

**AN ASSESSMENT OF THE IMPACT OF THE INTEGRATED QUALITY
MANAGEMENT SYSTEM, IN SELECTED RURAL SCHOOLS OF THE KING
WILLIAMS TOWN DISTRICT (EASTERN CAPE 2003 – 2011).**

BY

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Master of Public Administration

IN

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Of the University of Fort Hare**

Together in Excellence

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DECLARATION

I hereby declare that this treatise/research project submitted in partial fulfillment of the requirement of the requirement of the degree Master of Public Administration in the Faculty of Management and Commerce of the University of Fort Hare, is entirely my own work, and that it has not been submitted for a degree in this or any other University. All sources used and quoted have to the best of my knowledge been properly acknowledged.

MR C.X. MAJERMAN



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STATEMENT BY SUPERVISOR

This dissertation is submitted with/without my approval

Dr I MLE



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- Lastly, special thanks go to my beloved wife, Nomsa, my four children for their unwavering support, constant encouragement to go on when the going was really tough.

ABSTRACT

This study assesses the impact that the Integrated Quality Management System (IQMS) as a performance management system had on school based educators of rural schools of the King Williams Town education district. The Integrated Quality Management System, as an educational performance management policy departs from a premise that performance management is a process that borrows from business the concept of adopting integrated approaches to performance management that have been informed by various management approaches such as Strategic Management, Management by Objectives, Organisational Development and the Human Relations Approach to management where emphasis is not only on meeting institutional objectives but also satisfying employees' needs for rewards and development. The purpose of this study therefore is to assess whether the policy has had any impact on how performance of educators is managed at schools.

A literature study was undertaken in order to provide a theoretical base upon which the study was going to be conducted and at the same time provide tentative answers to the research questions posed at the beginning of the study. The nature of data to be collected necessitated the use of both the quantitative and qualitative research methods in the form of two survey questionnaires designed for educators at post level one (at non-management level) and educators at management level, that is, at School Management Teams(SMT) levels. At the qualitative method level, a structured interview schedule was prepared and administered only to School Management Teams.

The main findings of the study reveal that most educators at their schools are implementing the new policy as a tool to manage and monitor their performance but this does not happen at all schools and all educators because about 33 1/3 % of respondents indicated that they did not implement the prescripts of the policy to the letter and as a result in these schools there has been no significant improvement in overall learner performance across the grades throughout the years after the implementation of the policy

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CHAPTER ONE: OVERVIEW OF THE RESEARCH

1.1. INTRODUCTION

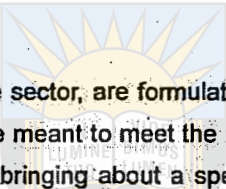
The new democratic government of South Africa came to power with a promise of a better life for all, in a country that had been divided right into the middle, where one section that had been privileged was comparatively well off and another which had been poor as a result of depravity. One of the vehicles through which the state could re-engineer a process of social upliftment of those who were previously disadvantaged was to introduce an education system that would be a vehicle of upliftment. In order for education to fulfill its task of socially uplifting those who were previously disadvantaged, education had to be made free and compulsory up to a certain age for all school going age children. It meant also that the various learning area curricula contents had to be revised so that their contents would provide learners with the knowledge and skills that were required to make them competitive not only in the South African job market but to be competitive even abroad.

The realisation of the ideal expressed above would remain an utopia, if the new democratic government didn't pass pieces of legislation and put policies in place that would ensure that this noble intention was realised. Amongst policies that had to be put in place to achieve the ideal stated above, government had to look at the area of managing the performance of school-based educators as they were central to all educative activities. In order for education to fulfill its obligation to the South African masses it meant that the area of performance by educators and how it was managed had to receive the attention of the state. In South Africa, during the years preceding democratisation, educational control through the Panel Inspection System had been abandoned as a result of unrelenting pressure from educators. This unrelenting pressure put on the Panel Inspection emanated from the theoretical and philosophical foundations of apartheid education. The educators rejected it because in its nature the Panel Inspection System was regarded as arbitrary, judgmental and did nothing to develop educators in areas where they desperately needed development. As result of the pressure stated above the Panel Inspection System was abandoned during the late 1980's a situation that created a performance management vacuum, a situation that see to go against the Theory X of McGregor, which states that most workers function optimally when they are subjected to strict management of their performance.

It was eventually in 2003 that government and representatives of organised labour finally reached an agreement to put in place a policy on performance management of school based educators. This was in the form of Collective Agreement No.8 of 2003 wherein an instrument, known as the Integrated Quality Management System (IQMS) which contained all the principles, methods and procedures to be followed in managing the performance of school-based educators. The Integrated Quality Management System (IQMS) was a victory to all as government and unions finally reached an agreement on the introduction of a performance management system for educators. The IQMS incorporated into one system three different but complementary systems of performance management, namely, Developmental Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE).

The IQMS was supposed to be implemented with effect from January 2004 so that the process of educator performance management should be embarked upon as a matter of urgency. Today it is almost eight years down the line when performance management through the IQMS started. After the passage of such a long period of time it has become necessary that an assessment be made to determine if the IQMS is achieving the desired effect in terms of the performance by school-based educators as per stipulations of the Agreement. Hopefully through this study an attempt will be made to assess if the policy has been able to impact where it was desired to impact the most.

1.2. RATIONALE



Policies, whether it's in education or in the private sector, are formulated in order to achieve specific targets in the form of specific objectives and goals which are meant to meet the needs of a specific group. In this case of the IQMS, the policy by government is aimed at bringing about a specific change in the behavior patterns of school based educators in the way in which they perform their educative and management duties. The main objective of the policy is that when school-based educators perform their duties as specified in the policy, will finally culminate in improved performance by learners. When learners perform well then the government's ideal of providing an education that meets the needs of its recipients will be realised.

An impact assessment of the policy on performance of duties by school-based educators is therefore a fitting exercise after a seven year period of policy implementation. In line with the general claim that policy is made as it implemented, and/or implemented as it is made, an assessment at this point in time would provide government and stakeholders an invaluable information on where the policy implementation is succeeding, and also on areas where the policy implementation is falling short achieving its expected outcomes. When vital information such as this is at the disposal of all those concerned with the policy they may take a decision either to lobby for policy change or to lobby for policy retention but with minor adjustments in areas where these are really necessary.

1.3. STATEMENT OF THE PROBLEM

The Panel Inspection System as a performance management system employed by apartheid government to monitor the performance of educators came under increasing pressure towards the late 1980's until the system eventually collapsed in the mid 1980's, thus leaving a performance management vacuum in many schools as principals struggled to grapple with the task of maintaining performance management in their schools without any power of government policy to support their efforts. This situation led to a state of near paralysis for some schools, a situation which meant that education in general entered a state of near collapse as national and provincial figures of a matric pass rate fell below the 60% average while in provinces like the Eastern Cape the provincial matric pass rate fell below the 50% average. A situation that indicates an education system that is in a chronic state.

The chronic state into which our education system had drifted, was threatening the achievement of the ideals that the new democratic order was striving to achieve, hence Collective Agreement (8 of 2003) was signed in the Education Labour Relations Council (ELRC). The said Agreement, detailed all the principles, guidelines and procedures to be followed in the management of the performance of all school-based educators throughout the country. The policy was supposed to be implemented as of January 2004 on cyclic intervals of between three years for secondary schools and five year intervals for primary schools.

Almost eight years have passed since the policy was supposed to be implemented. It is the expressed wish of the researcher to do a formal impact assessment on the policy to determine whether indeed it succeeds to achieve the goals and objectives for which it was designed to accomplish. The success of the policy would be seen when it achieves its targeted objectives that is, being able to change the behaviour of educators in the manner in which they perform their duties so that they are in line with policy prescripts. When there is a visible behaviour change on educators in the way in which they perform their duties, it is hoped that there will be a consequential improvement in the achievement levels of learners and finally when this happens the state will be succeeding in its main task of providing a quality education to its citizens.

The intention of the researcher is to assess whether the behaviour patterns by educators meet or does not meet with the expected standards set by the policy makers. Where this situation hinders the achievement of the expected behavior patterns are highlighted and appropriate solutions are sought jointly by the state and all the relevant stake-holders. Lastly, it is the intention of the researcher to identify any portions of the policy which are unworkable so that they can be discarded or replaced with more workable ones.

1.4. RESEARCH QUESTIONS

The main problem that the researcher intends to investigate with this study is to assess the kind of impact that the Integrated Quality Management System has had on the performance of duties by school-based educators since the introduction of the new policy.

The main problem can be broken down into a number of smaller sub problems for the purposes of achieving the focus and direction to the research process. The given sub-problems emanate from the main problem and that they are given for the sole purpose of giving structure to the investigation and also make the main problem easy to handle. The sub-problem emanating from the big problem which has been used as our research questions are following:

- What kind of impact has the IQMS had on subject educators and how they perform their duties?
- What kind of impact has the IQMS had on Heads of Department on how they manage their departments?
- What kind of impact has the IQMS had on the Principals of schools in relation to how they manage their

schools?

An attempt will be made by the researcher to answer all of these questions during the research process as questions contained in the questionnaires to be answered by the respondents will be asked based on these aspects of the problem under investigation.

1.5. OBJECTIVES OF THE STUDY

At the conclusion of this study the researcher will have achieved the following objectives, which are part of the reasons why the study was undertaken in the very first place:

- To determine whether or not the IQMS has had any significant impact on how school-based educators perform their duties since its inception in 2004.
- To indicate areas/and or factors if there are any, where educators performance has come short of what the IQMS prescripts dictate.
- To offer recommendations on what could be done to address areas of disjuncture between theory and practice of the IQMS.

1.6. RESEARCH METHODOLOGY

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The research methodology will now be discussed at length in the following sub-headings.

1.6.1. RESEARCH DESIGN

This is an evaluative research study which seeks to assess the kind of impact that the Integrated Quality Management System (IQMS) has had on the performance of duties by school-based educators, which are, subject teachers and SMT members, namely, Heads of Department, Deputy Principals and Principals since its inception in January 2004 up to date.

The study will be conducted using both the qualitative and quantitative research approaches because the nature of the topic and the kind of data which is needed to carry the study to its conclusion requires the use of more than one method in order to come up with findings that are valid and reliable (Bless & Higson-Smith, 1995.; Cresswell, 1998.; Leedy & Ormrod, 2005).

The qualitative research method has been specifically chosen because some of the information to be gathered will be derived from the respondents' rich descriptions and explanations of experiences and processes that occur within specific localities and that these could be best obtained by qualitative methods (Miles and Huberman, 1984:15). Another compelling factor for the use of qualitative research method is that it deals with the individual

in the natural world wherein his personal views and perceptions are captured. This study exactly seeks to get the views of individual educators within their schools on how the new performance management tool is impacting on their everyday practice.

The quantitative research method has also been specifically chosen as part of this study because of the nature of information to be gathered. Use will be made of structured and mixed questions from a survey questionnaire where some of the response options required have already been predetermined. Other questions have been designed to draw out feelings and views of educators at post level one, and also Heads of Departments, deputy principals and principals as members of the SMT, about how the new performance management system has impacted on how they perform their everyday duties. For the purposes of this study, thirty post level one educators will be required to answer questions from the survey questionnaire, while four members of the School Management Team (SMT) will also answer questions from a survey questionnaire meant for SMT members, while three members of the SMT will be subjected to a structured interview. These respondents will be from Z.K. Matthews High School, Mzontsundu High School and Thyusha Lower/Higher Primary School.

1.6.2.SAMPLING

According to Baker (1988:137) sampling in the social researches is the practice of selecting a limited number of the subjects of a research which are also referred to as respondents because it is impossible to cover all those who are potential subjects of a research.

For the purposes of this study three schools have been sampled as they are located in the rural villages surrounding King Williams Town education district because of their proximity to the researcher. Two of these schools are secondary schools and one is a primary school. The number and type of schools chosen are regarded as representative of the target population and results obtained from this sample could be safely used to generalize on the situation that pertain to other schools that are not part of this research.

For the schools chosen, it will be important that an educator at each category will be available to take part in this research. This means that educators at post level one and members of the SMT will be part of this study. The schools that have been sampled for the study have been purposively selected to ensure that there will be maximum participation and co-operation considering the time at which the study takes place that is towards the end of the year when educators are busy preparing for the end of the year examinations.

1.6.3.DATA ANALYSIS

Bogden and Bilken (1982:145) define qualitative data analysis to mean a process of working with data, which are textual and non-numerical and unstructured in nature, by organising it, breaking it into meaningful units,

searching for patterns, discovering what is to be learned and finally reporting to others what is important about the data.

For the purposes of this study the gathered data will first be read through and transcribed. The main emphasis of this exercise will be on the underlying meaning that is presented by the data. A list of all the topics into which the transcribed data fell will be made. Similar topics will be grouped together and to each topic will be assigned an abbreviated and identifiable code. The most descriptive wording for topics coded will be turned into themes and categories. Finally, the coded themes and categories will be assembled and a final analysis will be done followed by the interpretation and reporting of research findings.

1.7.DELIMITATIONS OF THE STUDY

This is an evaluative study that seeks to assess the impact of the Integrated Quality Management System (IQMS) on school based educators of the King Williams Town District in terms of how they perform their educative duties since the advent of the new policy on performance management, which came into effect in January of 2004.

The study will be conducted in two secondary school and one primary school. All these schools fall within the rural areas of King Williams Town and are in Circuit Number 11 in the King Williams Town education district.

1.8.ETHICAL CONSIDERATIONS

This study involves working with human beings, therefore ethical issues will be upheld at all times. According to Singleton, J.R. *et al.* (1988:445), the most important ethical considerations to observe during this study will be to ensure that no harm whatsoever will befall the respondents as a result of the actions of the researcher. Secondly, the principle of voluntary and informed consent will apply. The information gathered through this study will be used solely for the purposes of this study, which is to meet the requirements of the degree Master of Public Administration. Lastly, the privacy of the respondents and their anonymity will be respected at all times.

1.9.A BRIEF OUTLINE OF THE CHAPTERS COMPRISING THIS RESEARCH

The body of the research will now be briefly outlined in the headings that follow below.

CHAPTER ONE

The researcher will address the research problem, formulate the research questions, state the objectives of the research, declare the rationale for the investigation and state the research design.

CHAPTER TWO

The chapter examines the conceptual and theoretical framework of the study as derived from the literature studied. The chapter unfolds by defining concepts that form the basis upon which theory on performance management and eventually the Integrated Quality Management System (IQMS) and its applicability in schools will be based.

CHAPTER THREE

This chapter introduces the methodology to be used to collect and select data from respondents. Quantitative and qualitative data gathering techniques will be used because of the nature of data needed in this investigation. This therefore means that the survey questionnaires and a structured interview schedule will be the main test instruments used in this study.

CHAPTER FOUR

This chapter will focus on the presentation, analysis and interpretation of data that has been collected through a questionnaire and the interview. During the process of analysis, the data collected will thus be collated, compared and analyzed in a descriptive manner.

CHAPTER FIVE

This is the final chapter of the investigation, therefore it will conclude the investigation by stating clearly what the main findings are, followed by a short process of offering recommendations based on what the main findings were.

The next chapter will deal with a literature review in which the conceptual and theoretical frameworks that form the basis of this study will be discussed and argued in great detail.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

The first part of this chapter will define the basic concepts that are contained in the topic under investigation in this study. These concepts are, job performance, quality service and/or goods, performance appraisal, performance management, total quality management, integrated quality management system. The second part of this chapter will introduce the theories that form the bases upon which this study is going to be built by introducing Total Quality Management and the Integrated Quality Management as theories and why they are worth introducing as theories of performance management with reference to the school setting. This will be done by outlining the history of performance management and particularly deal with arguments in favour of the introduction of Total Quality Management and more particularly the introduction of the Integrated Quality Management system as a performance management system for school based educators. Finally this study will assess how the new policy on performance management has been able to impact on practice in the rural schools of the King Williams Town education district.

2.2. Definition of terms

Terms used in this study will now be defined at length in the headings that follow below.

2.2.1. Job Performance

Cascio (1986:274) gives an elementary definition of job performance, that serves to give a very basic platform from which students and practitioners in the field may progress in their endeavors to deal with the topic when he explains "job performance" as the employee's act of accomplishing tasks that are obligatory to the occupier of a particular job.

In moving a step further, Cascio (1998:43) cites Campbell, *et al.* (1990) who posit that "job performance" entails

people doing observable things that are relevant for the goals of an organization. This definition by Campbell(1990) as cited by Cascio (1998) takes job performance a step further because from the initial definition by Cascio(1986) it takes the argument further by introducing the notion that in accomplishing tasks that are obligatory to a job the performer of a job meets the goals of the organisation. This argument clearly puts Cascio in line with traditional scholarly thinking on the topic because meeting the goals of an institution as the ultimate goal of job performance is the main concern of the traditional scholars.

Cascio (1998) further argue that job performance is a multi-dimensional act, and that it constitutes a multiplicity of behaviors, and that these behaviors which constitutes job performance can be scaled in terms of the level of performance they represent. The notion raised by Cascio (1998) that job performance is a multi-dimensional act, indicates that Cascio represents a break from the traditional scholarly thinking that tended to view job performance only from one dimension that job performance can only be looked at from the organisational perspective, that it is aimed at meeting an organization's goals.

Grobler, *et al* (2006:262) capture the essence of what job performance is when they look at it from a multiple dimension by arguing that employee performance of a job related task implies a worker achieving a previously agreed upon(between an employee and management) specified quantity and quality of a job output, and that this is done at set timeliness, and that job performance also include human attributes such as always being present at work to meet the said job quotas and displaying a high degree of cooperativeness towards fellow workers and management.

The definition as given by Grobler, *et al* (2006) can be applicable to both the public and private sector, and more especially to the education sector. It is exactly for this reason that the definition by Grobler *et al* (2006) where they view job performance as a multi-dimensional act rather than a one-dimensional act, is going to be used for the purposes of this study.

2.2.2. Quality service

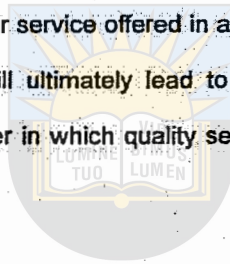
Ivancevich (1994:10) argues that "quality" means different things to different people. This therefore implies that it is going to be very difficult to come up with a single all-embracing definition of what quality is all about. Attempts by various scholars on the subject to define "quality" have been confined to either the manufacturing based perspective, the customer-based perspective, product-based perspective, the value-based perspective and/or lastly, the transcendent-based perspective.

Ivancevich (1994:10) argues that the purpose behind the employee's performance of their jobs in their organizations or institutions is to achieve and to deliver a quality service, whether the organisation is in the service sector or in the production sector. Quality goods or service is what institutions aim to achieve if they want to attract and keep their customers who are the consumers of their goods happy. Satisfied customers will ensure their continued support of an institution, and this continued support will eventually lead to the continued existence of that institution. This notion is equally true when it comes to education and schools in particular. Schools that previously served certain communities and were unable to produce good results have seen an exodus of learners from such schools to schools that offer quality education to learners. The school's results at the end of the year, more especially the grade 12 results, are regarded as a yardstick by which to measure the effectiveness of a school. Those schools that are seen to be ineffective and display a high failure rate are those schools that are hardest hit by this exodus of learners and most are closing down.

Ivancevich (1994:10) explains the notion of "quality" goods explicitly well, when he declares them, as those goods that display a totality of features and characteristics which bear on their ability to satisfy stated or implied needs of the customer. The definition by Ivancevich (1994) implies that in order for services rendered or goods produced to be regarded as being of quality, they must be able to conform to clearly stated requirements. These will eventually lead to the satisfaction of the needs of the manufacturer or supplier and eventually lead to the satisfaction of the needs of the users or anybody who comes into contact with those products or services. In the education sector this notion equally holds true. The learner, parent, tertiary institutions, government and organized business as consumers of the service offered by schools will be satisfied with the quality offered by

schools only if the percentage pass at grade 12 becomes a hundred percent, whilst over above the hundred percent pass rate other qualitative factors come into play, such as, the number of students gaining passes that allow them acceptance at university, the number of distinctions achieved per subject, number of learners who pass science and technical subjects with grades that will not only guarantee university entry but will qualify them for bursaries to pursue these subjects further.

For the purposes of this study the definition of a quality service as stated by Ivancevich which views quality service and goods, as the ability of the product or service offered in a particular company or institution to satisfy a plurality of features and conditions which will ultimately lead to the satisfaction of the customer as the consumer, comes closest to the way and manner in which quality service will be used for the purposes of this study.



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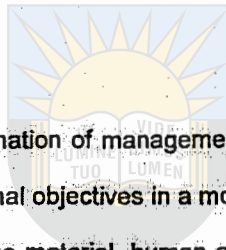
2.2.3. Management

Evans & Lindsay (2002:149) argue that in order for workers to achieve the goals and objectives of their institutions, and for them to accomplish the tasks that they have been employed to do to the satisfaction of their companies and the customers of their companies; and the goals that they set for themselves to achieve at the end of the day, their performance has to be closely managed.

The notion expressed above is further supported by the McGregor's theory X, which assumes that people generally dislike work, and that in order for them to achieve their work targets they have to be monitored closely. Even those who according to the McGregor theory Y, who are said to have a psychological predisposition within themselves to work because they have a psychological need to fulfill and therefore give all their best in the work process, their psychological energies need to be channeled in the right direction so that the best comes out of their efforts (Drucker, 1994:23)

An attempt will be made to give a few definitions of what management is when looked at from the context of work performance in both the private and service sectors and particularly in education.

Hersey, et al (2001:9) partially explain the management of employee performance in an appropriate way when they view management as both a noun and a verb. In defining management as a verb they posit that it is a process that involves working with individuals and groups and other resources such as technological equipment and capital in order to meet set organizational goals by employing activities such as administration, copying, and maintenance of systems and structures. As a noun, Hersey et al(2001), and McFarland(1979), view management as a process by which managers create, direct, maintain and operate purposive organizations through coordinated, cooperative human effort.



Bennett (1996:123) delivers an exhaustive explanation of management when he posits that management is an ongoing process that aims to achieve organizational objectives in a most efficient way. He further argues that the management act deals with the deployment of the material, human and financial resources, while also dealing with the design of organizations, their structure and development, the specification of objectives and the choice of criteria for the evaluation of organizational efficiency.

For the purposes of this study the definition by Bennett (1996) which views management as an activity and a process that must be influenced by a multiplicity of theories based on how these view the management act, the purpose of the institution, and the role of the human and non-human resources in the management act comes closest to the manner in which we will use management for the purposes of this study.

2.2.4. EDUCATIONAL MANAGEMENT

Van der Westhuizen (2004:55) describes educational management to mean a specific type of work in education, guided by the mission and vision of the school, goals and objectives set by individual educators and those of the entire institution set by those who are affected by them. This specific type of work called educational management consists of those regulative tasks or actions such as, planning, organizing, guiding, leading, coaching, mentoring and evaluating. Van der Westhuizen (2004) further argue that these regulative tasks are

executed by a person or a group of persons that are in a position of authority in a specific field or area of regulation within the school setup.

The people that are in a position of authority to exercise these regulative tasks in the education sector are the subject teachers, the subject heads, the Heads of Departments, the deputy principals and the principals. All of these employees of the education department have a delegated authority to perform duties that are specific to the particular levels at which they operate. Education Management at the schools therefore follow an integrated approach to management, where each of these employees performs specific duties that impact positively or negatively for the entire institution called a school.

For the purposes of this study, we will embrace the definition of educational management as given by Van der Westhuizen (2004) above because it captures the essence of what educational management within the school setting is all about.


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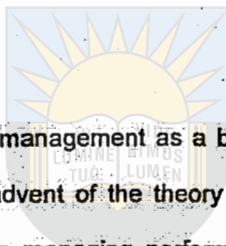
2.2.5. PERFORMANCE MANAGEMENT

Cascio (1986:275) views performance management as a total process of observing employees' performance in relation to job requirements over a period of time by clarifying expectations, setting performance goals, job expectations and management expectations, providing on the job coaching and mentoring, storing and recalling all information related to the employee performance management process and then making an appraisal of the successes of the performance management process. Cascio (1986) further argues that the information gained from the process will be used by management to determine the relevance of the individual and group performance to the organization so as to improve the effectiveness of the unit and of its employees.

Hopf, *et al* (2009:5) describe performance management as the use of performance measurement information to effect a positive change in organizational culture, systems and processes, by helping to set agreed-upon performance goals, allocating and prioritizing resources, informing managers to either confirm or change current policy or programme direction to meet goals and thus share the results of performance in the pursuance of

institutional goals.

Hood (2007:7) posits that performance management is an integrated strategy with the goal of improving the performance of organizations and the individuals in those organizations through systematic recording and tracking of performance of public organizations in order to promote a continuous improvement process. In this definition, Hood (2007) stresses the notion that in performance management, the ultimate objective is to achieve an improvement at both the institutional and individual levels, without overemphasizing one aspect at the expense of the other.



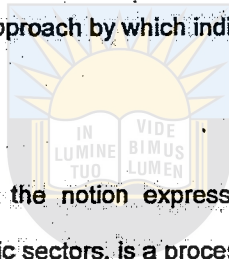
Grobler, *et al.* (2006:262) describe performance management as a broader term than performance appraisal, and that it came into being as a result of the advent of the theory of total quality management, and that it emphasizes the use of all management tools in managing performance, including performance appraisals, reward systems, job design, leadership, coaching, mentoring and training.

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Meyer & Botha (2004:363) view performance management as being synonymous with organizational development when they describe performance management as "..... a collection of planned-change interventions built on humanistic-democratic values with the aim of improving organizational effectiveness coupled with employee well-being because the organizational development paradigm values human and organizational growth, collaborative and participative processes coupled with a spirit of enquiry." Out of Meyer & Botha's definition of performance management we discover that the notion of organisational development is coupled with the attainment of human development. According to these two scholars, the processes of organisational development and human development need not be mutually exclusive processes, where one process is achieved at the expense of each other.

Reeves, *et al.* (2002:3) argue that within education there is no single-best definition of performance management. They further point out that a definition of performance management that is acceptable to all experts on education would be a comprehensive one that include the three basic notions of institutional objectives, individual employee satisfaction and finally, satisfaction of the consumers of education service.

Reeves, et al.(2002:3) argue that within the education sector, performance management can be viewed as a particular set of practices implemented by managers, which are aimed at influencing the behaviors and outcomes achieved by individuals and groups in schools as organizations. Reeves et al. (2002) further argue that performance management at schools can also be viewed as a range of managerial techniques aimed at influencing the outcomes achieved by groups and individuals at both organizational level and across groups within schools as organizations. Lastly, Reeves, et al. (2002) posit that a definition of performance management must include the notion that it is regarded as an approach by which individuals and groups aim at improving their own practice within their own institutions.



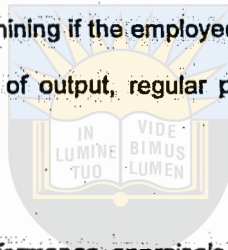
For the purposes of this study we will accept the notion expressed by Cascio (1986) that performance management whether it be in the private and public sectors, is a process and not an event, and that the process begins with setting of an institutions goals, clarifying of the expectations by management upon all those who are employees, and that during the working process management takes purposive actions such as coaching and mentoring, giving constant feedback to employees on how the employees are progressing and that lastly an appraisal of the employees performance is made in order to determine the relevance of the individuals and groups to the organisation. Those that have been found to perform well are rewarded while those who do not perform are either trained or dismissed.

2.2.6. The Performance Appraisals

Grobler, et al. (2006) argue that performance appraisals have been viewed by some scholars on the subject as synonymous with performance management, while other scholars view performance appraisals as totally different concepts that form a distinct phase within the bigger process of performance management. Grobler, et al. (2006) further argues that performance appraisals as a phase within the performance management process is known by such terms as performance review, annual appraisals, performance evaluations, performance measurement, employee evaluation and merit evaluations.

Cascio (1998:58) views performance appraisals as the systemic description of job relevant strengths and weaknesses within and between individuals and groups in an institution which are recorded for employment decisions, HR research, determining training needs, giving feedback to employee's and for facilitating organizational diagnosis and development.

According to Grobler, *et al.* (2006:262), a performance appraisal is ".....a single act of evaluating and managing both the behaviour and outcomes in the workplace" They further argue that appraising employee's performance would have to concentrate on determining if the employees have achieved the appropriate quantity and quality of output, predetermined time lines of output, regular presence at work, and a high degree of willingness and cooperativeness.



Steyn & Van Niekerk (2002:277) view staff performance appraisals are a managerial task that takes place continuously and systematically, and that it is designed to help individual teachers with their professional developmental needs and career planning by helping to ensure that the in-service training and deployment of teachers matches the complementary needs of individual teachers and also those of the school as an institution.

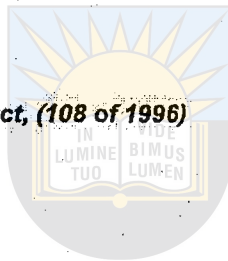
The definition by Steyn & Van Niekerk (2002) where a staff performance appraisal is seen as a stage or phase within the performance management process, rather than as being synonymous with performance management as some scholars would make us believe comes closest to the manner in which performance appraisal is to be understood for the purposes of this study.

2.3. The Constitutional and Legal Frameworks that form the basis for the implementation of performance management at public institutions and in the Department of Education.

All public and private institutions and organizations are formed either to produce goods or services and to meet the needs of the people as part of a service delivery strategy of the state. In other words, public institutions are delegated by the state to fulfill some of its duties. In order to ensure that those who man public institutions have the necessary authority to do so, the state must pass certain laws that give public office bearers power to act on

its behalf in fulfilling its mandate.

Passing the relevant legislations to give those whose task it is to provide services and goods to the public is not enough to ensure that public office bearers meet their obligation. Performance of duties by public office bearers has to be managed if it is to meet both the Constitutional and Legal requirements imposed upon them by the state. The performance of duty by public office bearers therefore is a mandate set out by government in the following pieces of legislation:



1. ***The Republic of South Africa Constitution Act, (108 of 1996)***
2. ***Educators' Employment Act (138 of 1994)***
 - (a) ***Schedule 1-2, 7.***
 - (b) ***Chapter C: Sections 1-3, 4.***
3. ***Collective Agreement No. 28 of 2003(ELRC).***
4. ***Basic Conditions of Employment Act (1997).***
5. ***Skills Development Act (97 of 1998)***
6. ***White Paper on Public Service Training and Education(Notice 422 of 1997)***

2.4. The Performance Management Process

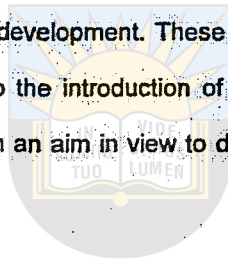
The performance management process will now be discussed at length in the following headings and sub-headings.

2.4.1. Introductory background

Before 1994, South Africa's performance management system in education followed along the same lines as those of the traditionalists, where performance management was seen as being synonymous with performance appraisal. Performance management in education was conducted through a Panel Inspection System. Panels of inspectors would at the beginning of the year visit schools that have achieved poor results at the end of the previous year. The purpose of these visits would be to find faults on how educators were doing their daily teaching activities and often nothing concrete would be done by the education department through the

Inspectors to develop the educators in the areas that had been identified to have contributed to poor performance at those schools. These visits by the inspectorate at schools were a once-off affair with no further follow-up visits to assist the teachers in areas where they needed assistance.

After 1994 representatives of educators coming from organized teacher unions together with representatives of government held sessions in the Education Labour Relations Council (ELRC) in order to come up with a new system that was going to be used to manage the performance of educators on an ongoing basis with an aim to develop educators in areas where they needed development. These sessions led to the signing of Collective Agreement No.8 of 2003. This agreement led to the introduction of a tool for managing the performance of school based educators on an ongoing basis with an aim to develop them in areas where they needed development.



2.4.2. The Performance Management Process : The Integrated Quality Management System Perspective.

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Managing performance in education after 1994 meant following a process which had already been in use in the business sector but modified to suit the education sector. This policy integrated a lot of management approaches and paradigms in one management system. Only the main features of these management and how they were supposed to impact on education performance management will be discussed below.

2.4.2.1. The Strategy Formulation and the Strategic Planning Process

The strategy formulation and strategic planning processes unfold in a series of steps that will be discussed in great detail below.

2.4.2.2. The Vision

Meyer & Botha (2004:363) assert that the performance management system is a process that seeks to achieve better institutional performance by linking organizational activities, including the behaviour and competencies of

all employees, to the organizational goals. In explaining the notion of a link between the organisational activities and human behaviour to organisational goals they came up with a goal alignment model.

Meyer & Botha (2004) argue that according to the Integrated Quality Management System which is a product of various management techniques such as the strategic management process, Management by Objectives approach (MBO), and the Organisational Development approach (OD), and the Total Quality Management approach (TQM), the performance management system begins with a company or institution crafting a vision for the institution and also determining a mission statement for that particular institution. Ehlers & Lazenby (2004:48) concurs with Meyers & Botha (2004) when they state that the vision defines the purpose of the organization and the direction in which it is going. They further state that the vision statement gives answers to the question of "what does a company or institution wants to become in the future?". A vision therefore serves as a roadmap for the organisation and sometimes it is regarded as a dream with an enduring promise.

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According to Grobler, *et al* (2002:265) the determination of the vision, the mission statement and the clarification of values are critical for a company success. Grobler *et al* (2002) further suggests that crafting a vision by an organisation should be the task of top management, middle management and ordinary workers at operational level. The participation of everybody in the determination of the organization's future vision is of vital importance if an institution hopes to succeed in the longer term. Ehlers & Lazenby (2004) stresses that the vision crafting exercise, more especially at school, should give as many stakeholders as possible a chance to give their inputs into the exercise if their support is going to be needed later on in realisation of the vision in practical and concrete terms.

Ehlers & Lazenby (2004) concludes that a vision statement should not be an elaborate document that is impossible to achieve otherwise it will lose its value and become just another piece of useless paper document. This assertion is totally true when it comes to schools because many schools have well coined vision statements that make good reading but are unrealisable in practical terms. When the contents of a vision have been realized, it must be constantly reshaped so that it continues giving focus to all those who subscribe to it.

2.4.2.3. The Mission statement

A mission statement is in some cases formulated by institutions and organizations after a vision for the for a particular institution has been crafted. It is worth noting that some organizations do not have a vision but rather a mission statement that serves as both. A vision is the statement of purpose of an institutions' existence, whereas a mission statement moves a step further to identify the organization's overall strategy in terms of the nature and kind of its business and its competitive positioning in terms of other organizations and the resources for its competitive advantage. Lastly, a mission statement talks to the organization's behaviour standards and culture, in terms of how the organisation or institution does its business (Ehlers & Lazenby; 2004).

In conclusion, a mission statement indicates precisely what actions are going to be taken by an individual institution in order to realise the dream stated in a vision. The mission statement is an embodiment of an institution's vision.

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2.4.2.4. The Organisation's culture

Meyer & Botha (2004) concur with Grobler, et al (2002) and Van der Westhuizen (2003) when they argue that the crafting of the vision and determination of the mission statement of an organization are dependent on the organization's culture. An organization's culture consists of the values, norms procedures and attitudes of people working in a particular organization. Within the school setting "culture" refers to a specific way in which things have been done and continue to be done at a specific school. Within a school setting aspects of a school's culture will include code of conduct by teachers, the way lessons have been presented to learners over the years, the style of management by the principal and his management team, participation in extra-curricular activities, interaction between the school and its immediate community and so on.

Grobler, et al. (2006) argue that an institution's culture should be part of an organization's overall performance management strategy. The authors cited above, further argue that different schools have different cultures and because of these different cultures schools tended to do things differently and that is what distinguishes one

school from the other. This means therefore that different schools will in most cases come up with different strategies for success as determined by their specific cultures.

2.4.2.5. Determination of an organisation's customers

The strategic planning process dictates that an institution must also determine what the core business of the institution is, and who its customers are. If an institution is in the service sector, the type of service to be provided is the institution's core business. Within the education sphere, the core business of schools is producing learners who are equipped with all the basic skills that will equip them for life in their immediate environments. It is therefore vital that every single worker or employee in a school should be reminded of what is the school's core business is and their specific roles within the school's core business. Both the internal and external customers as consumers of the product or the particular service provided must be known by everyone in the institution. Within the school situation the internal customers are learners. The external customers are the learners' parents, government, and business and the larger community.

2.4.2.6. The swot analysis

According to the strategic planning process, it is necessary for a swot analysis to be done on the culture of the school at the institutional level, and at individual level if a school will have any hope of succeeding. According to Waller (2003:3) a swot analysis is the strategic planning tool that attempts to match the internal strengths and weaknesses of the organization, of all units within the organisation and strengths and weaknesses of individuals and groups against dangers presented by external threats as well as external opportunities. In a school setting this is of vital importance to the success of the teaching and learning programmes. For a school to succeed It is vital that strengths of individual educators and learners are maximised whilst areas of weaknesses are addressed early enough through skills training programmes and workshops in order to counter their negative effects.

2.4.2.7. Environmental scan

Van der Walt, et al (2002:258) state that an environmental scan is a necessary step after a swot analysis because it enables an organisation to prepare for eventualities even before they manifest themselves by coming up with a contingency plan to deal with the envisaged threats when they eventually manifest themselves. Within the school setting the environment in which a school is situated is vital to the success or failure of the school in all its teaching and learning activities. A school that excels in results excels because it manages to do a proper scan of its immediate and remote environments and put in place contingency measures to deal with any eventualities.

Anthony, et al (1993) agree with Waller (2003) who posit that the outside environment presents a set of opportunities and threats to the organisation in the form of laws, economic conditions, social and demographic changes, domestic and international political forces, technology and so on. This exercise serves to assist the institution in coming up with winning criteria that tend to capitalize on the opportunities presented and/or minimizing or deflecting the effects of threats by introducing strategies in order to deal with envisaged shortcomings during the strategy implementation stage (Grobler et al; 2002:265).

2.4.2.8. The institution's objectives

Grobler, et al (2002) further argue that after the swot analysis has been done an institution starts to set up clear and unambiguous objectives for the individuals at all levels of performance within the institution. One of the serious criticisms leveled at the educational process and its objectives was that educational objectives are more often than not, broad and diffuse, which makes it very difficult to examine if they have been achieved or not.

The practice of determining objectives in the performance management process is a technique that Department of Basic Education has been adopted from recent management approaches such as the Strategic Management approach, the Management by Objectives (MBO) approach, Organisational Development (OD) approach and

lastly from the Outcomes Based Education theory (OBE).

According to Steyn & Van Niekerk (2002:122), these work objectives whether it is in the private sector or in the public sector, fall into two categories. Objectives should be of both short term and long term. They further state that both short term and long term objectives should be "smart". "Smart" is an acronym used to indicate that objectives set are **Specific, Measurable, Achievable, Realistic, Time bound or Traceable**. Most of the time when objectives are not met, they are not met because workers are lazy and ignorant but because at times objectives set are vague, unrealistic, immeasurable and indefinite in terms of timeliness. According to Pearce & Robinson, JR. (2004:291) short term objectives serve the purpose of giving breadth and specificity to the long term objectives. Short term objectives are those that must be realizable in a time period of between one day and up to two years, while long term ones are realizable between a period of two years and up to five years. According to Bolman and Deal (1991:171) the notion of long range aims and the question of simultaneous planning is the contribution that OD has made to the Integrated Quality Management System as a performance management system of school based educators.

2.4.2.9. The critical success factors

When all the objectives that have to be met have been determined for all individuals at all levels within an institution, the next step is to determine the so-called critical success factors. Anthony, *et al* (1993) refer to critical success factors or keys to success as all that it takes to be successful in a particular organization. These factors create a climate for success and that the whole institution must identify with these and co-owns these if it is going to experience success. These so called critical success factors mean amongst others a shared vision by all within the institution, customer oriented service process, emphasis on team efficiency and team development, increased employee performance through goal setting, and lastly effective management that emphasizes continuous measurement of employee performance and constant feedback to all employees on how they progress (Van der Westhuizen; 2003:267).

2.4.2.10. The Determination of Performance Standards

Grobler, et al. (2006:269) posit that performance standards are used primarily to measure the performance of all employee's in an organization be they organizations in the private or public sector. Hersey et al. (2001:345) further argue that performance standards play a vital role in the performance management process because they serve to indicate to the individual employee, groups of employees and to the supervisor whether the goals set for the organization at the various levels of operations in an institution have been accomplished or not. Hersey, et al. (2001:13) further indicate that the performance standards are a kind of a road map showing how the goals of an institution are to be accomplished. It is vital therefore that performance standards should be set collectively by management and all the employee's in an institution.

The Department of Education has also adapted the example set by the Industry and the private sector by introducing performance standards in the process of managing the performance of educators. This practice has largely been influenced by the widespread use of the Strategic Management processes, Management By Objectives(MBO) and the Organizational Development management techniques in the public sector, and its subsequent introduction into the education sector by the Integrated Quality Management System contained in Collective Agreement (8 of 2003).

In Collective Agreement (8 of 2003), the performance standards that are to form a basis for evaluating the performance of school based educators have been clearly tabulated. In total, these performance standards for educators are twelve in number. For an educator in post level 1, Performance Standard One up to Twelve will form the basis for evaluating the performance of educators at this particular level. Total scores of all points contained in these performance standards are 112 (One hundred and Twelve). Minimum points that an educator must get in order for an educator to receive a satisfactory ranking is 56 (Fifty six) which is equal to level 2 and thus qualify for pay progression. Educators in Post Level 2 will be evaluated using Performance Standard One up to Ten. Total points that an educator can obtain is One hundred and Sixty eight. The minimum number of points needed by an educator in order to obtain a satisfactory ranking is (Eighty four) which is equal to level two and also qualify for pay progression.. Educators at Post Level 3 and 4 would be evaluated using Performance

Standards 1 up to 12 with a total score of Two hundred and eight, and a minimum score of a (Hundred and four) which is equal to a level two, which qualifies an educator for a satisfactory ranking and also for pay progression.

According to Collective Agreement (8 of 2003), the raters of the performance of an educator were to rate educators in terms of scores that have been supplied next to the various performance standards and their criteria. The rating in terms of scores given for a particular performance standard were fixed as follows: A score of 1 meant the performance of an educator in a particular performance standard was unacceptable. A score of 2 meant an educator's performance only satisfies minimum expectations. A score of 3 meant good performance, while a score of 4 meant outstanding performance.



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2.4.2.11. The Action Plans

Waller (2003:3) posits that the main purpose of having action plans in place, is to achieve the objectives that the entire institution and its groups and individual employees have set for themselves. Like objectives, action plans are either aimed at achieving short term or long range objectives. Long range plans are done at top management level and they aim to achieve long-term or future objectives. Within a school setting long term plans are a competency of the principal, deputy principal and Heads of departments as they are all members of the school management teams

Waller (2003:3) further asserts that Short term plans deals with the daily operational activities of the individuals and groups within an institution as they go about with their day to day activities. These plans at the school level are carried on by the Heads of departments and individual subject teachers under their control. Short term plans include individual educator's teaching time tables, individual educator's daily preparation of lessons, departmental timetables of daily, monthly, quarterly and annual class visits and control of the work of educators.

Action plans that are of a long term within a school setting would be the achievement of departments that are fully functional and are manned by educators who are dedicated and fully motivated. The achievement of this

objective would mean that the school is on its way to achieving fully functional departments that will contribute to their school being a leading school in the circuit, district, province and in South Africa as a whole.

2.4.3. Strategy Implementation: The ongoing and cyclic process

The strategy implementation process of performance management will now be discussed

2.4.3.1. Organising

Van der Westhuizen (2004:451) views organising as that management task which is involved with making available and also arranging the activities and resources of an institution towards the purposeful achievement of all the goals and objectives set earlier during the strategic planning process. Resources in this case includes educators, learning and teaching enhancing tools such as prescribed textbooks, writing stationery, to teaching and learning aids in order to support the teaching and learning activities. Lastly finance as one of the vital resources is also organised to purchase all the necessary equipment. Hersey, et al. (2001:12) concludes the description of organizing as a management activity when they state that it involves an integration of resources.

With regard to support services for educators, Van der Westhuizen (2004:45) argues that they are a kind of specialised services that are needed by educators across all levels within the teaching fraternity in order for them to deliver quality education service. Specialised services needed by educators include psychologists, subject advisory services and education development officers. The purpose of these specialised services is to help educators to deal with educators' and learners' personality problems, socio-politico-economic problems, vocational and professional problems.

When organising is taking place within the strategic management process, and in the context of quality management, it is imperative that management takes the leadership role in the process of organising all the support services and resources necessary to put the action plans into operation. Van der Westhuizen (2004:11) states that when all the resources that are required by all educators to put their operational plans into action are

available and distributed amongst educators, management in the form of departmental heads and the School Management Teams(SMT)ensure that action plans and operational plans are put into action.

2.4.3.2. Leading

Ivancevich, et al. (1994:12) posit that leading in management circles is also known as directing because it involves directing the personnel within a particular institution to perform in certain ways that will result in the accomplishment of all organizational objectives. Leading as a management function seeks to direct the employees of an organization to perform towards the realisation of set objectives.

During the leading and directing activities of management, a leader must also motivate the employee's so that they perform at the highest possible level that they could reach. Hersey, et al.(2001:12) further argue that according to a research that was conducted by James (2000) in the United States, workers who were less motivated were found to operate at about 20 percent of their true potential, whereas workers who were highly motivated were found to be operating at between 80 to 90 percent of their true potential. The situation depicted by James (2000) in Hersey, et al. (2001:12) is equally true in the education settings as well.

2.4.3.3. Coaching and Mentoring

According to the State of Oklahoma's Performance Management Handbook(March, 1999:31) coaching means all the activities that are involved when a supervisor on a regular basis helps an employee to improve his/her performance through short discussions and sometimes longer interactions so that the employee is able to meet or exceeds the set standards of performance in his/her institution.

The State of Oklahoma's Performance Management Handbook (1999) further states that coaching is a process that takes place over a longer period of time, for example, it may take place throughout the year, with sessions that are frequent and often very close to one another. When these are close to one another they allow regular feedback between the supervisor and the one being coached.

Within the school setting, the coaching activity is the responsibility of all members of the School Management Team(SMT) starting from the Subject Head, Developmental Support Group(DSG), the Head of Department and the principal because of their roles as supervisors and because of their knowledge and skills in certain aspects of the teaching activity. It should be noted that coaching is a management activity that is embarked upon only after a need has been identified by the mentee and the mentor through a process of observation of the person to be mentored. Observation of an educator may take the form of a class visit or indirectly by scrutinising a lot of documents used by the educator in the teaching activity and by scrutinising the evaluation results of the learners.

According to Van der Walt (2002:330), mentoring is another management activity that is designed to assist educators who are particularly new to the profession to cope with the standard of work expected of them in a particular subject area or learning field by placing them under the care of an experienced educator. The idea behind the mentorship programmes is that an educator receives experiential training and assistance under the direct supervision of a mentor who is a qualified subject expert with several years of appropriate experience.

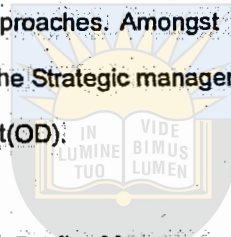
2.5. The Practical Application of the General Management Activities In the School Context through the use of the Integrated Quality Management System.

2.5.1. Background and overview of the Integrated Quality Management System

The Collective Agreement (8 of 2003), introduced a new system of managing the performance of school based educators, which is called the Integrated Quality Management system. The Integrated Quality Management system is performance management system that integrated a number of management systems and approaches in one system. Furthermore the Integrated Quality Management System integrated under one system, three different performance management system, namely, Developmental Appraisal, Performance Measurement and Whole School Evaluation. The process of performance management is consolidated into a single tool for purposes of its practical application on educators at the school level.

The first part of the tool introduces the performance standards and the criteria that forms part of a particular performance standard that will be used to measure the effectiveness or non-effectiveness of an educators performance, and marks or points are awarded for an educator's performance through a rating scale of one (1) to four (4). The performance standards are a yardstick used to evaluate an educators performance are twelve (12) in total.

The Integrated Quality Management System, as an approach, and a process of performance management, incorporates various management styles and approaches. Amongst the most prominent management styles which form part of this style of management are, the Strategic management, Quality Management, Management By Objectives (MBO), Organisational Development(OD).



During the practical application of the Integrated Quality Management System, we will note that the various management styles and approaches are an integral part of the process. It will be noticed also that during the first cycle of the application of the Integrated Quality Management System, which coincides with phase two of the strategic management process, namely strategy implementation, the management activities of organizing, leading, Coaching, Mentoring, Motivating and finally giving feedback will inform the progress and the direction of activities taken.

The Integrated Quality Management System as a performance management system is implemented in two distinct phases, Developmental Appraisal during the first three years in the case of secondary schools, and five years in the case of primary schools and Whole School Evaluation after three years at secondary schools and after five years in primary schools. The implementation of these two phases will be outlined in more detail in the following sections of this study.

2.5.2. The First Phase of the implementation of the Integrated Quality Management Process

As already outlined in the preceding section, the application of the process of performance management of school based educators as outlined in Collective Agreement (8 Of 2003) through the Integrated Quality

Management System integrates various management approaches and techniques. These management approaches are reflected in a series of steps taken during the implementation of the Integrated Quality Management System. The entire process of the implementation of performance management process through strategy implementation takes place along two distinct phases. The first phase will primarily deal with managerial activities of leading, coaching, mentoring, motivating and giving feedback to all educators who are subjected to this programme. The process of implementing the programme will unfold in series of steps that will be outlined and discussed in detail in the stages that follow below.

2.5.2.1. Formation of the Structures for the implementation of the Integrated Quality Management System (IQMS).



The first step in the implementation of the IQMS is to form all the structures that will enable the successful implementation of the programme (Collective Agreement 8, of 2003). The first structure that must be present and fully functional in order for the implementation of the programme, is the School Management Team (SMT). The SMT consists of the principal, deputy principal, and Heads of departments. This structure enables the school to function normally, so that the programme of IQMS will also be implemented successfully. Where there is no strong and functional SMT it is doubtful whether implementation of the IQMS programme will succeed.

The second structure that must be put in place in a school is the Staff Development Team (SDT). This structure consists of the principal, one head of department or senior teacher where a school has no H.O.D, and a post level 1 educator. The purpose of the SDT is to determine the developmental needs of individual educators and accordingly prescribe relevant training within the school and also determine programmes that will be forwarded to the District Education Offices. The developmental needs of educators come from individual educators' professional growth plans (PGP's) that they compile after doing a self-assessment that is confirmed by the educators' DSG after the educator was observed during a lesson presentation in class (Collective Agreement 8, of 2003)

Another crucial step in preparing for the implementation of the programme, is for the school principal to ensure

that educators have nominated DSG's for themselves. The DSG acts as a mentor to an educator and is therefore responsible for coaching and mentoring an educator in areas where the educator feel they need assistance and development in certain aspects of their work. More often DSG's are subject specialists with years of experience in their fields. DSG's are in certain cases peers to the educators they coach and mentor, and are from the same school. If the need arises an educator's DSG may be a teacher from another school (Collective Agreement No 8, of 2003).

Lastly, a school principal has to ensure that there is an External Whole School Evaluations co-coordinator, whose task is to ensure that all documentation relating to Whole School Evaluation is available at the school. Of paramount importance is that the Whole School Evaluation co-coordinator co-ordinates all the activities of Whole School Evaluation in the school and between the school and the District Education Offices.

2.5.2.2. Organising all the resources that are necessary to implement the process of evaluating school based educator's performance.

Gorton (1976:51) posit that one of the most important tasks of the principal as a leader and a manager in a school is to ensure that all the resources by which the implementation of performance management will be achieved. The resources which will enable the implementation of performance management in school, educator teaching resources such as prescribed textbooks, syllabus guidelines, Collective Agreement (8, of 2003), all the forms that are necessary for conducting evaluation of an educators performance, and evaluation time tables. These are only but the basic and few of the resources that are necessary for the successful performance of teaching duties by educators.

2.6. Strategy Evaluation :The Performance Appraisal Process of school based educators.

During year one of the implementation of the IQMS, the appraisal or evaluation of educators in practice in a school is an internal matter, and each school chooses whether evaluation is to be conducted by the DSG alone or is conducted by the educators' DSG's, the Subject heads and the Heads of respective Departments. During

the third year of implementation, as it is the case with secondary schools, or the fifth year of implementation, in the case of primary schools, evaluation of educators in practice is done externally by the Whole School Evaluation team.

Grobler, et al.(2002:266) argue that a variety of appraisal techniques are available to measure employee performance depending on the purpose for which the performance appraisal will be used. The performance appraisal process chosen depends on the purpose for which it will be used from one organization to another organization. Most evaluation methods used by companies and institutions ranges between the traditional evaluation methods of graphic rating scales, ranking methods, weighted checklists and descriptive essays, while modern evaluation methods used behaviorally anchored rating scales (BARS) and Management by Objectives(MBO) methods.

The Integrated Quality Management System as a performance management tool for school based educators contained in Collective Agreement (8, of 2003), is a mixture of the two modern methods of performance management because it uses both the system of evaluating educator performance against the achievement of certain predetermined objectives which in this case are specific performance standards. The educator's performance or achievement of those set performance standards is measured by giving certain scores or ratings by the raters to the evaluatees.

2.6.1. Who should do the rating?

Cascio (2006:293) argues that the traditional performance appraisal method of individuals, where it has been the norm for the evaluation practice to be done by the employee's immediate supervisor. He further argues that this has been questioned because of the current debate taking on amongst scholars on the subject regarding who should be responsible for conducting the evaluation of an employee's job performance. Grobler et al. (2002:293) posit that within the traditional performance appraisal paradigm it has been standard for the supervisor to perform the rating as part of a managerial duty. Anthony, et al. (1999:373) concur with Cascio (2006) and Grobler (2000) who argue that current developments in the corporate and public sector have resulted in the use of multi

raters or the so-called 360-degree feedback paradigm which argues for the evaluation of an employee's performance through a process that includes the educator (himself/herself), the immediate supervisors, peers in the form of a Developmental Support Group (DSG), the Staff Development Team (SDT), in the case of an external evaluation, during the period of Whole School Evaluation, members of the panel of External Whole School Evaluation.

Anthony, *et al.* (1993) come up with a revolutionary approach to the process of evaluating employees when they argue that the process of evaluating performance of employees must be as representative as possible. They even suggest that the customer or customers must also be involved in the evaluation process over and above the group of evaluators who do evaluation, but even the use of computer technology be included in the process. Within the education sector if the question of a 360 Degree appraisal was to be followed in the manner in which Anthony, *et al.* suggests, it would mean the involvement of the parents of learners attending that particular school by being given a chance to evaluate educators effectiveness indirectly by being allowed to fill a form that rate the effectiveness of the educators in teaching their children. The institutions of higher learning that receive learners from individual schools for further study would also indirectly be allowed to evaluate the effectiveness of teaching and learning by filling in forms that indicate the state of learner readiness to pursue studies at the tertiary level based on skills acquired at schools to prepare them for this eventuality.

Cascio (2006:349) advances his discussion of the use of the 360-degree feedback by sounding a warning that evidence from research in the United States reveals that the different sources of rating information as contained in the 360-degree appraisal technique find it difficult at times to agree with one another on the final rating of an employee's performance. This notion is equally true when it comes to the education sector, hence Collective Agreement (8 of 2003) has mechanisms in place to deal with grievances by educator during the implementation of the policy.

2.6.2. Steps taken before the actual evaluation of educators in practice.

According to Collective Agreement (8 of 2003), the steps taken prior to the internal evaluation of an educator are

similar to those undertaken during the year of External Whole School Evaluation, this is done purposefully to prepare the educators for the final external evaluation.

The internal evaluation team meets with the individual educators to determine dates and times of evaluation, the processes to be involved during the evaluation and the instrument that is going to be used and the various performance standards contained in the tool, together with the criteria that form each performance standard, together with the rating method and the interpretation of scores that are to be awarded. When all misunderstandings have been sorted out the rater or raters proceed with the actual observation.

2.6.3. The internal observation of educators in practice

According to Collective Agreement (8 of 2003), the evaluation of educators for internal performance measurement purposes takes place at schools in the beginning of September to the end of September, because that is the end of the period of educator development and the beginning of a period of internal summative evaluations. It should be noted that during the years of internal observation all educators at all levels in a school must be appraised. Educators at post level 2, 3, and 4 are also evaluated. These educators are evaluated by their peers. In case an educator at one of these levels does not have a peer at his/her school, an educator from another school may be nominated as a DSG (Collective Agreement 8, of 2003).

Again, during the actual observation of educators, the raters decided upon by the school, accompany an educator to a class where observation is going to take place. The educator presents a lesson in the presence of the raters or evaluators. It should be noted that the raters must be as unobstructive as possible during the presentation of the lesson. Their role would be to rate an educators performance in class based on the first four performance standards which deal with an educators performance in class, while for performance standards five up to twelve raters used specially constructed questionnaires to determine an educators involvement in those aspects detailed therein. For educators in post level two, three and four also documents will be examined as evidence (Collective Agreement 8, of 2003).

At the end of the lesson presentation the internal evaluators and the educator evaluated hold discussions with the educator about the ratings given so that an agreement may be reached. When an agreement has been reached by all the parties involved a report will be drawn in which areas of strength as well as areas of weaknesses are identified. In areas where development will be needed these are entered down into the report (Collective Agreement 8, of 2003).

Armed with the report, an educator develops an own Professional Growth Plan (PGP) which is then forwarded to the Staff Development Team. The SDT, after receiving all the reports and PGP's from individual educators create a School (Staff) Improvement Plan (SIP). The School Improvement Plans from individual schools are submitted to the district office, which will in turn create a District Improvement Plan. The District will also forward its copy of the District Improvement Plan to the Province, which in turn will develop a Provincial Improvement Plan (Collective Agreement No.8 of 2003).

During year two (2005), of the implementation of the performance management process there will be no self-evaluation by educators who had done so during the first year (2004), as the summative evaluation results of the previous year(2004) will be used as a baseline for evaluation during year two (2005). Only new educators who had joined the teaching service during year two (2005) will be evaluated. From January to September of year two (2005) and year three (2006) it becomes the developmental cycle for all educators who according to their summative results of year one and year two were identified to have developmental needs in certain aspects of their teaching activities.

2.6.4. Resolution of Grievances

According to Collective Agreement (8 of 2003), grievances during the process of internal and external evaluations are bound to occur. Most differences between the educator and the Developmental Support Group are resolved at the level of DSG and educator discussions. Where there is no agreement between the two, the problem is referred to the SDT within a week. If no resolution is reached within five days, the matter is referred to the Grievance Committee, which will consist of a Senior Manager, who is also a peer of the educator, observers

from the Trade Unions admitted to Council and a neutral person appointed by the District or Regional Manager. The Grievance Committee make recommendations to the Head of Department, who must make a ruling within five working days after receiving the recommendations.

2.7. The year of External Whole School Evaluation.

Collective Agreement (8 of 2003), states that the external Whole School Evaluation takes place in cycles of three to five years. The purpose of external Whole School Evaluation (WSE) is to validate the findings of the two cyclical internal WSE based on the documentary evidence produced during the cyclical period of three years. This documentary evidence includes self-evaluation documents by educators, evaluations of educators by peers, the Personal Growth Plans of educators and the School Improvement Plans (SIP's).

Cascio (2006:351) argues that traditionally, it was a norm that employee performance appraisals were conducted at least once a year and at most twice a year. Cascio (2006:351) further argues that with recent developments taking place in the area of performance appraisals, companies and institutions are resorting to many frequent appraisals being conducted throughout the year at shorter intervals. These may be formal and at times informal and are on a one-on-one basis where feedback is given immediately. Within the Department of Basic Education, these formal and informal appraisals that take place throughout the year are conducted by the SDT and DSG's

2.7.1. The preparations for external Whole School Evaluation

In the year of external WSE, the provinces appoint members of the WSE team, which is made up of supervisors appointed by the province while the schools appoint internal co-coordinators of the WSE in their schools as these will liaise between the school and the district. The external WSE team then selects a list of schools and a sample of educators per school that will be evaluated and the dates at which those schools will be visited. These lists of schools and educators are communicated with the Provincial Education department, which in turn communicate those dates with the District Offices which must in turn communicate these with schools. Schools are informed in a period of about four weeks, while individual teachers must be informed not less than five days

before the visit, that they are going to be visited (Collective Agreement 8, of 2003).

The school principal must inform all the educators about the impending visit, and also inform those educators who have been specifically sampled in a period of not less than five days together with parents, and learners about the impending WSE visit by the departmental officials as the normal programme of teaching for the school is going to be disrupted for the duration of the visit by the team. The visit normally takes a maximum of five working days and less depending on the size of a school in terms of the numbers of educators.

The WSE team uses the same tool that was used by the school when it carried out internal evaluations. The tool consists of 12 Performance Standards and each performance standard has between 4 to 6 criteria that best describes an educator's performance in each performance standard. These twelve performance standards have been indicated in Collective Agreement (8 of 2003) as follows:

1. Performance Standard 1: Creation of a positive learning environment

Criteria of Performance Standard 1, are: (a) Learning Space

(b) Learner Involvement

© Discipline

(d) Diversity

2. Performance Standard 2: Knowledge of Curriculum and Learning Programmes

Criteria of Performance Standard 2 are: (a) Knowledge of learning area

(b) Skills

© Goal setting

(d) Involvement in learning programmes

3. Performance Standard 3: Lesson planning Preparation

Criteria of Performance Standard 3 are : (a) Planning

(b) Presentation

© Recording

(d) Management of Learning Programmes

4. Performance Standard 4: Learner Assessment

Criteria of Performance Standard 4 are: (a) Feedback to Learners

(b) Knowledge of Assessment Techniques

© Application of Techniques

(d) Record keeping

5. Performance Standard 5: Professional Development in field of Work/Career and participation in professional bodies.

Criteria of Performance Standard 5 are : (a) Participation in professional development

(b) Participation in professional bodies

© Knowledge of education issues

(d) Attitude to professional development

6. Human Relations and Contribution to School Development

Criteria of Performance Standard 6: (a) Learner needs

(b) Human Relations Skills

© Interaction

(d) Co-operation

7. Performance Standard 7 : Extra-Curricular and Co-Curricular Participation

Criteria of Performance Standard 7 : (a) Involvement

(b) Holistic Development

© Leadership and Coaching

(d) Organisation and Administration

8. Performance Standard 8 : Administration of Resources and Records

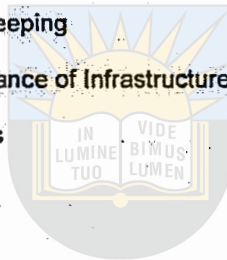
Criteria of Performance Standard 8 : (a) Utilisation of Resources

(b) Instructions

© Record keeping

(d) Maintenance of Infrastructure

(e) Circulars



9. Performance Standard 9 : Personnel

Criteria of Performance Standard 9 : (a) Pastoral Care

(b) Staff Development

© Provision of leadership

(d) Building commitment and confidence

10. Performance Standard 10 : Decision making and Accountability

Criteria of Performance Standard 10 : (a) Stakeholder involvement

(b) Decision making

© Accountability/responsibility

(d) Motivation

(e) Objectivity/fairness

11. Performance Standard 11: Leadership, Communication, and Servicing the Governing Body

Criteria of Performance Standard 11: (a) Leadership.

- (b) Support
- © Communication
- (d) Systems
- (e) Commitment and confidence
- (f) Initiative, Creativity

12. Performance Standard 12: Strategic Planning, Financial Planning and Education Management Development (EMD).**Criteria of Performance Standard 12: (a) Strategic Planning**

- (b) Financial Planning
- © Project Management
- (d) Communication

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2.7.2. The benefits of the introduction of National Standards in the whole process of performance evaluation.

Green (2004:257) argues that the introduction of National Standards in the process of performance management is vital in that it can yield considerable benefits to the process. The benefits to be attained by the introduction of national standards according to Green (2004) are the following:

- It has helped teachers and school teachers to manage change and gets an answer the question: "What do I need to be able to do, to be more effective in my role".
- It has provided evidence for teachers and school leaders to celebrate their achievements, i.e., " I am doing that well or very well"
- It has contributed to job satisfaction, i.e., "this is what I should be doing and I am".

- It has helped school leaders to identify the support teachers need, "I should be doing this, I want to do it, but I need training and support to develop".
- It has focused professional development on the real needs of individuals and specific groups, i.e., if the individual teacher, the line manager and/or the team undertake a review against Standards prior to a programme of professional development, the programme itself can be targeted specifically at the needs of the individual or group.
- It has enabled participants and head-teachers to evaluate the impact of training and development activities using Standards as a more precise criterion for evaluation and subsequent action.
- It has allowed for a growing sense of progression in teaching, i.e., entry to the profession and induction, followed by opportunities to move on past the pay threshold or to Advanced Skills Teacher status and then to various formal leadership roles.
- It has created in many teachers a more reflective way of working and an increased commitment to further adult learning.
- It has helped with recruitment and retention by signaling that, within the teaching profession, there is progression and scope for challenge and support, i.e., that is a profession that knows what it is doing and what it is aiming for.

2.7.3. Interpretation of the Performance Management tool used for Developmental Appraisal, Performance Measurement, and Whole School Evaluation.

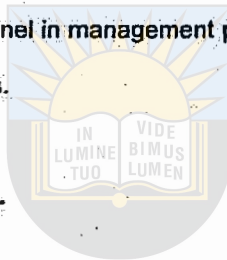
According to Collective Agreement (8 of 2003), the tool for measuring the performance of all school based educators contain as shown previously, twelve performance standards. It is of paramount importance that all those who are going to be the evaluators and those who will be evaluated know the tool and the performance standards contained in it. Knowing the performance standards mean knowing exactly what is expected of an educator to do and also what an educator will be evaluated on. These performance standards are divided into two broad categories. The First category, which consists of performance standards one up to four relate to the educators teaching activities. All levels of educators are evaluated in this category because this category forms

the core business of a school.

Performance standards five to seven deal with the involvement and/or non-involvement of all school based educators in extra-curricular activities and professional teaching bodies, while also looking at educator attempts to improve their teaching knowledge through further studies to gain more knowledge and experience.

The last category of performance standards fall between performance standards nine and twelve. This category deals with all the management activities of personnel in management positions at schools, which are the Heads of Departments, Deputy – principals and Principals.

2.7.4. The evaluation of an educator in practice.



The External Wholesale Evaluator official confirms if indeed the educator that he/she is about to evaluate is the educator who was supposed to be evaluated according to the lists given to schools by the district and the province. Secondly the supervisor involved in the observation meet together with the educators Developmental Support Group and the appraisee to complete a pre evaluation educator checklist and collect other significant information about on the educator. The educator is accompanied into class by his/her Developmental Support Group who has appropriate knowledge in the subject or learning area to be evaluated. Whilst in class, a member of the educator DSG and the WSE supervisor observe the lesson using the same instrument used during the period of internal educator observation, with each of the two completing separate forms. At the conclusion of the observation, the WSE supervisor and the DSG compare their findings and discuss these with the appraisee. The appraisee is given a copy of the evaluation forms. It should be noted that the confidentiality of the identity of the educator is guaranteed. The name of the educator does not appear in any of the forms of WSE leaving the school, but remain in the forms of Developmental Appraisal and Performance Management kept by the school.

According to Collective Agreement 8 of 2003, the ratings by the raters on performance by an educator is based on performance standards and a group of 4 to 6 criteria which make up a performance standard. Under each criterion of the four criteria an educator is given a particular score. These scores are added up to come with a

total for a particular standard. The scores obtained by an educator in all of the 7, 10 and 12 categories of performance standards, as per relevant educator post level, are added up to come with the total of marks (scores). These marks (total score) of an educator will determine if one qualifies for pay progression or grade progression. The scores for each criterion of a performance standard are interpreted as follows:

- (a) 1 = Unacceptable
- (b) 2 = Satisfies minimum expectations
- (c) 3 = Good
- (d) 4 = Outstanding



2.7.5. The external WSE reports on the observation of educators

After an observation of an educator in practice has come to an end, and the discussions between the educators DSG, the external WSE official and the educator has yielded an agreement between all three parties, an interim report by the external evaluator is made and together with the completed instrument, the report is submitted to the principal, SMT and the SDT. All other reports and completed instruments from other evaluators are received. These reports should contain recommendations for further development. After discussions by the principal, SDT and SMT, differences must be resolved before the external evaluators' reports could be accepted as final by the school. When declared final the school receives its own copy of the final report which must be kept as part of the schools quality management records (Collective Agreement 8 of 2003).

Another copy of the final report is submitted to the District Education offices, which is then discussed by the District Education officials responsible for quality assurance. After these discussions, the District Education office compile its own programme of support and provision of relevant In-service Training programmes for educators. Another copy of the final report must be submitted to the Provincial Education Department, Directorate of Quality Assurance and finally another copy goes to the National Department of Education (Collective Agreement 8 of 2003).

After the external WSE team has completed its work, the school resumes its normal academic programmes. Featuring prominently in the school's normal operational programmes, the schools would concentrate on educational development. The schools would more often concentrate on areas that have been identified as areas that needed development, if those areas of development fall within the competency of the School Development Team. This would continue until the next leg of the external WSE. The District Education office and the Provincial Department of Education would also provide training in areas that needed intensive training.

2.7.6. The Use of the Results of Educator Performance Evaluations

According to Cascio (1998:59) the results of the performance evaluation process could be used for a number of purposes. He further lists the purposes of performance evaluation to include being a basis for employment decisions such as to promote outstanding performers through grade progression in case of educators while marginal and non-performing workers are either trained or reprimanded. He further asserts that performance appraisals, because of the nature of information they yield in respect of educator weaknesses and strengths, they inform the content of employee (educators) training programmes. Feedback to employees, which is a very vital component of the performance management process is constantly being provided throughout the management process to employees in order to inform them of how well or badly they are doing. In conclusion Cascio (1998: 59) concludes by stating that performance appraisals tended to be diagnostic of how well or badly an organisation was performing.

Chapter 3 will deal with the research methodology chosen for conducting this research.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION

Chapter two dealt with the definition of what performance management is and the process that is followed in its implementation, more specifically in the education sector. The implementation of performance management in the education sector, post 1994, was done within a paradigm that is known as the Integrated Quality Management System. In the application of this employee performance management paradigm, a whole range of management approaches that include quality management, strategic management, Management by Objectives (MBO) and Organizational Development (OD) have been fused in one management process.

The stages identified in the implementation of the Integrated Quality Management System during the literature review stage of the previous chapter will be used as a basis on which to formulate questions that will determine if the new management process is being implemented by schools to monitor the performance of school based educators. Also, on the secondary level, questions will be designed based on these stages to determine if the implementation of this policy on performance management of educators yielded the desired effects. The achievement of the desired effects by the implementation of the policy will be seen in changed behaviour patterns by management and educators in the performance of their daily duties.

The effectiveness of the Integrated Quality Management System as a performance management system will have reflected in the changed management activities of managers, as managers at all levels of the school, will have during the strategic planning process crafted the vision and mission of the entire school, determined the critical success factors, organized all the resources necessary to implement the strategy, while middle management will have created tactical plans aimed at realizing the greater strategy of the school. The educators will have been able to create their own daily operational plans that are in line with the vision and mission of the school. It must be noted that during the implementation stage management will have to lead, coach, mentor, evaluate, and give feedback constantly throughout the year based on self - assessment results by educators and their Developmental Support Groups (DSG's) reports.

3.2. RESEARCH APPROACH

This study is an evaluation research that seeks to assess the kind of impact that the Integrated Quality Management System has had on how educators at schools, across their occupational hierarchies are performing their duties after the introduction and subsequent implementation of the Integrated Quality Management System. The main purpose is to investigate whether IQMS implementation has affected the way educators perform their duties, and also to determine if the implementation has been able to yield the intended outcomes, *viz*, increased and close management of the educators' performance and the improved results on learner attainment levels.

The enormity of the task involved in achieving the purpose of this study as outlined above necessitates the employment of the principle of triangulation, wherein both the qualitative and quantitative research approaches are employed in order to arrive at creditable results in this regard.

The use of a combination of approaches is according to Creswell (1998) in Leedy & Ormrod (2005:133) a justifiable exercise practically and theoretically because this offers a researcher a wide angle from which to approach a problem under investigation and thus at the same time come up with credible results. For this particular study the use of a combination of the quantitative and qualitative research approach is regarded as imperative in order to also serve to cover all the parameters within which the teaching and learning activities of educators as mentioned by the IQMS policy and as implemented at schools are covered satisfactorily.

Combining the qualitative and quantitative approaches in a single study implies that the researcher constantly moves between paradigms at the levels of theory and practice, an activity which may be interpreted to be violating procedure as set out in research textbooks, as some experts on research favour a process where a researcher is expected to stick strictly to one research approach and any practice that combines approaches may be regarded as messy and disorderly.

Bogdan and Biklen (1992:30) assert that qualitative data is a source of rich descriptions and well-grounded explanations of processes and experiences of subjects under study, which occur in local contexts. They further argue that qualitative research views the individual as part of the naturalistic world and that their personal views and perceptions are therefore very important. Understanding people from their own perspective and from their own frame of reference is therefore vital in this approach. In this study, the researcher has studied the subjects, namely, educators, in their natural environment, which is, the school setting. This meant therefore that they have been studied as they perform their daily activities of teaching learners, and how those who are in the management positions control the daily teaching activities of subject teachers. It is against that background that educators in this study were asked a number of structured questions from the interview schedule, based on certain aspects of their teaching practice and management thereof as dictated by the IQMS tool.

Van Rensburg, *et al.* (2009:85) explain the quantitative approach to research as a formal and systematic activity in which numerical data are used to gather information about the phenomena under the investigation. They further argue that the quantitative approach is therefore more structured and controlled in nature as the scope of the topic under investigation is wide and universal in nature. Lastly, Van Rensburg, *et al.* (2009) argue that the quantitative approach amongst other techniques, it emphasizes the use of structured questionnaires in order to elicit data on certain aspects of social reality.

This study is two - fold. In the first instance, it seeks to examine through a structured survey questionnaire, the manner in which educators at their schools complied with the prescripts of the IQMS policy as they conduct their

daily business of teaching and managing the teaching activities of educators. Data gathered in this respect was presented and interpreted in numerical form. This meant that in the final analysis percentages of actual educators who complied with a specific prescript versus percentages of those who did not comply with the same specific prescripts were indicated in tables and these were eventually explained against the background of their relationship to the study.

The second part of this study dealt with examining the views of educators on how the new policy affected them as they pursue their daily teaching activities. This exercise necessitated the use of the structured interview schedule as a research tool. The topic under investigation is the impact of the IQMS policy on teaching and management of the teaching activities of school based educators, which meant that in order for the researcher to determine the views of educators in this regard a more controlled approach was necessary in the form of a structured questionnaire and structured interview schedules. If the questionnaire and the interviews were not structured one would run the risk of not capturing all the views of educators regarding the topic under investigation.

In conclusion the use of both the qualitative and quantitative research approaches in this study has been of great benefit to the researcher, because the strategy enabled the researcher to have a clear view of how the IQMS since its inception, has impacted or had not impacted in the teaching practice and management of the teaching practice by revealing compliance or non-compliance with its prescripts by educators across the educational spectrum at schools and at the same time revealed how educators perceived the policy to have empowered them in their practice.

3.3. DATA GATHERING TECHNIQUE

As stated before, both qualitative and quantitative methods were used in the collection of data in this study. The approach where multiple methods or triangulation is used in research on certain topics is often used by researchers on a rather complimentary basis. Borg and Gall (1989:393) posit that social reality is sometimes viewed as "confused reality" which is difficult to study or investigate because it is complex. To study this complex reality therefore necessitates the use of multiple methods.

As stated previously, a complex topic in this study was being investigated. The topic of assessing the impact of the IQMS on how educators perform their duties in the period after the policy was introduced is complex because it involves matters of compliance by educators at schools to policy, where there has been compliance, views of educators on benefits they achieved professionally by complying, and whether indeed compliance by educators translated to improved learner performance. In this study it was therefore more fitting that both questionnaires and interviews be used as data sources and the use of both quantitative and qualitative methods and more than one data analysis techniques were used.

In conclusion triangulation as a technique was used in this study to ensure that the results obtained through this study would be more reliable and valid.

3.4. THE SURVEY QUESTIONNAIRE

Bless and Higson-Smith (2000:111) argue that using a questionnaire has a number of advantages that include reaching a large number of respondents at a low cost. They further argue that questionnaires are quite flexible and are not limited in what they can measure.

Guided by the topic and the purpose of the study the survey questionnaire was chosen as the chief research tool over the other research tools because of its flexibility, as it can be manipulated and structured in a way that suited the researcher and at the same time yielded results desired by the researcher as stated in the purpose of the research.

Before the questionnaire was administered to the respondents it was first submitted to a colleague who was doing research in another field to assess it and make corrections and recommendations where necessary. It was also piloted on five educators who work at a school that is not part of the schools sampled for this study.

Before the actual distribution of the questionnaire to schools sampled for participation in this research a letter was written to the Circuit Manager in whose jurisdiction, the schools sampled fell, for permission to distribute questionnaires (see Appendix A)

With the permission (Appendix B – letter of permission to conduct a research at own school) and co-operation of the school principals, questionnaires (Appendix C, and D) were distributed to educators at schools that were part of the sample. It must be noted that only educators who had been in service for at least two years before 2003 who are in a position to know what the situation was prior to the introduction of the new policy and also in a position to know what the position is to date were targeted as respondents.

The design of the questionnaires for each category of educators was informed by the prescripts of the IQMS policy for the particular category of respondents and also informed by the research questions, content and literature on the subject under investigation. The nature of questions contained in the questionnaire ranged from closed ended questions where a response was indicated and the respondents given a number of options to choose from, to a set of questions where educators opinions and views had to be expressed in respect of policy prescripts in a manner in which the educator feels affected by them.

The questionnaire consisted of two sections. Section A constituted the demographic and biographic details of respondents. Section B, dealt with issues of IQMS policy as a Performance Management tool at schools and what kind of impact it has had on education practice by educators, and how educators complied or not complied

with prescripts, what their views and feelings were in respect of the policy.

3.5. INTERVIEWS

Van Rensburg, et al. (2000:179) view interviews as a data collection method, wherein contact and interaction takes place between the interviewer and the interviewee, either in a face to face situation or through the medium of a telephone. Seidman (1991:3) further argues that interviewing is focused on understanding the subjective experiences of other people and the meaning they attach to such experiences.

As stated earlier, this study also employed interviews conducted using a structured interview guide as a technique in the qualitative method in the process of data gathering (See Appendix E). The interviews, like the questionnaire, were structured, where specific questions were asked, because the researcher wanted to direct the encounter with the interviewee towards a specific direction in order for the research questions to be answered and at the same time get the feelings and opinions of the respondents. The interview was also channeled in a direction determined by the purpose of the study.

During this investigation, a structured interview was conducted using open-ended questions (see Appendix E) with the aim of providing respondents with an opportunity to elaborate on their responses, and where the responses fell short, follow-up questions being asked to assist them to elaborate further. Open ended questions allow for free expression and to reveal freely the subjective feelings and views which qualitative studies so desire. Van Rensburg, et al. (2009:179) further state that in structured interviews specific list of questions are asked, in which the wording may be the same or similar to that used in questionnaires. Lastly, Van Rensburg, et al. (2009:179) distinguish between in-depth interviews and focus group interviews.

For the interview process specific questions were set on the role of the educator as determined by the IQMS tool. Questions asked during the interview process, followed a predetermined wording and sequence as the same questions were asked to all the respondents. The interviews were scheduled over a week and lasted between 30 and 40 minutes.

The interviews were held in a relaxed and non – threatening environment as the researcher before the actual interview, sought to make the interviewee to relax by explaining the purpose of the interview, assuring the interviewee that there are no right or wrong responses to questions asked but that the most important thing is the respondent's views and perceptions on issues asked. When the researcher was satisfied that the interviewee was relaxed, the actual interview began. Recording of data during the interview assumed note-taking by the researcher. It must be stated that extra care was taken to ensure that note taking did not unduly distract the interviewee during the course of the interview.

The purpose of the interviews was to get answers, responses, personal views and attitudes towards IQMS policy

prescripts and how these relate and affect them as they conduct their daily teaching activities and management of their teaching activities.

3.6. SAMPLING

Maree, *et al.* (2010:79) refer to sampling as a process in research which is used to select a portion of the population for a study. Wilson (1993:172) further state that sampling is a feasible and logical way of making statements about a larger group based on what the researcher knows about the smaller group. Bless and Higson-Smith finally capture the essence of what sampling is when they state that sampling serves to determine a sample that best represents a target population in a manner that allows for accurate generalization of results to the larger population.

Armed with the information cited in the paragraph above, the researcher decided that the population to draw conclusions about were the school based educators falling within the King William's Town Education District. The time and resources at the disposal of the researcher meant that he could not manage to study all schools in the King William's Town Education District, but only three schools, with thirty educators be purposively sampled for the study. The three schools were each awarded a code (Code A, B and C) for purposes of statistical analysis of data and for reference in order to hide the true identity of the schools to those who will be consumers of the data later on. In each of the schools targeted all educators at non-management level (Post level 1) and educators at management level (Post Level 2, 3 & 4) were targeted depending on the size of the school and its current grading.

At school A, twenty post level 1 educators, two members of the School Management Team, answered the questionnaires, and two members of the School Management Team was subjected to the interviews. In school B, four post level 1 educators answered the questionnaire, while one member of the School Management Team, answered the questionnaire, and one School Management Team answered the interview. In school C, six Post level 1 educators answered the questionnaire, one School Management Team member answered the questionnaire, while one School Management Team member sat for the interviews.

3.7. CONCLUSION

In conclusion, in this chapter, the researcher introduced the elements of the research design which included the research methodology, indicating the type of approach that was going to be used in the data gathering process. The most salient feature of the research process, namely, determination of the instruments or tools to be used for the collection of data that formed the basis of the investigation was made. The most appropriate tools decided upon were the questionnaires and the interview. The sampling procedure, namely, purposive sampling was chosen because of the researcher's knowledge about which schools would be willing to participate in the research. Questionnaires and interview schedules were developed for educators at various levels within the

schools hierarchies. The procedure on how the collected data would be analyzed was described. Lastly the questionnaires were sent to schools for educators to receive and answer while respondents for the interviews were approached and dates and times for the encounter fixed.

In the following chapter the collected data will be collated, analyzed and interpreted and presented in tables and in a written manner so as to provide adequate insight into the nature of the impact IQMS has had on how school based educators perform their educative duties after the introduction and subsequent application of the said policy. Chapter four thus deals with data presentation, analysis and interpretation



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CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. INTRODUCTION

The previous chapter, introduced the crucial aspects of the study that is the research design, the method and the sampling procedure used in the study. The research design of this study was rested fundamentally in both the quantitative and qualitative approaches, while the structured survey questionnaires and the structured interview schedules were chosen as the best tools by which raw data was going to be collected from the school based educators.

The main aim of this study is to analyse the kind of quantitative and qualitative data that was collected in the previous chapter. After the raw data was collected, the chapter proceeded to outline the findings made by the researcher after a careful and painstaking analysis of data from the responses given by school based educators from questionnaires presented to them and the responses given during the interview process. The data collected was collated, analyzed and interpreted within the conceptual framework provided by the literature review aspect of chapter two.

It has already been indicated in the previous chapter that the research design of this chapter rested fundamentally on two data gathering techniques, the questionnaires and the interviews. With regards to the application of the questionnaires, two separate sets of questionnaires were administered to educators at different hierarchies within their school settings. These questionnaires are indicated as Appendix C (for teachers at Post Level 1) and Appendix D (for teachers at SMT level), respectively. A response rate of 100% was achieved with respect to educators at Post level 1 and SMT members(as 30 out of 30 educators at post level 1 returned questionnaires completed fully and also 4 out of 4 SMT members cooperated full, when it came to the returning of the questionnaires. The number of respondents' responses were therefore regarded as sufficient enough so as to be able to use them to draw meaningful conclusions and obtain reliable results. The questions contained in the questionnaire revolved around the variables of strategic formulation and planning, strategy implementation, and lastly strategy evaluation during performance management.

The second stage of chapter three dealt with the interviews as a qualitative research technique, where in four SMT members were interviewed from the three schools sampled as part of the research activity. The educators who formed parts of the interviews were three females and one male.

Data collected from the questionnaires was subjected to a descriptive data analysis and the evidence deduced from them was recorded systematically, put into tabular form in percentages. The interviews yielded data from which perceptions, feelings and attitudes of SMT members were presented. These perceptions, feelings and attitudes of the SMT were collated and analyzed. The responses were interpreted and the final responses represented in the form of percentages. It is hoped that the findings reached out of the data obtained from these

interviews will provide insight into the kind of impact IQMS as a performance management tool will have had on educator performance in schools post IQMS implementation.

4.2. PROFILES OF EDUCATORS

Section A of both the questionnaires for educators at Post Level 1 and 2 required educators to indicate their gender, age group, teaching experience, qualifications of respondents, type of institution where they teach, geographic location of their schools and lastly the condition of the buildings of their schools.

These demographic characteristics of educators were required in order to determine if the educators were really qualified enough to make informed and acceptable impressions, feelings and personal experiences about the impact that the IQMS system had on their teaching and management of the teaching and learning experiences at their schools since its inception. The variables which qualified educators to take part in this research were age, teaching experience, type of institution where the respondents teach and lastly the geographic location of the school of the respondent.

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Table 4.2.1. PROFILES OF EDUCATORS BY GENDER

Gender	Educators (N=30)	
	Total	Percent
1.Male	10	33%
2.Female	20	67%

The respondents were mixed in terms of gender. The females were in majority by a ratio of 2:1 as the percentage figures in the table 4.2.1 above indicated 67% and 33% respectively.

Table 4.2.2. PROFILES OF EDUCATORS BY AGE GROUP

	Educators (N=30)	
1. 25yrs – 30yrs	00	00%
2. 31yrs – 40yrs	03	10%
3. 41yrs – 50yrs	23	77%
4. 51yrs – 60yrs	04	13%
5. 61yrs – 65yrs	00	00%

The majority of respondents at 77%, fall in the 41-50 year category, and 13% fell into the 51-60 year category and lastly 10% fell in the 31-40 year category, which means that they are matured enough to make a meaningful contribution to this study.

Table 4.2.3 PROFILES OF EDUCATORS BY TEACHING EXPERIENCE

	Educators (N=30)	
1. 1 – 10yrs	00	00%
2. 11 – 20yrs	24	80%
3. 21 – 30yrs	04	13%
4. 31 – 40yrs	02	7%
5. 41yrs upwards	00	00%

The biggest number of respondents at 80% in terms of teaching experience, falls in the 11-20 year category, 13% fell in the 21-30 year category and lastly, 7% fell in the 31-40 year category. This means that they have the necessary teaching experience to make a meaningful contribution to this study because they taught before the new policy was introduced and had experience of the new policy.

Table 4.2.4 PROFILES OF EDUCATORS ACCORDING TO EDUCATIONAL QUALIFICATIONS

	Educators (N=30)	
1. Matric and a Professional Diploma	15	50%
2. A Degree and a Professional Diploma	10	33%
3. Two Degrees and a professional Diploma	03	10%
4. A Master's Degree and a Professional Diploma	02	7%
5. A Doctorate and a Professional Diploma	00	00%

50% of the respondents had a Grade 12 and a teaching diploma, 33% of the respondents had a degree and a teaching diploma, 10% of respondents had two degrees and a teaching diploma while 7% had a Masters degree and a teaching certificate. The respondents are therefore highly qualified, and have the necessary academic qualifications and technical know how to make a critical analysis and informed assessments on the new policy.

Table 4.2.5 TYPE OF INSTITUTION IN WHICH THE RESPONDENT TEACHES

	Educators per institutions (N = 30)	
1. Ordinary Primary School	10	33%
2. Ordinary Secondary School	20	67%
3. Special School	00	00%

33% of the respondents represent primary schools while 67% represented secondary schools.

The respondents teach in both primary and secondary schools which make them suitably qualified to be part of this study as they will be able to give perspectives from both the primary school view and the secondary school point of view.

Table 4.2.6 GEOGRAPHIC LOCATION OF THE SCHOOL WHERE YOU TEACH

	Location of School (N=30)	
1. Village	30	100%
2. Township	00	00%
3. Town/city	00	00%

100% of the respondents teach in the rural schools of the King Williams Town Education district.

All schools selected are rural and therefore meet the main requirement of this study, namely, to assess the impact of the policy on performance management from the perspective of educators in rural areas of the King Williams town education district.

Table 4.2.7 CONDITIONS OF SCHOOLBUILDINGS

	School Buildings (N of Schools = 3)	
1. Excellent	05	16%
2. Fair	20	68%
3. Delapidated	05	16%

68% of the respondents indicated that the conditions of their schools were fair, while 16% indicated that the conditions of their school buildings were dilapidated and lastly 16% indicated the conditions of their school buildings as excellent.

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The conditions of the school buildings are a very important variable in this study as they indicate the ground covered by the state in addressing the conditions under which educators work. The new policy specifically states that in order for performance to improve there must be an improvement in the environment where teaching and learning takes place.

SECTION B: ELEMENTS OF STRATEGIC PLANNING AT SCHOOL

Table 4.2.8 Does your school have a vision?

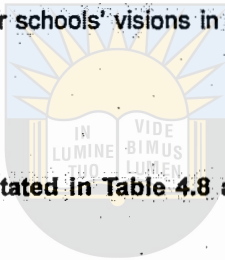
	Educators (N = 30)	
1. Yes	20	67%
2. No	10	33%

The majority of educators at 67% indicated that they had a vision at their schools while 33% indicated that they did not have any vision at their schools. The number of schools that did not have a vision, though they stand at 33%, they were a cause for concern because these figures mean that out of three schools one did not have a vision.

Table 4.2.9 If your answer to the questions in Table 4.8 above is yes, please state it in writing?

	Educators responses (N=30)	
1. Written	00	00%
2. Unwritten	30	100%

All the respondents at 100% could not state their schools' visions in writing including those who indicated that they had one in their schools.

**Table 4.2.10 If your answer to the question stated in Table 4.8 above is yes, who was responsible for crafting the vision?**

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	Educators responses (N=30)	
1.Principal	10	33 1/3 %
2.Principal and SMT	10	33 1/3 %
3.SMT,SGB and Stakeholders	10	33 1/3 %

Only 33 1/3% of the respondents could indicate precisely who must be involved in crafting of the vision 33 1/3% indicated that it was the principal and his SMT alone who crafted their school visions; while the remaining respondents, at 33 1/3% indicated that only the principal was involved in the vision crafting exercise.

Table 4.2.11 Does your school have a mission statement?

	Educators responses	
1. Yes	20	67%
2. No	10	33%
3. Don't know	00	00%

The majority of respondents at 67% indicated the presence of a mission statement at their schools while only

33% indicated that they did not have mission statements at their schools.

Table 4.2.12 If your answer to question stated in Table 4.11 above is yes, please state it in writing

Educators responses (N=30)		
1. Written down	00	00%
2. Unwritten	30	100%

All respondents at 100%, could not state their schools' mission statements in writing.

Table 4.2.13 Do you have your own vision as an individual educator?

Educators responses		
1. Yes	26	87%
2. No	04	13%

The majority of respondents at 87% indicated that they had their own visions as individual educators, while only 13% indicated that they had no personal visions by which they govern their teaching activities.

Table 4.2.14 Have you determined the mission by which you will accomplish your vision, if you have one?

1. Yes	30	100%
2. No	00	00%
3. Other	00	00

100% of the respondents indicated that they have individual visions.

Table 4.2.15 If you have crafted your vision and mission statement, do they fit into the vision and mission statements of your school, if your school has them?

Educators responses		
1. Yes	24	80%
2. No	06	20%

80% of respondents indicated that their visions and mission statements fitted into their schools visions and mission statements whereas 20% indicated that their visions and mission statements do not fit into their schools visions and mission statements.

Table 4.16 Do you have a schedule for all your teaching activities?

	Educators responses	
1.Yes	30	100%
2.No	00	00%

All respondents at 100% indicated that they had a schedule for all their teaching activities.

Table 4.2.16 If your answer to question 4.1.17 above is No, state the reasons why it is a No.

At 00% there are no educators who indicated that they do not have a schedule for their teaching activities because all respondents indicated that they have schedules that they follow in planning for their teaching activities.

Table 4.2.17 If your answer to question 9 above is yes, list all the aspects of your work that are contained in your work schedule.

All educators at 100% indicated that in their teaching schedules, they had planned for aspects of work such as lesson plans, learning content plans, and summative assessment schedules for learners.

C. ELEMENTS OF STRATEGIC IMPLEMENTATION

Table 4.2.18 Do you prepare for all your lesson presentations?

	Educators responses	
1.All of them	7	23%
2.Most of them	23	77%
3.Few of them	00	00
None of them	00	00

77% of all respondents indicated that they did not plan for all their lessons but only plan for most of their lessons while only 23% indicated that they plan for all of their lessons.

Table 4.2.19 If you do not plan for all your lesson presentations, state all the reasons why you are unable to do so.

All educators at 23% and 77% indicated that they do in one way or another to plan for their lessons and as a result there are no educator responses for this question.

Table 4.2.20 Do you keep a record of all your lesson plans and daily preparation records on your educator's portfolio?

	Number of educators (N=30)	
1.All of them	22	73%
2.Most of them	05	17%
3.Very few of them	03	10%
4.None of them	00	00%

73% of the respondents indicated that they keep all records of their lesson plans, but 17% indicated that they keep most of their lesson preparations and 10% indicated that they keep very few records of their lesson plans.

Table 4.2.21 If you do not keep all your lesson plan records and daily preparation records in your file, state reasons why it is not the case?

In this question there were no responses from educators because all of them did some record keeping exercise of one or other aspect of their teaching tasks.

Table 4.2.22 Do you honour all your schedule of teaching periods as indicated in the teaching time table of your school? Indicate your choice by a cross in an appropriate box below.

	Educators responses	
1.All of them	08	27%
2.Most of them	22	73%
3.Very few of them	00	00%
4.None of them	00	00%

73% of all respondents indicated that they honour most of their scheduled teaching periods while only 27% indicated that they honour all their teaching periods.

Table 4.2.23 If not all your teaching periods are not honored, state the reasons why they are not honoured.

A variety of reasons were given by educators for not honoring all of their teaching periods. These reasons ranged from workshops arranged by the department at 23%, to meetings scheduled at their schools to attend to urgent extra-curricular matters and union activities organized during working hours at 77%.

Table 4.2.24 Which one of the following officials at your school normally assists you when you have a problem in your teaching duties? Put a cross in the appropriate box from those given below

	Educators responses	
1.Mentor	14	47%
2.Coacher	04	13%
3.DSG	08	27%
4.H.O.D	04	13%

The responses given above indicate a variety of officials that they think should be responsible to assist them when they encounter problems in their teaching duties. At 47% the majority of respondents mentioned a school mentor as the responsible official, 13% indicated a coacher, 27% indicated the DSG and 13% named the H.O.D.

Table 4.2.25 Do you have a problem with resources required for planning and presenting your lessons to your classes?

	Educators responses on resources	
1.All of the time	00	00%
2.Most of the time	07	23%
3.On a few occasions	17	57%
4.No problem at all	06	20%

The majority of respondents at 57% indicated that they faced problems with resources necessary for planning their lesson presentations on a few occasions, while 23% indicated facing the problem at most of the time, while

only 20% indicated to experience no problem at all with resources necessary for planning lesson presentations.

Table 4.2.26 If you experience a problem of resources for planning and presenting your lessons please list them in order of importance to your lessons.

Most educators at 80% indicated that they had a problem of having adequate textbooks for all learners in their subjects/and or learning areas to teaching models and adequate stationery that could be used to make photocopies for materials that were not available at their schools for teaching and preparing lessons while 20% said they do not have any problem.

Table 4.2.27 Do all learners in your classes attend to your teaching periods?

	Learner attendance	
1.All learners attend	17	57%
2.Most of them attend	13	43%
3.Few of them attend	00	00%
4.No learner attends	00	00

At 57% the majority of respondent indicated that all learners attend all teaching periods, while 43% indicated that most learners attend teaching period.

Table 4.2.28 If not all learners are in class most of the time when you teach, where do you think they are?

The 43% of respondents in table 4.2.27. who indicated learner absenteeism in between periods, stated that these learners tended to bunk certain periods by hiding in the toilets and that others leave school before the end of the school day.

D.: ELEMENTS OF STRATEGY EVALUATION

Table 4.2.29 Do you have a programme according to which you evaluate your learners?

	Learner evaluation	
1.Yes	30	100%
2.No	00	00%

100% of respondents indicated that they had standing programmes according to which they evaluated their learners.

Table 4.2.30 If the answer is yes, how often do you evaluate your learners?

	Number of Educator responses(N=30)	
1.As per learning area demand	10	33 1/3%
2.As per school demand	10	33 1/3%
3.According to my programme	10	33 1/3%

The responses given above indicate that learners are assessed as per learning area demands at 33 1/3%, while another 33 1/3 % indicated that they evaluate as per school demands and the last 33 1/3 % indicated that they evaluate according to the individual educators' programmes.

4.2.31 If your answer to Table 4.29 above is no, state the reasons why you do not have a learner evaluation programme?

100% of all educators responded to the question by indicating that they all had programmes according to which they evaluated their learners, although different considerations were given for a particular reason behind the choice of a particular programme.

Table 4.2.32 Do you give feedback to your learners after every task of evaluation given to them?

	Educator responses on Learner feedback	
1.All the time	22	73%
2.Most of the time	08	27%
3.Very few times	00	00%
4.No feedback given	00	00%

73% of all respondents indicated that they give feedback to their learners all the time after they have been given tasks to do, though 27% indicated that they give feedback to learners most of the time.

4.2.33 If feedback is not given to learners all the time after every evaluation, state the reasons why it is so?

The 27% of all educators who indicated that they did not always give feedback to learners do so because those tasks did not count for consideration as part of the learners' year marks.

Table 4.2.34 Do you do self-assessment on how effective you are as an educator?

	Educator self-assessment	
1.Yes	30	100%
2.No	00	00%

100% indicated that they assess themselves to determine if they are effective in their teaching.

Table 4.2.35 If the answer to question 6 above is yes, did you discover any areas of weakness in your teaching activities?

	Areas of weakness discovered	
1.Yes	26	87%
2.No	04	13%

87% indicated that on self-evaluation they tend to discover areas of weakness in their teaching practice and thus work towards improving them while only 13% said they did not find any areas of weaknesses in their teaching.

Table 4.2.36 Do you have a Professional Growth Plan?

	Existence of Growth Plans	
1.Yes	25	83%
2.No	05	17%

83% indicated that they had their own professional growth plans, which they follow in their route towards professional growth while only 17% indicated that they did not have growth plans.

Table 4.2.37: Did you ever receive any training on areas of your weakness from your school?

	Developmental training at school	
1.Yes	16	53%
2.No	14	47%

53% of the respondents indicated that in their schools they are trained on areas where they needed to be trained. 47% indicated that they were not trained in areas where they needed training. The percentage of respondents not trained in their schools indicated that the situation of lack of training by schools on those needing training is serious and needs a lot of attention.

Table 4.2.38: If the answer to 4.2.37. above is yes, who of the following officials gave you the training?

	Training officials at schools	
1.D.S.G.	10	34%
2.S.D.T.	07	23%
3.H.O.D.	06	20
4.Subject Head	07	23%

34% of the respondents indicated that they were trained by the DSG, 23% indicated to have been trained by the SDT, 20% indicated to have been trained by the H.O.D, while 23% indicated to have been trained by the Subject Head.

Table 4.2.39: Was the training received by you from the official indicated above adequate?

	Adequacy of training received	
1.Yes	18	60%
2.No	04	13%
3.Other	08	27%

Where training had taken place at schools 60% of respondents indicated that the training they received was adequate whereas 13% of respondents indicated the training to be inadequate for their developmental needs

while 27% said they did not receive any training therefore they could respond to the question.

4.2.40: How many performance standards are used to evaluate the performance of an educator at Post Level 1?

100% of educators indicated that an educator at post level 1 is evaluated using seven performance standard as per Collective Agreement No 8 of 2003.

4.2.41: How many Learning outcomes are used to assess a learner's understanding of the content of a learning programme?

33% of respondents indicated that they did not know the learning outcomes used to assess a learners understanding of the content of a learning programme while 67% indicated that these differ from learning area to learning as per National Curriculum Statement documents.

Table 4.2.42: How did learners in your school on average perform during the end of the year exams before the implementation of the IQMS on educators as a method to manage their performance?

	Learner performance prior to IQMS implementation	
1.Well	08	27%
2.Poorly	22	73%

73% of the respondents indicated that their learners were performing poorly in final exams before the implementation of the IQMS and that only 23% of respondents indicated that their learners performed well.

Table 4.2.43: Do you think that the IQMS as a performance management system for educators has been able to assist in improving the performance of learners in your school at the end of the year?

	IQMS and improved performance of learners	
1.Yes	20	67%
2.No	06	20%
3.Not sure	04	13%

67% of respondents indicated that the IQMS has been able to assist in improving learner performance at their schools at the end of the year, while 20% indicated that it was not assisting and 13% indicated that they were not sure if the policy assisted.

Table 4.2.44: Do you think that the IQMS as a performance management system has been able to assist in changing how educators perform their teaching duties at your school since its implementation?

	IQMS has changed teacher performance on inception	
1. Yes	22	73%
2. No	04	14%
3. Not sure	04	13%

73% of all the respondents indicated that since the introduction of the IQMS the performance of educators in classrooms has been able to improve while 14% indicated that there has been no improvement of educator performance in the classrooms while 13% indicated that they are not sure whether there has been any educator improvement in the class or not.

4.2.45. If teacher's performance in class has improved but learner achievement at the end of the year has not improved significantly, what do you think is the cause of the disjuncture between improved teaching and poor learning performance? Give all the possible factors that you can be able to think of?

In response to the above question educators indicated that there were factors outside the classroom which were not related to IQMS implementation such as:

1. Poor parental support to learners on their educational tasks which are supposed to be performed at home.
2. Depravity of the home and the social environment from which learners come also play a big role in learner's performance at school.
3. Inclusive classrooms meant that in some schools learners of different learning abilities are taught in one classroom thus resulting in a failure by the schools to allow those learners who progress at a lower pace than their classmates to receive individual attention that will enable them to catch up with their classmates.

4.3. IMPACT ASSESSMENT TOOL FOR SCHOOL MANAGEMENT TEAMS (SMT).

4.3.1. BIOGRAPHICAL DETAILS OF RESPONDENTS

Table: 4.3.2. GENDER

	Number of Respondents (N = 4)	
1.Male	1	25%
2.Female	3	75%

The respondents were both female and male. The females dominated the males by a 3:1 ratio which in percentage terms means 75% females to 25% males.

Table: 4.3.3 RANK OF RESPONDENTS

	Number of Respondents (N=4)	
1.Principal	2	50%
2.Deputy Principal	1	25%
3.H.O.D.	1	25%

The respondents were fairly distributed across the education profession spectrum as all post levels at school management were represented in the sample. 50% were principals, 25% being deputy principals and 25% being H.O.D's.

Table: 4.3.4. AGE GROUP OF RESPONDENT

	Number of Respondent (N=4)	
1. 25yrs – 30yrs	00	00%
2. 31yrs – 40yrs	01	25%
3. 41yrs – 50yrs	01	25%
4. 51yrs – 60yrs	02	50%
5. 61yrs – 65yrs	00	00%

The respondents were matured enough in order to contribute meaningfully in this study as 100% of them were above 30 years of age. 25% were in the 31-40 year age bracket, another 25% being in the 41-50 year bracket whilst 50% were in the 51-60 year bracket.

Table: 4.3.5. TEACHING EXPERIENCE

1. 1 – 10yrs	00	00%
2. 11 – 20yrs	01	25%
3. 21 – 30yrs	02	50%
4. 31 – 40yrs	01	25%
5. 41yrs upwards	00	00%

The credentials of the respondents indicated that they were well experienced educators with 100% of them being above 10 years teaching experience. 25% were in the 11-20 year teaching experience bracket, while 50% were in the 21-30 year experience bracket and lastly 25% were in the 31-40 year teaching experience. This means therefore that they could be used to give meaningful inputs in assessing the kind of impact that this policy had on their teaching practice.

Table: 4.3.6. QUALIFICATIONS OF RESPONDENTS

	Number of respondents (N=4)	
	Count	Percentage
1. Std. 10 and a professional diploma	00	35%
2. A professional degree	00	0
3. A degree and a professional diploma	02	45%
4. 2 degrees and a professional diploma	01	15%
5. A Master's degree and a professional diploma	01	05%
6. A Doctorate and a professional diploma	00	00%
7. Other	00	00%

The respondents are well qualified as 100% had at least a formal training as a teacher and had a teaching diploma to add to their academic qualifications. 35% had a Std 10 and a teacher's diploma for the relevant phase they were teaching, 45% had a degree and a teaching diploma for the phase being taught, 15% had two degrees plus a teacher's diploma and lastly 5% had a masters degree and a teacher's diploma. This means therefore they have the necessary knowledge to give rational inputs on a number of aspects regarding the new policy.

Table: 4.3.7. TYPE OF INSTITUTION WHERE YOU TEACH

	Number of respondents	
	Count	Percentage
1. Primary	01	25%
2. Secondary	03	75%
3. Special School	00	00%
4. Other	00	00%

The respondents teach at both primary and secondary schools, but 75% of them were teaching in secondary schools while 25% were teaching in primary schools.

Table: 4.3.8. GEOGRAPHIC LOCATION OF THE SCHOOL WHERE YOU TEACH

	Number of Educators	
1.Rural – Village	04	100%
2.Township	00	00%
3.Town – City	00	00%

All the respondents at 100% indicated that they teach at schools located in rural areas. Teaching in rural schools was the main factor that qualified them to be sampled in this study, as this study seeks to assess the impact of the policy on how educators in rural areas perform their educative and management tasks in their schools.

Table: 4.3.9. CONDITION OF THE SCHOOL BUILDINGS WHERE YOU TEACH

	Number of educators (N=4)	
1.Excellent	00	10%
2.Fair	01	25%
3.Poor	03	65%

The respondents indicated that the conditions of their school buildings ranged from fair to poor as 65% were teaching in schools with poor buildings as 25% were teaching in schools with fair school buildings and 10% said they were teaching in schools with poor school buildings.

B: STRATEGY FORMULATION AND PLANNING FOR PERFORMANCE MANAGEMENT AT YOUR SCHOOL.

Table: 4.3.10. DOES YOUR SCHOOL HAVE A VISION?

	Number of educators (N=4)	
1.Yes	03	75%
2.No	01	25%

Respondents indicated by 75% that they had vision statements in their schools and that 25% of the respondents indicated that they did not have vision statements in their schools.

Table: 4.3.11. IF YOUR ANSWER TO THE QUESTION IN TABLE 4.3.10 IS YES, WHAT DOES IT SAY?

25% of educators who indicated that they have a vision in their school were able to put the school's vision down in writing while 50% could not be able to put it down in writing. It was also noted that out of a total of four educators only one educator indicated that there is no vision for their school.

4.3.12. IF YOUR ANSWER TO THE QUESTION IN TABLE 4.3.10 WAS YES, WHO CRAFTED IT?

75% of the total number of respondents, who indicated that they had a vision for their schools, 25% of the total number of respondents, was able to indicate that the vision was crafted by a wide range of a group of persons at different points in time and sometimes together while 50% of those educators indicated that the vision was crafted by one person. These groups of individuals included amongst others the principal, educators, members of the SGB, learners outside the SGB and stakeholders outside the school. From the group of three, who said they have a vision two could not indicate who was responsible for the crafting of their school's vision.

Table: 4.3.13. IF YOUR ANSWER TO 10 WAS YES, IS IT WRITTEN DOWN?

	(N=4)	
1. Yes	03	75%
2. No	01	25%

100% of the respondents indicated precisely that their school visions are written down.

Table: 4.3.14. IF YOUR ANSWER TO 10 ABOVE WAS YES, WHERE IS IT PLACED?

50% of respondents indicated that their schools' vision was placed on a file in their schools' administration, while 25% of all respondents, indicated that the original document is kept in a file in the principal's office and that the vision has been copied and placed on charts in the principal's office and on the staffroom wall for everybody to see. The other 25% indicated that their school visions are placed in the principals' offices, in the staffroom and in all school halls.

Table: 4.3.15. DOES YOUR SCHOOL HAVE A MISSION STATEMENT?

	Educator Responses	
1. Yes	03	75%
2. No	01	25%

The respondents indicated that the majority of schools at 75% had mission statements crafted in their schools while only 25% didn't have crafted mission statements.

Table: 4.3.16. IF YOUR ANSWER TO 4.1.15 ABOVE WAS YES, IS YOUR VISION RELATED TO YOUR SCHOOL'S MISSION STATEMENT?

	Educator Responses	
1.Yes	03	75%
2.No	01	25%

The majority of respondents at 75% indicated that their individual visions and mission statements were related to and influenced by their schools' visions and mission statements while 25% indicated that their mission statements were not related to their schools' mission statements.

4.3.17. IF YOUR ANSWER TO 4.1.17 ABOVE WAS YES, HOW IS YOUR SCHOOL'S MISSION STATEMENT RELATED TO YOUR VISSION?

Out of the 75% of educators who indicated that their schools' visions and mission statements are related to theirs only 25% of the educators were able to state the relationship that existed between their school's vision and mission statements while 50% of the other respondents could not indicate if there was any connection between their mission statements' and their schools mission statements.

Table: 4.3.18. DOES YOUR SCHOOL HAVE A SCHOOL DEVELOPMENT PLAN FOR THE NEXT THREE TO FIVE YEARS?

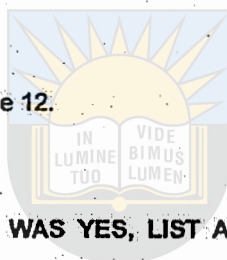
	Educators Responses (N = 4)	
1.Yes	04	100%
2.No	00	00%

100% of the respondents indicated that their schools had school developmental plans for three to five year periods.

4.3.19. IF YOUR ANSWER TO QUESTION 4.1.18 ABOVE WAS YES, LIST ALL ASPECTS OF YOUR SCHOOL'S DEVELOPMENT PLAN?

Aspects of the schools' developmental plans given by 100% of all educators as part of their schools' developmental plans included the following:

- Renovations to school buildings.
- School premises' improvements.
- Broadening the curriculum.
- Improve the schools' pass rate in grade 12.
- Computer literacy.



4.3.20. IF YOUR ANSWER TO 4.1.18 ABOVE WAS YES, LIST ALL THE ROLE PLAYERS THAT WERE INVOLVED IN ITS CREATION?

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75% of the educators indicated that in their schools the School Development Plan was drawn at a meeting in which the SGB and educators participated, while 25% of the educators indicated that it was drawn by the SGB, educators and the school building committee.

C.STRATEGY IMPLEMENTATION FOR PERFORMANCE MANAGEMENT AT SCHOOL FOR SCHOOL BASED EDUCATORS.

Table: 4.3.21. DO ALL LEARNING AREAS/SUBJECTS OFFERED AT YOUR SCHOOL HAVE EDUCATORS TO OFFER INSTRUCTION TO LEARNERS ON THEM?

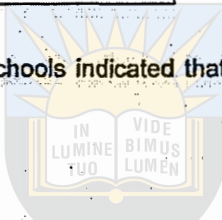
	Educator Responses	
1.Yes	04	100%
2.No	00	00%

100% of all the respondents indicated that in their schools all subject/learning areas had an educator allocated to them, and that lessons are being offered to learners by these educators.

Table: 4.3.22. IF YOUR ANSWER TO QUESTION 4.1.21 WAS YES, ARE ALL EDUCATORS OFFERING INSTRUCTION IN SPECIFIC LEARNING AREAS TO LEARNERS QUALIFIED TO DO SO?

Educator Responses (N = 4)		
1. Yes	04	100%
2. No	00	00%

100% of the respondents from all the different schools indicated that educators who are teaching the different subjects in their schools are qualified to do so.



4.3.23. IF YOUR ANSWER TO QUESTION 4.1.22 WAS NO INDICATE THE NUMBER OF EDUCATORS WHO ARE TEACHING LEARNING AREAS IN WHICH THEY ARE NOT QUALIFIED AS A PERCENTAGE AND THE SUBJECTS /LEARNING AREAS THEY TEACH.

100% responses of educators indicated that in their schools there were no educators teaching a learning area in which they were not trained or qualified to teach.

Table: 4.3.24. ARE ALL EDUCATORS IN YOUR SCHOOL ADEQUATELY SUPPLIED WITH RESOURCES TO CARRY ON WITH THEIR INSTRUCTIONAL TASKS?

Number of SMT members(N=4)		
1. Yes	03	75%
2. No	01	25%

75% of all the respondents indicated that they were adequately supplied with resources to plan and present their lessons while 25% of the respondents indicated to experience a serious shortage of teaching and learning resources.

4.3.25. IF YOUR ANSWER TO QUESTION 4.1.22 WAS NO, PLEASE LIST ALL KINDS OF TEACHING AND LEARNING RESOURCES THAT YOUR EDUCATORS MOSTLY HAVE TO DO WITHOUT AND ALSO INDICATE THE EXTENT OF THE SERIOUSNESS OF THE SHORTAGE.

The 25% of educators who indicated to be experiencing a problem with resources indicated that there was an acute shortage of textbooks in some learning areas in her school.

Table: 4.3.26. ARE EDUCATORS IN YOUR SCHOOL MONITORED TO ENSURE THAT THEY TEACH?

	SMT (Number = 4)	
1.Yes	04	100%
2.No	00	00%

100% of the respondents indicated that they monitor educators in their schools to ensure that they teach.

4.3.27. WHO IS RESPONSIBLE FOR MONITORING WHETHER EDUCATORS IN YOUR SCHOOL DO TEACH ACCORDING TO THE TIMETABLE DRAWN?

50% of the educators from the four respondents indicated that monitoring the performance of educators was the responsibility of the SMT and the senior educators, while 50% of the educators indicated that monitoring the performance of educators was the responsibility of the SMT, senior educators and peer educators.

4.3.28. WHAT IS THE PURPOSE OF A CLASS VISIT AT YOUR SCHOOL?

Out of the 100% of educators who responded to this question, 50% of the educators indicated a class visit as a mechanism to motivate an educator to do more work, while 25% of the educators identified syllabus coverage as the main purpose for monitoring the performance of educators, while one identified evaluating an educator for pay progression purposes, the last 25% indicated that they monitor the performance of their educators so as to develop teaching competencies of underperforming educators.

Table: 4.3.29. IS THE PURPOSE OF CLASS VISITS CLEARLY COMMUNICATED AND MADE KNOWN TO ALL EDUCATORS IN YOUR SCHOOL?

	SMT Responses	
1.Yes	04	100%
2.No	00	00%

100% of the respondents indicated that the class visits and their purpose are discussed and clearly communicated to everyone at school.

Table: 4.3.30. IS CLASS VISITS AS A MECHANISM TO MONITOR EDUCATORS' PERFORMANCE ACCEPTED BY ALL EDUCATORS AT YOUR SCHOOL?

	SMT Responses	
1.All educators accept them	00	00%
2.A majority of educators accept them	02	50%
3.Few educators accept them	02	50%
4.Few educators do not accept them	00	00%
5.All educators do not accept them	00	00%

50% of all respondents indicated that educators at their schools readily accept class visits while another 50% of respondents indicated that educators at their schools do not accept class visits as a mechanism to monitor their performance.

4.3.31. WHAT HAPPENS IMMEDIATELY AFTER A CLASS VISIT WAS CONDUCTED?

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100% of the educators who responded to this question identified that after a class visit all the following actions have to take place:

- Final scoring.
- Feedback.
- Discussion of how scoring was done
- Remedial action.

Table: 4.3.32. DOES YOUR SCHOOL HAVE A SYSTEM IN PLACE TO DETERMINE DEVELOPMENTAL NEEDS OF EDUCATORS IN RESPECT OF THEIR TEACHING DUTIES?

	SMT responses	
1.Yes	02	50%
2.No	02	50%

50% of respondents indicated that in their schools there are systems in place to determine the developmental needs of educators whereas 50% of other respondents indicated that they did not have systems in place to determine educators' developmental needs.

4.3.33. IF YOUR ANSWER TO 4.1.32 ABOVE WAS YES, STATE CLEARLY HOW THIS SYSTEM WORKS IN IDENTIFYING EDUCATOR DEVELOPMENTAL NEEDS?

25% of the educators who indicated that they have a system in place to determine educator developmental needs failed to indicate the process by which educators developmental needs are determined by not offering any answer to this aspect, while 25% offered responses which were not relevant to the demands of the question.

Table: 4.3.34. APART FROM YOUR SCHOOLS' EFFORTS AT DEVELOPING EDUCATORS IN AREAS WHERE THEY NEEDED DEVELOPMENT, HAVE YOU OR ANY OF THE MEMBERS OF YOUR STAFF RECEIVED ANY DEVELOPMENTAL INITIATIVE FROM ANY SOURCE OUTSIDE OF YOUR SCHOOL?

	Educators responses (N = 4)	
1.Yes	03	75%
2.No	01	25%

75% of the respondents indicated that apart from their schools' developmental efforts, they had received other developmental initiatives outside their schools while 25% indicated that they received training only from their schools.

4.3.35. IF YOUR ANSWER TO QUESTION 4.3.32 WAS YES, NAME THE SOURCE OF YOUR DEVELOPMENTAL INITIATIVE?

25% of the educators responded that they get developmental training by registering with tertiary institutions, while the other 50% mentioned private training companies.

D. STRATEGY EVALUATION ON PERFORMANCE MANAGEMENT AT OWN SCHOOL

Table: 4.3.36. DO EDUCATORS IN YOUR SCHOOL CONDUCT A SELF ASSESSMENT TO DETERMINE THEIR AREAS OF STRENGTH AND WEAKNESS?

	Educators responses (N = 4)	
1.Yes	03	75%
2.NO	01	25%

The majority of respondents at 75% indicated that in their schools' educators conducted self – assessment to determine their areas of strength and areas that needed development while 25% of educators indicated that they did not conduct any self-assessment to determine areas of strengths and weaknesses in their teaching.

4.3.37. IF YOUR ANSWER TO 4.1.36 WAS YES, WHEN DO THEY CONDUCT THIS SELF ASSESSMENT? GIVE A SPECIFIC PERIOD DURING THE COURSE OF THE YEAR?

50% of respondents indicated that educator self- assessment should be done during the first quarter of the academic year whereas the other 25% stated that it should be done throughout the year.

4.3.38. GIVE A SPECIFIC REASON WHY YOU THINK SELF ASSESSMENT SHOULD BE DONE DURING THAT SPECIFIC TIME?

50% of the educators indicated that it is done at that time since it is the beginning of the year and the start of the cycle for developmental appraisal, while 25% indicated that for self- assessment to be more effective it should be undertaken throughout the year.

4.3.39. IF YOUR ANSWER TO 4.1.35 WAS YES, LIST ALL AREAS WHERE EDUCATORS IN YOUR SCHOOL NORMALLY INDICATE A NEED FOR DEVELOPMENT.

25% of respondents did not indicate any area where educators in their schools normally needed development, but 50% of the educators identified lesson plans and assessment techniques as the most problematic areas amongst educators in their schools.

Table: 4.3.40. DO MEMBERS OF YOUR SMT ASSESS EDUCATORS IN PRACTICE IN THE REAL CLASSROOM SITUATION?

	Educator responses (N = 4)	
1.Yes	02	50%
2.No	02	50%

50% of respondents indicated that members of their SMT assessed educators in practice in a real classroom situation while the other 50% indicated that they did not assess educators in a real classroom situation.

Table: 4.3.41. IF YOUR ANSWER TO 4.1.39 WAS YES, IS THE PURPOSE OF THE PROGRAMME KNOWN BY EVERYONE?

Educators responses (N = 4)		
1.Yes	02	50%
2.No	02	50%

50% of respondents indicated that the purpose of a programme of class visits in their schools was known by everyone, while the other 50% of respondents indicated that the programme of class visits was not known by everyone.

4.3.42. IF MEMBERS OF THE SMT DO NOT ASSESS EDUCATORS IN PRACTICE, STATE FULLY ALL THE REASONS WHY IT IS NOT DONE?

50% of the SMT members claimed that educators are not evaluated because they, as members of the SMT do not fully understand what they have to look for during a class visit exercise, while the other 50% of the SMT members didn't advance any reasons.

4.3.43. IF INTERNAL ASSESSMENT OF EDUCATORS IS DONE, BUT NOT ACCORDING TO THE DEPARTMENTAL PROGRAMME, STATE ALL CHALLENGES FACED IN THIS REGARD.

50% of the SMT members didn't offer any answers, while the other 50% claimed that big classes and the fear of falling behind in the syllabus were the main reasons why it was not done.

4.3.44. ACCORDING TO COLLECTIVE AGREEMENT (8 OF 2003), HOW MANY PERFORMANCE STANDARDS ARE USED TO EVALUATE EDUCATORS AT POST LEVEL ONE?

100% of the members of the SMT correctly indicated that seven performance standards are used to evaluate an educator's performance at level one.

4.3.45. ACCORDING TO COLLECTIVE AGREEMENT (8 OF 2003), HOW MANY PERFORMANCE STANDARDS ARE USED WHEN EVALUATING THE PERFORMANCE OF AN EDUATOR AT POST LEVEL TWO?

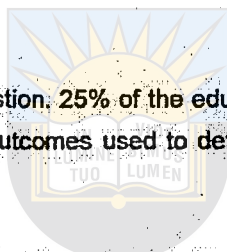
100% of the SMT members correctly indicated that educators at post level 2 are evaluated for developmental purposes or for pay progression purposes using ten performance standards.

4.3.46. ACCORDING TO COLLECTIVE AGREEMENT (8 OF 2003), HOW MANY PERFORMANCE STANDARDS ARE USED TO ASSESS AN EDUCATOR AT POST LEVEL 3&4 IN YOUR SCHOOL?

100% of the SMT members correctly indicated that educators at these levels are evaluated through the use of twelve performance standards.

4.3.47. ACCORDING TO THE NATIONAL CURRICULUM STATEMENTS, HOW MANY LEARNING OUTCOMES ARE USED BY EDUCATORS TO ASSESS WHETHER A LESSON PRESENTED WAS EFFECTIVE?

75% of all educators did not respond to this question. 25% of the educators responded correctly by stating that different learning areas have different learning outcomes used to determine the effectiveness of a lesson in a particular learning area.



4.3.48. HAVE YOU OR FELLOW MEMBERS OF YOUR SMT BEEN TRAINED IN AREAS WHERE YOU OR YOUR FELLOW MEMBERS OF THE SMT HAVE INDICATED A NEED FOR TRAINING?

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50% of the members of the SMT indicated that they received training while the other 50% indicated that they have never received any sort of training in areas where they had indicated they needed training.

4.3.49. IF TRAINING HAS TAKEN PLACE, WHO CONDUCTED IT?

50% of the SMT members who indicated that they received training, they indicated that their training was conducted by the Education Development Officer (EDO) and the Subject Advisors.

4.3.50. WAS THE TRAINING RECEIVED ADEQUATE TO ADDRESS YOUR DEVELOPMENTAL NEEDS?

100% of those who responded that they had received training, indicated that the training they received was adequate to address their developmental needs.

4.3.51. IF YOUR ANSWER TO 4.1.48 WAS NO, STATE AREAS WHERE YOU STILL NEED DEVELOPMENTAL TRAINING:

100% of the respondents who answered this question indicated that they needed training on two fundamental aspects of management which are financial management and budgeting.

4.3.52. HAVE YOU OR FELLOW MEMBERS OF YOUR SMT EVER BEEN EVALUATED EXTERNALLY?

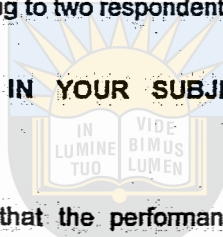
50% of the members of the SMT responded that they were evaluated externally, while the other 50% indicated that they were never evaluated externally.

4.3.53. HOW WAS YOUR ATTITUDE TOWARDS THE IMPLEMENTATION OF THE IQMS WHEN IT WAS TO BE IMPLEMENTED IN YOUR SCHOOL FOR THE FIRST TIME?

The attitude of all educators (100%) who were SMT members, was negative at first but changed later to acceptance and eventually to full support according to two respondents.

4.3.54. HOW DID LEARNERS PERFORM IN YOUR SUBJECT/LEARNING AREA BEFORE THE IMPLEMENTATION OF IQMS?

50% of the members of the SMT indicated that the performance of learners in their schools in their subjects/learning areas had challenges, while the other 50% indicated that learners' performance in their learning areas was good.



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4.3.55. HOW DID LEARNERS PERFORM IN YOUR SUBJECT AFTER THE IMPLEMENTATION OF THE IQMS?

50% of the SMT members who said the performance was good, indicated that even after implementation of the IQMS, the performance remained good. 50% of those respondents who indicated that their learner's performance had challenges, indicated that the challenges continued despite the implementation of the IQMS.

4.3.56. HAS THE OVERALL LEARNER PERFORMANCE IN YOUR SCHOOL IMPROVED SINCE THE IMPLEMENTATION OF THE IQMS?

100% of the respondents indicated that there has been no overall improvement in learner performance at their schools since the implementation of the IQMS.

4.3.57. IF YOUR ANSWER TO THE QUESTION ABOVE IS POOR OR BAD, WHAT DO YOU THINK IS THE CAUSE OF POOR OR BAD PERFORMANCE BY LEARNERS?

The 100% of the SMT members who indicated that there is no overall learner improvement in their schools, indicated lack of learner support services in the form of parental support and motivational programmes for learners.

4.3.58. WHAT DO YOU THINK SHOULD BE DONE TO ADDRESS THE CHALLENGES GIVEN IN QUESTION 4.3.54?

50% of the SMT members indicated that the IQMS in its current form should be restructured though no specific details are indicated while the other 50% indicated that it should be kept as it is.

4.4. A STRUCTURED INTERVIEW SCHEDULE FOR EDUCATORS AT SMT LEVEL

Table: 4.4.1. BIOGRAPHICAL DETAILS OF THE RESPONDENTS

(N=3)		
1.Male	01	33%
2.Female	02	67%

The respondents who participated in this study through interviews consisted of one male and two females whose percentages are 33 1/3% and 66 2/3 % respectively.

Table: 4.4.2. TEACHING EXPERIENCE

(Educator Numbers=3)		
1. 00 – 10	00	00%
2. 10 - 20	00	00%
3. 20 – 30	03	100%

100% of the respondents who participated in this study through interviews were fairly experienced and were in the 20 – 30 year experience band. This meant that they were adequately qualified to participate in this study.

Table: 4.4.3 EDUCATIONAL QUALIFICATIONS

	(Number of educators = 03)	
1. Matric and teaching diploma	01	33 1/3%
2. A Degree and a teaching diploma	01	33 1/3%
3. Two and more degrees plus a teaching diploma	01	33 1/3%

33 1/3% of educators' qualifications range between a matric and a three year teacher specialist training, while another 33 1/3 % had a degree and a diploma while the last group at 33 1/3% had two and more degrees and a teaching diploma. These qualifications meant that educators who participated in this study ranged between being reasonably qualified to highly qualified and thus have the knowledge and ability to contribute meaningfully to the study.

Table: 4.4.4 EDUCATORS RANK IN OWN SCHOOL

	(Number of Educators = 03)	
1. Educator	00	00%
2. Member of SMT	03	100%

100% of the respondents are educators who are members of the SMT at their respective schools, and therefore qualify to be interviewed on the respective aspects of IQMS implementation and its impact on their schools.

Table: 4.4.5. TYPE OF SCHOOL IN WHICH THE RESPONDENT TEACHES.

	(Number of Respondents = 03)	
1. Primary	01	33 %
2. Secondary	02	67%
3. Other	00	00%

33% of the respondents are teaching in primary schools, while 67% were coming from the secondary school section.

Table: 4.4.6. GEOGRAPHIC LOCATION OF THE SCHOOL

1.Rural	03	100%
2.Urban	00	00%
3.Other	00	00%

100% of the respondents come from schools located in rural areas as it was a chief requirement of this study.

4.4.7. WHEN DID YOU HEAR ABOUT THE POSSIBILITY OF THE INTRODUCTION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM AS A TOOL TO MANAGE THE PERFORMANCE OF ALL SCHOOL BASED EDUCATORS?

33% of the SMT members indicated having heard of the possibility that IQMS was going to be introduced to manage the performance of educators in 2001 while 67% indicated having heard of IQMS introduction to manage educators' performance in 2005.

4.4.8. WHAT WERE YOUR FEELINGS WHEN YOU HEARD THAT AS GOVERNMENT POLICY THE IQMS WAS GOING TO BE USED TO MANAGE THE PERFORMANCE OF ALL SCHOOL BASED EDUCATORS?

67% of the SMT members indicated to have been very happy that at last something was being done by government to monitor performance of educators. This is clearly illustrated by the choice of words used by the respondents during the interview sessions. From the 67% of respondents some described their feelings as being "excited" and "enthusiastic", and "taken up".

Contrary to the views expressed by 67% of the respondents, 33% of the other respondents indicated to have felt "insecure" and "confused" at the same-time on learning that a new system was going to be introduced.

4.4.9. WHAT WERE YOUR EXPECTATIONS FROM THE IMPLEMENTATION OF THE IQMS AS A TOOL TO MANAGE THE PERFORMANCE OF SCHOOLBASED EDUCATORS

67% of the respondents indicated that their main expectation from the new policy was that educators were going to be subjected to "developmental training", followed by an improved incentive system for educators who had displayed good work while 33% of the respondents indicated that "smooth functioning of schools" and "quality results from learners" was eventually what they thought was going to be achieved under the new policy.

4.4.10. IS YOUR SCHOOL IMPLEMENTING THE IQMS TO MONITOR THE PERFORMANCE OF ALL EDUCATORS AT YOUR SCHOOL?

67% of the educators conceded that they were implementing the IQMS policy in managing the performance of educators in their schools but that this was done only "Partially" while the remaining 33% of the respondents indicated that in their school they were implementing the IQMS "fully".

4.4.11. DOES YOUR SCHOOL HAVE A VISION STATEMENT?

67% of the respondents indicated that their schools have mission statements while 33% indicated that they did not have a vision statement.

4.4.12. DOES YOUR SCHOOL HAVE A MISSION STATEMENT?

67% of the respondents indicated that in their schools they have mission statements while 33% indicated that they did not have it.

4.4.13. WHO CRAFTED YOUR SCHOOL'S VISION AND MISSION STATEMENTS?

67% of the respondents indicated that the vision and mission statements in their schools were crafted by the principal as an immediate supervisor while the 33% of respondents indicated that it was a collaborative effort between the staff and the SGB.

4.4.14. HAS THE IMPLEMENTATION OF THE IQMS BEEN ABLE TO IMPACT POSITIVELY OR NEGATIVELY ON YOUR PLANNING DUTIES, PLEASE ELABORATE ON THE IMPACT IT HAD ON YOUR PLANNING ASPECT OF YOUR MANAGEMENT.

The views expressed by the respondents on the impact of the IQMS on how they execute their planning duties as managers differ widely. 33 1/3% of the respondent indicated that since they are not implementing it fully, it has not been able to influence them in their planning aspects of management in any way.

The second respondents, at 33 1/3%, indicated that the way IQMS is implemented in their school has been haphazard and as a result it impacted negatively on their implementation of set plans because to them IQMS emphasizes the submission of documents, an activity that tends to disrupt the normal activities of the school.

The third group of respondents, at 33 1/3% indicated that the IQMS has been able to assist them specifically in having set plans for the day, week, month and the whole year according to which to gauge the effectiveness of their teaching activities. To these respondents, successful teaching and learning dependent on meeting these set

targets throughout the year and these enable them to keep focused on the job at hand.

4.4.15. HAS THE IMPLEMENTATION OF THE IQMS BEEN ABLE TO IMPACT POSITIVELY OR NEGATIVELY ON YOUR IMPLEMENTATION OF TEACHING AND LEARNING DUTIES? PLEASE ELABORATE?

67% of the respondents indicated that the IQMS has not been able to have any significant effect because it is not properly implemented, a situation that becomes evident when there are no class visits done by the responsible officials at schools contrary to the spirit of developmental appraisal aspect of the IQMS and the performance measurement aspect of the same policy.

The last group of the respondents, at 33% indicated that the IQMS has been able to have a positive effect on how he is able to impart learning to his learners because through the implementation of the new system he has been able to come up with new strategies that enable him to maintain discipline better than before.

4.4.16. HAS THE IMPLEMENTATION OF THE IQMS BEEN ABLE TO IMPACT POSITIVELY OR NEGATIVELY ON HOW YOU EVALUATE THE SUCCESS OF YOUR TEACHING DUTIES? PLEASE ELABORATE.

67% respondents have indicated that the implementation of the IQMS has had no positive effect at all on how teachers evaluate the success of their teaching activities, as 33% of the respondents further argued that educators most the time "thumb-suck" during the process of evaluating themselves and of fellow educators in practice in class.

34% of the respondents indicated to have found the implementation of the IQMS fruitful in assisting them to evaluate the successes of their teaching duties. They further argued that the first step by educators evaluating the success of their teaching activities begins with educators doing self-assessment exercises to determine their areas of strengths as well as his areas of weaknesses.

4.4.17. HAS THE ACHIEVEMENT OF LEARNERS IN YOUR SCHOOL IMPROVED OR NOT IMPROVED SINCE THE INTRODUCTION OF THE IQMS?

33% of the respondents had indicated that learner performance in their school has not improved since the introduction of the IQMS as the school was performing persistently well before the introduction of the new system and there have been no changes in this regard.

The second group of respondents at 67%, indicated that in their schools there has been no significant improvement, and to make matters worse the results of learners in their schools have over the past year reached an all-time low.

4.4.18. HAS THE PHYSICAL CONDITION OF YOUR SCHOOL (IN TERMS OF BUILDINGS, TEACING SPACE, TEACHING AND LEARNER SUPPORT MATERIALS) IMPROVED SINCE THE INTRODUCTION OF THE IQMS?

67% of the respondents have indicated that the physical condition of their schools has not changed at all with respect of school buildings and other physical resources while 33% of the respondents conceded that there has been a lot of change in terms of their physical resources though these have not been achieved at government expense.

4.5. CONCLUSION

This chapter concentrated on presenting a detailed and step by step presentation of data that came up in response to both the questionnaires and the interviews as research tools based on the views and feelings of the respondents as they pertained to the questions asked based on the research questions presented earlier in chapter one of the orientation to the study.

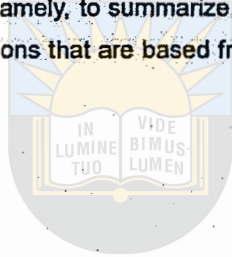
The next chapter will then proceed to draw conclusions based on the research findings made in this chapter and then provide useful recommendations on what kind of impact respondents indicated that the new system of managing performance has had on how they implement both their teaching duties and their management activities of the teaching and learning situations.

CHAPTER FIVE: SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION.

In the previous chapter, the research data was presented, analyzed, interpreted and processed in order to ensure that the views of educators on the impact of the IQMS as a performance management tool with regard to strategy formulation, strategic planning, strategy implementation and strategic evaluation as the corner stones of the new policy were captured fully.

The purpose of this chapter therefore is twofold, namely, to summarize the key findings reached at through this study, and secondly to make strong recommendations that are based from the responses made by respondents in respect of this study's research questions.



5.2. SUMMARY OF FINDINGS

The respondents chosen to participate in this study responded to both the questionnaire and the interviews indicating a multiplicity of views, opinions and perceptions about the kind of impact that the IQMS as a performance management system has introduced and not introduced in how they go about their daily work routine in teaching and managing the teaching activities of those who are entrusted with that task. From an analysis of the views expressed it is clear that the purpose of the research was achieved as useful insights were gained on what impact the new system has had on the management and implementation of the teaching and learning activities by educators since the introduction of the new policy.

5.2.1. FINDINGS IN RESPECT OF RESEARCH QUESTION ONE: WHAT IMPACT HAS THE INTRODUCTION OF THE IQMS POLICY HAD ON EDUCATORS AND SCHOOLS WITH REGARDS TO STRATEGY FORMULATION AND STRATEGIC PLANNING?

With regards to the above research question, the majority of respondents indicated that their schools have a clear understanding of the importance of formulating a strategy for success if performance was going to be monitored successfully and that if performance was going to be successful and achieve the intended results through objects that are set clearly and unambiguously during the strategic formulation and strategic planning phase.

The notion expressed above is clearly illustrated by the fact that most respondents indicated that their schools have crafted a vision and a mission statement for their schools, which is the first pillar for successful performance by all employees in any institution, be it in the private or public sector.

Of great concern with regards to the crafting of the vision and mission statements at schools of the respondents was the fact that the greatest majority of all the visions and mission statements were crafted only by management and in some cases with little involvement of educators while very little or no involvement at all was afforded to parents of learners and the greatest number of stakeholders in the schools immediate environment.

Closely related to the notion of a vision and mission statements, a significant number of educators who formed part of this study indicated that they have their own vision and mission statements but their visions and mission statements contradicted those of their schools, which meant that this was a recipe for disaster. These should be a uniting force that contributes to building an esprit de corps amongst all those who work in the same institution. Still a significant number of educators had no vision and mission statements by which they govern their working lives.

The second aspect of significance in strategic formulation and planning that all respondents indicated that they have in their various institutions were long-term plans, medium term plans and short term plans of how they intend to tackle their tasks of executing and managing the execution of the activities of teaching and learning by subject teachers in their schools.

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It is however of great concern to note that a substantial number of educators who formed part of this study conceded that despite having all the plans and schedules of how they plan to tackle their daily teaching activities, these plans are not followed to the letter for various reasons which are part of the schools own making and others are out of their own making and fall squarely on the department of basic educations doorsteps.

5.2.2.FINDINGS IN RESPECT OF RESEARCH QUESTION TWO: WHAT IMPACT HAS THE IQMS HAD ON STRATEGY IMPLEMENTATION FOR SUCCESSFUL PERFORMANCE AT SCHOOLS BY SCHOOL BASED EDUCATORS UNDER THE NEW POLICY?

The greatest majority of educators who responded to the questionnaires and the interviews indicated that performance of educators at their schools was monitored but also a significant number of educators indicated that performance of educators in the form of class visits was not taking place because of resistance by educators who did not know what was the purpose of class visits was and still equated the current class visit with the traditional fault finding exercise, and also some supervisors also were not sure of what to do in class during a class visit exercise.

A most disturbing fact was that most respondents seemed not to know what a self - assessment exercise was under the new performance management, when is it supposed to be undertaken, what was its purpose and what should follows after it has taken place.

The second aspect of strategy implementation involves developmental initiatives on educators by the schools under the new policy. On the average, educators who responded to this question indicated that there are

attempts made at school level and at district level in order to address areas of weakness in how they perform their duties but there is confusion on when and how often and on the content of these developmental initiatives.

The third aspect of IQMS strategy implementation was that the majority of respondents voiced dissatisfaction on the manner in which IQMS implementation was carried out. These respondents indicated that too much emphasis was put on doing paper work and rushing to meet deadlines for submission of documents to the district office which can be disruptive to the teaching and learning activities as set out in individual schools programmes.

5.2.3. FINDINGS IN RESPECT OF RESEARCH QUESTION NUMBER THREE: STRATEGY EVALUATION FOR SUCCESSFUL PERFORMANCE BY SCHOOL BASED EDUCATORS.

With respect to the evaluation of the effectiveness of the strategy implemented under the IQMS as a performance management policy, most respondents indicated that after they have been evaluated internally between September and October each year, a period that is known as the IQMS season, they develop their own growth plans which are incorporated into their School Improvement Plans. A document that is used by both the school and the district office to create a developmental plan for the schools and the district to create a district improvement plan.

After the creating of the school improvement plan and the district improvement plan, a series of workshops is supposed to take place between February and July of each year. Most respondents indicated that the workshops conducted did not meet their specific areas of developmental needs whilst a significant number said the workshops conducted for them were effective.

To date, after eight years of IQMS implementation, the greatest majority of all respondents indicated that they have never been evaluated externally, while only a handful said they were evaluated externally. The new policy says that this should happen after three to five years for secondary schools while this should happen after every five years for primary school.

IQMS implementation should go with Whole School Development, but this has not taken place and schools therefore still miss out on being provided with much needed physical resources. IQMS works from a premise that says learner achievement and educator performance should be accompanied by a steady supply of resources. Lastly, educator performance will be measured by the degree to which learners pass.

The last aspect of strategy assessment deals with an improvement in both learner and teacher performance. It is however disheartening to note that most schools indicate no significant change in learner results since the introduction of this policy whereas only few educators said they had experienced a significant improvement in results since the introduction of the new policy.

5.2.4. RECOMMENDATIONS

After having presented the data obtained from the questionnaires and interviews, the data was scrutinized closely and a summary of the main findings contained in the data was also presented. Recommendations on what should be done in order to ensure that the policy should achieve the kind of impact that the policy makers had in mind when they introduced it in schools in order to monitor the performance of school based educators will now be made.

In order for schools to have any hope of managing the performance of all its members, school management teams, members of the School Governing Bodies and all stakeholders of schools must sit together and craft a common vision and a common mission statement. A common vision and a common mission statement are a part of an institutions overall strategy by which all those who have an interest in a particular school are going to have a single unifying purpose that is going to drive and direct the actions of all those who subscribe to it. It is of paramount importance that these two aspects of institutions overall strategy must be acceptable to all and not be seen as an imposition of the principal and his management team alone if ordinary workers are to perform beyond themselves.

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During the strategy implementation phase of performance management, it is of paramount importance that all actions and tools that are aimed at managing performance of school based educators must have been jointly decided, for example, the class visit exercise as a constitutional and legally binding tool, before it must be used it must be discussed at length by all those who are affected and must be demystified, so that its real purpose and *modus operandi* must be known by all. It is when this is happening that the class visit as an inalienable tool of performance management is understood that all educators will readily accept its use and support it. It is evident that the class visit as a means of evaluating and assessing educator performance is still going to be with us in the near future. This therefore calls for more workshops, debate and discussions on what it is, its usage in teaching as an evaluation tool.

From the information gathered during the research stage, it became clear that the management of performance of educators at schools is not done as per prescripts of the IQMS policy. It has come to the fore that the management of performance at schools is taken as an event and not a process. This is clearly illustrated by the respondents who view the evaluation of educators in practice as an event that takes place at the end of the year, which disrupts the smooth running of schools as all the other activities of the school are terminated in order to allow for class visits which are done only for compliance as educators had to do it in order to qualify for next year's pay progression. The concept of the IQMS still needs to be explained thoroughly through extensive workshops and information sharing sessions so that educators mindsets removed from viewing IQMS as only a pay progression activity but that the other aspect of educator development be emphasized as well, namely how an educator is supposed to perform his duties within the new policy framework. It is more fitting that the two aspects of pay progression and educator development be divorced from the entire system so that development

takes its own course and evaluation for pay progression takes another course.

It has also become apparent that the second phase of the policy dealing with performance management, namely, external Whole School Evaluation which forms an integral part of managing the performance of educators seemed to be abandoned by the state. This phase is very vital in evaluating educators externally and at the same time examine the background against which educators are working at their schools seemed to have been neglected. This is regrettable because a number of our school educators are forced to work at schools with virtually very little or no resources at all. This is regrettable, because research results on the matter indicate that best resourced schools are amongst the best performing schools all over the world. It is therefore strongly recommended that the phase of Whole School Evaluation must be introduced as a matter of urgency so that the other factors impacting adversely on educator performance in class are addressed speedily.

5.3. CONCLUSION

It is clear that the IQMS as a policy for managing the performance of school based educators has had an impact on how educators both at operational and management level go about doing their work, as concepts which were previously reserved for the corporate world have now come to be used in the education sector. Terms like strategy, vision and mission statement were previously unheard of in education but now they have become household names. Where decisions were taken at management level alone we see that decisions at schools are now taken jointly. It is has become essential therefore that principals assisted by the E.D.O.'s and the IQMS fieldworkers work closely with one another in order to ensure that the policy is explained at length, discussed extensively, and that its implementation be monitored closely so that all educators work according to it, the department of education through its district offices honours its obligations as per policy demands, then learning and teaching is bound to produce the kinds of outcomes envisaged by the state through this policy.

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APPENDIX A

P. O. BOX 1240
King Williams Town
5600
27 September 2011

The Circuit Manager
Circuit No. 11
King Williams Town District
King Williams Town
5600



Sir/Madam

RE; Permission to conduct research on three schools falling in your Circuit on the impact that the IQMS as a performance management policy has had on how educators perform their duties and on how managers are managing teaching activities since the inception of the policy.

I am an M.P.A. Student registered with the University of Fort Hare, and I am currently doing research in partial fulfillment of the requirements of the said degree. As part of the research project I am trying to assess the kind of impact that the IQMS has had on how educators are discharging their teaching duties and on how SMT's are also discharging their duties since the inception of the said policy in 2003.

I have subsequently purposively selected three schools falling in your circuit as samples to be investigated under this study because they fall in the rural areas. I would highly appreciate it if you could grant me permission to visit those schools for purposes of distributing questionnaires to be used during the research process. Such visits will take place during the breaks when no teaching takes place. I also undertake to use the information gathered only for the purposes of meeting the requirements for the said degree and that the true identity of the schools involved will not be mentioned anywhere in this study.

I am hoping for a positive response in this regard.

Yours Faithfully

C.X. MAJERMAN

APPENDIX B

P.O. Box 1240
King Williams Town
5600
25 September 2011

The Headmaster
School X
Circuit No.11
King Williams Town District
5600



Sir/Madam

University of Fort Hare

RE:Permission to conduct research in your school on impact of the IQMS on management and teaching activities of educators in your school since the inception of the policy.

I am an M.P.A. Student, registered with the University of Fort Hare. I am presently doing a research project, in partial fulfillment of the requirements for the M.P.A degree. I am trying to assess the kind of impact that the IQMS as a performance management policy has had on how teachers are doing their teaching activities and how school managements are managing the performance of educators since the inception of the policy in 2003.

I have thus purposively selected you, and your educators as subjects of study in the course of this study. I am therefore humbly requesting you to allow me to distribute questionnaires to your educators, and your SMT members. Some of the members of your SMT will also be requested to participate by partaking in interviews.

I undertake to keep all respondents anonymous, and that the information gathered during the course of this study will be used for no other purpose except for meeting requirements in partial fulfillment of the said study.

I am hoping for a positive response in this regard.

Yours Faithfully

C.X. MAJERMAN

APPENDIX C.**IMPACT ASSESSMENT TOOL FOR EDUCATORS AT POST LEVEL ONE****A. Biographical Details about the respondents****1. Gender of the Respondent**

1. Female	
2. Male	



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2. Age group

1. 25 - 30 yrs.	
2. 31 - 40yrs	
3. 41 - 50yrs	
4. 51 - 60yrs	
5. 61 - 65yrs	

3. Teaching experience

1. 1 -10yrs	
2. 11 - 20yrs	
3. 21 - 30yrs	
4. 31 - 40yrs	
5. 41yrs upwards	

4. Qualifications

1. Matric and professional Diploma	
2. A Degree and a Professional Diploma	
3. Two Degrees and Professional Diploma	
4. A Masters Degree and a Professional Diploma	
5. A Doctorate and a Professional Diploma	

3. If the answer to question 1, is yes, who was responsible for crafting it?

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4. Does your school have a mission statement?

1. Yes	
2. No	
3. Don't know	



5. If the answer is yes, can you state it in writing?

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6. Do you have your own vision as an individual teacher?

1. Yes	
2. No	

7. Have you determined the mission by which you will accomplish your vision?

1. Yes	
2. No	

8. If you have crafted your vision and mission statement, do they fit in with the vision and mission of your school, if your school has them?

1. Yes	
2. No	

9. Do you have a schedule for all your teaching activities

1. Yes	
2. No	

10. If your answer to question 9 above is, No state why?

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11. If the answer to question 9 is Yes, list all the aspects of your work that are contained in your schedule.

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C. STRATEGY IMPLEMENTATION

1. Do you prepare for all your lesson presentations?

1. All of them	
2. Most of them	
3. Few of them	
4. None of them	

2. If you do not plan for all your lessons, state the reasons why you are unable to do so.

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3. Do you keep all records of your lesson plans and daily preparation on your educator file?

1. All of them	
2. Most of them	
3. Few of them	
4. None of them	

4. If you do not keep all your lesson plan records and daily preparation records in your file, state the reasons why it is not the case.

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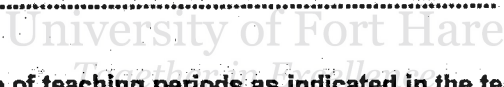
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5. Do you honour all your schedule of teaching periods as indicated in the teaching time table? Indicate your choice by making a cross in the appropriate box.

1. All of them	
2. Most of them	
3. Very few of them	
4. None of them	

6. If not all teaching periods are not honoured, state the reasons why they are not honoured:

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7. Did you ever have one or all of the following officials assisting you when you have a problem in your teaching work? Make a cross in the appropriate box.

1. Mentor	
2. Coacher	
3. DSG	
4. HOD	

8. Do you have a problem with resources required for planning and presenting your lessons?



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1. All of the time	
2. Most of the time	
3. On few occasions	
4. No problem at all	

9. If you experience a problem of resources for planning and presenting your lessons, please list them in order of importance to your lessons.

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10. Do all learners in your classes attend your teaching periods?

1. All learners attend	
2. Most of them attend	
3. Few of them attend	
4. None of them attend	

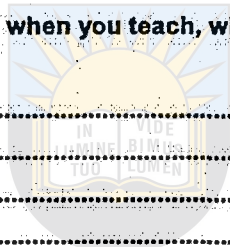
11. If not all learners are in class all of the time when you teach, where do you think they are?

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C. STRATEGY EVALUATION

1. Do you have a programme according to which you evaluate your learners?

1. Yes	
2. No	

2. If the Answer is Yes, how often do you evaluate, and at what intervals?

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3. If the answer to 1 above is No, state the reasons why you do not have one

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4. Do you give feedback to your learners after every task of evaluation given to them?

1. All the time	
2. Most of the time	
3. Very few times	
4. No feedback at all	



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5. If feedback is not given to learners all the time after they have been evaluated, state the reasons why it is so?

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6. Have you ever done any self-evaluation on yourself?

1. Yes	
2. No	

7. If the answer to 6 is Yes, did you discover any areas of weakness in yourself?

1. Yes	
2. No	

8. Do you have a Personal Growth Plan?

1. Yes	
2. No	

9. Did you ever receive any training on your areas of weakness from your school?

1. Yes	
2. No	



10. If the answer to 9 above is Yes, who of the following officials gave you training?

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1. DSG	
2. SDT	
3. HOD	
4. Subject Head	

11. Was the training received by you from the official indicated above adequate?

1. Yes	
2. No	

12. How many performance standards are used to evaluate the performance of an educator at Post Level one?

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13. How many learning outcomes are used to indicate a learner's understanding of the content of a learning programme?

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14. How did learners in your school perform at the end of the year exams before the implementation of the IQMS on educators as a method of managing their performance?

1. Well	
2. Poorly	



15. Do you think that the IQMS as a performance management system has been able to assist in improving the performance of learners at the end of the year?

1. Yes	
2. No	

16. Do you think that the IQMS as a performance management system has been able to assist in changing how educators perform their teaching duties in school since its implementation?

1. Yes	
2. No	

17. If teachers' performance in class has improved but learners' achievement at the end of the year has not changed significantly, what do you think is the cause of the disjuncture between improved teaching and poor learner performance? (Give all the possible factors that you can think of).

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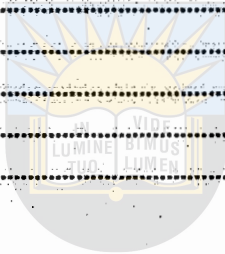
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APPENDIX D.

A STRUCTURED INTERVIEW SCHEDULE FOR SCHOOL MANAGEMENT TEAMS

1. Please indicate the following:

- A. Your gender.**
- B. Teaching experience**
- C. Qualifications (Academic and Professional)**
- D. Rank occupied at your school (Educator or Member of SMT)**
- E. Type of Institution where you teach (Primary or Secondary)**
- F. Geographic location of your school (Rural or Urban)**

2. When did you hear about the possibility of the introduction of the Integrated Quality Management System as a tool to manage the performance of school-based educators?

3. What were your feelings when you heard that as government policy the IQMS was going to be used to manage the performance of all school-based educators?

4. What were your expectations from the implementation of the IQMS as a tool to manage the performance of school-based educators?

5. Is your school implementing the IQMS to monitor the performance of all educators at your school?

6. Does your school have a vision statement?

7. Does your school have a mission statement?

8. Who crafted your school's vision and mission statements?

9. Has the implementation of the IQMS, been able to impact positively or negatively on your planning duties, please elaborate on the impact it had on your planning aspect of your management duties?

10. Has the implementation of the IQMS been able to impact positively or negatively on your implementation of teaching and learning duties? Please elaborate.

11. Has the implementation of the IQMS been able to impact positively or negatively on how you evaluate the success of your teaching duties? Please elaborate.

12. Has the achievement of learners in your school improved or not improved since the introduction of the IQMS?

13. Has the physical condition of your school (buildings, teaching space, teaching and learner support materials) improved since the introduction of the IQMS?



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APPENDIX A

P. O. BOX 1240

King Williams Town

5600

27 September 2011

The Circuit Manager

Circuit No. 11

King Williams Town District

King Williams Town

5600



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Sir/Madam

RE; Permission to conduct research on three schools falling in your Circuit on the impact that the IQMS as a performance management policy has had on how educators perform their duties and on how managers are managing teaching activities since the inception of the policy.

I am an M.P.A. Student registered with the University of Fort Hare, and I am currently doing research in partial fulfilment of the requirements of the said degree. As part of the research project I am trying to assess the kind of impact that the IQMS has had on how educators are discharging their teaching duties and on how SMT's are also discharging their duties since the inception of the said policy in 2003.

I have subsequently purposively selected three schools falling in your circuit as samples to be investigated under this study because they fall in the rural areas. I would highly appreciate it if you could grant me permission to visit those schools for purposes of distributing questionnaires to be used during the research process. Such visits will take place during the breaks when no teaching takes place. I also undertake to use the information gathered only for the purposes of meeting the requirements for the said degree and that the true identity of the schools involved will not be mentioned anywhere in this study.

I am hoping for a positive response in this regard.

Yours Faithfully



C.X. MAJERMAN

University of Fort Hare
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APPENDIX B

P.O. Box 1240

King Williams Town

5600

25 September 2011

The Headmaster

School X

Circuit No.11

King Williams Town District

5600



University of Fort Hare
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Sir/Madam

Re: Permission to conduct research in your school on impact of the IQMS on management and teaching activities of educators in your school since the inception of the policy.

I am an M.P.A. Student, registered with the University of Fort Hare. I am presently doing a research project, in partial fulfilment of the requirements for the M.P.A degree. I am trying to assess the kind of impact that the IQMS as a performance management policy has had on how teachers are doing their teaching activities and

how school managements are managing the performance of educators since the inception of the policy in 2003.

I have thus purposively selected you, and your educators as subjects of study in the course of this study. I am therefore humbly requesting you to allow me to distribute questionnaires to your educators, and your SMT members. Some of the members of your SMT will also be requested to participate by partaking in interviews.

I undertake to keep all respondents anonymous, and that the information gathered during the course of this study will be used for no other purpose except for meeting requirements in partial fulfilment of the said study.

I am hoping for a positive response in this regard.



Yours Faithfully

University of Fort Hare
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C.X. MAJERMAN

APPENDIX C.

IMPACT ASSESSMENT TOOL FOR EDUCATORS AT POST LEVEL ONE

A. Biographical Details about the respondents

1. Gender of the Respondent

1. Female	
2. Male	



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2. Age group

1. 25 - 30 yrs	
2. 31 - 40yrs	
3. 41 - 50yrs	
4. 51 - 60yrs	
5. 61 - 65yrs	

3. Teaching experience

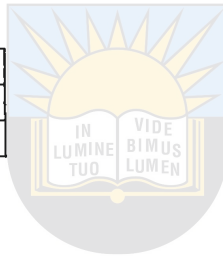
1. 1 -10yrs	
2. 11 - 20yrs	
3. 21 - 30yrs	
4. 31 - 40yrs	
5. 41yrs upwards	

4. Qualifications

1. Matric and professional Diploma	
2. A Degree and a Professional Diploma	
3. Two Degrees and Professional Diploma	
4. A Masters Degree and a Professional Diploma	
5. A Doctorate and a Prfessional Diploma	

5. Type of Institution in which the respondent teaches

1. Ordinary Primary School	
2. Ordinary Secondary School	
3. Special School	



6. Geographic location of the school

1. Village	
2. Township	
3. Town	

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7. Condition of buidings

1. Excellent	
2. Fair	
3. Delapidated	

B. Elements of Strategic Planning

1. Does your school have a vision?

1. Yes	
2. No	
3. Not Sure	

5. If the answer is yes, can you state it in writing?

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6. Do you have your own vision as an individual teacher?



1. Yes	
2. No	

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7. Have you determined the mission by which you will accomplish your vision?

1. Yes	
2. No	

8. If you have crafted your vision and mission statement, do they fit in with the vision and mission of your school, if your school have them?

1. Yes	
2. No	

9. Do you have a schedule for all your teaching activities

1. Yes	
2. No	

10. If your answer to question 9 above is, No state why?

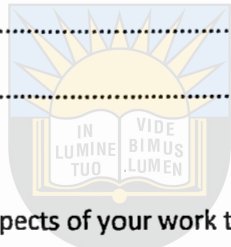
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11. If the answer to question 9 is Yes, list all the aspects of your work that are contained in your schedule.

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C. STRATEGY IMPLEMENTATION

1. Do you prepare for all your lesson presentations?

1. All of them	
2. Most of them	
3. Few of them	
4. None of them	

2. If you do not plan for all your lessons, state the reasons why you are unable to do so.

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3. Do you keep all records of your lesson plans and daily preparation on your educator file?

1. All of them	
2. Most of them	
3. Few of them	
4. None of them	

4. If you do not keep all your lesson plan records and daily preparation records in your file, state the reasons why it is not the case.

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5. Do you honour all your schedule of teaching periods as indicated in the teaching time table? Indicate your choice by making a cross in the appropriate box.

1. All of them	
2. Most of them	
3. Very few of them	
4. None of them	



6. If not all teaching periods are not honoured, state the reasons why they are not honoured:

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7. Did you ever have one or all of the following officials assisting you when you have a problem in your teaching work? Make a cross in the appropriate box.

1. Mentor	
2. Coacher	
3. DSG	
4. HOD	

8. Do you have a problem with resources required for planning and presenting your lessons?

1. All of the time	
2. Most of the time	
3. On few occasions	
4. No problem at all	



9. If you experience a problem of resources for planning and presenting your lessons, please list them in order of importance to your lessons.

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10. Do all learners in your classes attend your teaching periods?

1. All learners attend	
2. Most of them attend	
3. Few of them attend	
4. None of them attend	

11. If not all learners are in class all of the time when you teach, where do you think they are?

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C. STRATEGY EVALUATION

1. Do you have a programme according to which you evaluate your learners?



1. Yes	
2. No	

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2. If the Answer is Yes, how often do you evaluate, and at what intervals?

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3. If the answer to 1 above is No, state the reasons why you do not have one

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4. Do you give feedback to your learners after every task of evaluation given to them?

1. All the time	
2. Most of the time	
3. Very few times	
4. No feedback at all	



5. If feedback is not given to learners all the time after they have been evaluated, state the reasons why it is so?

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6. Have you ever done any self- evaluation ?

1. Yes	
2. No	

7. If the answer to 6 is Yes, did you discover any areas of weakness in yourself?

1. Yes	
2. No	

8. Do you have a Personal Growth Plan?

1. Yes	
2. No	



9. Did you ever receive any training on your areas of weakness from your school?

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1. Yes	
2. No	

10. If the answer to 9 above is Yes, who of the following officials gave you training?

1. DSG	
2. SDT	
3. HOD	
4. Subject Head	

11. Was the training received by you from the official indicated above adequate?

1. Yes	
2. No	

12. How many performance standards are used to evaluate the performance of an educator at Post Level one?

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13. How many learning outcomes are used to indicate a learner's understanding of the content of a learning programme?

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14. How did learners in your school perform at the end of the year exams before the implementation of the IQMS on educators as a method of managing their performance?

1. Well	
2. Poorly	

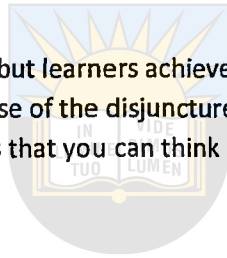
15. Do you think that the IQMS as a performance management system has been able to assist in improving the performance of learners at the end of the year?

1. Yes	
2. No	

16. Do you think that the IQMS as a performance management system has been able to assist in changing how educators perform their teaching duties in school since its implementation?

1. Yes	
2. No	

17. If teachers performance in class has improved but learners achievement at the end of the year has not changed significantly, what do you think is the cause of the disjuncture between improved teaching and poor learner performance? (Give all the possible factors that you can think of).



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Appendix E

A STRUCTURED INTERVIEW SCHEDULE FOR SCHOOL MANAGEMENT TEAMS

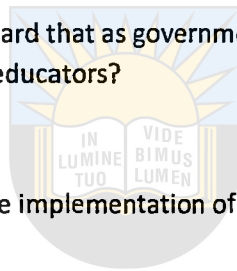
1. Please indicate the following:

A. Your gender.	
B. Teaching experience	
C. Qualifications (Academic and Professional)	
D. Rank occupied at your school (Educator or Member of SMT)	
E. Type of Institution where you teach (Primary or Secondary)	
F. Geographic location of your school (Rural or Urban)	

2. When did you hear about the possibility of the introduction of the Integrated Quality Management System as a tool to manage the performance of school-based educators?

3. What were your feelings when you heard that as government policy the IQMS was going to be used to manage the performance of all school-based educators?

4. What were your expectations from the implementation of the IQMS as a tool to manage the performance of school-based educators?



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5. Is your school implementing the IQMS to monitor the performance of all educators at your school?

6. Does your school have a vision statement?

7. Does your school have a mission statement?

8. Who crafted your school's vision and mission statements?

9. Has the implementation of the IQMS, been able to impact positively or negatively on your planning duties, please elaborate on the impact it had on your planning aspect of your management duties?

10. Has the implementation of the IQMS been able to impact positively or negatively on your implementation of teaching and learning duties? Please elaborate.

11. Has the implementation of the IQMS been able to impact positively or negatively on how you evaluate the success of your teaching duties? Please elaborate.

12. Has the achievement of learners in your school improved or not improved since the introduction of the IQMS?

13. Has the physical condition of your school (buildings, teaching space, teaching and learner support materials) improved since the introduction of the IQMS?



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