THE EFFECTIVENESS OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM TO IMPROVE THE PERFORMANCE OF EDUCATORS IN THE EAST LONDON DISTRICT

by

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Submitted in fulfillment of the requirements for the degree of

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SUPERVISOR: DR L. ATHIEMOOOLAM

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- A special thank you to the education specialists, principals and educators who took their time to participate in this research.

- I am forever thankful to my friends and colleagues who expressed interest and from whom I gained valuable insights, encouragement and support during this study.
DECLARATION

I declare that:

THE EFFECTIVENESS OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM TO IMPROVE THE PERFORMANCE OF EDUCATORS IN THE EAST LONDON DISTRICT

Is my own work and that all sources used or quoted have been indicated and acknowledged by means of complete references, and that this thesis was not previously submitted for a degree at another university.

SIGNED : __________________________

DATE : __________________________
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ABSTRACT

This study aimed to evaluate the effectiveness of the Integrated Quality Management System (IQMS) in improving the performance of educators. While literature exists on IQMS as a performance management system for educators in South Africa, no research examines it as a Performance Improvement (PI) system. Given the gap in the literature, this study aimed to answer the question: How effective is the IQMS in improving the performance of educators? The IQMS policy mandates the District Office to design and implement Performance Improvement interventions. This study investigated the effectiveness of the IQMS as a PI system with specific reference to the interventions designed and implemented by the East London District of Education.

The introduction of the IQMS marked a paradigm shift from the inspectorate system. It introduced a democratic system of teacher evaluation. It put consultative structures in place and allowed educators to make their voices heard during the evaluation process through pre-evaluation meetings and feedback.

The IQMS is a standards based system of evaluation. As such it is morphed with the use of rating scores and rubrics to identify the performance gap, which is followed by the development and
implementation of intervention strategies to close the gap. The concept of Performance Improvement (PI) which is the process of identifying and analyzing individual performance gaps, planning for future performance improvement, designing and implementing interventions to close performance gaps, comes into play.

This study was conducted using qualitative research methods. Data from questionnaires and the interviews were triangulated with information from a review of policy documents from the Department of Basic Education, pertinent documents from the East London District of Education and sampled high schools in Mdantsane. The Post Level 1 Educators are primary stakeholders in this study, and the School Principals and Education Specialists are secondary stakeholders.

In this qualitative study, forty-two high school Post Level 1 (PL1) educators provided responses to an open-ended questionnaire. Six PL1 educators were interviewed. Three high school principals and three education specialists provided responses to open-ended questionnaires. Pertinent documents were surveyed. Qualitative responses were categorized and analyzed into themes and sub-themes.

The findings of the current study indicate that the IQMS in its current form did not impact positively on the Performance Improvement of educators. Five specific findings emerged from this study:

- Educators have not embraced IQMS as a Performance Improvement system.
- The twofold purpose of the IQMS: development and salary progression renders it ineffective in improving the performance of educators.
- The logical framework for the implementation of the IQMS is not adhered to.
- The implementation of the IQMS is not monitored.
- The IQMS has no impact on learner attainment. This study also documents other positive areas in the implementation of the IQMS.

This study has implications and recommendations for further research, practice and provides valuable information to the Department of Basic Education and the teacher unions in the
Education Labour Relations Council as they review the IQMS and in implementing future teacher performance evaluation policies.

**Key words:** Performance improvement, standards based evaluation, performance gap, Post Level 1educator, logical framework
LIST OF ACRONYMS

C2k- Curriculum 2000
CASS- Curriculum Advisory Council
CCEAM- Commonwealth Council for Educational Administration and Management
CD- Compact Disc
CPD- Continuing Professional Development
DAS- Developmental Appraisal System
DBE- Department of Basic Education
DCES- Deputy Chief Education Specialist
DfES- Department for Education and Skills
DID- District Improvement Plan
DO- District Office
DSG- Developmental Support Group
DTDC- District Teacher Development Centre
ECDOE- Eastern Cape Department of Education
EEA- Employment of Educators’ Act
ELRC- Education Labour Relations Council
EMP - Education Master Plan
FET- Further Education and Training
GTC- General Teaching Council
HEC- Heartland Educational Consortium
HET- Higher Education and Training
HOD- Head of Department
INSET- In-Service Education and Training
IQMS- Integrated Quality Management System
LRA- Labour Relations Act
MC-NEEDU- Ministerial Committee on NEEDU
NAPTOSA- National Professional Teachers’ Union
NCSL- National College for School Leadership
NEEDU- National Education Evaluation and Development Unit
NEFEC- North East Florida Educational Consortium
NICPD- National Institute for Curriculum and Professional Development
NMMU- Nelson Mandela Metropolitan University
NYSUT-New York State United Teachers
OSD- Occupation Specific Dispensation
PA- Performance Appraisal
PAEC- Panhandle Area Educational Consortium
PDS - Performance Development System
PGP- Personal Growth Plan
PI- Performance Improvement
PIP- Performance Improvement Plan
PLC- Professional Learning Community
PM- Performance Management
PMDS- Performance Management and Development System
PMP - Performance Management Policy
PS- Performance Standard
PSCBC- Public Service Coordinating and Bargaining Council
PTDI- Provincial Teacher Development Institute
RTU- Regional Teaching Unit
SACE- South African Council for Educators
SADTU- South African Democratic Teachers’ Union
SAOU- Suid Afrikanse Onderwyser Unie
SDT- School Development Team
SES- Senior Education Specialist
SIP- School Improvement Plan
SMT- School Management Team
TDA- Teacher Development Agency
TPA- Teacher Performance Appraisal
WELB- Western Education and Library Board
WSE- Whole School Evaluation
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