measure and correlate with training. However, the significance of Kirkpatrick’s model cannot be over-emphasized on the evaluation of the effectiveness of programs and that it can play a significant role in the effective implementation of the IQMS in schools. This model can also be used to evaluate the IQMS training programs conducted by the district officials for the educators (www.masterminds-ink.com).

2.12 Chapter Summary

The historical development of IQMS came as a result of the negative legacy created by apartheid on South African evaluation system leading up to the emergence of IQMS. The perceptions of educators towards evaluation before 1994 were also reviewed. It is these perceptions that subsequently led to the adoption of DAS in 1998 after lengthy discussions within the bargaining chamber. The challenges that rendered DAS being ineffective and being challenged by teacher unions, as well as the subsequent integration of the three evaluation instruments namely, DAS, PM and WSE to form a new instrument IQMS which is currently in force are also discussed in the review. The implementation challenges of the new evaluation system as well as the possible ineffectiveness have also been looked at. The Kirkpatrick’s model of the evaluation of the effectiveness of programmes was also reviewed and its implications on the IQMS. The research methodology will be discussed on the following chapter 3.
CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter outlines the research design and methodology, and explains and justifies the strategies of inquiry used in this study. Data collection techniques and procedures suited to the design and issues of measurement such as formulation, compilation, development of the instruments, reliability and validation of the instruments are outlined. Sampling and the selection of respondents for inclusion in the study, and also field work are also described. Data capturing and coding, including the rationale behind the selection of data analysis procedures as well as the actual procedures are described. The chapter concludes with a note on ethical issues, shortcomings, limitations and the effects they have on the quality of data collected and the credibility of this research.

3.2 Research Design
Huysamen (1994:10) defines research design as a plan or a blue print according to which data is to be collected to investigate the research hypotheses or question in the most economical manner. This particular research made use of the survey research design. The survey is useful in the description of attitudes, opinions, behaviours or characteristics of the population (Creswell, 2005: 354). Another related function of surveys is that they are used to gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exists between specific events (Cohen, Manion, and Morrison, 2007:205). For this particular research a quantitative survey was used. Creswell (2005:354) describe a survey as collecting quantitative, numbered data using questionnaires and statistically analyse the data to describe trends about responses to questions and to test research questions or hypotheses. For this research the survey solicited opinions of teachers with respect to the effectiveness of IQMS for individual teachers and their respective schools. The responses thus obtained are used to gauge the extent of the effectiveness of IQMS.
3.3 Data Collection Instrument

The questionnaire consisted of both statements with fixed format responses and open-ended questions. The statements with fixed format responses were compiled for the following reasons:

- Respondents’ lack of time had been identified as a factor which might affect response rates, and carefully worded statements with fixed format responses are considered to be less arduous than formulating and writing replies to open-ended questions.
- Carefully worded statements give respondents some insight into the issues that would have to be addressed by the research. Thus, the closed questionnaire format was therefore thought to be less threatening than asking open-ended questions.
- A closed-question questionnaire can be more easily coded for quantitative computer data analysis than an open-ended questionnaire.

The questionnaire (see Appendix 1) is comprised of three sections. Each section has a heading and brief instructions. These point to a change in approach and ensure that the research participants transit with ease from section to section.

**Section A**

Section A of the questionnaire consists of six questions of a general and personal nature. These questions profile the research participants and introduce them in a non-threatening manner so that they feel comfortable and better able to deal with subsequent questions. Included in this section are questions on age in years, mother tongue, gender, highest tertiary qualification, employment status, and length of service as an educator. These questions are used in the final analysis of the findings to provide the context for the interpretation of the research results. Nominal scales were used to categorise research participants on the basis of variations within the above-mentioned variables of section A.

**Section B**

This section on the effectiveness of IQMS consists of fifteen statements relating to the various levels of the potential effectiveness of IQMS. Between three to four
statements were formulated for each level of the Kirkpatrick’s model, namely: reactions, learning, behaviour, and results. The statements on reaction attempted to establish educators’ perceptions and attitudes towards IQMS. For the learning level, statements sought to gauge the extent to which educators have increased IQMS knowledge and skills, and have changed their attitudes about IQMS. With respect to behaviour, statements sought to measure transfer and translation of IQMS policy into actions. This level also measures change of behaviour on the part of educators as a result of IQMS.

The results level measures the success of IQMS for the individual educators and the whole school. It focuses on the benefits that have accrued for the individual and the organisation as a result of IQMS. A four-point likert scale is used to gauge the extent of effectiveness in each of the levels of the Kirkpatrick’s model.

Section C

Section C on SWOT analysis consists of open-ended questions and offered spaces to the research participants to write down their responses. These questions allow research participants the freedom to answer in their own words and express any ideas they think are appropriate. They introduce the subject and elicit general reactions. The researcher is able to identify any comments that educators might have that are beyond the responses to the closed-ended questions. The disadvantage with these questions is that the researcher might have many responses – some short and some long – to analyse. In the design of the open-ended questions four lines were provided to regulate the length of the educators’ responses so that they are manageable (Creswell, 2005; Struwig and Stead, 2001).

3.4 Data collection and field work

The survey questionnaires were administered by the researcher during school hours. Permission to conduct the research was sought from the Provincial Education Department of the Eastern Cape. In turn, written consent was obtained from the Provincial office (see appendix 2). Thereafter, authorisation to conduct the research with schools in the Butterworth district was sought from the District Director in the Butterworth Education District (see appendix 3). To gain entry to the research sites, that is, partaking schools, permission had to be obtained from the school principals.
of the schools concerned. Written consent forms were then obtained from the principals of schools and educators as well (see appendix 4 and 5).

In each of the participating schools, willing educators were informed about the purpose of the research, and their rights with respect to participation and withdrawing participation, and were then handed with questionnaires together with the consent forms. The researcher offered to come and collect the questionnaires after two days so as to allow the respondents time to collect their minds and make informed decisions when responding to the questionnaires. Of the 120 questionnaires distributed to participating schools, 80 questionnaires were returned. Thus, this research had a response rate of 67 percent.

3.5 Data analysis procedures

3.5.1 Descriptive data

Quantitative data was analysed using statistical procedures. Creswell (2005: 182) describe the purpose of descriptive statistics as summarising the overall trends or tendencies in the data, provide an understanding of how varied the scores might be, and provide insight into where one score stands in comparison with others. In this particular research, descriptive statistics in the form of frequencies, percentages, modes, means and standards deviations were used to summarise data and provide an overall or general impression about educators’ perceptions of the effectiveness of IQMS. The researcher sought to establish the overall impression or tendency of responses from individual educators and to note how these tendencies varied amongst educators (Creswell, 2005: 45). Frequency tables are used to present the results in Chapter 4.

3.5.2 Comparison for Significant Differences

For significant gender, age, qualification, employment status and length of service differences, the Chi-square tests (non-parametric tests) for independent comparisons were used to test whether there are any significant differences in educators’ perceptions of the effectiveness of IQMS. Cohen, Manion, and Morrison (2007:525) mention that the statistical test to investigate differences is the chi-square
test where nominal data is involved. Like many other non-parametric tests, Chi-
square tests use the ranks of the data (nominal and ordinal scale) rather than the
raw scores (interval scale) (Struwig and Stead, 2001: 167). In the interpretation of
the results, significant levels below 0.05 indicated that groups differed with respect to
the variable under consideration in that particular analysis, and that there is 95
percent confidence that the results are not due to chance. In order for the researcher
to establish which groups (age, gender, qualification, employment status, and length
of service) differed with respect to their perceptions of the effectiveness of IQMS,
graphical comparisons were made. The graphical comparisons allowed the
researcher to visualise the distributions of the groups with respect to the items or
statements where there are significant differences. For this purpose box plots were
used in the analysis. The results of this analysis are reported in Chapter 4.

3.5.3 Analyses of Qualitative data
The educators’ written responses on the SWOT analysis were collated and
integrated and are presented and discussed in Chapter 4. Cohen, Manion and
Morrison (2007:183) define analysis of qualitative data as involving organising,
accounting for, and explaining the data. They go on to say that it involves making
sense of the data in terms of the participants’ definitions of the situation, noting
patterns, themes, categories and regularities. The research data was analysed
through extraction of topics, themes, categories and patterns that emerge pertaining
to the strengths, weaknesses, opportunities and threats for IQMS. These emerging
themes are presented in the form of narrations and representative quotes in the
subsequent chapter 4. All the written views, reasons, explanations, justifications are
brought to bear on the effectiveness of IQMS. Furthermore, quantitative and
qualitative data are brought together in the final analysis to offer a broader
understanding of the effectiveness IQMS.

3.6 Validity

Struwig and Stead (2001:138) define validity of a measuring instrument’s scores as
the extent to which the instrument measures what it is intended to measure. Validity
also refers to the appropriateness, meaningfulness, correctness, and usefulness of
any inferences a researcher draws on data obtained through use of an instrument (Fraenkel and Wallen, 2006:165).

With regard to content validity, Struwig and Stead (2001: 139) maintain that the items in the questionnaire should reflect the theoretical content domain of the construct being measured. This simply means that the construct has to have all the factors that comprise the construct. These factors would then have to be represented in the questionnaire’s items. The researcher followed the advice of the supervisor and an expert in questionnaire design in terms of ensuring that the questionnaire comprised items that reflect important aspects of the construct being measured (Struwig and Stead, 2001:139). Thus, literature was used by the researcher to scrap for the range of meanings attached to the variable that underpins the study, namely: levels of effectiveness of IQMS. In this respect, the Kirkpatrick’s model as well as the various purposes and goals of IQMS were used.

Fraenkel and Wallen (2006:153) advise about the other aspect of content validation which has to do with the format of the instrument. This includes clarity of printing, font size, adequacy of response space, appropriateness of language, clarity of instructions and directions. Content-related evidence of validity about the above aspects was obtained from the supervisor and the expert who were asked to look at the content and format of the instrument and judge whether or not it is appropriate. Thus, the feedback from the research supervisor and the expert was used to re-write any item or question checked as unclear or inappropriate. The research supervisor provided valuable comments and suggested improvements with respect to the following:

- The accuracy and clarity of statements;
- The appropriateness of the statements for measuring the effectiveness of IQMS;
- The appropriateness of response categories;
- Subdivision of the questionnaire into sections;
- Apparent duplication.

Validation of qualitative findings was achieved through use of the perspectives and language of the participants rather than the interpretation and terminology of the researcher. Struwig and Stead (2001:144) calls this interpretative validity. Also, use
was made of observer checking. In instances where the researcher could not read or make sense of the respondents’ narrative in the open-ended section of the questionnaire (SWOT analysis), the researcher asked for clarity from the research participants.

3.7 Ethical Considerations

Permission to conduct this research with educators in schools in the Butterworth district was sought from the Provincial office of Department of Education. The Provincial office consented formally in writing (see appendix 2). Another letter was sought from the District Director for conducting research with schools in the Butterworth district (see appendix 3). These two letters were used later by the researcher for introduction to the school principals and to gain entry to the schools. Educators’ participation in the study was completely voluntary. Educators were informed about the nature of the research, the title and the purpose of the research. They were informed about their rights during the study. Specifically, they were informed that they could withdraw their participation at any time and that they could refuse to participate in the research project.

The names of participating schools and educators remain confidential and anonymous. To achieve this end, the real names of educators, or other forms of identification, such as personal number or identity number, were not asked for in the questionnaire or any other document associated with this research. Hard copies of the questionnaires are securely kept under lock and key in the researcher’s cabinet. All the captured data is securely stored on a computer file and the researcher is the only person with access to the data.

3.8 Sample

White (2005:114) describes a sample as a portion of the elements in a population. When choosing the sample size, the emphasis will be on the quantitative approach. For the purpose of the study, the sample group will comprise of all the educators who are employed at the six schools. The sample size has accordingly been defined
by the organogram of each of the participating schools. It is assumed that each of the participating educators will have a post number in terms of the organogram. As previously stated the sample of respondents will comprise of educators from the selected schools in the Butterworth district. It should be noted that the said Butterworth district falls within the geographical jurisdiction of the Mnquma Local Municipality. The following three towns, namely, Kentane, Nqamakwe and Butterworth form the greater Butterworth District. The six schools have been selected for this reason as they are located in the greater Butterworth District. Two secondary schools will be selected from each of the above-mentioned towns, for the purpose of the study. It is proposed that all teachers employed at the six identified schools will be requested to partake in the empirical survey.

3.9 Limitations

One of the limitations of this research is the use of self-reported data which is not always reliable since individuals tend to describe things as they would like them to be rather than the way they are. Thus, there is a general tendency for research participants to hide their lack of knowledge and other inadequacies that they have with regard to the object of inquiry. Respondents have a tendency of reporting what they think is desired by the education authorities, the employers and also by the researcher.

However, the integration of quantitative and qualitative data sought to triangulate educators’ opinions, to lessen the effects of social desirability effect thereby validating the findings of this research. The qualitative findings therefore, justified and accounted for the occurrence of trends and patterns in the quantitative data. Another limitation of the study is that it was conducted in the Butterworth Education district, and so the findings can only be generalised to the Butterworth Education district. Thus, this research has limited generalisability of the findings.
3.10 Chapter Summary

This chapter has presented and described the design and methodology followed during field work. Aspects of the research design which included issues of measurement such as formulation, compilation, development of the instrument, and validation of the instrument were outlined. Details of the data collection process, including gaining access to the research participants, data collection techniques and procedures used were described. Data capturing and the rationale behind the selection of data analyses procedures, as well as the actual procedures were described. Shortcomings, limitations and the quality of data collected are also described.

The results are presented in the following chapter 4.
CHAPTER 4
DATA ANALYSES, INTERPRETATION AND PRESENTATION

4.1 Introduction

The purpose of this research was to describe educators' perspectives in relation to the effectiveness of IQMS. In this chapter descriptive trends and patterns are presented first. In particular, this chapter starts with the profiling of the respondents. Thereafter, descriptive trends in the form of frequencies and percentages are presented for statements relating to aspects of IQMS effectiveness. Further, is the presentation of the results of the SWOT analysis, and the bearing that they have on the effectiveness of IQMS. Lastly, the results of significant differences in the responses are presented. Tables and graphs are used to show the results followed by a narrative description of the illustrations.

4.2 Descriptive Findings

The purpose of these descriptive findings and overall trends was to summarize and organize a large number of responses from the sampled educators and provide a generalisation or overall impression with regard to educators' feelings and opinions about the effectiveness of IQMS. What follows is the presentation of the biographical findings so as to profile the research participants.

4.2.1 Findings from Biographical Data

4.2.1.1 Age group (in years)
Table 4.2.1.1 and the graph below show the distribution of respondents’ across the various age groups.

<table>
<thead>
<tr>
<th>Age Group (in years)</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-35 yrs</td>
<td>12</td>
<td>15.2</td>
<td>15.4</td>
<td>15.4</td>
</tr>
<tr>
<td>36-45 yrs</td>
<td>45</td>
<td>57.0</td>
<td>57.7</td>
<td>73.1</td>
</tr>
<tr>
<td>46-55 yrs</td>
<td>19</td>
<td>24.1</td>
<td>24.4</td>
<td>97.4</td>
</tr>
<tr>
<td>+56 yrs</td>
<td>2</td>
<td>2.5</td>
<td>2.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>98.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The majority of the sampled educators, that is 58%, were between 36-45 years. This group was followed by 24.4 % educators who were between the age range of between 46-55 years of age. The educators that constituted 15.4% were between 18-35 years of age. The least represented group in the sample was +56 years cohort which was constituted by 2.6%.

4.2.1.2 Mother Tongue
Below is the classification of educators who participated in the research study according to their mother tongue.
As shown in the table and diagram above, 91.1% of the participants in the study speak isiXhosa. About 5.1% of educators who also took part in the study were an English speaking group while 3.8% of the participants constituted other languages.

Table 4.2.1.3 is followed by a graph which illustrates the categorization of the respondents in the research study according to their gender.
The representation of the male respondents in the study constituted about 50.6 % while the female cohort formed about 49.4 %.

Table 4.2.1.4 and the graph below it represent the categorisation by the highest tertiary qualifications of educators in the various schools who participated in the research study on IQMS effectiveness.
The highest tertiary qualification of the educators with a Postgraduate Degree is a cumulative 50.6%. 24.1% of the educators who were also participants in the study possessed a teacher’s diploma. A group of 22.8% educators from the schools who participated in the research study possessed other qualifications. The smallest group of educators had teacher certificates and were represented by 2.5%.

Table 4.2.1.5 and the graph below it is the distribution in percentages of the employment status of the respondents in the study on the IQMS effectiveness.
The results of the analysis in employment status reveal that 88.6% of the educators were in permanent employment. The analysis also shows that 8.9% of the educators are represented as temporal. The least represented groups were educators on contract at 1.3% while a further 1.3% represented other groups.

Table 4.2.1.6 and the graph below it show years of experience in teaching for the educators included in the sample, and used for the purposes of studying the effectiveness of IQMS on teachers.
The majority of educators, that is, 44.3% of the sample had between 10-19 years of teaching experience. 24.1% of the sampled educators had spent between +20 years in the teaching profession. About 16.5% of educators constituting the sample had between 5-9 years of teaching. The least represented group of educators formed 14.1% and had 1-4 years of teaching experience.

4.2.2 Findings from statements relating to aspects of IQMS effectiveness

Table 4.2.2.1 below illustrates the categorization of educators’ in the manner in which IQMS helps them think critically about how they teach.
As shown in the table above, the majority of 70.9% of educators indicated that IQMS helped them think critically on how they teach. 15.2% felt that IQMS was partially effective in assisting them to think critically. A further 8.9% of the sampled educators indicated that IQMS was effective to a great extent in helping them think critically on how they teach. Only 3.8% of educators felt IQMS was not effective in helping them think critically on how they teach while 1.3% of the respondents did not answer.

4.2.2.2 is the table which indicates the distribution of responses for the second item in the questionnaire which sought to look at the effectiveness of IQMS in terms of helping teachers reflect on their teaching.

<table>
<thead>
<tr>
<th>IQMS helps me to reflect on my teaching.</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Effective</td>
<td>4</td>
<td>5.1</td>
<td>5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Partially Effective</td>
<td>12</td>
<td>15.2</td>
<td>15.4</td>
<td>20.5</td>
</tr>
<tr>
<td>Effective</td>
<td>47</td>
<td>59.5</td>
<td>60.3</td>
<td>80.8</td>
</tr>
<tr>
<td>Effective to a great extent</td>
<td>15</td>
<td>19.0</td>
<td>19.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>98.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With regard to how IQMS helped educators to reflect on their teaching, 59.5% felt that IQMS was effective while 19.0% indicated that IQMS was effective to a great extent. 15.2% agreed that IQMS was partially effective in helping them to reflect on their teaching. Only 5.1% felt that IQMS was not effective in helping them to reflect on their teaching and 1.3% did not respond.

4.2.2.3 below is a table showing how effective IQMS is in terms of equipping educators with the criteria and standards to judge the quality of their teaching.
IQMS equips me with criteria and standards to judge the quality of my teaching.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not Effective</td>
<td>5</td>
<td>6.3</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>Partially Effective</td>
<td>15</td>
<td>19.0</td>
<td>19.5</td>
<td>26.0</td>
</tr>
<tr>
<td>Effective</td>
<td>42</td>
<td>53.2</td>
<td>54.5</td>
<td>80.5</td>
</tr>
<tr>
<td>Effective to a great extent</td>
<td>15</td>
<td>19.0</td>
<td>19.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>97.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>2</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the sampled educators showed that 53.2% agreed that IQMS was effective in equipping the educators with the criteria and standards to judge the quality of their teaching. Some 19.0% of the sampled educators felt that IQMS was effective to a great extent while some believed it was partially effective and about 2% of the sample did not respond.

Table 4.2.2.4 below is the distribution of responses for the statement that suggests IQMS facilitates discussions between teachers on how to improve their teaching.

IQMS facilitates discussions between teachers on how to improve their teaching.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not Effective</td>
<td>8</td>
<td>10.1</td>
<td>10.4</td>
<td>10.4</td>
</tr>
<tr>
<td>Partially Effective</td>
<td>14</td>
<td>17.7</td>
<td>18.2</td>
<td>28.6</td>
</tr>
<tr>
<td>Effective</td>
<td>39</td>
<td>49.4</td>
<td>50.6</td>
<td>79.2</td>
</tr>
<tr>
<td>Effective to a great extent</td>
<td>16</td>
<td>20.3</td>
<td>20.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>97.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>2</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

49.4% of the respondents agreed that IQMS was effective in facilitating discussions between teachers on how to improve their teaching. 20.3% felt that IQMS was effective to a great extent in facilitating discussions between teachers on how to improve their teaching. A group of 17.7% felt that IQMS was partially effective in
facilitating discussions between educators while 10.1% felt IQMS was not effective. 2.5% of the sampled population did not respond.

The analysis in table 4.2.2.5 below shows the distribution of responses for the statement that suggests IQMS helps to inform subject advisory programmes.

<table>
<thead>
<tr>
<th>IQMS helps me to inform subject advisory programmes.</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not Effective</td>
<td>6</td>
<td>7.6</td>
<td>8.6</td>
<td>8.6</td>
</tr>
<tr>
<td>Partially Effective</td>
<td>21</td>
<td>26.6</td>
<td>30.0</td>
<td>38.6</td>
</tr>
<tr>
<td>Effective</td>
<td>41</td>
<td>51.9</td>
<td>58.6</td>
<td>97.1</td>
</tr>
<tr>
<td>Effective to a great extent</td>
<td>2</td>
<td>2.5</td>
<td>2.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>88.6</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>9</td>
<td>11.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A cumulative 51.9% of the educators’ agreed IQMS was effective in informing subject advisory about the areas where there are gaps in educators’ practices so that in-service training can be arranged for them. 26.6% felt that IQMS was partially effective while 7.6% felt IQMS was not effective. Only 2.5% agreed that IQMS was effective to a great extent in informing subject advisory programmes and 11.4% of the sampled population did not respond.

Table 4.2.2.6 below illustrates the distribution of responses which shows how IQMS helps in the improvement and development of educators’ teaching competencies

<table>
<thead>
<tr>
<th>IQMS helps in the improvement and further development of my teaching competencies.</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not Effective</td>
<td>5</td>
<td>6.3</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>Partially Effective</td>
<td>16</td>
<td>20.3</td>
<td>20.8</td>
<td>27.3</td>
</tr>
<tr>
<td>Effective</td>
<td>47</td>
<td>59.5</td>
<td>61.0</td>
<td>88.3</td>
</tr>
<tr>
<td>Effective to a great extent</td>
<td>9</td>
<td>11.4</td>
<td>11.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>97.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>2</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The largest cohort of 59.5% responded that IQMS was effective in improving and further developing educators’ teaching competencies. 20.3% of the educators’ felt that IQMS was partially effective while 11.4% agreed that IQMS was effective to a great extent. 6.3% of the sampled educators indicated that IQMS was not effective in improving and developing teachers’ competencies while 2.5% did not respond.

Table 4.2.2.7 below presents the distribution of responses for item 7 in the questionnaire on the effectiveness of IQMS with respect to how students experience their teacher.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Effective</td>
<td>5</td>
<td>6.3</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td>Partially Effective</td>
<td>21</td>
<td>26.6</td>
<td>26.9</td>
<td>33.3</td>
</tr>
<tr>
<td>Effective</td>
<td>46</td>
<td>58.2</td>
<td>59.0</td>
<td>92.3</td>
</tr>
<tr>
<td>Effective to a great extent</td>
<td>6</td>
<td>7.6</td>
<td>7.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>98.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A cumulative 5.2% of educators indicated that their students are now experiencing their teaching positively as a result of IQMS. 26.6% of the sampled educators were of the opinion that IQMS was partially effective while 7.6% was of the view that IQMS was effective to a great extent. Only 6.3% felt that IQMS was not effective and 1.3% of the sampled population did not respond.

Table 4.2.2.8 below shows the distribution of responses of the sampled educators with regards to how IQMS facilitates the chances of promotion of educators.
A total of 38.0% of the sampled educators' indicated that IQMS was effective and partially effective in increasing their chances of promotion. 12.7% of the educators' who participated in the study felt that IQMS was not effective in increasing their chances of promotion. Only 6.3% of the educators' felt that IQMS was not effective in enhancing their chances of promotion while 5.1% of the sample did not respond.

The analysis in table 4.2.2.9 below shows the distribution of responses of the sampled educators' with regard to the effectiveness of IQMS in terms of helping them improve their work ethics.
effective to a great extent. Only 3.8% agreed that IQMS was not effective whereas 2.5% did not respond.

Table 4.2.2.10 below reveals the distribution of responses with regard to their views on how IQMS helped them to raise their performance levels in the classroom.

<table>
<thead>
<tr>
<th>IQMS has helped me raise my performance levels in the classroom.</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not Effective</td>
<td>5</td>
<td>6.3</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td>Partially Effective</td>
<td>10</td>
<td>12.7</td>
<td>12.8</td>
<td>19.2</td>
</tr>
<tr>
<td>Effective</td>
<td>51</td>
<td>64.6</td>
<td>65.4</td>
<td>84.6</td>
</tr>
<tr>
<td>Effective to a great extent</td>
<td>12</td>
<td>15.2</td>
<td>15.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>98.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A cumulative 64.6% of the educators’ indicated that IQMS was effective in helping them raise their performance levels in the classroom. 15.2% of the sampled group felt that IQMS was effective to a great extent in raising their performance levels in the classroom while 12.7% felt IQMS was partially effective. A small group of 6.3% felt IQMS was not effective, whereas 1.3% of the sample did not respond.

Table 4.2.2.11 below illustrates the responses of the sampled educators’ in terms of improving the pass rates of learners.

<table>
<thead>
<tr>
<th>My productivity as an educator in terms of pass rates has improved as a result of IQMS.</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not Effective</td>
<td>4</td>
<td>5.1</td>
<td>5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Partially Effective</td>
<td>25</td>
<td>31.6</td>
<td>31.6</td>
<td>36.7</td>
</tr>
<tr>
<td>Effective</td>
<td>41</td>
<td>51.9</td>
<td>51.9</td>
<td>88.6</td>
</tr>
<tr>
<td>Effective to a great extent</td>
<td>9</td>
<td>11.4</td>
<td>11.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
The majority of educators, that is, 51.9% agreed that IQMS was effective in increasing their productivity and improving the pass rate of their students, while a group of 31.6% indicated that IQMS was partially effective in enhancing their productivity and improving their students’ pass rate. 11.4% affirmed that IQMS is effective to a great extent whereas, 5.1% felt that IQMS was not effective.

The distribution of responses for the question on the extent to which IQMS is improving the functioning of the school is shown in table 4.2.2.1 below.

| The functioning of my school has improved as a result of the implementation of IQMS. |
|----------------------------------|------------------|------------------|------------------|
|                                  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                            | Not Effective | 3       | 3.8             | 3.8              |
|                                  | Partially Effective | 27      | 34.2            | 38.0              |
|                                  | Effective   | 41      | 51.9            | 89.9              |
|                                  | Effective to a great extent | 8       | 10.1            | 100.0             |
| **Total**                        |           | 79      | 100.0           | 100.0             |

51.9% of the respondents indicated that IQMS is effective whereas 10.1% felt that IQMS was effective to a great extent. 34.2% of the respondents suggested that IQMS was partially effective in terms of improving the overall functioning of the school. 3.8% felt that IQMS is not effective in this regard.

Table 4.2.2.13 below shows the distribution of responses to gauge the extent to which educators are able to account for their actions and performance as a result of IQMS.

| I am able to account for my actions and performance as a result of IQMS. |
|---------------------------------------------------------------|------------------|------------------|------------------|
|                                                              | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                         | Not Effective | 3       | 3.8             | 3.8              |
|                                                              | Partially Effective | 18      | 22.8            | 26.9              |
|                                                              | Effective     | 47      | 59.5            | 87.2              |
|                                                              | Effective to a great extent | 10      | 12.7            | 100.0             |
| **Total**                                                     |           | 78      | 98.7            | 100.0             |
| Missing                                                      | System    | 1       | 1.3             |                  |
| **Total**                                                    |           | 79      | 100.0           |                  |
The majority of educators, that is, 60.3% felt that IQMS is effective in terms of getting educators to account for their actions and performance. This group was followed by 23.1% who felt that IQMS was partially effective and 12.8% of the educators felt that IQMS was effective to a great extent in terms of getting educators to account for their actions and performance. The smallest portion of the sample group, that is 3.8%, felt that IQMS is not able to get educators to account for their actions and performance.

Table 4.2.2.14 below shows the distribution of responses which sought to measure the effectiveness of IQMS in improving the school administration.

<table>
<thead>
<tr>
<th>My school's administration is now improved as a result of IQMS.</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not Effective</td>
<td>4</td>
<td>5.1</td>
<td>5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Partially Effective</td>
<td>28</td>
<td>35.4</td>
<td>35.9</td>
<td>41.0</td>
</tr>
<tr>
<td>Effective</td>
<td>37</td>
<td>46.8</td>
<td>47.4</td>
<td>88.5</td>
</tr>
<tr>
<td>Effective to a great extent</td>
<td>9</td>
<td>11.4</td>
<td>11.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>98.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of educators at 47.4% felt that IQMS is effective. 11.5% of the sampled educators who felt that IQMS was effective to a great extent. However, 35.9% felt that IQMS is partially effective in this regard. Only 5.1% felt that IQMS was not effective in terms of improving the school's administration.

Table 4.2.2.15 shows the distribution of responses for the question that sought to measure whether IQMS is effective in terms of getting the school to work as a cohesive unit.
48.7% of educators, which was the majority, felt that IQMS is effective in terms of getting the school to work as a cohesive unit. 11.5% of the educators felt that IQMS is effective to a great extent while 35.9% felt that IQMS is effective to a limited extent. A small percentage of the respondents, that is, 3.8% felt that IQMS is not effective at all in terms of getting the school to work as a cohesive unit.

### 4.2.3 Findings of Significant differences

Educators have different perspectives because of their roles, situations, teaching experience, and appointment status. Thus, the researcher hypothesised that educators’ views with respect to the effectiveness of IQMS would vary depending on the above-mentioned variables. It is against this background that significant differences in age, gender, employment status, length of service, and qualifications were analysed.

Initially, the chi square test statistic was used to determine whether there were any differences amongst the sampled educators’. However, from the preliminary analysis results the researcher found that the sample groups were not of the same size. Some cells had an expected frequency count of less than 5. Thus, the assumption of using the chi-square was not satisfied. The SPSS (2004: 5) manual warns that cells with less than 5 expected frequencies contribute to a loss of sensitivity in the analysis and might invalidate the results. The Kruskal-Wallis test is a test of significant differences which is an alternative to one-way ANOVA. The test is used when the assumption of normality of equality of variance is not met. The Kruskal-
Wallis test uses the ranks of the data rather than raw scores. In the interpretation of the results, significant levels below 0.05 indicated that groups differed.

4.2.3.1 Gender differences

As shown in appendix 6, there were no significant differences in all the aspects of IQMS effectiveness. Thus, the conclusion can be drawn that there are no significant gender differences with respect to all the various aspects of the effectiveness of IQMS.

4.2.3.2 Employment status differences

As shown in appendix 9, there were no significant differences in all the aspects of IQMS effectiveness. Thus, the conclusion can be drawn that there are no significant differences in so far as the employment status with respect to the various aspects of IQMS effectiveness.

4.2.3.3 Length of service differences

As shown in appendix 10, there were no significant differences in all the aspects which were meant to measure IQMS effectiveness. Thus, the conclusion can be drawn that there are no significant differences in the length of service with respect to the various aspects of IQMS effectiveness.

4.2.3.4 Highest Tertiary Qualification

As shown in appendix 8, there were no significant differences except for item 4 in the questionnaire which sought to establish whether IQMS facilitates discussions between teachers’ on how to improve their teaching. Thus, the conclusion can be drawn that there are no significant differences in the highest tertiary qualification with respect to the various aspects of IQMS effectiveness except for the item mentioned above.
4.2.4 Findings from the SWOT analysis

4.2.4.1 Strengths

The themes that emerged from the analysis of qualitative findings about the effectiveness of IQMS were that IQMS is developmental if it is properly managed. Thus, from this theme there is an acknowledgement of the developmental potential of IQMS as the strength of the IQMS process. Related to the developmental potential, some of the respondents affirmed that IQMS improves educators’ performance. Other respondents felt that IQMS encourages co-operation among educators’. Others felt that the strength with IQMS lies in the identification of educators’ weaknesses. There were those respondents who felt that an increase in remuneration and improvement in teaching skills and competencies were the strengths of the IQMS policy and its processes.

4.2.4.2 Weaknesses

The following themes relate to the weaknesses in the IQMS processes and were extracted from the qualitative data. Certain of the educators felt that IQMS needs thorough training of educators, district officials and the SMT. This simply means that weaknesses in IQMS are blamed on the mode and the quality of training that educators, who are concerned with IQMS, underwent. Related to this theme of training, certain of the sampled educators felt that few workshops on IQMS were organized by the district office (Education). The other weakness mentioned by some of the respondents concerned the monitoring of IQMS processes by the SMT and the district office. One of the respondents was particular in mentioning that the challenge was on unrealistic IQMS scores which give an impression that educators need no development, and therefore the need to ensure that scores are realistic and reliable is felt. The lack of resources in schools was another prominent theme which emerged as a weakness that undermines the effectiveness of IQMS. The administrative burden of IQMS was mentioned by those sampled educators who felt that IQMS is time consuming and that there is too much paperwork involved in the IQMS processes. One respondent felt that IQMS focuses too much on teachers (rightly so) and not on learners.
4.2.4.3 Opportunities

The increment associated with IQMS was sighted by some as an opportunity that could make IQMS effective. The other theme that emerged concerned the development of educators as an opportunity that could be exploited by educators thereby making IQMS more effective. Related to teacher development was the improvement of teaching competencies which some educators suggested as a selling card for IQMS. The prospect of promotion as a result of having benefitted from the IQMS process was mentioned by some as an opportunity for getting educators to buy into the IQMS process.

4.2.4.4 Threats

One of the themes that emerged from the analysis of the qualitative responses concerned negative attitudes against IQMS expressed by the sampled educators. The negative attitudes are said to be threatening to undermine the effectiveness of IQMS. A certain number of the educators expressed that IQMS is time consuming, and that there is never sufficient time for the IQMS processes. The fear of not getting an increment was also mentioned by some of the respondents as a threat since educators misrepresent, and collude in a bid to get the right scores that would ensure that they get the 1% pay rise. The feeling expressed by some was that IQMS may be abused by management who may wish to pin down or settle scores with some individual educators. The other related theme that emerged from the data concerned the fear that IQMS could be used as a “witch-hunt” against educators.

4.3 Discussion of the findings

In discussing the results, the researcher sought to explain, justify and account for trends discernible in the findings. In so doing, literature is used to support, confirm or approve the findings of this research. Conversely, literature or the findings of others are used to disconfirm, refute or disprove others’ research findings on the effectiveness of IQMS.
First, the findings on the fifteen aspects that sought to measure the educators’ perceptions of the effectiveness of IQMS suggest that IQMS is generally effective on all the aspects, and that there is no variability in the educators’ responses in terms of gender, age, highest qualification, employment status, et cetera. This trend can be attributed to a small sample size that this research employed. The researcher’s assertion is that the picture would have been different had a larger sample been possible. The other explanation could be emanating from the desirability effect associated with self reported data. Generally, respondents have a tendency of hiding their true feelings or views and opt for response categories that represent what the authorities would normally expect to see. Thus, the respondents tend to choose the response categories that they think would make them desirable in the eyes of the employers and the researcher.

The qualitative findings from the SWOT analysis portray a different picture to that shown by the quantitative results. The findings pertaining to the strengths identified by educators, namely the developmental and the improvement orientation of IQMS, and the fact that it is seen as inducing co-operation amongst educators, are consistent with Nkosi’s (2010) findings that teacher evaluations can bring about renewal of classroom teaching, improve relationships with learners, and induce openness and sharing of ideas and problems.

The findings concerning the weaknesses of IQMS, namely: inadequacies in the training of teachers, number and the quality of IQMS workshops, monitoring of IQMS processes, lack of resources for IQMS implementation, and time available for IQMS confirmed other studies on the factors accounting for variability in IQMS implementation (Drake, 1984; Monyatsi, Steyn & Kamper, 2006; Marneweck, 2007). These authors suggest that flaws in the design of the programme and inappropriate preparation and training undermines the effectiveness of IQMS. The above authors also contend that the allocation of evaluation time is critical in terms of ensuring that justice is done to the evaluation processes.

The findings on the threats that undermine IQMS effectiveness also find support from the findings of other researcher’s such as Wise et al (1984) and Nkonki (2009). These studies cite non-availability of resources, ambiguity of purpose and goals,
perceptions and negative attitudes as threatening not only the effectiveness of IQMS, but also the playing out of the IQMS policy and practices in schools.

When the findings are viewed from the perspective of the Kirkpatrick’s model of evaluating the effectiveness of programmes, the reactions of the sampled educators to IQMS suggest that the number and the quality of workshops for IQMS orientation and preparation of educators undermined its effectiveness. The SWOT analysis results suggest that very little learning took place as a result of IQMS programmes. Also, in the application level, IQMS is said to be characterized by misrepresentations, collusions, unrealistic and unreliable scores which do not portray the actual educators’ strengths and weaknesses. This was attributed to a weak monitoring of IQMS processes. Little wonder that in the results level of the model, no behavioural changes as a result of IQMS are reported in the qualitative SWOT analysis results.

4.4 Chapter Summary

This chapter has presented the findings of this research. It started with the presentation of the biographical information which sought to profile the research respondents. Thereafter, findings from the fifteen aspects that sought to measure effectiveness of IQMS were presented. Using the biographical information of the research respondents, variability in the responses was measured to ascertain whether responses differed. Lastly, there was a presentation of the SWOT analysis results which was followed by the discussion of the findings.

In the chapter that follows, which is Chapter 5, a summary of the findings is presented, conclusions are drawn and certain recommendations are proposed.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the main conclusions and recommendations are presented. Certain conclusive findings are identified based on the emerging patterns in the analysis of data. The recommendations made might assist the policy makers to frame and focus their interventions informed by the trends that emerged from the research findings. The implementation of these recommendations would ensure that IQMS is implemented effectively in schools. Furthermore, the conclusions and recommendations that follow are logical inferences that flow from these findings of this study. These conclusions are used to expose the challenges as well as areas of success with the IQMS policy and programmes. In addition, this chapter makes recommendations for IQMS policy makers, programme administrators, principals and educators in schools, and suggests issues for further research.

5.2 Conclusions

From the analysis and interpretation of the empirical findings of this study, it was observed that educators across age, gender, employment status, et cetera have positive action tendencies or dispositions with regard to the effectiveness of IQMS. However, variance with respect to the effectiveness of IQMS was observed when the sampled educators were categorised according to the highest tertiary qualifications. Responses of the sampled educators thus reveal that educators have no problem with regard to the practical implementation of the IQMS evaluation policy. Most of the educators feel IQMS makes them more productive with regard to their performance in class. This therefore, means that IQMS is perceived as effective in ensuring productiveness of educators, their professional development, needs assessment, accountability and performance management. This was evident in the analysis of the fifteen IQMS items in section B of the questionnaire which sought to measure various aspects of effectiveness. Thus, the conclusion can be drawn that educators generally view IQMS as an effective evaluation policy except for a few individual educators who had varying views about the effectiveness of IQMS.
The SWOT analysis results revealed that most educators who participated in the study generally contradicted what appears on the quantitative aspect of the study. The tendency with most educators was to complain about the limited number of IQMS workshops which caused them to miss or misconstrue the purpose of the IQMS evaluation process. Most responses in the SWOT analysis acknowledged the need for the development of educators on IQMS issues, but felt that they were let down by the actual evaluation and follow-up processes. Thus, the conclusion can be drawn that issues around the lack of workshops to introduce IQMS contributed to the IQMS implementation problems, thereby influencing the effectiveness of IQMS.

The findings on the strengths of the IQMS process also reveal that this evaluation programme is developmental in nature if well managed. Some educators believe it also promotes cooperation among educators in schools. The findings also show that increases in pay can have a positive effect on the performance of the programme implementers at school level, thereby improving their teaching skills and competencies. Thus, the conclusion can be drawn that IQMS is a good policy in terms of facilitating the professional development of educators.

The findings on the data analysis also revealed a lack of monitoring by both the SMT and the District Officials as contributing towards the ineffectiveness of the IQMS. As a result it appears that certain educators fake their scores with the aim of getting 1% pay progression. This lack of monitoring and supervision of the process leads to the submission of unrealistic IQMS scores to the district office. This shows the weaknesses of the IQMS as an effective evaluation policy. The study further revealed that certain educators are not conversant with the IQMS precepts, which makes it difficult for them to understand the IQMS, thus contributing to the ineffectiveness of the policy in terms of evaluation. One can therefore conclude that monitoring and supervision of IQMS processes needs to be amended.

In addition, some educators also highlighted the need for the provision of adequate resources in schools as a lack of resources undermines the effectiveness of IQMS, thus contributing to perceived weaknesses in the policy. Certain educators believe that the allocation of the resources in schools will improve their performance and the delivery of services in class. Thus, the effectiveness of IQMS will improve
significantly in schools as a result of these resources. Some educators identified IQMS as burdensome with a great deal of paperwork and this is considered a further weakness of the policy. Thus, the conclusion can be drawn that the adequate availability of resources or better still, the adequate allocation of time and material resources have a direct bearing on the effectiveness of IQMS.

The findings on the analysis of the empirical survey also revealed that IQMS offers some professional growth and developmental opportunities, and these have the potential to make IQMS more effective. Moreover, IQMS also provides teacher development opportunities for the improvement of teaching and learning and the growth of educators as well as the prospects of promotion for educators. The conclusion from these sentiments expressed by the majority of educators who partook in the study is that IQMS is viewed positively as having the potential to develop them professionally in their teaching careers.

The survey also revealed negative attitudes of educators towards the policy as it threatens the effectiveness of the IQMS. This is due to a fear of not receiving an increment because of perceived poor performance. Certain of the respondents further highlighted that the evaluation policy may be abused by those in authority. The educators also contend that the policy may also be used as a “witch-hunt” in an attempt to deprive them of the 1% pay raise. The conclusion to be drawn from these sentiments is that the “openness” of IQMS presents opportunities for possible misuse and abuse. This is of concern to educators and could influence them to withhold crucial information about their areas of strength and weaknesses.

The above conclusions based on the findings from the empirical survey, form the basis for the recommendations to the policy-makers, programme administrators, principals of schools, as well as teachers and recommendations for further research on the topic.

5.3 Recommendations

The main aim of the study was to assess the effectiveness of the IQMS in schools in the Butterworth District. This section presents the recommendations on how educators in this district can be empowered to implement the IQMS policy more
effectively. The Integrated Quality Management Systems is viewed as a sound teacher evaluation policy that needs good advocacy for its effective implementation in schools. Kirkpatrick’s model of the evaluation of programmes is always regarded as a good model for effective training because it covers four essential areas necessary for effective training and implementation of programmes. Thus, *level one* of this model measures the reaction of the participants to the training programme to check if the training was effective or not as well as attitudes on specific components of the programme. Furthermore, *level two* of the model examines the increase in skills as a result of participation in the learning process. *Level three* examines if the training had any impact on the participants as a result of attending and taking part in the training programme. While *level four*, which is the last level of this model, measures the feedback of the training based on the production levels. Thus, it is recommended that officials should receive training on Kirkpatrick’s model so that they can monitor their own effectiveness, and the effectiveness of the programmes entrusted under their care. This model can greatly improve the quality of IQMS training if properly managed by the trainers.

### 5.4 Recommendations for the District Officials

- District Officials as IQMS programme administrators should prepare themselves well for their training workshops in order to ensure the effectiveness of training. The quality of training on IQMS processes is an essential requirement that will ensure the effectiveness of IQMS. Thus, IQMS workshops should be subjected to quality assurance processes.
- In addition, monitoring and supervision of the IQMS process to ensure that the program is well managed is very critical in ensuring the effectiveness of a program. Thus, regular checks though visitations by district officials to schools should be the norm during IQMS evaluation cycles.
- Provision of resources in schools as well as lessening of paperwork on teachers is one challenge which renders IQMS being time consuming and ineffective. To this, the district should devise means of lessening administrative paperwork
through use of available computer software such as South African School Administration and Management System (SA-SAMS).

- Lastly, the District Officials should guard against the abuse of the IQMS process by those in authority in schools to make sure that the programme is not abused thereby compromising its effectiveness.

5.5 Recommendations for School Principals

- As watchdogs of the Department of Education, the principals should have a thorough understanding of the IQMS process so that together with the SMT are able to monitor this evaluation policy effectively. Trust could be developed between the educators’, principals and the Department of Education and educators’ could refrain from being afraid of those in authority.
- Monitoring and supervision of the school’s DSG by the principal and the SMT will also improve the management of the IQMS process in schools.
- The principals should make follow-ups with the District officials with respect to the feedback and the outcomes of the IQMS evaluations, individual educators’ improvement plans and school improvement plans.

5.6 Recommendations for Teachers

- Teachers as the implementers of the IQMS policy at school level need to understand their role in the implementation of the programme. Thus, every effort must be made to get educators to have a full conceptual understanding of the IQMS policy and its processes.
- To ensure the quality of IQMS training workshops provided, teachers should be candid and forthright in their appraisal of IQMS workshops.
- Furthermore, continuous attendance of IQMS workshops and deliberations therein, will develop educators’ to the extent of gaining more insight and confidence on IQMS and the implementation processes.
5.7 Recommendations for further research

Further research needs to be conducted to ascertain interventions for teachers arising out of IQMS evaluation processes. Also, research is needed to ascertain IQMS implementation challenges for schools and district offices. Research could be conducted on the interpretation and translation of IQMS policy into actual practices by educators in schools.

5.8 Conclusion and reflections on how the study was conducted

In hindsight, the responses for the open-ended questions emanating from the questionnaire, namely the SWOT analysis, revealed a different picture to that portrayed by the responses made regarding the quantitative section of the questionnaire. This contradiction raises concerns about the authenticity of the responses of the respondents regarding the effectiveness of IQMS. This contradiction can be explained by the respondents’ tendency to choose categories already suggested, especially those that would make them desirable in the eyes of the departmental officials, and the researcher. The added effect of starting with a quantitative survey is that it tends to box the thinking of the respondents and deprive independent thinking.

The sample used for purposes of this research was justified as it was limited to the Butterworth district only. These aspects were addressed in chapters 1 and 4 of the treatise. It is proposed that if the research could be extended to other districts with the study making use of the triangulation methodology, the research results would possibly portray a more complete picture about the effectiveness of the IQMS. This could be the point of departure for any intended PhD research by scholars.


Teacher Professionalism and Education Transformation, CEPD, Braamfontein


**INTERNET REFERENCES:**


http://www.ehow.com 05/09/2011

http://www.ericdigests.org/about/html 29/08/2011

www.education.gpg.gov.za 24/08/11

www.topkinisis.com 27/08/2011

www.umalusi.org.za 28/08/2011

www.masterminds-ink.com/evaluation/pdf 12/09/11

www.southlabama.edu/coe/bset/johnson 12/09/2011

www.unodc.org 05/09/2011
LIST OF APPENDIXES

Appendix 1: Questionnaire.
Appendix 2: Letter of Consent from the EC Provincial. Dept of Education.
Appendix 3: Letter of Consent from the District Director (Butterworth Education District)
Appendix 4: Sample Copy of Consent letter from the respondent.
Appendix 5: Sample Copy of letter from Researcher to schools.
Appendix 6: Results for Gender Differences
Appendix 7: Results for Age Differences
Appendix 8: Results for Highest Tertiary Qualification
Appendix 9: Results for Employment status
Appendix 10: Results for length of service
Appendix 1

Questionnaire on the assessment of the effectiveness of Integrated Quality Management Systems among teachers at selected schools in the Butterworth District.

SECTION A: BIOGRAPHICAL DATA

PLEASE MARK THE APPLICABLE BLOCK WITH AN “X”

A1 – AGE GROUP (IN YEARS)

<table>
<thead>
<tr>
<th>18-35</th>
<th>36-45</th>
<th>46-55</th>
<th>+56</th>
</tr>
</thead>
</table>

A2 – MOTHER TONGUE

<table>
<thead>
<tr>
<th>ISIXHOSA</th>
<th>ENGLISH</th>
<th>AFRIKAANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER (Please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A3 – GENDER

<table>
<thead>
<tr>
<th>MALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
</tr>
</tbody>
</table>

A4 – HIGHEST TERTIARY QUALIFICATION

<table>
<thead>
<tr>
<th>CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIPLOMA</td>
</tr>
<tr>
<td>DEGREE</td>
</tr>
<tr>
<td>POST DEGREE</td>
</tr>
<tr>
<td>OTHER (Please specify)</td>
</tr>
</tbody>
</table>

A5 – EMPLOYMENT STATUS
<table>
<thead>
<tr>
<th>PERMANENT POST</th>
<th></th>
<th>TEMPORARY POST</th>
<th></th>
<th>CONTRACT POST</th>
<th></th>
<th>SECONDED POST</th>
<th></th>
<th>OTHER (Please specify)</th>
<th></th>
</tr>
</thead>
</table>

**A8 – LENGTH OF SERVICE AS AN EDUCATOR**

| LESS THAN 1 YEAR |    | 01-04 YEARS |    | 05-09 YEARS |    | 10-19 YEARS |    | 20+ YEARS |    |
SECTION B: RESPONSES TO STATEMENTS PERTAINING TO IQMS

Please rate the effectiveness of IQMS with respect to the aspects in the statements below and indicate your response by means of a tick.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Not effective</th>
<th>Partially effective</th>
<th>Effective</th>
<th>Effective to a great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. IQMS helps me to think critically about how I teach.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. IQMS helps me to reflect on my teaching.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. IQMS equips me with criteria and standards to judge the quality of my teaching.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. IQMS facilitates discussions between teachers on how to improve their teaching.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. IQMS helps me to inform subject advisory programmes.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. IQMS helps in the improvement and further development of my teaching competencies.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. My students are now experiencing my teaching positively as a result of IQMS.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. My chances of promotion are enhanced by IQMS.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. IQMS has helped me improve on my work ethic.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. IQMS has helped me raise my performance levels in the classroom.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. My productivity as an educator in terms of pass rates has improved as a result of IQMS.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. The functioning of my school has improved as a result of the implementation of IQMS.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. I am able to account for my actions and performance as a result of IQMS.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. My school’s administration is now improved as a result of IQMS.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. My school is now working as a cohesive unit as a result of IQMS.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

SWOT ANALYSIS

Please indicate what you consider are the strengths, weaknesses, opportunities and threats of Integrated Quality Management Systems (IQMS).

Strengths: ........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

81
Weaknesses:..............................................................................................................................................
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Opportunities:...........................................................................................................................................
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Threats:......................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

Many thanks for your honest and candid responses
02 August 2011
Ext.24
BUTTERWORTH
4960

Dear Mr M Sihlali

PERMISSION TO UNDERTAKE MASTER’S THESIS: A STUDY OF THE ASSESSMENT OF THE EFFECTIVENESS OF THE INTEGRATED QUALITY MANAGEMENT SYSTEMS AMONG TEACHERS IN THE BUTTERWORTH EDUCATION DISTRICT

1. Thank you for your application to conduct research.

2. Your application to conduct the above mentioned research in Butterworth District in the Eastern Cape under the jurisdiction of the Butterworth District is hereby approved on condition that:
   a. there will be no financial implications for the Department;
   b. institutions and respondents must not be identifiable in any way from the results of the investigation;
   c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoe) to the District Directors before any research is undertaken at any institutions within that particular district;
   d. you will make all the arrangements concerning your research;
e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted:

f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretarial Services;

g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;

h. your research will be limited to those schools or institutions for which approval has been granted;

i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2-3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.

j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretarial Services upon completion of your research.

k. you comply to all the requirements as completed in the Terms and Conditions to conduct Research in the ECDE document duly completed by you.

l. you comply with your ethical undertaking (commitment form).

m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.

3. The Department wishes you well in your undertaking. You can contact the Director, Dr. Annetia Heckroodt on 043702 7428 or mobile number 083271 0715 and email: annetia.heckroodt@edu.ecprov.gov.za should you need any assistance.

/MMannya (HEAD OF DEPARTMENTS: EDUCATION)
TO: MR M. SIHLALI

FROM: THE DISTRICT DIRECTOR: BUTTERWORTH

SUBJECT: PERMISSION TO CARRY OUT RESEARCH PROJECT IN SCHOOLS

Permission is hereby granted for you to visit schools in the Butterworth District in line with Head of Department’s approval as well as the attendant conditions. You will also be required to make the necessary logistical arrangements including making the school managers aware.

Schools that you will be visiting are the following:

1. Mtebele Senior Secondary School
2. Blythewood Senior Secondary School
3. Vulili Valley Senior Secondary School
4. Ndankulu Senior Secondary School
5. Ezinkucu Senior Secondary School
6. Gobe Commercial

The Department wishes you well in your research studies.

Thanking you in anticipation

Yours in service

M.A. JACK - DISTRICT DIRECTOR

DEPT OF EDUCATION

1st AUG 2011

BUTTERWORTH DISTRICT
IMPORTANT INFORMATION FOR RESEARCHERS APPLYING FOR ETHICS APPROVAL:

You are not compelled to use this pro-forma. It is provided as a convenience to those applicants who do not already have an informed consent form. *Feel free to design your own form!*

Please delete any information not applicable to your project and complete/expand as deemed appropriate. The intention is that you make sure you have covered all the aspects of informed consent, as applicable to your work.

### RESEARCHER'S DETAILS

| Title of the research project | AN ASSESSMENT OF THE EFFECTIVENESS OF THE INTEGRATED QUALITY MANAGEMENT SYSTEMS AMONG TEACHERS IN THE DEPARTMENT OF EDUCATION: BUTTERWORTH DISTRICT. |
| Reference number               | 205058728 |
| Principal investigator         | Mr M. SIHLALI |
| Address                        | 6421 EXT 24, BUTTERWORTH |
| Postal Code                    | 4960 |
| Contact telephone number       | N/A |
| (private numbers not advisable)| N/A |
### A. DECLARATION BY OR ON BEHALF OF PARTICIPANT

<table>
<thead>
<tr>
<th>I, the participant and the undersigned</th>
<th>(full names)</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID number</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I, in my capacity as</td>
<td>(parent or guardian)</td>
<td></td>
</tr>
<tr>
<td>of the participant</td>
<td>(full names)</td>
<td></td>
</tr>
<tr>
<td>ID number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address (of participant)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### A.1 HEREBY CONFIRM AS FOLLOWS:

<table>
<thead>
<tr>
<th>I, the participant, was invited to participate in the above-mentioned research project</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>that is being undertaken by Mr M. SIHLALI</td>
<td></td>
</tr>
<tr>
<td>From XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXx of the Nelson Mandela Metropolitan University.</td>
<td></td>
</tr>
<tr>
<td>THE FOLLOWING ASPECTS HAVE BEEN EXPLAINED TO ME, THE PARTICIPANT:</td>
<td>Initial</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>2.1 <strong>Aim:</strong> The research is for a treatise that forms part of the requirements for the MPA Degree. The information will be used toXXXXXXXXXXXXXXXXXXXXXXXXXX.</td>
<td></td>
</tr>
<tr>
<td>2.2 <strong>Procedures:</strong> I understand the purpose of the research and that my participation therein is voluntary and that I may withdraw at any point.</td>
<td></td>
</tr>
<tr>
<td>2.3 <strong>Risks:</strong> None.</td>
<td></td>
</tr>
<tr>
<td>2.4 <strong>Possible benefits:</strong> None.</td>
<td></td>
</tr>
<tr>
<td>2.5 <strong>Confidentiality:</strong> My identity will not be revealed in any discussion, description or scientific publications by the investigators.</td>
<td></td>
</tr>
<tr>
<td>2.6 <strong>Access to findings:</strong> Any new information or benefit that develops during the course of the study will be shared with the Council of the O.R. Tambo District Municipality.</td>
<td></td>
</tr>
<tr>
<td>2.6 <strong>Voluntary participation / refusal / discontinuation:</strong> My participation is voluntary My decision whether or not to participate will in no way affect my present or future care / employment / lifestyle</td>
<td><strong>YES</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. THE INFORMATION ABOVE WAS EXPLAINED TO ME/ THE PARTICIPANT BY:</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mr M. SIHLALI</strong></td>
<td></td>
</tr>
<tr>
<td>in Afrikaans English Xhosa Other</td>
<td></td>
</tr>
<tr>
<td>and I am in command of this language, or it was satisfactorily translated to me by</td>
<td></td>
</tr>
<tr>
<td>(name of translator)</td>
<td></td>
</tr>
<tr>
<td>I was given the opportunity to ask questions and all these questions were answered satisfactorily.</td>
<td></td>
</tr>
</tbody>
</table>

| 4. No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation. |         |

| 5. Participation in this study will not result in any additional cost to myself. |         |
A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT:

<table>
<thead>
<tr>
<th>Signed/confirmed at</th>
<th>on</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature or right thumb print of participant

Signature of witness:

Full name of witness:

Signed/confirmed at on 20
### B. STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>declare that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mr M. SIHLALI</td>
<td>I have explained the information given in this document to (name of participant) and / or his / her representative (name of representative)</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>He / she was encouraged and given ample time to ask me any questions;</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>This conversation was conducted in Afrikaans English Xhosa X Other And no translator was used OR this conversation was translated into (language) by (name of translator)</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>I have detached Section D and handed it to the participant YES</td>
</tr>
</tbody>
</table>

Signed/confirmed at on 20

Signature of interviewer Signature of witness:

Full name of witness:

### C. DECLARATION BY TRANSLATOR (WHEN APPLICABLE)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I,</td>
<td>(full names)</td>
<td></td>
</tr>
<tr>
<td>ID number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualifications and/or Current employment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

confirm that I:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Translated the contents of this document from English into (language)</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Also translated questions posed by (name of participant) as well as the answers given by the investigator/representative;</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Conveyed a factually correct version of what was related to me.</td>
</tr>
</tbody>
</table>

Signed/confirmed at on 20

I hereby declare that all information acquired by me for the purposes of this study will be kept confidential.

Signature of translator Signature of witness:

Full name of witness:
D. IMPORTANT MESSAGE TO PATIENT/REPRESENTATIVE OF PARTICIPANT

Dear participant/representative of the participant

Thank you for your/the participant’s participation in this study. Should, at any time during the study:

- an emergency arise as a result of the research, or
- you require any further information with regard to the study, or
- the following occur

(Indicate any circumstances which should be reported to the investigator)

<table>
<thead>
<tr>
<th>Kindly contact</th>
<th>Mr. SIHLALI</th>
</tr>
</thead>
<tbody>
<tr>
<td>at telephone number</td>
<td>073 473 9662</td>
</tr>
</tbody>
</table>
Appendix 5

Letter of introduction and invitation to participate for educators from selected schools in the Butterworth District.

Hello

My name is Mr M Sihlali. I am currently studying for my MPA Degree in the Department of Political and Governmental Studies at the Nelson Mandela Metropolitan University. As part of my degree I am conducting research on the effectiveness of integrated quality management systems for teachers.

I wish to invite you to participate in my study. Please note that your participation is voluntary and that non-participation will have no negative consequences. Should you agree to participate in this study, you will need to complete a questionnaire which should not take longer than 15 minutes to complete.

Please note that you can withdraw from the study at any time should you feel that you do not want to continue. If you feel that certain of the questions are too personal or if you feel uncomfortable answering them, you have the right not to record a response. You are not required to identify yourself in any way and your confidentiality will be maintained at all times. No identifying information will be included in the final report.

By participating in this study you will make a contribution in terms of the recommendations to the Provincial Department of Education and a copy of the outcome of this research will be made available to said department.

Yours faithfully

M Sihlali

(Researcher)

Tel No: (073 473 9662)
## Hypothesis Test Summary

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The distribution of IQMS helps me to think critically about how I teach.</td>
<td>Independent-Samples</td>
<td>.786</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>is the same across categories of Gender.</td>
<td>Mann-Whitney U Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of IQMS helps me to reflect on my teaching.</td>
<td>Independent-Samples</td>
<td>.495</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>is the same across categories of Gender.</td>
<td>Mann-Whitney U Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of IQMS equips me with criteria and standards to judge</td>
<td>Independent-Samples</td>
<td>.996</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>the quality of my teaching.</td>
<td>Mann-Whitney U Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of IQMS facilitates discussions between teachers on how to</td>
<td>Independent-Samples</td>
<td>.965</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>improve their teaching.</td>
<td>Mann-Whitney U Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of IQMS helps me to inform subject advisory programmes.</td>
<td>Independent-Samples</td>
<td>.464</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>is the same across categories of Gender.</td>
<td>Mann-Whitney U Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of IQMS helps in the improvement and further development of</td>
<td>Independent-Samples</td>
<td>.551</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>my teaching competencies.</td>
<td>Mann-Whitney U Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of My students are now experiencing my teaching positively</td>
<td>Independent-Samples</td>
<td>.273</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>as a result of IQMS.</td>
<td>Mann-Whitney U Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of My chances of promotion are enhanced by IQMS.</td>
<td>Independent-Samples</td>
<td>.410</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>is the same across categories of Gender.</td>
<td>Mann-Whitney U Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of IQMS has helped me improve on my work ethic.</td>
<td>Independent-Samples</td>
<td>.469</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>is the same across categories of Gender.</td>
<td>Mann-Whitney U Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of IQMS has helped me raise my performance levels in the</td>
<td>Independent-Samples</td>
<td>.939</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>classroom.</td>
<td>Mann-Whitney U Test</td>
<td></td>
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Asymptotic significances are displayed. The significance level is .05.
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<th>Null Hypothesis</th>
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<tr>
<td>The distribution of my productivity and as an educator in terms of pass rates has improved as a result of IQMS is the same across categories of gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.957</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of the functioning of my school has improved as a result of the implementation of IQMS is the same across categories of gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.086</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of I am able to account for my actions and performance as a result of IQMS is the same across categories of gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.741</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of my school's administration is now improved as a result of IQMS is the same across categories of gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.196</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of my school is now working as a cohesive unit as a result of IQMS is the same across categories of gender.</td>
<td>Independent Samples Mann-Whitney U Test</td>
<td>.096</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>The distribution of IQMS helps me think critically about how I teach.</td>
<td>Independent-Samples, Kruskal-Wallis Test</td>
<td>.452</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>Age Group (in years).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of IQMS helps me reflect on my teaching, is the same across</td>
<td>Independent-Samples, Kruskal-Wallis Test</td>
<td>.724</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>categories of Age Group (in years).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The distribution of IQMS equips me with criteria and standards to judge the</td>
<td>Independent-Samples, Kruskal-Wallis Test</td>
<td>.149</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>quality of my teaching, is the same across categories of Age Group (in years).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of IQMS facilitates discussions between teachers on how to</td>
<td>Independent-Samples, Kruskal-Wallis Test</td>
<td>.059</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>improve their teaching, is the same across categories of Age Group (in years).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution of IQMS helps me inform subject advisory programmes, is the</td>
<td>Independent-Samples, Kruskal-Wallis Test</td>
<td>.191</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>same across categories of Age Group (in years).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The distribution of IQMS helps in the improvement and further development of</td>
<td>Independent-Samples, Kruskal-Wallis Test</td>
<td>.576</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>my teaching competencies, is the same across categories of Age Group (in years).</td>
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<td></td>
</tr>
<tr>
<td>The distribution of IQMS helps me: My students are now experiencing my teaching</td>
<td>Independent-Samples, Kruskal-Wallis Test</td>
<td>.369</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>positively as a result of IQMS, is the same across categories of Age Group (in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>years).</td>
<td></td>
<td></td>
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<td>The distribution of My chances of promotion are enhanced by IQMS.</td>
<td>Independent-Samples, Kruskal-Wallis Test</td>
<td>.724</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>Age Group (in years).</td>
<td></td>
<td></td>
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<tr>
<td>The distribution of IQMS has helped me improve my work ethic.</td>
<td>Independent-Samples, Kruskal-Wallis Test</td>
<td>.855</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>Age Group (in years).</td>
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<tr>
<td>The distribution of IQMS has helped me raise my performance levels in the</td>
<td>Independent-Samples, Kruskal-Wallis Test</td>
<td>.541</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>classroom, is the same across categories of Age Group (in years).</td>
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<tr>
<td>The distribution of My productivity as an educator in terms of pass rates has improved as a result of IQMS. is the same across categories of Age Group (in years).</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.394</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of The functioning of my school has improved as a result of the implementation of IQMS. is the same across categories of Age Group (in years).</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.093</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of I am able to account for my actions and performance as a result of IQMS. is the same across categories of Age Group (in years).</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.058</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of My school’s Independent-administration is now improved as a result of IQMS. is the same across categories of Age Group (in years).</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.226</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of My school is now independent-working as a cohesive unit as a result of IQMS. is the same across categories of Age Group (in years).</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.336</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>The distribution of IQMS helps me Independent- to think critically about how I teach. Samples is the same across categories of Highest Tertiary Qualification.</td>
<td>Kruskal-Wallis Test</td>
<td>.585</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps me Independent- to reflect on my teaching. Samples is the same across categories of Highest Tertiary Qualification.</td>
<td>Kruskal-Wallis Test</td>
<td>.161</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS equips me with criteria and standards to judge the quality of my teaching. Samples is the same across categories of Highest Tertiary Qualification.</td>
<td>Kruskal-Wallis Test</td>
<td>.303</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>The distribution of IQMS facilitates discussions between teachers on how to improve their teaching. Samples is the same across categories of Highest Tertiary Qualification.</td>
<td>Kruskal-Wallis Test</td>
<td>.038</td>
<td>Reject the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps me Independent- to inform subject advisory programmes. Samples is the same across categories of Highest Tertiary Qualification.</td>
<td>Kruskal-Wallis Test</td>
<td>.409</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps in the improvement and further development of my teaching competencies. Samples is the same across categories of Highest Tertiary Qualification.</td>
<td>Kruskal-Wallis Test</td>
<td>.552</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of My students are now experiencing my teaching positively as a result of IQMS. Samples is the same across categories of Highest Tertiary Qualification.</td>
<td>Kruskal-Wallis Test</td>
<td>.635</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of My chances of promotion are enhanced by IQMS. Samples is the same across categories of Highest Tertiary Qualification.</td>
<td>Kruskal-Wallis Test</td>
<td>.115</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>The distribution of IQMS has helped me improve on my work ethic. Samples is the same across categories of Highest Tertiary Qualification.</td>
<td>Kruskal-Wallis Test</td>
<td>.693</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS has helped me raise my performance levels in the classroom. Samples is the same across categories of Highest Tertiary Qualification.</td>
<td>Kruskal-Wallis Test</td>
<td>.326</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>The distribution of My productivity as an educator in terms of pass rates has improved as a result of IQMS. is the same across categories of Highest Tertiary Qualification.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.461</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of The functioning of my school has improved as a result of the implementation of IQMS. is the same across categories of Highest Tertiary Qualification.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.564</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>The distribution of I am able to account for my actions and performance as a result of IQMS. is the same across categories of Highest Tertiary Qualification.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.594</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of My school's administration is now improved as a result of IQMS. is the same across categories of Highest Tertiary Qualification.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.709</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of My school is now working as a cohesive unit as a result of IQMS. is the same across categories of Highest Tertiary Qualification.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.644</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>The distribution of IQMS helps me Independent-to think critically about how I teach is the same across categories of Employment Status.</td>
<td>Kruskal-Wallis Test</td>
<td>.629</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>The distribution of IQMS helps me Independent-to reflect on my teaching, is the same across categories of Employment Status.</td>
<td>Kruskal-Wallis Test</td>
<td>.208</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>The distribution of IQMS equips me with criteria and standards to judge the quality of my teaching, is the same across categories of Employment Status.</td>
<td>Kruskal-Wallis Test</td>
<td>.462</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS facilitates discussions between teachers on how to improve their teaching, is the same across categories of Employment Status.</td>
<td>Kruskal-Wallis Test</td>
<td>.332</td>
<td>Retain the null hypothesis.</td>
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<tr>
<td>The distribution of IQMS helps me Independent-to inform subject advisory programmes, is the same across categories of Employment Status.</td>
<td>Kruskal-Wallis Test</td>
<td>.526</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps in the improvement and further development of my teaching competencies, is the same across categories of Employment Status.</td>
<td>Kruskal-Wallis Test</td>
<td>.156</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of My students are now experiencing my teaching positively as a result of IQMS, is the same across categories of Employment Status.</td>
<td>Kruskal-Wallis Test</td>
<td>.544</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of My chances of promotion are enhanced by IQMS, is the same across categories of Employment Status.</td>
<td>Kruskal-Wallis Test</td>
<td>.819</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS has helpIndependent-me improve on my work ethic, is the same across categories of Employment Status.</td>
<td>Kruskal-Wallis Test</td>
<td>.981</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS has helpIndependent-me raise my performance levels in the classroom, is the same across categories of Employment Status.</td>
<td>Kruskal-Wallis Test</td>
<td>.995</td>
<td>Retain the null hypothesis.</td>
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<td>11.423 The distribution of My productivity as an educator in terms of pass rates has improved as a result of IQMS. is the same across categories of Employment Status.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.423</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>12.143 The distribution of The functioning of my school has improved as a result of the implementation of IQMS. is the same across categories of Employment Status.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.143</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>13.882 The distribution of I am able to account for my actions and performance as a result of IQMS. is the same across categories of Employment Status.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.882</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>14.251 The distribution of My school's administration is now improved as a result of IQMS. is the same across categories of Employment Status.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.251</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>15.245 The distribution of My school is not independent-working as a cohesive unit as a result of IQMS. is the same across categories of Employment Status.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.245</td>
<td>Retain the null hypothesis.</td>
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<td>The distribution of IQMS helps me independently think critically about how I teach.</td>
<td>Kruskal-Wallis Test</td>
<td>.261</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps me independently reflect on my teaching.</td>
<td>Kruskal-Wallis Test</td>
<td>.529</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps me independently reflect on my teaching.</td>
<td>Kruskal-Wallis Test</td>
<td>.135</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps me independently judge the quality of my teaching.</td>
<td>Kruskal-Wallis Test</td>
<td>.754</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps me independently judge the quality of my teaching.</td>
<td>Kruskal-Wallis Test</td>
<td>.184</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps in informing subject advisory programmes.</td>
<td>Kruskal-Wallis Test</td>
<td>.121</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps in informing subject advisory programmes.</td>
<td>Kruskal-Wallis Test</td>
<td>.287</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps me independently improve on my work ethic.</td>
<td>Kruskal-Wallis Test</td>
<td>.312</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps me independently improve on my work ethic.</td>
<td>Kruskal-Wallis Test</td>
<td>.353</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of IQMS helps me independently raise my performance levels in the classroom.</td>
<td>Kruskal-Wallis Test</td>
<td>.215</td>
<td>Retain the null hypothesis.</td>
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<td>The distribution of My productivity as an educator in terms of pass rates has improved as a result of IQMS. is the same across categories of Length of Service as an educator.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.183</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of The functioning of my school has improved as a result of the implementation of IQMS. is the same across categories of Length of Service as an educator.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.124</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of I am able to account for my actions and performance as a result of IQMS. is the same across categories of Length of Service as an educator.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.062</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of My school's administration is now improved as a result of IQMS. is the same across categories of Length of Service as an educator.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.767</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>The distribution of My school is now working as a cohesive unit as a result of IQMS. is the same across categories of Length of Service as an educator.</td>
<td>Independent-Samples Kruskal-Wallis Test</td>
<td>.620</td>
<td>Retain the null hypothesis.</td>
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