

EXPLORING THE PERCEPTIONS OF SELECTED SECONDARY
SCHOOL EDUCATORS OF THE EAST LONDON EDUCATION
DISTRICT ON THE DEVELOPMENTAL ASPECT OF THE
INTEGRATED QUALITY MANAGEMENT SYSTEM

Submitted in fulfillment of the requirements for the Degree of

Master of Education



The University of Fort Hare

Together in Excellence

By

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Supervisor

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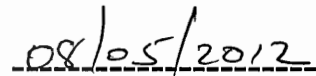
January 2012

DECLARATION

I, Melumzi T. Mbovane, declare that the work contained in this dissertation is my own unaided work, that all the sources I have used or quoted have been indicated and acknowledged by means of complete references and that I have not previously or in its entirety or in part submitted it at any university for a degree.


Signature




Date

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ACKNOWLEDGEMENTS

I wish to acknowledge:

- God, who gave me the courage, hope, endurance and strength to persevere with my studies.
- My supervisor, Nicky Pylman, for his diligent and unbroken supervision throughout my studies. Indeed his guidance which is characterized by a high level of professionalism and politeness made it possible for me to complete my studies.
- My co-supervisor, Dr Stunky Duku, for steering the program towards the right direction. Your unwavering support is highly appreciated.
- The Department of Education of the Fort Hare University in East London for being so good to me.
- To my study mates Mr Mrali and Ms Lupuwana. I would be making great omission if I forget to mention Ncumisa Gangqa who was always there for me.
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- To my wife, Thenjiwe and my three wonderful kids, Ndyebo, Athi and Zizopho without whose encouragement and support it would have been almost impossible for me to bring this project to an end.

DEDICATION

This dissertation is dedicated to my family, especially my wife Thenjiwe, my kids, Ndyebo, Athi and Zizipho, my late father Tutu Jackson, my dearest mom Nomthatsubana, siblings, friends and my colleagues for their unwavering support and encouragement.



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ABSTRACT

The study aimed to explore the perceptions of secondary school educators of the East London Education District on the developmental aspect of the Integrated Quality Management System. The researcher has observed that despite the endeavors of the Department of Education to implement IQMS, it seems as if there is no real development taking place in schools. The research was conducted in two secondary schools, one from an urban area and another from a rural area of the district under study. Purposeful sampling was employed and the sample comprised four educators from each school (i.e. the principal, IQMS coordinator, union member and post level one educator).

In this study the researcher employed a qualitative research approach in the form of a case study. The case comprised secondary school educators (including principals) of two purposively selected schools. The case study was meant to ensure the description and analysis of the qualitative data. Qualitative research lies with the idea that meaning is socially constructed by individuals in interaction with their world. The study embraced a basic interpretive paradigm. This type of paradigm is interested in understanding how participants make meaning of a situation or phenomenon. Data was collected by means of semi-structured interviews since they give the researcher latitude to explore emergent themes and ideas.

Findings reveal that the IQMS has not been fully implemented in schools because of many challenges. These challenges include lack of understanding of the IMQS process by educators, lack of honesty on the part of Developmental Support Groups in the way in which they are scoring during class observation, negative attitudes which educators are still harboring towards supervision, time factor, and lack of support on the part of the education district office. The respondents managed to come up with some developmental aspects of the IQMS although it became apparent that they are outweighed and clouded by these challenges. The respondents were adamant that the IQMS has, (a) given educators guidelines on how to teach, (b) gives schools autonomy to develop educators in-house, (c) it has improved cooperation in schools, (d) facilitates self-development and, (e) conscientizes educators about their strengths and weaknesses.

Key words: explore, perceptions, secondary school, educators, developmental and IQMS.

ACRONYMS

CFT – Collective Fingers Theory

DAS – Developmental Appraisal System

DIP – District Improvement Plan

DSG – Developmental Support Group

DoE – Department of Education

EDO – Education Development Officers

ELRC – Education Labor Relations Council

HOD – Head of Department

IQMS – Integrated Quality Management System

NGO – Non- Governmental Organization

NQF – National Qualification Framework

PGP – Personal Growth Plan

PMS – Performance Measurement System

SADTU – South African Democratic Teachers' Union

SAQA – South African Qualifications Framework

SDT – Staff Developmental Team

SIP – School Improvement Plan

SMT – School Management Team



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- A letter to sampled schools, requesting permission to conduct the study.
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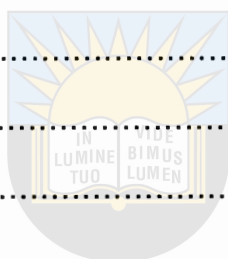
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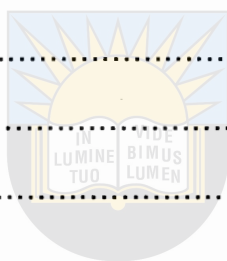
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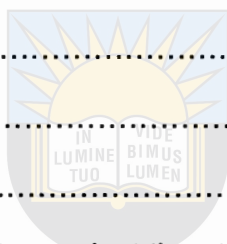
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CHAPTER ONE

BACKGROUND AND ORIENTATON TO THE STUDY

1.1 INTRODUCTION

This study seeks to explore the perceptions of selected secondary school educators on the developmental aspects of the IQMS. Since the inception of a democratic government in 1994, South Africa has had several processes for monitoring the quality of education, with the purpose of improving the outcomes of students through effective teaching and learning (Kanyane, 2008:3). These processes include the Developmental Appraisal System (DAS) (ELRC Resolution number 4 of 1998) which was introduced by the Department of Education (DoE) and other stakeholders as a tool for facilitating personal and professional development of educators in order to improve the quality of teaching practice and education management. DAS did not take off as envisaged, hence the introduction of the policy on Whole School Evaluation (WSE) which is a notice in terms of Section 3(4) (1) of the National Education Policy Act, (Act no. 27 of 1996).

Unlike DAS which focused more on teacher than on learner performance, the WSE is aimed at improving the overall quality of education in schools. As a process, WSE is meant to be supportive and developmental, rather than punitive and judgmental (Mathula, 2004:9-10). The South African Democratic Teachers Union (SADTU) observed that the DoE was giving priority to WSE at the expense of DAS. They proposed a new protocol for classroom observation to achieve real synergies between DAS and WSE so as to prevent a return to the inspection system that existed during the apartheid era (Kanyane, 2008:7). The Integrated Quality Management System (IQMS) came into being as an envisaged workable instrument, bringing

together Developmental Appraisal, Performance Measurement and Whole School Evaluation (Kanyane, 2008:7).

The IQMS is a holistic approach to teacher and school appraisal by determining competencies, assessing strengths and areas for development. It also provides support and opportunities for development, promoting accountability and monitoring an institution's overall effectiveness (ELRC, 2003:4 or 5). With the IQMS, the Department of Education seeks to provide a framework to ensure that teacher's individual contribution contributes to the effectiveness of the system (Bisschoff & Mathye, 2009:394). The IQMS has not been exonerated from challenges either. Although it addresses some problems of previous educator monitoring and appraisal instruments, it also created new challenges.



One of the challenges is that pointed out by De Clercq (2007:5), the tension of combining external and internal evaluation within the same instrument. She is very skeptical about the fact that a professional aspect which is developmental is combined with a bureaucratic aspect which is for control or performance management. Weber (2005:69) concurs with de Clercq (2007) as he fails to see how external accountability stands in relation to teachers' knowledge and experience of their work. Weber (2005:67) also fail to understand how can one instrument be used for two purposes, that is, to hold teachers to account on the one hand, and to appraise them on the other hand. He goes on to say that such contradiction is problematic because the two practices exist along each other.

Despite the challenges emanating from the way in which the IQMS is designed, some challenges emanated from the way in which the IQMS was implemented. Completing the

IQMS process at school level is not a guarantee that the needs of educators that are reflected in the School Improvement Plan (SIP) will be attended. The prospects of development for those educators whose development is supposed to be handled at district level are minimal, because their needs as reflected in the SIP are not met through in-service training and professional staff development, presumably because in-service training centers were abolished (Kanyane, 2009:111).

The challenges facing IQMS implementation are compounded by the fact that, at school level, the leaders of change (the School Management Team), the people who are charged with the responsibility of steering the IQMS process, seem to lack the capacity and competence to do so. Kanyane (2009:109) maintains that some heads of departments (HODs) supervise subjects which are not in their area of specialization. This raises questions about how the professional development of educators could be accomplished under such conditions. In a study conducted by Mathonsi (2006:5), it surfaced that the leaders of change at school level (SMT) were not qualified in terms of skill and knowledge to drive the IQMS process.

Although the implementation of the IQMS was met with some challenges, research reveals that some respondents managed to come up with developmental aspects of the IQMS. Dumakude (2010:50) claims that the IQMS is a good instrument because teachers identify areas of weakness where they want to be developed through self-evaluation or developed by the Developmental Support Group (DSG). According to Dumakude (2010:50), the IQMS is empowering educators with relevant skills, knowledge and values necessary for both personal development and whole school development. According to Danphat (2009:79), the IQMS is mainly focused on decision-making and accountability which revolves around the construct of

democratic participation, empowerment and accountable collaborative management. It is against this background that the problem statement below has been formulated.

1.2 PROBLEM STATEMENT

The researcher has observed that despite the endeavors of the DoE to implement the IQMS, there is still a problem in that it seems as if there is no noticeable professional development taking place in schools. As opposed to being developmental, the focus has become the remuneration which is attached to the IQMS process (Kanyane, 2009:107). The researcher felt that there is a need to conduct a study to determine whether there is really any significant development that has taken place in schools as a result of IQMS implementation. Since the implementation of the IQMS is mandatory, all schools have to comply with certain time frames in the implementation of the IQMS process. The pressure to comply with stipulated time frames suggests that accountability and control take precedence over the aim of professional development. This imbalance has created an impression that the IQMS is, in fact, being subsumed in an accountability exercise (Kanyane, 2009:9). The fact that there seems to be no professional development in schools was highlighted by the Minister of Higher Education, Blade Nzimande and the Minister of Basic Education, Angie Motshekga (Sunday Times, July 2010:1-2). It is against this background that the researcher decided to conduct a study and investigate the views of secondary school educators on the developmental aspect of the IQMS. This decision was strengthened by the observation based on the preliminary literature review that this area (the developmental aspects) of the IQMS is not adequately researched.

1.3 RESEARCH QUESTIONS

In the light of the above, the research questions and the research problem to this study can be formulated as follows:

What are secondary school educators' perceptions on the developmental aspects of the Integrated Quality Management System?

Has IQMS policy been successfully implemented in schools?

Has any significant school development (school improvement) taken place in schools as a result of IQMS implementation?

What kind of support are schools getting from the Education District Office?



1.4 RESEARCH OBJECTIVES

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In order to address the above questions, the research objectives of this study aim to:

Explore the perceptions of secondary school educators on the developmental aspects of the IQMS.

Find out whether the IQMS policy has been successfully implemented in schools.

Determine if there is any significant improvement (development) that has taken place in schools as a result of the IQMS implementation.

Determine the extent to which the Education District Office supported schools on IQMS.

1.5 PURPOSE OF THE STUDY

The purpose of this study is to explore the perceptions of secondary school educators of the East London Education District on the developmental aspect of the IQMS.

1.6 RATIONALE

As a principal of a secondary school, the researcher was concerned about the fact that the developmental aspect of the IQMS was not yet accomplished in the secondary schools of the district under study. By conducting this research, the researcher was hoping to generate useful information that would shed light on the developmental aspect of the IQMS, thereby helping in the realization of the intended purpose of the IQMS. The purpose of the IQMS as it has been alluded to in the background to the study is (a) to improve the outcomes of students through effective teaching and learning, (b) facilitate personal and professional development of educators in order to improve the teaching practice and education management and (c) to improve the overall quality of education in schools.


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1.7 SIGNIFICANCE OF THE STUDY

The perceptions of secondary school educators on the developmental aspect of the IQMS will help in starting a debate as to what kind of interventions need to be put in place in order to realize the intended purpose of IQMS. That there is something documented on the developmental aspects of the IQMS, all the role players would now be motivated to do their level best in seeing to it that the IQMS is effectively implemented in schools. The findings of this research would help the DoE to intensify its role of supporting schools in their area of need. These findings may also assist principals, School Management Teams (SMTs), Developmental Support Groups (DSGs) and educators to get a better understanding of the IQMS principles, and philosophy as a developmental instrument to enhance teacher and

school development in general. Since schools are not situated in the island, the development which takes place in schools will spill over to the communities.

1.8 DEFINITION OF TERMS

Integrated Quality Management System (IQMS) – the IQMS is a product of negotiations of stakeholders and constitutes an agreement that was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programs (DAS, PMS and WSE) of quality management. In this study the Integrated Quality Management System means a quality management system that consist of three programs, aimed at enhancing and monitoring performance of the education system (ELRC, Resolution 8 of 2003).

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Collaboration – according to the Concise Oxford Dictionary (2004:280), to collaborate means to work jointly on an activity or project. In this study collaboration means moving away from the idea of working in isolation and rather promotes an idea of working together as a team.

Collective Fingers Theory – Collective Fingers Theory deals with training and development, and its premise is that training and development, lead to collective action (Mncwabe, 2007:19). This collective action is similar to the way in which the palm and the fingers are working together. The managerial lesson of this theory is that managers should be collective in approach and practice. In this study Collective Fingers Theory is about the harnessing of the collective energy and support of the key players in the organization.

Ubuntu – according to Msila (2008:71), Ubuntu is a style of leading an organization that involves a departure from hierarchically structured management and rather introduces a cooperative and supportive form of leadership in which collective solidarity of the group is employed and respected. In this study, the concept of 'Ubuntu' means the developing of a web of intimate relationships in which a collaborative and a caring atmosphere can be created.

1.9 LITERATURE REVIEW

Literature review will be focusing on the implementation of Quality Management in the South African context. Some developmental aspects of the IQMS as depicted in the literature and the constraints inherent to the developmental aspects of the IQMS will also be discussed. Collaboration as a Framework for School Improvement and the Collective Fingers Theory will be discussed under the theoretical location of the IQMS.

1.10 RESEARCH DESIGN AND METHODOLOGY

Research Design

In this study, the phenomenon that the researcher attempted to understand and make sense of was the developmental aspects of the IQMS through the eyes of secondary school educators. This is in line with what Babbie and Mouton (2001:271) are saying, that qualitative research attempt to view the world through the eyes of actors themselves. The researcher employed a qualitative research in the form of a case study comprising two secondary schools in the East London Education District. According to Arsenault (2002:119), qualitative research is a form of

inquiry that explores phenomena in their natural settings and uses multiple methods to interpret, understand, explain and bring meaning to them. In order to understand and make sense of phenomena from the participants' point of view a qualitative research has been used (Merriam, 2002:6).

Those practicing qualitative research have tended to place emphasis on human interpretive aspect of knowing about their social world and the significance of investigator's own interpretations and understanding of the phenomenon being studied (Ritchie and Lewis, 2003:7). Babbie and Mouton (2001:270) are of the view that the primary goal of studies using this approach is describing and understanding. The researcher chose qualitative research because it could be explorative, descriptive and interpretive. The researcher explored, interpreted and described the views of secondary school educators on the developmental aspects of the IQMS.

The study embraced a basic interpretive paradigm. This type of research paradigm is interested in understanding how participants make meaning of a specific situation (Denzile and Lincoln, 1994:118).

Interpretivism was a suitable paradigm for this study since it allows the researcher to gain insight into the perceptions of the role players in education who include principals and teachers, regarding the developmental aspects of the IQMS.

1.11 DATA COLLECTION INSTRUMENTS

In this study, the researcher collected data by means of semi-structured interviews. According to Cohen, Manion and Morrison (2003:269), the interview involves the gathering of data through direct verbal interaction between individuals. Vermeulen (1998: 63) cited in Rossouw (2008) summarizes some of the major strengths of interviews, namely, (a) interview permits the interviewer to assist the respondents to clarify their thoughts; (b) they provide the interviewer with the opportunity to clarify misunderstandings; (c) interviews can provide information about participants' internal meanings and ways of thinking; (d) can provide in-depth information; (e) are useful for exploration as well as confirmation ; and (f) lastly, an interview allows the interviewer to observe the respondents for signs of evasiveness and no co-operation.

The researcher chose semi- structured interviews, because according to Hockey, Robinson and Meah (2005:1) these types of interviews give the researcher latitude to explore emergent themes and ideas rather than relying only on concepts and questions defined in advance of the interview. Although the researcher made use of an interview schedule with set questions which were asked of all respondents, he also had a scope for pursuing and probing for novel, relevant information through additional questions often noted as prompts on the schedule (Hockey et al, 2005:1). The responses of the key informants were tape recorded.

The researcher made use of field notes for preliminary interpretations and to record observational data, like facial expression, non-verbal cues and emotions. This action is

confirmed by Bogdan and Biklen (2003:110-111), when they say that field notes are the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study. For triangulation, the researcher made use of document analysis which provided information pertaining to the professional and school developmental programs like Score Sheets, School Improvement Plans (SIPs), Year Planner and minutes of meetings that have a bearing on the IQMS.

1.12 POPULATION, SAMPLE AND SAMPLING



1.12.1 Population

The population in this study was all secondary school educators of the East London Education District who were already in the system when the IQMS policy was implemented.

1.12.2 Sample

The research was conducted in two secondary schools, one from an urban area and another from the rural area of the district under study. The researcher was opting for secondary schools for easy access since he is also a secondary school educator. The sample comprised four educators from each school (i.e. the principal, IQMS coordinator, union member and a post level one educator). The researcher made this decision in order to get a balanced view on the topic in question and that these educators, particularly the principal and the IQMS coordinator, are likely to have substantial depth on the research topic. The union member on the other hand is likely to view the concept of IQMS from a political point of view since IQMS has got some political connotations.

Factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. Therefore, they often need to be able to obtain data from a small group or subset of the population called sample (Cohen et al, 200:92).

1.12.3 Sampling

In this study, the researcher made use of purposeful sampling. In this type of sampling, the researcher searches for information-rich key informants for an in-depth study. These samples are chosen because they are likely to be knowledgeable and informative about the phenomenon the researcher is investigating. According to Cohen et al (2003:103), in purposeful sampling researchers hand pick the cases to be included in the sample on the judgment of their typicality.

1.13 ETHICAL CONSIDERATIONS

When people adjust their priorities and routines to help the researcher or even tolerate his presence, they are making a sacrifice. The researcher in return should protect the rights of these individuals. The ethical issues that will be discussed subsequently include access and acceptance, informed consent, confidentiality, deception and personal safety.

1.13.1 Access and acceptance

Access to the institution where the research is to be conducted and the acceptance by those whose permission one needs before embarking on the study is important. In this study, the researcher wrote letters to the department of education and the schools concerned, asking for permission to conduct the study.

1.13.2 Informed consent

The researcher placed emphasis on giving subjects accurate and complete information so that they will fully comprehend the investigation and consequently be able to make voluntary, thoroughly reasoned decisions about their possible participation (De Vos, 1998:25-26). This implies that all possible information on the goal of the investigation, the procedures which will be followed during the investigation, the possible advantages, disadvantages and dangers to which the respondents may be exposed, and the credibility of the researcher was rendered to potential subjects.

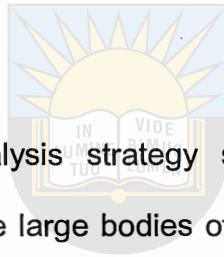
1.13.3 Confidentiality

In this study the researcher made it a point that the names of the participants are not identified in print. He disguised features of the setting in such a way that it becomes similar to several possible sites. The researcher also coded names of informants.

1.13.4 Personal safety

In this study the interviews took place in the schools concerned, a public place that is neither fearsome nor frightening as opposed to a home which is a less private setting. The interviews were conducted during the week, after school hours.

1.14 DATA ANALYSIS



The researcher employed a data analysis strategy suggested by Leedy and Ormrod (1985:161). He organized the data, broke large bodies of text down into smaller units, in the form of sentences, or individual words. He then perused the entire data set several times to get a sense of what it contains as a whole and then jotted down preliminary interpretations. General categories or themes, and sub-categories or sub-themes were identified and then each piece of data was classified accordingly. Finally, the data was integrated and summarized for the readers. This step included offering propositions and also involved packaging the data into an organizational scheme such as a table, figure, matrix, or hierarchical diagram.

1.15 LIMITATIONS OF THE STUDY

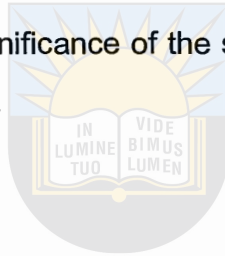
The only limitation of this study is the fact that it would be difficult to generalize research findings to secondary schools in other education districts since the study is conducted in only two secondary schools in the East London Education District of the Eastern Cape Province.

The chapter outline of this study can now be looked at.

1.15 CHAPTER OUTLINE

Chapter one: Background and orientation to the study

This study serves to explore the perceptions of secondary school educators on the developmental aspect of the IQMS. Chapter one deals with the background and orientation to the study. The problem statement, research questions and the objectives of the study are clearly stipulated. In this chapter, the significance of the study, the definition of terms and the literature review, is also touched on.



Chapter two: Literature review

This chapter presents the literature review on the research questions and objectives of the study. In this chapter an overview picture of the implementation of Quality Management in the South African context is given. This chapter also touches on the developmental aspects of the IQMS as depicted in the literature and the constraints that are inherent to the developmental aspect of the IQMS. Finally, an attempt is made to show how the theoretical location of the IQMS is embedded in Collaboration as a Framework for School Improvement, and the Collective Fingers Theory (CFT).

Chapter three: Research design and methodology

This chapter describes research methodology which encompasses the research design, the kind of paradigm which is employed, sampling selection, data collection and analysis procedures, trustworthiness of data and ethical considerations.

Chapter four: Data presentation, analysis and discussion of research findings

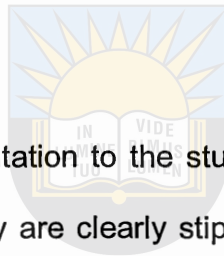
This chapter presents the data which is gathered from the respondents. The tape-recorded research findings are analyzed and discussed.

Chapter five: Summary, conclusion and recommendations.

This chapter presents a summary of the research findings and recommendations.

1.17 CONCLUSION

In this chapter the background and orientation to the study has been covered. The problem statement and the objectives of the study are clearly stipulated. The research questions, the rationale, the significance of this study and the literature review are explained. Lastly, the research design and methodology, ethical issues, data analysis, the limitations of the study and the chapter outline are also explained.

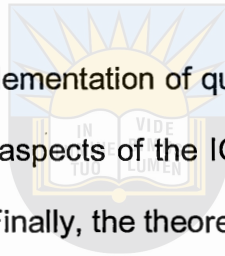


CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter contains a review of the implementation of quality management systems in South Africa. It touches on the developmental aspects of the IQMS and the constraints inherent to the developmental aspects of the IQMS. Finally, the theoretical framework will be discussed.



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2.2 THE IMPLEMENTATION OF QUALITY MANAGEMENT IN THE SOUTH AFRICAN CONTEXT

2.2.1 A brief background on educator evaluation system

Mncwabe (2007:1) maintains that educator evaluation system (school inspection) during apartheid era had a number of flaws; for example it was judgmental and subjective. It lacked educator participation and it was imposed to educators by central government. Khumalo (2008) concurs with Mncwabe (2007) that the previous system of appraisal was judgmental, too much secrecy surrounded it and that it identified itself with incompetence of inspectors. A judgmental kind of an appraisal system does not give the educator latitude to take risks in the teaching learning situation because he does not trust the appraiser. The lack of teacher participation in

the process of their own development does not help at all in that teachers will not take ownership of the evaluation process. Teachers would agree to be subjected to this kind of evaluation system just for the sake of compliance and not for developmental purposes. The secrecy that surrounded the previous system of appraisal is indicative of the lack of transparency. It also implies that educators were not informed in advance about what they would be appraised on.

Between 1985 and 1990 it became impossible for inspectors and subject advisors to physically visit historically disadvantaged schools due to dangers posed by sometimes riotous behavior that was common in schools at that time. There was a need for the development of an appraisal instrument which would be acceptable to all stakeholders and which would enhance the development of competence in educators and improve the quality of public education in South Africa (Khumalo, 2008:2). Naidoo concurs with Khumalo (2008) when he says that the need to initiate an appraisal system for educators was shared by all stakeholders as a way of restoring the culture of teaching, learning and management which involves the creation of accountability

2.2.2 The dawn of democracy and the introduction of new educational policies

The dawn of a democratic South Africa in 1994 heralded major transformation in education policies, legislation, systems and practices for all schools. The following are examples of these policies or legislation:

- The National Education Policy Act (Act 27 of 1996): Norms and Standards for Educators. Gazette No.20844
- Resolution 4 of 1998 – Developmental Appraisal System and

- Resolution 8 of 2003 – The Integrated Quality Management System (IQMS)

Mathula (2004:1) maintains that the National Education Policy Act of 1996 was designed to inscribe in law the policy, legislative and monitoring responsibilities of the Minister of Education, and formalize relations between National and Provincial Authority. It provides for the determination of National policies in General and Further Education and Training for, among others, curriculum, assessment and Quality Assurance. Quality Assurance in South Africa was built around the concepts of transformation, equity, equality, development and global competitiveness.



Quality Assurance is defined by Ngwenya (2003:22) as a systematic management procedures adapted to ensure the achievement of specified quality to enable key stakeholders to have confidence about the management of quality and outcomes achieved. Ngwenya (2003:1), asserts that quality assurance is a continuous organisational improvement, based on the principles of Total Quality Management. According to Cele (2008:16), Quality Assurance is said to be a system that calls for accountability and the enhancement of the school programs and the enhancement of teaching and learning.

2.2.3 Quality Assurance in schools

According to Cele (2008:19), Quality Assurance starts off by having some schools creating an opportunity for educators to observe each others' performance. The process of observation is undertaken by all educators in order to manage their classrooms effectively. The educator plans and leads the lesson for a group of pupils while other educators sit at the back of the

classroom observing and taking down notes. At the end of the lesson all educators need to reflect upon what they have been observing.

It should be noted that Quality Assurance is not an invention of recent times; it has been second nature for academic staff to take quality seriously. The difference is that previously, quality was based on individual unstructured performance. Evaluations were carried out unsystematically. Nowadays Quality Assurance is systematic and is based on internal and external analyses to bring about improvement (Cele, 2008:19). Vroeijenstijn (2004) in Cele (2008:19) notes that Quality Assurance system model has to be as simple as possible. It has to be cost effective and trusted by all stakeholders. It has to contribute to the improvement of the school, and the people within the institution need to trust the system. Managers need not to impose it but everyone has to accept the system so that it can be fruitful in its functions.

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According to Cele (2008:20), a National Qualification Framework (NQF) has been put in place by the state which is a state-initiated, state-controlled and state-coordinated system of Quality Assurance. It is said to be a framework for transformation, self evaluation and accreditation based on performance indicators determined by institutions. External evaluation is conducted by trained teams. Resolution 4 of 1998 was for the introduction of Developmental Appraisal System. It has already been alluded to in chapter one that DAS was introduced by the Department of Education and other stake holders as a tool for facilitating personal and professional development of educators in order to improve the quality of teaching practise and education management. Developmental appraisal did not take off as envisaged. A search for an alternative form of educator evaluation system had to continue.

The IQMS is the latest quality assurance approach being implemented to enhance the delivery process of quality education for all in South Africa (Naidoo, 2006:22).

2.2.4 The Integrated Quality Management System

The Integrated Quality Management System (IQMS) is informed by Schedule 1 of the Employment of Educators Act, No. 76 of 1998, where the Minister was required to determine performance standards for educators in terms of which their performance was to be evaluated.

The implementation of IQMS is guided by three main principles, namely, the need to ensure fairness, for example, there can be no sanctions against an educator in respect of his performance before providing meaningful opportunities for development; the need to minimize subjectivity through transparency and open discussion; and to use the instrument professionally, uniformly and consistently (ELRC, 2003:7).

The IQMS is a product of negotiations of stakeholders and constitutes an agreement that was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programs of quality management in education whose main aim is to enhance and monitor performance of the education system. The existing programs are Developmental Appraisal System (DAS), Performance Measurement System (PMS) and Whole School Evaluation (WSE). Harisparsad, Bisschoff, Conley, du Plessis, Grobler, Hlongwane, Loock and Mestry concur with this statement when they say that IQMS is a quality initiative which seeks to amalgamate the DAS, PMS and WSE. These programs will be briefly discussed subsequently:

2.2.4.1 The Developmental Appraisal System (DAS)

The purpose of Developmental Appraisal is to appraise individual educators in a transparent manner with a view to draw up programs for individual development (ELRC, 2003:4). Developmental Appraisal serves a formative function since it is geared towards the development of professional teaching skills. According to Harisarsad et al, professional development is best served by using formative evaluation that occurs on a continuous basis. Formative data that has been collected on a continuous basis can be used to come to a summative evaluation about a teacher's effectiveness. To "appraise" according to Harisarsad et al is to express warm probation in an effort to make teacher evaluation more palatable. Developmental Appraisal is site-based and it is the principal's responsibility to see to it that it is implemented in school. The principal should also facilitate the establishment of Quality Management structures, that is, the Staff Development Team (SDT) and the Development Support Group (DSG) (ELRC, 2003:8).

The first step of Developmental Appraisal is self-evaluation by individual educators which should take place before any lesson observation of educators in practice. Self-evaluation gives educators latitude to do introspection and also to familiarize themselves with the instrument (ELRC, 2003:21). Before the educator can be observed in practise there should be a pre-evaluation discussion. This goes on to show how the concept of openness is built-in in the IQMS policy and also how the policy makers paid high premiums on transparency when they were formulating IQMS policy. This also indicates that this kind of teacher evaluation system is meant to be democratic and also promotes the notion of involving everyone in decision making.

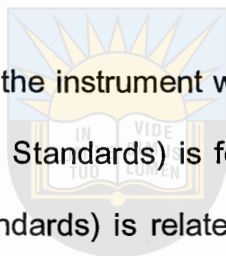
The DSG observe the lesson using the prescribed instrument and discuss the outcomes of the lesson with the appraisee. The appraisee may request a copy of the lesson observation record. Finally the DSG will make the information on lesson observation available to the SDT (ELRC, 2003:9). Based on the feedback given by the DSG, the appraisee develops a Personal Growth Plan (PGP) that will inform the School Improvement Plan. The feedback is one of the crucial stages of IQMS.

According to Harisarsad et al, the feedback of performance evaluation become more effective if the appraiser develops a flexible trust relationship with the appraisee as this encourages conversation and supports the teacher to talk about his own performance. The appraiser should cultivate aspects such as good interpersonal relationships and always start off by giving feedback about good work performances and then gradually move to the area where improvement is needed. Good listening skills and the ability to create a relaxed climate which facilitates the disclosure of evaluation information is of paramount importance when one is giving a feedback.

2.2.4.2 Performance Measurement System (PMS)

Performance Measurement System (PMS) is to evaluate individual educators for salary progression, affirmation of appointments and rewards and incentives using exactly the same instruments that has been used for self-evaluation and baseline evaluation. Performance Measurement serves a summative function since it is a basis for grading and promotion. According to Harisarsad et al, teacher evaluation is a function of human decision-making resulting from a value judgment about how good or weak a particular work performance is,

using information that compares the actual work performance with predetermined performance standards and that is followed by feedback to the teacher about how good or weak the work performance is. According to Harisarsad et al, there are four main steps of evaluation, namely, setting performance standards, -criteria or norms; observation of the work performance and obtaining information or data about it; evaluation of the work performance using a process of decision-making and judgment and providing feedback about the work performance with the application of corrective steps if necessary.



The PMS is a summative evaluation and the instrument which is used for it has two sections. One section (made up of 4 Performance Standards) is for lesson observation and the other section (made up of 8 Performance Standards) is related to aspects for evaluation that fall outside the classroom. This is indicative of the fact that, not only is IQMS concerned with classroom related matters but it is also geared towards the professional development of educators. It is meant to deal with an educator as a totality. The summative evaluation, or PMS, is the validation of earlier evaluations and is carried out by the educator's DSG. For purposes of pay or grade progression total scores must be calculated. The ratings can be adjusted upwards taking contextual factors into account. It is the duty of the SDT and the principal to complete the necessary documentation for submission to the Provincial Department for those educators who meet the requirements for pay progression (ELRC, 2003:26-27).

2.2.4.3 Whole School Evaluation System (WSE)

The purpose of Whole School Evaluation (WSE) is to evaluate the overall effectiveness of a school as well as quality of teaching and learning. External WSE enables the Provincial

Education Departments and the National Department to measure and evaluate the performance of schools in order to make judgments about the level of functionality of individual schools. Cyclic external evaluation should serve to validate findings from the internal WSE and will serve to measure progress over a 3 or 5 years cycle. Schools are given latitude to do self-evaluations on an ongoing basis using the same instrument used for internal WSE which is also used for external WSE. The external WSE will be carried out by a WSE team, including supervisors appointed by the Provincial Departments of Education for this purpose.

The Education District co-ordinates the external WSE in a school and must inform the school in good time (4 weeks) of the planned evaluation and must provide the school with a list of documents, records and reports to be made available. The principal and the SDT must inform educators, parents and learners about external WSE that will be taking place. The documents that have been requested should be made available to the WSE team via the district officials of the Department of education. The school concerned should be informed of the sample of educators that will be evaluated as part of the external WSE process (ELRC, 2003:28-30).

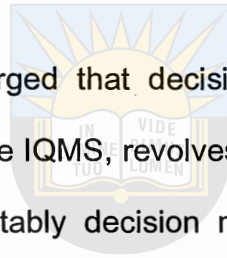
IQMS is a holistic approach to teacher and school appraisal by determining competencies, assessing strengths and areas for development, providing support and opportunities for development, promoting accountability and monitoring an institution's overall effectiveness (Resolution 8 of 2003). From this statement it seems as if from the onset, the IQMS was mainly introduced for developmental purposes.

2.2.5 Some developmental aspects of the IQMS as depicted in the literature

In a research conducted by Mncwabe (2007:50), post-level one educators alluded to the fact that the IQMS seems to have provided the ground for introspection among them, and for them to be able to identify their weaknesses and strengths and to build on these. The findings from this research also revealed that there was a feeling, particularly from the management side that the IQMS has enabled the SMT to be able to go back to classes to observe teaching practices in those classrooms. This feeling was based on the fact that for many years during the apartheid era, educators resisted classroom visits by the principals or any management person. Although the SMT is in a position to go to class and observe the teacher in practice, there is an outcry that principals do not play a major role in IQMS. All what they are doing is to moderate after educators are observed in class by their HODs and peers.

The findings of a research conducted by Cele (2008:86), reveals that the IQMS is a developmental process eradicating secrecy and confidentiality, as the DSG would give teachers feedback after each evaluation. The respondents made mention of the fact that the IQMS is transparent, it opens channels of communication and improve human relations since educators of the same school will be talking and planning together. In a study conducted by Gulston (2010:71), it became apparent that although the IQMS is seen as a non-working policy, participants benefit from it. Apart from improvement in planning lessons, one principal revealed that he enjoys improved relationships with staff and others because of the IQMS (Gulston, 2010:71).

In a research conducted by Kanyane (2008:79) with educators including principals and SADTU representatives, it surfaced that in spite of DAS being mandatory and imposed on educators and not self-initiated, educators were developing a deeper understanding of the objectives behind the implementation of this policy. There was a growing realization of the potential positive effect on teaching and learning. In a study conducted by Nkosi (2008:39), one respondent stated that in most cases when educators are developed professionally there is a substantial change in behavior because attitudes and human relations also improved.



According to Dhanpat (2009:4), it emerged that decision-making and accountability of a performance measuring instrument like the IQMS, revolves around the construct of democratic participation, empowerment and accountably decision making. The implementation of the IQMS policy influences the principals to encourage staff members to participate in decision making processes. Active participation and discussions foster a feeling of belonging and educators will be inclined to deliver more willingly where they are part of decision-making process. In allowing educators in discussions that concern them means empowerment, that is, responsibility and sharing in decision-making to subordinates in order to encourage 'ownership' of policies, shared leadership and high levels of performance (Dhanpat, 2009:81). As far as accountable decision-making is concerned, Davidoff and Lazarus (1997) cited in Dhanpat (2009:82) contend that the demands of democracy and efficiency require some form of accountability. They point out that all stakeholders have to be held accountable for their responsibilities and decisions they make.

The developmental aspect of the IQMS has not been fully accomplished in spite of the developmental aspects discussed so far. There are constraints inherent to the IQMS

implementation which may hinder or block the developmental aspects of the IQMS, which will be subsequently discussed.

2.2.6 Constraints inherent to the developmental aspect of IQMS

It has already been alluded to, that the IQMS implementation has not been a plain sailing. There are constraints that are inherent to the developmental aspect of the IQMS. There is a general feeling that educators were not involved in the formulation of the IQMS policy despite the fact that they were represented by teacher unions. Another constraint which emerged is that the IQMS implementation is flawed if one is to consider the way in which scoring is carried out during lesson observation. IQMS is also blamed for causing disruptions in schools. It also surfaced that time is not sufficient for educators to engage in IQMS. Each of these constraints will be briefly discussed subsequently.

IQMS as an imposition by the Department of Education

The respondents in a study conducted by Mncwabe (2007:46) felt that educators were not involved in the formulation of the IQMS policy. According to them it does not matter that their unions represented them at the national level of discussions of policy formulation process. They felt that their representatives did not articulate educator's experiences on the ground. This means that there was no proper consultation before the IQMS policy formulation. This kind of practice is a top-down approach. The involvement of educators to policy formulation process of the IQMS would improve accountability and ownership, thereby facilitates the act of embracing the IQMS as a developmental instrument by educators.

In a study conducted by Mathonsi (2006:54) there were varying views of educator attitudes towards IQMS, which was viewed as a policy that was externally enforced by the DoE to be implemented at all schools without proper consultation. When systems are designed at one level and implemented at another level (as is the case with IQMS), it is easy to find someone to blame when performance fails to live up to what was intended (Hariparsad, I.D; Bisshoff,TCB; Conley, L.N; du Plessis,P; Grobler, B.R; Hlongwane, S; Loock, C; Mestry, R).

Scoring



Educators select friends as their DSGs in order to get better scores. If an educator is given more marks by the peer or DSG, he will have to return that favor (Mncwabe, 2007:44). Kanyane (2008) concurs with Mncwabe (2007) when he says that as opposed to being developmental, the focus has become the remuneration which is attached to the process. The selection of DSGs, especially the peers has compromised the process which was designed for the sole purpose of developing educators. Educators seem to be ignorant of the fact that there are no prospects of being developed if one gets a high score during lesson observation. Duncan Hindle (Sunday Times, February, 2006) cited in Mncwabe (2007:7) complained about the fact that during the peers' evaluation stage, educators gave their peers good scores that do not match their actual performance. In a Daily News report of February 2006, Naledi Pandor (the then Minister of Education at national level) cited in Mncwabe (2007:7 or 8) also had some concerns about high scores that educators give one another. According to her such high scores do not correspond with the quality, performance and development of schools (Mncwabe, 2007:7 or 8).

In a study conducted by Nkambule (2010:56), the principals reported that they are reluctant to reduce the scores of educators during moderation, claiming that this practice (of reducing scores) affects collegiality in schools because educators perceive it as a means to deny them an opportunity of salary increase. In support of this view, Weisberg (2009) cited in Nkambule (2010:28) argues that evaluators generally do not accurately evaluate poor performance in that they face resistance when they issue negative ratings. According to Weisberg (2009) the result is a dysfunctional school community where it is impossible to openly identify and address areas of development for teachers.



In a study conducted by Kanyane (2008:84) there was an outcry to make an evaluation to see whether there is a correlation between learner performance and the scores the educators obtained when they complete the summative evaluation. The respondents in this study felt that there is no use for educators to score 80% whereas learner performance is 30%. Good performance on the part of the educator in class is supposed to translate into good performance by learners.

The manner in which the IQMS process is conducted and the one percent salary progression attached to the implementation of the process made it difficult to adhere to the guiding principles of the implementation of DAS and tend to develop a feeling of mistrust and fault finding. Combining appraisal for development and performance management with a common appraisal instrument sends ambivalent messages to educators who could be tempted to use the instrument for the sole purpose of securing awards instead of improving the quality of teaching and learning (Kanyane, 2008:87).

In a research conducted by Cele (2008:87) one principal commented that he still believe that it was not right that money was involved in the IQMS process. The respondent went on to say that as a result of this decision, the purpose of the IQMS, which is to develop an educator, has not been achieved. For example, an educator who scored a 4, which is the highest score, is not eligible for development as he/she is portrayed as someone who is well developed in all aspects.



The IQMS implementation is flawed

One of the gaps in the implementation IQMS identified by Dhlamini (2009:14) was that the administration of files was like window dressing in order to submit fabricated evidence to the DoE. The IQMS documents were attended to as and when the DoE needed them for salary increment purposes only and not to assess the extent at which quality teaching and learning takes place. The process of attending to IQMS documents by institutions when the DoE needed them brought about challenges in the authenticity and integrity of the IQMS as a policy for development purposes. This creates an impression that the IQMS is, in fact, being subsumed in an accountability exercise (Kanyane, 2009:9)

The way in which the IQMS is designed makes its implementation to be very difficult. De Clercq (2007:5), for example is very skeptical about the fact that IQMS is combining different types of supervision, namely, external (bureaucratic aspect) and internal evaluation (a professional and developmental aspect). Weber (2005:67) concurs with de Clercq (2007) when he says that the IQMS is holding educators to account on the one hand, on the other hand, a

commitment to develop human capacity and skills, together with the assurance that the idea is not to be punitive. According to him, such contradiction is problematic, because the two practices exist along each other. Literature reveals that the simultaneous implementation of professional development and accountability is the cause of an enduring dilemma for evaluators regarding their role during teacher evaluation in schools (Nkambule, 2010:14).

In a study conducted by Nkambule (2010:57), a principal wanted to know the role of IQMS, because to him it does not bring any improvement in teaching and learning, instead it creates an impression that the performance of the teacher is good, yet the opposite is true. He also complained about the fact that principals are denied access of getting first hand information when educators are evaluated since principals do not form part of the DSG. Duke (1995), cited in Nkambule (2010:25), states that the implementation of teacher appraisal system depends on bureaucratic and hierarchical cultural setting of the school. The DSG's structures are neither bureaucratic nor hierarchical because peers evaluate peers.

In a study conducted by Dhlamini (2009:165-166) the senior management felt that an independent body must be used to assess schools, because they believe that since schools have different backgrounds, it is unfair to use the same tool of measurement like the common IQMS. The fact that there is a need for outside intervention was also confirmed in a study by Nkosi (2008:46) when it surfaced from the respondents that the IQMS program is never monitored and no one so far is held accountable. The areas of development that were identified by educators have never been addressed up until now.

Disruptions caused by IQMS

One of the main themes to emerge from the participants in a research conducted by Mncwabe (2007:43) is that the IQMS is good on paper but difficult to implement. In this study, one principal complained about the disruption that usually happens at school during the IQMS process, particularly during classroom observations by the DSG. This principal went on to explain that for the IQMS to work at least three staff members need to go to class at any given time. When that happens other classes are left unattended. This state of affairs is contrary to the developmental nature of the IQMS policy. It is a cause for concern when tuition time is tempered with. It means therefore that thorough planning is needed for the IQMS process to run smoothly. The problem is even further compounded when the DoE takes educators away from school to attend workshops as this has implications for planned school programs (Kanyane, 2008:81). The researcher has observed that the Department of education is not assisting the process in that they are not planning jointly. This is evident in the number of clashes which normally occur when educators are called to workshops.

Time constraints and workload

In a study conducted by Gulston (2010:70), participants mentioned that the IQMS indeed pose challenges for them as well as the schools they find themselves serving. One participant mentioned that educators have a tight schedule and sometimes cannot find time for IQMS. This is supported in a study conducted by Kanyane (2008:81), where educators, including principals and SADTU representatives, revealed that DAS is time-consuming and tends to

increase educators' workload. In secondary schools, educators are also expected to do Continuous Assessment (Cass) throughout the year. There is a lot of paper work that is involved in Cass. The deadlines set by the department of education for the process of IQMS to be completed, taking into consideration the amount of paper work the schools are confronted with, make it difficult to balance educator's commitment to their classes or subjects (Mncwabe, 2007:43). The pressure to comply with time frames, suggest that accountability and control take precedence over the aim of professional development. This creates an impression that the IQMS is, in fact, being subsumed in an accountability exercise (Kanyane, 2008:9). In a study conducted by Nkosi (2008:46), a respondent stated categorically that the problem is time that is not available for professional development. According to the respondents, teachers always work under pressure to meet the due dates of the work expected from them as a result, developmental issues are put aside.



In fact literature reveals that the IQMS consumes a lot of time supposed to be for actual teaching and learning (Dhlamini, 2009:164). Dhlamini (2009) is also vocal about the notion of the IQMS being regarded as a fruitless paper work exercise. As a form of advice, Ker (1999) cited in Nkambule (2010:32) recommends that the appraisal process need to be built into day-to-day teaching activities and that the ritual of an appraisal event needs to be removed. He further argues that it is essential that the appraisal should be synergized with the day to day activities of teachers, than to reduce it to the status of an event.

Lack of capacity of the DSG

In a study conducted by Nkambule (2010:25), it surfaced that DSGs were not trained to evaluate educators during the implementation of IQMS in schools. The problem is compounded by the fact that some HODs do not have the necessary expertise in the subjects they are supervising (Kanyane, 2008:95). In a study conducted by Mathonsi (2006:55), the respondents indicated that the leaders of change at the organizations (SMTs) were not qualified to lead the change in terms of skill and know how. In a study conducted by Nkambule (2010:53), seven out of nine participants expressed the view that the DSGs do not conduct authentic evaluations. They argue that the DSGs do not measure the performance of educators according to set criteria, but with the aim to help the teacher to qualify for salary progression. The participants therefore argued that inflated ratings on the summative evaluation means no need for professional development.

Lack of resources and support on the part of the Department of Education

In a study conducted by Gulston (2010:70), it surfaced that the Department of Education seldom assists schools in terms of the needs stipulated in the SIP. One of the gaps in the implementation of IQMS identified by Dhlamini (2009:14) is that the communication process between institutions and the DoE is one way from the schools and there is no feedback registered from the DoE. De Clercq (2007:6) is also emphatic about the fact that there are not enough resources, human capacity or plans at departmental levels, to implement the IQMS and provide the support needed at district and school level. This is supported by the findings of

the study conducted by Kanyane (2008:100) that the DoE fails to provide facilities and resources to support learning and teaching by addressing those areas of development as identified through developmental appraisal and classroom observation. This is contrary to what is stipulated in the IQMS policy document that the DoE has the responsibility of providing facilities and resources to support teaching and learning. The policy further elaborates that successful educational outcomes depend on empowering, motivating, developing and rewarding educators (ELRC, 2003:4).



2.3 THEORETICAL FRAMEWORK

2.3.1 Collaboration: A Framework for School Improvement

This framework was used by Lorraine Slater (2004) of the University of Calgary. This theory has relevance in this study since it is dealing with school improvement or school development. The reason behind the introduction of IQMS in schools in the first place was to bring about improvement. Having a closer look at the IQMS as an instrument, it becomes clear that it is imperative for educators to collaborate in order to improve the teaching and learning situation in schools. Unpacking collaboration as a framework for school improvement will cast light on the objective of this study which is to explore the perceptions of secondary school educators on the developmental aspects of the IQMS.

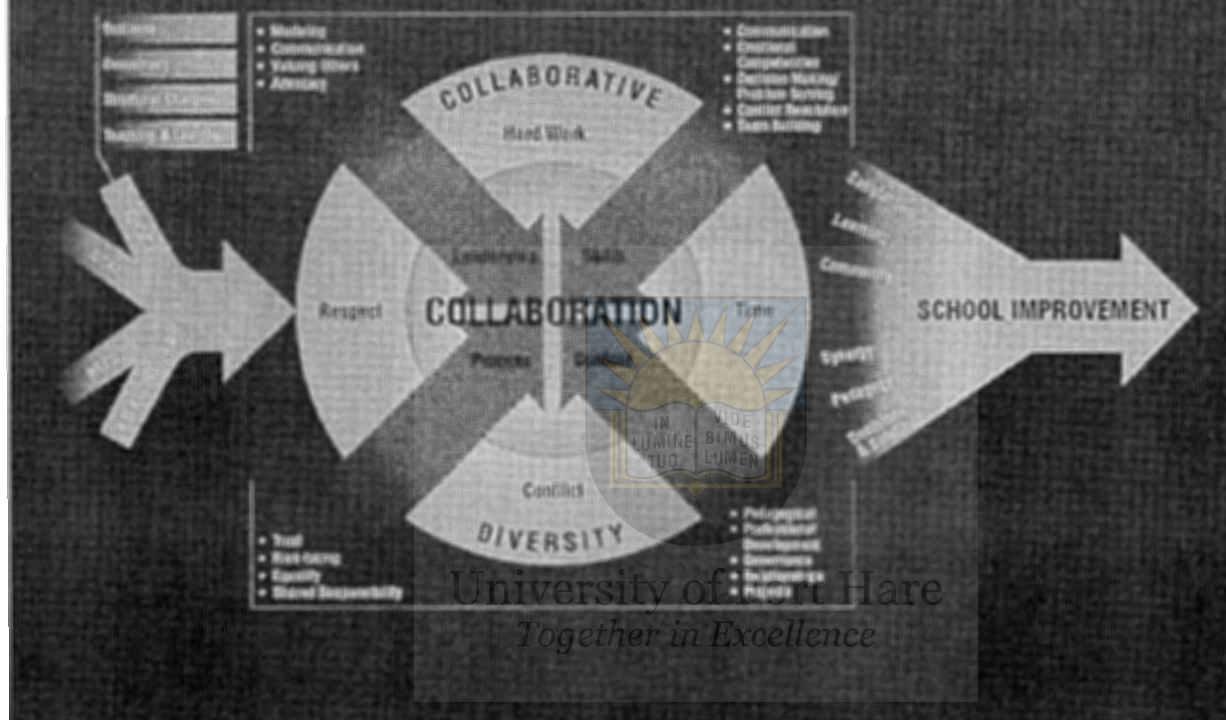
For collaboration to work effectively there are certain preconditions that need to be looked at. Firstly, it is important that individuals participate in collaboration on a free and voluntary basis, because it is their choice. According to this framework an imposed collaborative activity often result in participants expressing feelings of frustration, uselessness, cynicism, disappointment,

pain and anger. Secondly, the formation of primary relationships is one of the crucial determinant factors of a collaborative activity. It is important to build relationships first since collaboration comes out of these relationships. The emphasis is on knowing people well in developing the trust and respect that characterizes collaborative relationships. Primary relationships enable the role players to find meaning and satisfaction in their work; they have the capacity to host an unusual person or ideas. These relationships also enable role players to adapt to the challenges of their environment through the emphasis on organizational harmony, collaboration and business interdependence. According to Christie and Mbigi (1994:43), to prevent the alienation and exclusive arrangements created by contractual relationships, it is better for the management to maintain primary relationships of eyeball contact with the workers. This could be achieved by introducing briefing groups.



The development of a web of intimate primary relationships helps to create a collaborative and caring atmosphere. Intimate relationships according to Christie and Mbigi (2008) empower people to freedom and action, instead of analysis and paralysis. The intimate relationships rest on the shared commitment to ideas, to issues, to values, to goals and to management processes. Thirdly, the theory stresses the importance of common goals for a collaborative activity to occur. The common goal binds people together in their work and enables them to achieve positive outcomes. Fourthly, the need for collaboration should be internally grounded within the disposition of an individual and is directly related to the context in which the individual is situated. Collaboration in this case is a response to the felt need and expressed needs of the individuals in a particular situation. The idea that need is internally driven makes it very personal and content specific.

Conceptualization of Stakeholder Collaboration in School Improvement

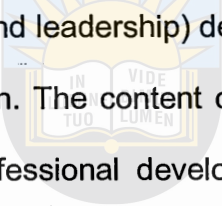


(Source: Lorraine Slater, 2004)

Collaboration is not based on like-minded consensus. Therefore the process is characterized by these dynamics: collaborative diversity, conflict, respect, time, and hard work. Collaborative diversity is about looking at all the different possibilities, building on each others' experience and strengths, understanding the diversity of their gifts and valuing different perspectives. Appreciation of other perspectives provides a framework for a broader shared vision that leads to the formation of communities and societies. Conflict is a natural dimension of the collaborative process that brings together people with different perspectives.

The good thing is that working through the conflict that arises when a decision doesn't go your way, better decisions enable people to live with them. Conflict often contains the seeds of

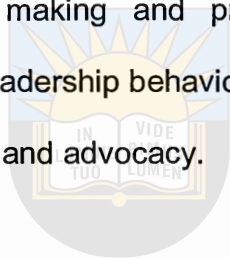
breakthrough in the change process and as such is related to improvement in schooling. Accordingly, conflict resolution is an essential skill for teachers and administrators within the collaborative reform context of today's schools. A climate of trust, respect, and openness is required to build and sustain collaboration. Through learning to trust each other a school staff is willing to take risks with their own beliefs and practice and dialogue becomes possible. In the school setting respect refers to the honoring of the expertise of others. Without trust and respect parity cannot exist between colleagues and the collaborative process may be blocked.



The four arrows (content, process, skills and leadership) describe the knowledge and skills that are identified as important to collaboration. The content of the collaborations is grouped into five categories: (a) pedagogical, (b) professional development, (c) building and sustaining relationships, (d) governance, and (e) special events or projects. With relation to (a) pedagogy/instruction, the content of the work included team teaching, curriculum planning, conferencing with each other about practice, assessment of students and sharing resources. Four kinds of tasks are related to the achievement of (b) professional development purposes, including coaching and peer observation, mentoring, modeling, and discussion. Activities undertaken by participants to get to know people served the purpose of (c) building relationships. The building of these relationships can take various forms like sharing the workload and giving each other mutual encouragement and feedback.

The range of activities related to (d) governance, included school improvement planning, school organization, staffing and school council. The final content area of collaboration is (e) event or project. The habit of working together may spill over to other events like being involved in a project. Knowledge and skill in the process of collaboration is essential. Trust is at

the heart of a collaborative process. Developing trust requires considerable time, shared experience and an appropriate degree of vulnerability. Risk taking is part of the collaborative process and is related to the level of trust in a relationship. When the situation feels comfortable, because there is high level of trust, people are willing to offer their perspectives, because they don't feel that others will make judgment about them or about what they have said. The issues of equality and shared responsibility are identified as important components of the process. The skills identified for collaboration include (a) communication skills (b) emotional competencies, (c) decision making and problem solving skills, (d) conflict management and (e) teambuilding. The leadership behaviors that support collaboration include modeling, communication, valuing others, and advocacy.



2.3.2 Collaboration as a Framework for School Improvement and IQMS

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The theory on collaboration is a framework for the effective implementation of the IQMS. Put it in another way, challenges would be less in the implementation of the IQMS if the preconditions of effective collaborations are taken into account. For example, the voluntary participation of educators in IQMS would improve the sense of ownership of the whole process. This voluntary participation however is hindered by what was mentioned earlier, that IQMS is regarded by educators as an imposition by the Department of Education. It is important for those who are involved in the implementation of IQMS to have relationships that are characterized by warmth.

A relationship of trust for example will encourage educators to indicate their areas of weaknesses without any reservations. Common goals are very crucial for a collaborative

activity to succeed. These goals give a broader picture of what the role players hope achieve at the end of the day. For the Department of Education and for all educators the goal of IQMS is to ensure public education for all and to constantly improve the quality of learning and teaching (ELRC, 2003:4).

It seems as if the policy makers who were involved in the formulation of the IQMS policy were not oblivious of the fact that the IQMS is a collaborative activity. The theory on collaboration for example maintains that a collaborative activity needs to be internally grounded within the disposition of an individual and is directly related to the context in which the individual is situated. This is exactly what is happening with this site-based teacher development instrument (IQMS). Teachers of a particular site have autonomy of engaging in activities that will be directly responsive to the needs of the school.



The theory on collaboration is giving a stern warning to those who will be engaged in a collaborative activity, to be aware of its dynamics. The IQMS is not exonerated from these dynamics either. These dynamics include collaborative diversity, conflict, respect, time and hard work. Conflicts are inevitable in a collaborative activity since people look at reality from different perspectives. That is why in the IQMS policy there is a provision for differences or grievances. This means that through the application of IQMS, educators will be able to develop in terms of conflict resolution skills. Trust, respect and openness are the corner stone of the IQMS policy. Respect in IQMS is infused when one is able to respect other people's opinions and expertise. The pre-evaluation discussion and the fact that the educator has access to his score sheet after he has been observed in practice, is a clear indication of openness in the system.

The developmental aspects of the IQMS are clearly stipulated in the discussion of the content part of collaborations. The content of collaboration is for example pedagogical, that is, it includes team teaching, curriculum planning, assessment of students and the sharing of resources. If the IQMS is implemented in accordance with the principles of collaboration, one stands a chance of acquiring communication skills, decision making and problem solving skills, emotional competency skills, conflict management and team building skills. The leadership behaviors will also change for the better. This will happen if principals start to build capacity in others to assume leadership roles. Those who are charged with the responsibility of leading will value the opinions of their subordinates and develop a habit of ensuring that everyone is involved in the decision making processes of the school.



2.3.3 Collective Fingers Theory

This study is located within the Collective Fingers Theory framework since it is mainly dealing with training and development of people, and this study is also about the perceptions of secondary school educators on the developmental aspects of the IQMS. According to Mbingi (cited in Mncwabe, 2007:19), the managerial lesson flowing from this theory is that training and development lead to collective action. According to the Collective Agreement (2003), IQMS implementation should be done in a uniform and consistent manner. This is only possible when high premiums are placed on training and development.

The point of departure of this theory is that managers should be collective in their approach and practice for training to move from collective talk to collective action. This means that one

needs to open collective forums, which are inclusive in nature and should as far as possible, include everybody in the organization.

One of the virtues that are highly cherished in the IQMS policy is that of collective wisdom. IQMS encourages sharing and cross pollination of ideas on issues pertaining to teaching. Before an educator can be observed in class, the IQMS policy requires that there should be a discussion between the appraisee and the DSG. Apart from giving the educator a voice in the whole process, this also goes on to show the importance of joint effort. School management teams need to harness the collective energy and support of the key players in the organization.

The Collective Fingers Theory is made up of five collective essences of Ubuntu, namely, respect, dignity, compassion and survival. An understanding of the essences of Ubuntu in relation to the way in which SMTs implement and coordinate quality assurance policies and measures for improvement and development purposes is important.

2.3.4 The essence of Ubuntu

Ubuntu is the whole hand where the palm represents the organization and the fingers the five collective values of respect, human dignity, solidarity, compassion and survival. The concept of Ubuntu is the African philosophy of humaneness. Mbingi (2005:105) explains this concept as follows:

Respect as the first value forms part of one hand and is the biggest finger. The rest of the fingers accompany the biggest finger collectively with the spirit of respect. The second value is

human dignity. Human dignity is one of the values that can be regarded as a corner stone of the IQMS policy for everything which is done, including class observation, should take cognizance of human dignity. The third value is solidarity and is represented by the third finger in the Collective Fingers Theory. Solidarity signifies unity and is mainly used by unions.

Compassion is the fourth value and is represented by the finger between the long and the smallest finger. This value has something to do with a sympathetic pity and concern for the suffering or misfortunes of others. This means that one can be able to put one's self in the shoes of others. The last value is survival, which is represented by the smallest finger in the hand. According to Mncwabe (2007:20), the IQMS policy implementation can easily be interpreted to be meant to give hope to all stakeholders in and around schools about the schools' prospects of survival in the midst of all the disturbances and uncertainties in the outside environment. If a school for example, is yielding good results, this will spill over to the community since schools are not operating on an island. Parents will be motivated to send their children to this school. This means that the school enjoys community support and educators will remain intact in that particular school without a threat of being redeployed to other schools.

The concept of Ubuntu is taken further by Christie and Mbigi (1994:40) when they assert that Western leadership and management practices are often too focused on organizational efficiency, and neglect the feelings and desires of people who work in the organization. They argue that the strength of the scientific and rational approach should be integrated with African traditional thinking in order to accommodate and use these often irrational thinking desires and behaviors to the end of better production. Christie and Mbigi (1994) go on to say that the

management challenge is that of evolving management practices and knowledge developed elsewhere in the world to suit the African situation. They contend that effective contextualization can only take place if African managers are willing to go back to their past and come back with answers to present problems.

Still on the concept of Ubuntu, Msila (2008:68) maintains that the previous departments of education made use of a top a top-down approach. The top-down approach was hierarchical and teachers were usually told what to do and not to do. It is this top-down culture of the past that is usually blamed for the teachers' resistance to change initiatives. According to Msila (2008), management which utilizes Ubuntu as a basis of management, ensures that a new culture of inclusiveness is promoted in the work place. Ubuntu is one of the Constitutional values that can enhance school management. It is said to emerge out of a political turmoil prior 1990s, when peacemakers wanted to ensure that in the process of creating new framework, they would formulate a sentiment that would become part of the defining vision of democracy (Msila, 2008:69).

Mbigi (cited in Msila, 2008:69) contended that if a competitive, developed nation is to be built, collective solidarity in African life should find its expression in the modern forms of business organizations and management. Broodryk (cited in Msila, 2008:69) states that Ubuntu worldview contains the basic values of humanness, caring, sharing, respect and compassion. These values are associated with other positive values such as warmth, empathy, giving, commitment and love. Msila (2008:70) explains Ubuntu as literally meaning "I am because you are – I can only be a person through others". He also maintains that Ubuntu requires one to respect others if one is to respect himself.

According to Msila (2008:81), Ubuntu is a philosophy that can assist in developing practices of doing tasks together. It is fostering a culture of interconnectedness and interdependence among workers. Msila (2008) is of the opinion that when people work together in a team, with a shared vision, they will tend to shirk apathy due to the positive aspects of the collective and communal way of thinking. Ubuntu according to Ovens and Prinsloo (2003:22) recognizes the power intrinsic to the capacity for dialogue in a given community to talk to one another, stemming from the traditional African society's reliance on dialogue as a means to create "meaning of life". According to Ovens and Prinsloo (2003), Ubuntu inspires us to expose ourselves to others to encounter differences of their humanness in order to enrich our own.

De Liefde (2003:54) is making an example of how a meeting in an African society develops. Dialogue is the essence of that meeting. Creating a dialogue is part of African tradition; always present when Lekgotla happens. A Lekgotla is when villagers sit together. The seSotho word Lekgotla means 'meeting circle'. The following are steps of the Lekgotla meeting:

- Everyone has the right to attend the Lekgotla
- Everyone's voice counts
- There is trust in dialogue
- There is respect for others
- Everyone shares the truth
- People listen observantly
- A decision is always taken

What is happening in the Lekgotla is what is suppose to happen in staff meetings or in quality circle meetings where the DSG meet with the educator who is going to be observed in class. In this kind of a meeting every voice counts and a decision is always taken at the end. This is an example of collective wisdom.

2.3.5 The Collective Fingers Theory, Ubuntu Philosophy and IQMS

This theory deals with training and development. These are the concepts that are commonly used in the IQMS policy in that educators are trained so that they can go to their respective schools and develop one another. Everything will fall into place in schools if educators are properly trained during the workshops on the IQMS implementation. Doing something as a collective promotes ownership of the process, and also a feeling of being part of the decision-making process. It is better when educators are trained as a collective so that they can have the same interpretation of the IQMS policy. After all, IQMS is a collective agreement between the DoE and teacher unions. The five collective essences of Ubuntu are cornerstones in the IQMS implementation. Everything should be done with respect and with high regard for human dignity. Respect, in IQMS has something to do with the ability to respect other people's opinions and expertise. It also implies that one should submit to authority. The DSGs should refrain from making degrading comments to educators when they are conducting classroom observations

Ubuntu is about the promotion of inclusiveness in the work place. Since IQMS is mandatory, every educator is expected to be involved in the process. However, it would be better if

educators were participating in IQMS voluntarily. Ubuntu worldview contains basic values of sharing, commitment and empathy. Sharing or cross pollination of ideas is a pillar of IQMS. During pre-observation and post-observation discussions, educators are involved in sharing. Sharing is about give and take. Hence the notion of the Ubuntu philosophy that, “I can only be a person through others”. IQMS is characterized by interconnectedness and interdependence.

2.4 CONCLUSION

In this chapter a brief background on quality management was discussed. The IQMS as the latest quality assurance approach was discussed in detail. The developmental aspects of the IQMS and the constraints inherent to these developmental aspects were also looked at. Finally, the theoretical framework in which this study is located was also discussed.

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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of research is to extend knowledge (Behr, 1988:4). Accordingly, this research was undertaken to explore the perceptions of secondary school educators of the East London Education District on the developmental aspects of the IQMS. This chapter will contextualize the research design and describe the methodology, the instruments and procedures that were used in this study. Furthermore, the data analysis and ethical considerations will also be discussed.


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Problem Statement and Purpose overview

Despite the endeavors of the Department of Education to implement the IQMS, there is still a problem in that it seems as if there is no real professional development taking place in schools. The purpose of this study was to explore the perceptions of secondary school educators of the East London Education District on the developmental aspects of the IQMS.

Research Questions

The researcher attempts to find answers to the following research questions:

- 1 What are the secondary school educators' perceptions on the developmental aspects of the IQMS?

- 2 Has the IQMS policy been successfully implemented in schools?
- 3 Has any significant school development (school improvement) taken place in schools as a result of IQMS implementation.
- 4 What kind of support are schools getting from the Education District Office?

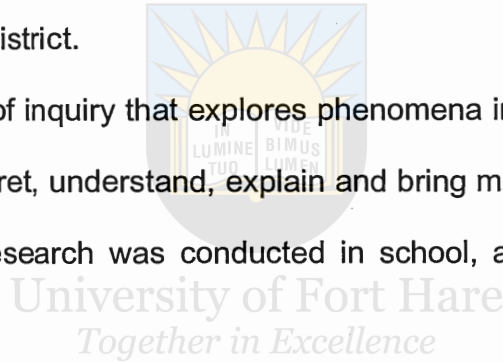
3.2 RESEARCH DESIGN

In this study the researcher employed a qualitative research approach in the form of a case study. The qualitative approach is holistic, in that the individual is observed and studied as a complete entity, in the conviction that each human being is more than the sum of a collection of parts (Corbetta, 2003:281). In this study the researcher wanted to find the meaning that secondary school educators attributed to the way in which the IQMS is administered in their schools. Merriam (2002:3-4) asserts that understanding qualitative research lies with the idea that meaning is socially constructed by individuals in interaction with their world. Merriam (2002) also concedes and explains that reality is not a fixed, single, agreed upon, or measurable phenomenon that it is assumed to be in quantitative research. Instead there are multiple constructions and interpretations of reality that are influx. The case in this study comprises secondary school educators (including school principals) of purposively selected schools in the East London Education District.

3.2.1 Qualitative Research

Merriam (2002:5) argues that qualitative research is an effort to understand situations in their uniqueness as part of a particular context. In this study, the researcher wanted to understand the developmental aspects of the IQMS from the perspectives of secondary school educators of the East London Education District.

Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multiple methods to interpret, understand, explain and bring meaning to them (Arsenault, 2002:119). In this study the research was conducted in school, a place which is a natural setting of educators.



Another characteristic of qualitative research, according to Merriam (2002:5), is that the process is inductive as the researchers gather data to build concepts, hypothesis, or theories rather than deriving at hypothesis to be tested. Fraenkel and Wallen (2009:423) concurs with Merriam (2002) when they say that qualitative researchers are not putting together a puzzle whose picture they already know instead they are constructing a picture that takes shape as they collect and examine the parts. As opposed to the idea of testing a theory, the researcher in this study worked towards a theory. Merriam (2002:5) furthermore explains that the product of a qualitative enquiry is richly descriptive, as descriptions are portrayed with words rather than numbers. The perceptions of secondary school educators on the developmental aspects of the IQMS were described and interpreted in this study.

How people make sense of their lives is a major concern to a qualitative researcher. In other words the researcher does his or her best to capture the thinking of the participants from the participants' perspectives (as opposed to the researcher merely reporting what he or she thinks) as accurately as possible (Fraenkel and Wallen, 2009:423). This point was taken care of in this study since the pre-conceived ideas of the researcher were bracketed. Fraenkel and Wallen (2009) also maintain that the ability of the researcher to interpret and make sense of what he or she sees is critical in qualitative research. Even if sophisticated equipment is used, the data is collected right at the scene and supplemented by the researcher's observation and insights about what occurred.



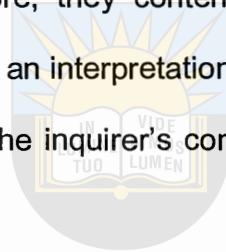
3.2.2 Research Design

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This research was in the form of a case study as was indicated earlier. The case in this study comprised secondary school educators (including principals) of purposively selected schools in the East London Education District. A case study, according to Merriam (2002:8), is a vehicle for in-depth description and analysis. Merriam (2002) define a case study as an intensive description and analysis of a phenomenon, or social unit such as an individual, group, institution, or community. According to her, by concentrating upon a single phenomenon or entity (case), this approach seeks to describe the phenomenon in depth. Anderson and Arsenault (2002:152), define a case study as a holistic research method that uses multiple sources of evidence to analyze or evaluate a specific phenomenon or instance. They go on to say that most case study research are interpretive and seeks to bring to life a case and the emphasis is on understanding and no value stance is assumed.

3.2.3 Research paradigm

The study embraced interpretive paradigm. This type of research paradigm is interested in understanding how participants make meaning of a situation or phenomenon (Merriam, 2002:6). According to Denzil and Lincoln (1994:118), the world of lived reality and situation-specific meanings that constitutes the general object of investigation is thought to be constructed by social actors. Furthermore, they contend that to understand this world of meaning one must interpret it. To prepare an interpretation is according to them, constructing a reading of these meanings and to offer the inquirer's construction of the constructions of the actors one studies.



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According to Henning (2004:20) in an interpretive study, phenomena and events are understood through mental processes of interpretation which are influenced by and interact with social contexts. In this type of design, knowledge systems are interrogated by the interpretive researcher who analyses the texts to look for ways in which people make meaning of their lives. According to Corbetta (2002:24), the proponents of an interpretive paradigm are of the view that a universal social reality valid for all persons (an absolute reality) does not exist, and that there are multiple and different perspectives from which people perceive and interpret social facts.

3.3 METHODOLOGY

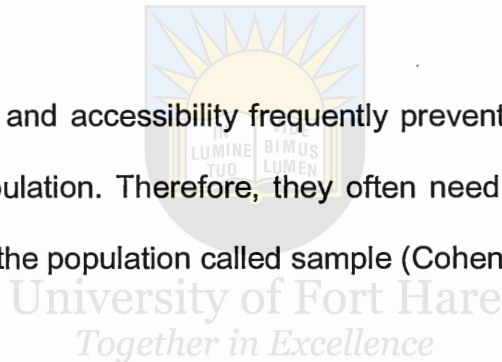
3.3.1 Population and Sample

3.3.1.1 Population

The population in this study included all secondary school educators of the East London Education District whose schools have implemented the IQMS program.

3.3.1.2 Sample

Factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. Therefore, they often need to be able to obtain data from a small group or subset of the population called sample (Cohen et al, 2000:92).



The research was conducted in two secondary schools, one from an urban area and one from a rural area in the district under study. The researcher opted for secondary schools for easy access since he was also a secondary school educator. The motive behind selecting schools from both urban and rural areas was that the conditions under which these schools operated may differ. The sample comprised four educators from each school (i.e. the principal, IQMS coordinator, union member and one post level one educator). The researcher deemed it fit to include union members since IQMS has some political connotations. The researcher chose his sample in this fashion in order to get a balanced view on the topic in question and that these educators, particularly the IQMS coordinator and the principal, were likely to have a substantial in-depth knowledge on the research topic.

3.3.1.3 Sampling

In this study the researcher made use of purposeful sampling. In this type of sampling, the researcher searches for information-rich key informants for an in-depth study. These informants, according to McMillan and Schumacher (1993:378), are chosen because they are likely to be knowledgeable and informative about the phenomenon the researcher is investigating. Silverman (2000:104) concur with McMillan and Schumacher (1993) when they confirm that in purposive sampling, researchers seek out groups, settings and individuals where the processes being studied are most likely to occur.



3.3.2 Data Collection Instruments

Qualitative researchers use three main techniques to collect and analyze data: observing people as they go about their daily activities and recording what they do; conducting in-depth interviews with people about their ideas, their opinions and their experiences and analyze documents (Fraenkel et al, 2009:440). Almost all the three techniques were employed for data collection in this study.

The researcher collected data by means of semi- structured interviews. An interview is a conversation between the researcher and the respondent with the aim of gaining certain information from the respondent (Lowe, 2007:78). Vermeulen (1998: 63) cited in Rossouw (2003) summarizes some of the major strengths of interviews, namely, (a) interview permits the interviewer to assist the respondents to clarify their thoughts; (b) they provide the interviewer with the opportunity to clarify misunderstandings; (c) interviews can provide

information about participants' internal meanings and ways of thinking; (d) they can provide in-depth information; (e) are useful for exploration as well as confirmation ; and (f) lastly, an interview allows the interviewer to observe the respondents for signs of evasiveness and no co-operation.

According to Bryman (2000:113), semi-structured interviews refer to a context in which the interviewer has a series of questions that are in general form of an interview schedule, but is able to vary the sequence of questions. The researcher chose semi- structured interviews because, according to Hockey, Robinson and Meah (2005:1), these types of interviews give the researcher some latitude to explore emergent themes and ideas rather than relying only on concepts and questions defined in advance of the interview.



Although the researcher made use of an interview schedule with set questions which were asked of all respondents, he also had a scope for pursuing and probing for novel, relevant information through additional questions often noted as prompts on the schedule (Hockey et al, 2005:1). May (1997:111), concurs with Hockey et al (2005) that semi-structured interviews give the interviewer a latitude to seek both clarification and elaboration on the answers given. He goes on to say that these interviews are said to allow people to answer more on their own terms than what the standardized interview permits, but provides a greater structure for comparability.

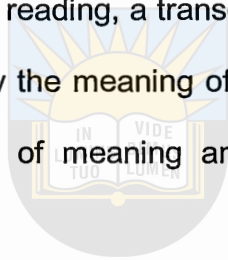
The researcher made suitable and applicable preparations before, during and after interviews. Before the interviews, the researcher prepared a venue and set the time in the schools concerned to ensure that he is not disturbed. Bell (1999:141) suggests that trying to interview

when a telephone is constantly ringing and people are knocking at the door will destroy any chance of continuity. The commencement of interviews was marked by the provision of preliminary explanations. This meant describing the objective of the research, explain why he has been chosen and why he is going to be asked certain questions and, if necessary justify the fact that the conversation will be recorded (Corbetta, 2003:277).

During the interviews, the researcher established rapport with the interviewees, allowing them to participate freely. In order to obtain full co-operation, the interviewer has to be able to establish a relationship of trust, not as a professional, but as a person (Corbetta, 2003:277). I tried to strike a balance between establishing an inter-subjective understanding with the interviewee and the pursuit of objectivity that requires a 'distance' in order to judge the situation. Permission to tape-record interviews was obtained from the respondents. Tape recording allows the interviewer to concentrate on the conversation rather than looking down at his or her notes, writing down what is said. It guards against interviewers substituting their own words for those of the person being interviewed. Tape recording can be useful to check that the notes are accurate. The researcher also used a notebook to record field notes. The field notes are records of preliminary interpretations and observational data like facial expression, non-verbal cues and emotions. This action is confirmed by Bogdan and Biklen (2003:110-111) when they assert that field notes are the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study.

3.3 DATA ANALYSIS

After the interviews were completed, recorded and transcribed, they were analyzed and interpreted in order to write up research findings. The researcher left a wide margin for the writing of codes and preliminary interpretations. The researcher applied open coding, that is, read the transcripts of all the interviews that have been conducted in a series in order to get a global impression. Subsequent to the first reading, a transcript in conjunction with a set of field notes were read again in order to identify the meaning of each unit or segment. Codes were awarded to different segments or units of meaning and related codes were grouped or categorized (Henning, 2004:104-105).



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According to Berg (1998:237), coding is much like a funnel where the researcher will begin with a wide opening, a broad statement, narrow the statement and finally at the small end of the funnel, presents a refined, tightly stated conclusion. This is supported by Leedy and Ormrod (1985:160) when they say that the researcher begins with a large body of information and must through inductive reasoning, sort and categorize it to a small set of abstract, underlying themes. Once all the set of data have been coded and categorized, the researcher was left with the important task of seeing the whole, that is, the relationships in meaning between all the categories, what they say together and what they say about each other. At this point, the researcher got a general sense of patterns, that is, a sense of what the data means. The data was finally integrated and summarized for the readers. This step included offering propositions and also involved packaging the data into an organizational scheme such as a table, figure, matrix, or hierarchical diagrams (Leedy and Ormrod, 1985:161).

3.5 QUALITATIVE TRUSTWORTHINESS

3.5.1 Validity

Since the findings of this study would not be generalized, the researcher would only consider internal validity. According to Fraenkel et al (2009:148), validity refers to the degree to which evidence supports any inferences a researcher makes based on the data he or she collects using a particular instrument. Validity therefore depends on the amount and type of evidence there is to support the interpretations researchers wish to make concerning data they have collected. Internal validity in this study was achieved by means of field research in which in-depth interviews were conducted in natural settings that reflect reality of life. Disciplined subjectivity was employed in this study since the pre-conceived ideas of the researcher were bracketed.

3.5.2 Reliability

According to Fraenkel et al (2009:154), reliability refers to the consistency of the findings obtained, how consistent they are for each individual from one administration of an instrument to another.

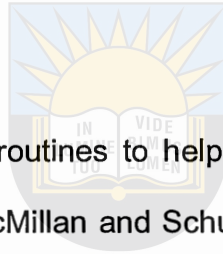
Reliability in this study was achieved in the following ways:

Reflexivity – responses that seemed unusual or incorrect were noted and checked later against other remarks or observations.

Informant selection – a careful description of the informants and the way in which they were selected is provided.

Data collection strategies – the researcher employed triangulation in that interviews as well as document analysis were utilized to enhance validity. Reliability in data collection was achieved by making use of a tape recorder to record the interviews. The researcher also employed member checking to confirm participants' meanings.

3.6 ETHICAL CONSIDERATIONS



When people adjust their priorities and routines to help the researcher or even tolerate its presents, they are making a sacrifice (McMillan and Schumacher, 1993:398). The researcher in return should protect the rights of these individuals. The ethical issues that will be discussed subsequently include access and acceptance, informed consent, confidentiality, and personal safety.

3.6.1 Access and Acceptance

Access to the institution where the research was to be conducted and the acceptance by those whose permission was needed before embarking on the study was obtained in advance. Before the commencement of this research, the researcher wrote letters to the Department of Education and the schools, requesting permission to conduct the study.

3.6.2 Informed consent

According to Berg (1998:47), informed consent means the knowing consent of individuals to participate as an exercise of their choice, free from any element of fraud, deceit, duress, or similar unfair inducement or manipulation. Bless (2004:100) is of the opinion that this consent must be informed in order to make the participants aware of the positive or negative aspects or consequences of participation. In this study, the researcher put emphasis on giving subjects accurate and complete information so that they would fully comprehend the investigation and consequently be able to make voluntary, thoroughly reasoned decisions about their possible participation (De Vos, 1998:25-26).



This implies that all possible information on the goals of the investigation, the procedures which were followed during the investigation, the possible advantages, disadvantages and dangers to which the respondents could have been exposed to, and the credibility of the researcher were rendered to potential subjects. Participants were informed that if they felt like withdrawing their participation, they were free to do so at any stage of the investigation.

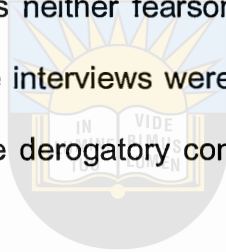
3.6.3 Confidentiality

According to Berg (1998:48), confidentiality is an active attempt to remove from the research records any elements that might indicate the subject's identity. McMillan and Schumacher (1993:399) believe that there is a strong feeling among field workers that the settings and participants should not be identified in print. In this study, the researcher disguised features of

the setting in such a way that it becomes similar to several other possible sites. The researcher coded the names of the respondents and referred to schools as school A and school B.

3.6.4 Personal safety

Participants should, according to Leedy and Ormrod (1985:107), not be subjected to unusual stress, embarrassment, or loss of self-esteem. In this study the interviews took place in the schools concerned, a public place that is neither fearsome nor frightening as opposed to a home which is a less private setting. The interviews were conducted during week days, after school. The researcher tried not to make derogatory comments that could offend or temper with the self-esteem of the participants.



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3.7 CONCLUSION

In this chapter an overview of the problem statement, the purpose of the study and the restatement of the research questions were done. The researcher has clearly indicated his intention of making use of a qualitative research in the form of a case study. The methodology, the way in which data will be analyzed and the ethical issues are also explained.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

4.1 INTRODUCTION

This chapter presents the data that was elicited from interviews conducted with principals, IQMS coordinators, union members and post level one educators of two secondary schools regarding their perceptions on the developmental aspects of the IQMS. The researcher will start with research questions, data presentation which will include a profile of respondents, and a brief presentation of the contexts and background of each school. The data has been analyzed, interpreted, followed by a discussion of research findings.

4.2 RESEARCH QUESTIONS

The researcher conducted interviews with a total of eight respondents (four from each school), in order to explore the following research questions:

What are secondary school educators' perceptions on the developmental aspects of the IQMS?

Has IQMS policy been successfully implemented in schools?

Has any significant school development (improvement) taken place in schools as a result of IQMS implementation?

What kind of support are your schools getting from the education district office with regard to the developmental needs of educators?

4.3 PROFILE OF RESPONDENTS

Table 4.1 Profile of participants

| School | Position | Gender | Age | Teaching experience | Race | Qualification |
|--------|---------------------------|--------|-----|---------------------|--------|-----------------|
| A | Principal (PA) | F | 52 | 31 | Black | JSTC,B.Com, BEd |
| | Deputy principal (ICA) | M | 40 | 18 | Black | STD, FDE, BEd |
| | Educator (PL1A) | F | 34 | 11 | Indian | B. Sc, Msc, BEd |
| | UMA (HOD) | M | 46 | 20 | Black | BA, HDE, BEd |
| B | Principal (PB) | F | 55 | 30 | Black | PTC, ACE, BA |
| | ICB (HOD) | M | 35 | 11 | Black | STD |
| | PL1B (Educator) | F | 42 | 20 | Black | STD |
| | UMB (Educator) | M | 42 | 19 | Black | STD |

Table 4.1 reflects that there is gender balance of a ratio of 50:50. This means that the responses of the respondents cannot be attributed to any particular gender. The School Management Team (SMT) which was mainly responsible for overseeing the implementation of the IQMS comprises 63% of the respondents. All the respondents have more than ten years teaching experience, meaning that when IQMS was introduced in 2003, they were already in the system.

4.4 CONTEXT OF THE SCHOOLS

4.4.1 Context of school A



The school is located in a rural area and was established in 1957. This is one of the oldest secondary schools that were built during apartheid era for the Black community. The School Management Team (SMT) is male dominated and included five males and two females. The school had a staff compliment of thirty one educators and the learner enrolment is between six and seven hundred. This school is well resourced with a good infrastructure. There are twenty five classrooms and laboratories for computer studies, sciences and life sciences. The school had recently been adopted by a Non- Governmental Organization (NGO) and is one of the highly respected secondary schools in terms of learner and teacher performance in this area. The school is consistently striving to improve results for the National Senior Certificate examinations with an average pass rate of 65% over the past three years.

The predominantly spoken language is isiXhosa with English as a first additional language as well as the medium of instruction. As from 2009, this school was classified as a no fee school and it also benefited from the National School Nutrition Program. The learners took part in

extra-mural activities like sport and music and the school enjoys the support of the parents and broader community.

4.4.2 Context of school B

The school is in an urban area and was established in 2000. This fairly new school catered for learners from grade ten to twelve. The principal had been with the school since inception and there is a gender balance of the SMT comprising of two males and two females.

The school had a staff compliment of eighteen educators and the learner enrolment is between six hundred and six hundred and fifty. The school has been consistent in producing good results, for example, the average matric pass rate for the past three years is fifty nine percent.

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The school has prefabricated classrooms, and mainly serves learners from poverty stricken informal settlement. The mother tongue of all the learners is isiXhosa with English as a first additional language as well as the medium of instruction. The school is classified as a no fee school which also benefits from the National School Nutrition Program and scholar transport. A mutual relationship that is characterized by cooperation exists between the school and the community.

4.5 THEMATIC ANALYSIS: INTERVIEWS

The data for this section is derived from the transcribed interviews. The following are themes that emanated from the questions and responses of the interviewer and the research participants respectively:



- **IQMS implementation**
- **Developmental aspects of IQMS**
- **Attitudes towards IQMS.**
- **Challenges inherent to the developmental aspects of the IQMS.**

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When discussing these themes, the researcher will make use of the following codes:

PA - Principal of school A

PB - Principal of school B

ICA - IQMS Coordinator of school A

ICB - IQMS Coordinator of school B

UMA - Union Member of school A

UMB - Union Member of school B

PL1A - Post Level 1 educator of school A

PL1B - Post Level 1 educator of school B

Since the interview schedules for all interviewees were the same, the responses of my respondents will not be discussed separately. The discussions below focus on the following themes:

4.5.1 IQMS Implementation

The respondents indicated that IQMS implementation has never been plain sailing and that it has not yet been fully implemented. It is clear from the responses below that there are challenges facing the implementation of the IQMS. One of the challenges is that schools find it very difficult to implement IQMS. In as much that this is the case schools are not in the same level as far as the IQMS implementation is concerned. It is only those schools that are willing to put more effort that are able to make the difference. This is how the respondents put it:

PA – *“even if we implement, it is not with full bang so that we can have the desired outcomes.”*

ICA – *“the IQMS has taken off very slowly.”*

UMA – *“it is not fully implemented even though some schools try to do it far better than others. We are just trying to improvise as a school with the SMT trying to assist the process.”*

PL1A – *“IQMS is not meanwhile widely implemented.”*

Some of the respondents alluded to the fact that IQMS can be a good instrument if implemented properly. The principal of school B felt that IQMS is just paper work and is done for the sake of compliance. This is reflected in the following responses:

PA - *“if we can implement the IQMS as it is supposed to be implemented, we could have a very positive outcome.”*

PB - *“in schools where this is done, it is really a good measure, and in the school where it is just paper work done, “oh shame”, it is just a waste of time.”*

According to the IQMS coordinator of school A, IQMS is a good monitoring tool, however in terms of appraisal there are some challenges. This point is re-iterated by the IQMS coordinator of school B when he says that the IQMS have a positive aspect in it and that it has elements of being a yard stick even though there are challenges that are associated with it as an instrument.



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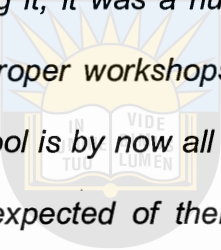
The sense that the researcher is getting from what most of these respondents are saying is that the IQMS is a good instrument but the way in which it is being implemented by the Department of Education. One respondent though indicated that IQMS is not a very good tool because sometimes you can just sit with the teacher, give a score and then do the schedule even without going to the class. There is a general feeling among the respondents that there was no proper advocacy and work shopping around the concept of IQMS. This is evident in the following responses:

PA – *“In my opinion I think they (SDT) need to be thoroughly work shopped, there needs to be proper advocacy of the IQMS.”*

ICA – *“...when you are introducing your policy, firstly, you are supposed to workshop people around that policy. I still feel that there is a lack of, a need of workshops because not all of us had gone through of IQMS and saw a need and understood what is required out of it.”*

UMA – *“What I will say in terms of the challenges of the IQMS I think has to do with advocacy. Any instrument like this, it has to be properly introduced to the teachers.”*

UMB – *“I think when they bring it, it was a huge program but what the department failed to do was proper workshops for the whole teachers. What we are thinking as a school is by now all the stakeholders involved should be aware of what is expected of them but it is not the case because the teachers didn't get the proper workshop of how this program should be implemented.”*



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The cascade model of disseminating information and the inability of the DoE to conduct proper workshops and advocacy has done IQMS implementation a heavy blow. Educators as a result are displaying a lack of understanding of the whole process of IQMS. However, one respondent felt that the IQMS was introduced properly to educators. This is what she had to say:

PB – *“we got it from our colleagues, not from the authorities and then I went with one of my subordinates. So we presented the situation to them (educators), the program was understood and it was welcomed by everybody.”*

From the responses of the respondents it became apparent that schools do not have enough time to dedicate to IQMS. For example PA stated that:

“at times you do not do justice to IQMS by implementing it the way it should be implemented. Sometimes you fuse everything in just three months so that you may have the scores and at the end of the day you make your submission. So that is window dressing as far as I am concerned.”

This response indicated that the implementation of IQMS ends up being reduced into window-dressing since much information is collapsed into a very short space of time. The respondents were also very adamant that justice is not done to IQMS and that proper planning and monitoring is lacking on the part of the DoE. This is what the respondents had to say:

ICB – *“they (DOE) don’t come to say how are we implementing. So we implement it when we have time.”*

UMB – *“if the Department can be clear because the problem with them is their planning, they bring the program to teachers and expect the teachers to complete it at a very short period whereas the school has its programs.”*

PL1B – *“you will find out that what the department does, they normally send us on one or two day training, which is not enough for the changes that have happened.”*

One aspect that the researcher is picking up from these responses is that schools fail to synergize IQMS with the day to day activities of the school instead they treat IQMS as a standalone program.

Also, from what the respondents are saying, it is evident that quality and development is sidelined and more focus is on the increase in salaries of 1%. It surfaced from the responses that even when class observation is done, scoring chips in as one of the thorny issues as far as the implementation of the IQMS is concerned, because it is geared towards remuneration.

Respondent ICB stated that:

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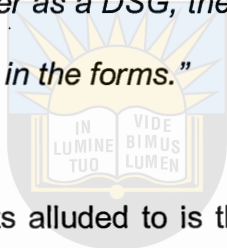
“It (IQMS) is something that you do and then get money. It is associated too much with the money.”

This point is re-iterated by respondent UMA who said that:

“Teachers are not well conversant with scoring. Simply because it (IQMS) is associated with remuneration we tend to give ourselves high marks especially when it is not properly monitored. We do not have the department to pick up those anomalies.”

The impression the researcher is getting from one of these responses is that inflating scores is reinforced by the failure of the Department of Education to monitor the process. The SMT, according to one of the respondents is not exonerated from this because they are only concerned with paper work and not the actual observation of educators in practice. For example this is what PL1A respondent had to say:

“Certain SMT members from certain schools are not doing it (IQMS) in a proper way because maybe they just sit together as a DSG, there is no proper class visit or there is no proper observation. They just fill in the forms.”



The last thing that one of the respondents alluded to is the fact that some of the promises made by DoE when IQMS was introduced did not materialized. This is how respondent ICB puts it:

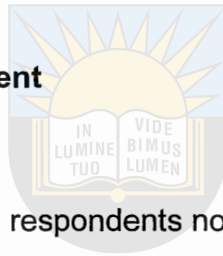
“There was an incentive of saying there will be 1% if you get this level and then 3% if you get that level and then grade progression. After sometime, educators who felt they were over the expected requirements never got grade progression. In fact they no longer talk about that grade progression.

When the same respondent was probed about the role of the DoE on IQMS related matters, this is what he had to say:

ICB- *“although it is said in the SIPs that classes are full, the department cannot build up more classes to accommodate because a teacher can say in assessment standard 1, he or she cannot control the class very well and that is attributed to the number of learners in class.”*

What this respondent is complaining about is catered for in the collective agreement number 8 of 2003 under contextual factors.

4.5.2 IQMS as a developmental instrument



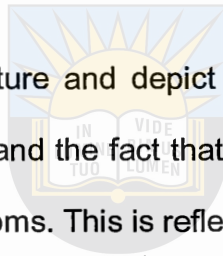
Although IQMS is, according to one of the respondents not being implemented properly, it was amazing to note that educators are able to pick up some developmental aspects of the IQMS policy. This is how the respondents responded:

ICA – *“it (IQMS) seeks to firstly, assess and evaluate an educator, try to understand areas of strength within that educator and where there are areas of weaknesses, those areas as well are identified and as a result through the developmental stages of the IQMS you will note that it is the duty of the school as well as the district office and also the provincial office of education to make sure that in areas of weaknesses teachers are given some workshops or training in terms of capacitating them.”*

The sentiments of this respondent are echoed by respondent UMA:

"IQMS has got elements of being developmental in it, let alone that sometimes you will find that teachers don't take it kindly. The IQMS has got positive elements in it in the sense that you know sometimes it is kind of trying to develop or identify weaknesses within the system so as a way of trying to improve or address that. In any event, in any work situation, I believe that there have to be some kind of instrument which is used as a yard stick of whether things are moving forward or backwards."

These responses have managed to capture and depict the essence of IQMS according to Collective Agreement Number 8 of 2003 and the fact that IQMS has something to do with the development of educators in their classrooms. This is reflected in the following responses:



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PB – *"remember that when you are talking about this, we are talking about lesson preparation, you are also talking about the control of class and the control of work in learner's book.*

PL1B – *"When they go and evaluate you in class, there are so many aspect that they look at, looking at how you handle your class, the teaching methods that you are using and also the content of the subject."*

PB – *"IQMS has a lot to do with the development of teachers as individuals in their classrooms. While the peer is assessing the peer he is also being developed because after the visit in class you are going to sit and discuss what you have noticed in class."*

This respondent even raised the concept of performance standards. She is of the opinion that performance standards start from the way in which one conduct himself in class. According to her, the way in which the IQMS is designed makes it to really be a suitable instrument for development. To this effect this is what she had to say:

“When his or her peer is commenting on her performance, because he knows that it is just and is able to change and try other avenues as advised by the peer and the senior. It is not judgmental when it is done by the peer because they always regard things that are being done by the management as being judgmental.”

It became apparent from the responses that, not only is IQMS concerned with the development of educators on how to teach, but it is also concerned with the professional development of teachers. This is how the respondents put it:

PA – *“IQMS is a very good instrument because it looks at every aspect of educator’s work inside and outside the classroom and is designed in such a way that those areas of weaknesses are actually catered for.”*

ICA – *“we perceived the IQMS as being positive and that it has got advantages for educators in the sense that it will enhance their professional development and that in return will be beneficial to the learners.”*

ICB – *“the instrument itself has improved the quality of teaching because now if you know that you are going to be visited you know that you have*

to prepare and then when we are going to do the IQMS we do not just look on that particular day, we also look at the other days also. There are aspects there that are not classroom orientated, for instance, we look at extramural activities. So you know you have to be like this as a whole.”

PL1B – *“basically it does have development somehow because there are so many aspects that it deals with other than the classroom teaching and staff, because it deals with the performance of educators as a whole. In other words it deals with the way you conduct yourself, the time you come to school and how you manage your class.”*

In addition to professional development, it has emerged from these responses that IQMS has got something to do with the development of educators as a whole. The responses revealed that the IQMS has managed in some schools to rally teachers of the same school around so that they can reflect on their practices. This is evident from the response of the following respondent:

UMA – *“the other one, one may say that you do have an opportunity to sit as the department, trying to discuss issues pertaining to the department even though one may say they are unintended as such but that is a positive thing about it because sometimes it is very rear for the department to sit. So the IQMS can rally teachers within a department and then discuss issues within that department.”*

Judging from what the respondents are saying, it seems as if the IQMS has managed to give schools autonomy to develop educators in-house. This means that if the IQMS can be implemented properly, schools may be developed to a level of being self reliant and eventually become self managing schools. This is how the respondents put it:

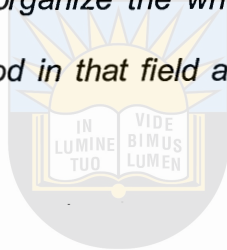
PA – *“it depends on the weakness that we have seen, where it comes from, which performance standard it comes from. Sometimes it can be a responsibility of the SDT to develop that educator, at times it can be contained in a curriculum committee, sometimes it can be the responsibility of the subject committee to actually address or develop that particular educator.”*

PB – *“here at school what we do, we usually come together as a section, the language section will meet with their heads, they will discuss.....and then we share the problems, the challenges and then we come up with some solutions.”*

ICA – *“so as a school with learning areas, we structure it such that we use the most senior and experienced teachers to mentor those that are up and coming and at the same time that have weaknesses and we have a system as well that we normally use even with other teachers that is called partnering. If there are say, four classes of English, we normally partner a teacher with another which is a senior thereby imparting those skills.”*

UMA – *“but in any event if you see within the department (that there is someone who need help), we assist each other by sharing a grade or a task. Even if you are allocated a particular area, you may ask another teacher to come and teach that area for you and visit him and listen to how he is approaching the learning area.”*

PL1A – *“if the educator needs some help from the colleagues or from the SMT, they can help them to organize the whole staff development by arranging a person who is good in that field among the colleagues, for everyone is different.”*



It becomes apparent from these responses that not only is IQMS concerned with developmental measures like mentoring and team teaching, but it is also concerned with putting structures like curriculum and subject committees in place in order to assist the process.

One of the respondents even revealed that, funds permitting, his schools make use of outside service providers for staff development purposes. This means that these schools are developing in terms of their negotiation skills. The existence of structures for professional development is emphasized by Moreland and Withington (1987) cited in Nkosi (2008:40), who advise schools to establish their own development committee to assist and work with the School Development Committee in organizing and coordinating staff development.

Judging from the response of the following respondent, it seems as if the IQMS is acting like a conscience to educators, reminding them of what they should be doing. This is how he puts it:

UMA – “IQMS does conscientize us that there are things that we do not do the way we are suppose to do them. So if you happen to care enough you would want, even as an individual to try to improve on those aspects, so that is one positive aspect that I see with it.”

One of the respondents brought in the concept of co-operation. According to him, IQMS has enhanced the spirit of co-operation in schools and that the management is now more transparent in the manner in which they are dealing with issues. According to Nkosi (2008: 9), IQMS has, among other things, something to do with developing attitudes, relationships and improving teamwork. Another interesting aspect of the IQMS, according to one of the respondents, is that some performance standards do allow educators to develop all by themselves. It means therefore that even if everything in the implementation of IQMS goes awry, an educator can still be in a position to develop him or herself to a certain extent.

It surfaced that self development can take another form by having educators registering for courses in a particular field so that they can fill up the gaps in their knowledge schemata. Another respondent views the IQMS as an important vehicle towards the development of educators by the department of education. This is what she had to say:

PA – *“if the IQMS can be done properly, the educator’s improvement affect the SIP which goes to inform the DIP, which goes to inform the provinces as to how they are going to assist us in the education system.”*

Contrary to what most of the respondents have said about the developmental aspects of the IQMS, there was one respondent who felt that there is no real development taking place. This is what she had to say:

PL1A – *“if an educator who find out in 2007 there are some weaknesses that he or she needs to develop and when it comes to the following years you can see that there is only self development, no other development from the department, no workshops, nothing is going to happen to help that educator.”*

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What this respondent is commenting about is in line with the findings in a study conducted by Nkosi (2008:41) in which a respondent commented that during the period at which they were being interviewed, they had run up to a dead end because what has happened is that, educators had indicated their areas of development in their PGP’s but no development has taken place.

On the question as to whether IQMS has brought any significant improvement in learner performance, this is how the respondents responded:

PA – *“even if it happens it’s a negligible amount of improvement.”*

PB – *“not really, not really, not the IQMS improvement. I don’t think it is to a greater extent.”*

ICA – *“it is difficult to measure that kind of performance, to measure the extent, but by virtue of the fact that we are improving as educators as far as teaching practice, we can therefore say yes, there is the impact, or the benefits, but it is not easy to measure that kind of impact.”*

ICB – *“if learners have other hampering factors that make them not to study, then the results will not be good. So IQMS does not really contribute that much, but it does contribute.”*

UMA – *“not yet, there are no observable positive influence of IQMS. Better performing schools were doing so before the introduction of IQMS.”*

UMB – *“the school has shown tremendous improvement in terms of performance over the years because of IQMS.”*

PL1A – *“not really, maybe very few percent because if the same teachers are teaching, and if they are not getting any more development, they are not changing the way they are doing it.”*

PL1B – *“well, yes even though it is not 100%.”*

For most of the respondents, the IQMS has not really brought any significant improvement in learner performance. Two respondents indicated that it is difficult to see the impact of IQMS on learner performance because of other factors that come into play. One respondent though commented that the IQMS has had a tremendous improvement in learner performance.

4.5.3 Attitudes towards IQMS

It surfaced that some educators are still having a negative attitude towards IQMS.

The following responses are indicative of this claim:

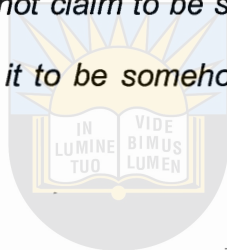
PA – *“there is little beat of resistance from the educators in actually implementing the IQMS. There are still those perceptions of inspection. It is even worse when you have to go into the classroom. You will see that educators are really nervous about it.”*

ICA – *“they (educators) perceive it firstly as a waste of time.....so some teachers perceive it, I would say quite negatively because it takes a lot of convincing, a lot influencing, a lot of work shopping for them to accept it (IQMS) as a tool that can be used by them.”*

The above responses clearly indicate that educators are still reluctant to embrace IQMS as an instrument which is meant to develop them, instead they still associate it with the old inspection system of the apartheid era.

Some educators are not comfortable or do not deem it fit to be observed by other educators who have undergone similar training to what they have undergone, who now want to claim to be “specialists”. The idea of the class visits and of being required to present evidence is enough to put some educators off. This is what respondent UMA had to say about this:

“Even some teachers say that it is not user friendly. It is not user friendly in the sense that sometimes you had to go to class. Anything that has to do with class visits the teachers will not like it. Associated with that, there is also a section of evidence. I think a lot of teachers do have a problem when it comes to presenting evidence. Sometimes it is not easy to develop people because teachers regard that we are all teachers, we have undergone some kind of similar training. So you cannot claim to be sometimes a specialist, so that is another aspect that makes it to be somehow teachers not to take it kindly.”



Some educators develop negative attitudes towards IQMS, because they just cannot perform well in class and some are just “big headed”.

PL1A – *“if an educator who finds in a certain area they are not good but in future they are going to have a negative attitude towards IQMS.”*

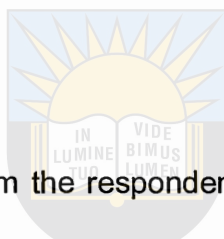
PB – *“some (educators) do not like (to be involved in IQMS process), they think that they know everything.”*

It is evident from these responses that for various reasons, educators find it very difficult to embrace IQMS as a tool that can be used to measure their performance.

4.5.4 Challenges inherent to the developmental aspects of the IQMS

The implementation of IQMS in schools is not a plain sailing in that it is met with many challenges. Some of these challenges emanates from the schools while other challenges are emanating from the DoE. The responses of the respondents around these challenges are subsequently discussed:

Challenges emanating from the school



Difference of opinions was registered from the respondents on this matter. This is what they had to say about the challenges that emanate from the school:

PA – *“we usually have in-service training workshops and for that matter not only the aspects inside the classroom, they also take us through those that are outside the classroom. I have experienced that myself, dealing with personnel, human relations.”*

PB – *“whenever we need as a principal of the school, whenever I highlight the performance standard that I need assistance on, they always invite me to a workshop.”*

When probed about how often does the DoE call educators to workshops, this is what she had to say:

PB - *“I don’t think there is a lot of assistance from the district office because really it is very rare that teachers are called for workshops.”*

ICA – *“you will find out when they decided say to organize a*

workshop that seek to capacitate managers, you will find that the impact is poor....I still feel that there is a lack of workshops because not all of us had gone through workshops of IQMS and saw a need and understood what is required out of it.”

ICB – *“some years back other teachers did go to the workshops when they fall back but after that it is something that you do and then get money.... The DoE does not carry on with the workshops now.”*

UMA – *“there are no workshops dealing with IQMS as such, so we just attend the normal workshops that have to do with our learning areas.”*

UMB – *“the department didn’t do the proper workshop for all the teachers. The only proper workshop was with the management of the school.”*

PL1A – *“if an educator has a weakness and need assistance from the DoE, you can see after sometimes that there is only self development, no other development, no workshops, nothing is going to happen to help that educator.”*

PL1B – *“ever since we have a new EDO (Education Development Officer) in our subject who really was a teacher, there have been quite an improvement because we had a lot of workshops around difficult topics.”*

Four of the respondents indicated that workshops are mainly conducted for school management and not for post level one educators. Two respondents indicated that even the workshops that they attended were focusing on their learning areas and not on IQMS. Contrary

to what the most of respondents are saying about workshops, one respondent commended a newly appointed district official for conducting workshops frequently.

A cascade model is used to minimize costs since principals are expected to cascade the information gathered down to educators. This is reflected in what the following respondent is saying:

PB – *“what is left is for us to share as managers what we get from these workshops with the teachers.”*



It emerged from the interviews that the lack of understanding of the IQMS process on the part of educators can be attributed mainly to the insufficient training that they received on IQMS. This is how the respondents put it:

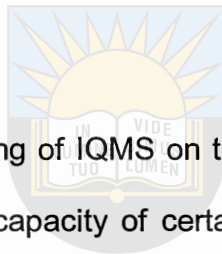
PA – *“there is a little beat of resistance from the educators in actually implementing the IQMS and in my own understanding I think they do not know the noble purpose of the IQMS. Even the people that are suppose to take it forward, that is, the SDT and DSGs cannot put it across in a way in which educators can understand because they themselves do not actually understand what this (IQMS) is all about.*

ICA – *“I still feel that there is a lack of, a need of workshops because not all of us had gone through workshops of IQMS and saw a need and understood what is required out of it.”*

UMA – *“besides the advocacy, familiarizing the teachers with the instrument, that is another thing. So sometimes you will find that teachers are not conversant with scoring.”*

UMB – *“you will find out that sometimes the teachers don’t understand what is expected of them.”*

PL1A – *“IQMS is not meanwhile widely implemented because of lack of capacity of certain SMT members from certain schools because they are not doing it in a proper way.”*



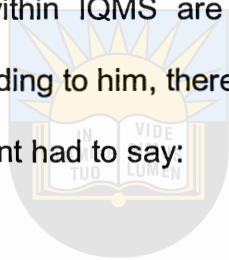
The fact that there is lack of understanding of IQMS on the part of educators is, according to the respondents, compounded by the incapacity of certain SMT members who are not well equipped to drive the process of IQMS. Contrary to what most of the respondents are saying about the lack of understanding of the IQMS by educators, one of the respondent indicated that in her school, IQMS was understood when it was introduced.

It also emerged from the responses that schools do not understand that IQMS is a systematic process. Firstly, one respondent pointed out that a good educator can be disadvantaged if his or her performance will be evaluated in a single lesson observation, because it might so happen that on that particular day he or she is not in a good emotional state. This is reiterated by the response of the following respondent:

ICA – *“if I had a tool I would say take one assessment criteria and try to assess it and take it to the classroom. For example, there they have class observation as part of evaluation and then when you think of it, that*

exercise is not suppose to be done at the end, it is suppose to be done continuously, and as a result you may not get what you need as a once off lesson observation done as part of evaluation at the end of the year instead of a series of those.”

One respondent was adamant that it is difficult to take IQMS as a monitoring tool in order to measure performance and to appraise performance immediately afterwards. He also maintained that some of the powers within IQMS are so shared that the duties of the management tends to be mixed up. According to him, there are some powers which need to be clearly defined. This is what this respondent had to say:



ICA – “I would say maybe for IQMS to be successful there are some revisions within the school that are needed, some clear guidelines within it. And also the powers within IQMS are so shared that it makes it, as much as you are trying to be developmental but at the same time it is important to maintain. Say for example, the duties of the management tends to be mixed up. There are some powers which need to be clearly defined.”

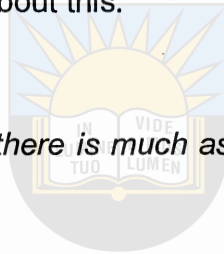
Nkambule (2010:50) supports this view and is of the opinion that the principals and deputy principals have no effective role in the evaluation of educators and the implementation of the IQMS since HODs and peer educators evaluate educators in schools. Thus, according to him the IQMS is a program which is implemented in schools without the effective involvement of senior managers. Furthermore, this is contrary to the conditions of employment of principals and deputy principals, stipulated in the Employment of Educators Act (1998) that principals and

deputy principals are required to guide and supervise the work and performance of staff. For Nkambule (2010:55), the exclusion of principals and deputy principals from evaluating educators in schools compromises the credibility and quality of IQMS.

Challenges emanating from the department of education

The lack of support was cited as one of the major challenges on the part of the district office.

This is what the respondents had to say about this:



PB – *“to be true, I don’t think there is much assistance they (educators) get from the district.”*

ICA – *“they are still lacking in terms of supporting the schools”*

ICB – *“it is as if they just give us documents and we have to see for ourselves. They don’t come to say how are we implementing. If you say the EDO need to come sometimes it does not come or it never came to develop those aspects we say we need to be developed.”*

PL1A – *“the education system is a failure because if an educator who find in a particular area she or he is weak and if he needs assistance from the district office it is not going on a consistent basis. The IMQS people are coming to school just after IQMS is done to copy whatever levels they are doing it....they are not coming to help us before.*

UMA – *“in as far as IQMS is concerned I don’t remember getting any kind of assistance. So I have never seen any departmental official visiting our school as a way of supporting or as a way of giving motivation or*

encouraging teachers to go on with the IQMS. So there is virtually no support.

Contrary to what most respondents are saying about the lack of support on the part of the education district office, two respondents did indicate that in fact the education district office does give support to schools. This is what they had to say:

UMB – *“there are less workshops so that teachers can have clarity of what is expected from them, otherwise we do get support from the department.”*

PL1B – *“ever since we have a new EDO in our subject, there have been quite an improvement because we had a lot of workshops around certain difficult topics....So as far as the district, I would say really my EDO is really supporting me.”*

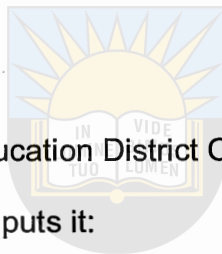
Although there are respondents who felt that the education district office does not give schools the necessary support, there were those who acknowledged the fact that the education district office does provide schools with an IQMS calendar and IQMS plan. Some of the respondents did indicate that one of the challenges facing the education district office is planning. This is what they had to say about this:

ICA – *“they don’t have the plan or programs that seek to assist educators when in need or maybe it is through financial constraints or budget that*

the needs of educators are piling up. When they have decided to organize a workshop, you will find that the impact is poor.”

ICB – *“the department also they do not cater money for things that were supposed to be developed by IQMS. So they are just there on paper but there is no plan to fast track that.”*

UMB – *“the problem with them is their planning, they will bring the program to the teachers and expect them to complete it at a very short period.”*



One respondent was adamant that the Education District Office is failing in its role to monitor the IQMS process. This is how he puts it:

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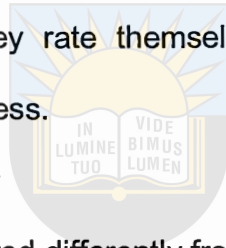
UMA – *“simply because it is associated with remuneration, we tend to give ourselves high marks especially when it is not properly monitored. We do not have the department to pick up those kinds of anomalies that normally occurs with the IQMS.”*

4.6 DOCUMENT ANALYSIS

The purpose of making use of document analysis was to make triangulation in order to increase the reliability of the study. Documents were requested from all the respondents in the sampled schools. The researcher made use of three documents, namely, the Score Sheets, School Improvement Plan and the Year Planner. These documents helped the researcher to confirm or refute the respondents' claims made during the interviews.

4.6.1 Score sheets

In school A, I managed to get hold of three score sheets from three of the respondents. The fourth respondent has been promoted to the position of principal in another school. These score sheets cover two years, that is, 2009 and 2010. The fact that the principal of school A does not have ratings of 4 and is giving herself more ratings of 2 is giving an impression that she is more realistic in her rating. This may be a confirmation of the claim made during the interviews that the SMTs are the ones that are given opportunities to attend workshops. So by being realistic in the way in which they rate themselves during self-evaluation may be displaying their understanding of the process.



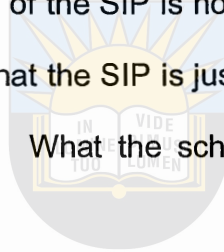
The principal of school B though has scored differently from the principal of school A, because in her score sheet I could pick up quite a number of 4s and only one rating of 2 for both years. Two things can be deduced from this perceived difference, namely, maybe the understanding of the process by the principal of school B is superseded by the desire of 1% or that the way in which IQMS is implemented differs from school to school. The IQMS coordinator of school A, just like her principal, does not have any ratings of 4. The same cannot be said to the IQMS coordinator of school B because in his score sheet there were quite a number of 4s, however just two ratings of 2s for both years.

For both IQMS coordinators their seniors have just endorsed self- evaluation scores. The post level one educator of school A has more scores of 4 with fewer scores of 2. The post level one educator of school B scored a number of 4s with very little ratings of 2. The union member has more scores of 4 with a fewer scores of 2. Maybe he is becoming more realistic in scoring with time. There could be various reasons for the inconsistency in the way in which scores are

arrived at, inter alia, maybe the respondents are not familiar or do not know how to use the instrument or they are not conversant with the technique of scoring. Another likelihood is that, scores are just inflated for the sake of remuneration.

4.6.2 School improvement (SIP)

Both schools have SIPs however the researcher did not have access to the minutes confirming the implementation of the SIP. Availability of the SIP is not a guarantee that what is contained in the SIP is attended to. It may happen that the SIP is just a white elephant which is just kept in files just for the sake of compliance. What the school has managed to do should be reflected in the minutes.



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4.6.4 Year planner

In school A, IQMS programs are incorporated in the year planner and the day to day activities of the school. The researcher is also noticing that the IQMS year planner which is supplied by the DoE was not integrated to the year planner of the school. The researcher has also noticed that the IQMS is featuring only twice per annum, that is, during the second and third term. This confirms the notion that IQMS is not synergized with the day to day activities of the school instead it continues to be treated in isolation and as an event in this particular school.

4.6 DISCUSSION OF RESEARCH FINDINGS

The themes and the research questions will be revisited in order to determine whether answers to the research questions are answered.

4.7.1 Perceptions of secondary school educators on the developmental aspect of the IQMS.



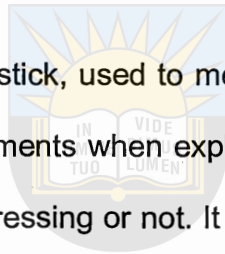
The following question was asked:

What are the perceptions of secondary school educators of the East London Education District on the developmental aspect of the IQMS?

It seems as if the developmental aspects of the IQMS are clouded because of the way in which IQMS is being implemented. Many respondents have in a way, given the impression that the IQMS policy is 'good on paper', but it is very difficult to implement. However, some respondents feel that the IQMS has developmental aspects in it in that it has in the first place helped them to improve their teaching skills. The findings by Mncwabe (2007:49) confirm the view that the IQMS has provided guidelines about how to teach. The findings also suggest that the IQMS has got some developmental elements in the sense that it is trying to identify weaknesses within the system in order to improve and develop.

This aspect affirms de Clercq's (2007:4) claim that the internal evaluation is a formative activity of supervision which is aimed at assessing the school's specific weaknesses, with a

view to generate a process of improvement which will deliberately address the underdeveloped areas. In chapter 2 it is indicated that supervision is considered as a means of offering helpful feedback and suggestions on ways to improve a particular aspect of one's teaching. An interpretation of Developmental Appraisal according to Collective Agreement Number 8 of 2003, stipulates the appraisal of individual educators in a transparent manner with a view to determine areas of strength and weaknesses and to draw up programs for individual development.



The IQMS was also explained as a yard stick, used to measure the performance of teachers. Mncwabe (2007:50) supports these sentiments when explaining that the IQMS is like a mirror where you observe whether you are progressing or not. It also surfaced that IQMS has a lot to do with the development of teachers as individuals in their classrooms and that peer assessment also contributes to mutual development. It is in this regard that Rabichund (2011:49) believes that the observer gains professional expertise by watching a colleague, preparing the feedback and discussing classroom management issues. According to him, one of the best ways to learn is by being observed by others and receives specific feedback from that observation. Shrag (1995) cited in Weber (2007:69) suggests a different form of accountability where teachers regularly spend time in one another's classes.

Also, the fact that a peer is involved in the evaluation of a peer has an advantage in that the peer readily accepts criticism from another peer. Rabichund (2011:49) is of the opinion that the criticism offered by other educators facilitates the enhancement of the educator's delivery in class. The criticism is not perceived as being judgmental as it would be the case when it is done by the SMT member. It also emerged that the IQMS has something to do with the

professional development of educators in that it looks at every aspect of educator's work inside and outside the classroom.

The IQMS does conscientize educators about the things they fail to do or fail to do properly. This is confirmed in a study conducted by Mncwabe (2007:50), which perceived IQMS as a tool that has provided ground for introspection among them. The IQMS, has according to one of the respondents afforded those involved an opportunity to have an idea of what is actually happening in class. Mncwabe (2009:49) concurs with this view by asserting that the IQMS has enabled the SMT to be able to go back to classes and observe what goes on in those classrooms. Some IQMS performance standards do allow educators latitude to develop all by themselves. This means that development can occur to a certain extent to educators even without the intervention of the school, his or her peers or the DoE.


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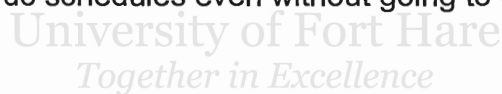
The IQMS has not only managed to enhance cooperation amongst teachers, but it has also managed to give schools autonomy to develop educators in-house. The in-house development of educators on IQMS related matters take various forms, for example, in some schools, structures like curriculum and subject committees have been established so that they can deal head on with the developmental needs of educators. Other strategies like, mentoring and team teaching are utilized to enhance the development of educators. Depending on the availability of funds, some schools even seek assistance from outside service providers. Contrary to the majority of the respondents who felt that IQMS has not brought any significant improvement in learner performance, one respondent was adamant that the IQMS has brought quite a tremendous improvement in learner performance.

4.7.2 The implementation of IQMS

The following question was asked:

Has the IQMS policy been successfully implemented in schools?

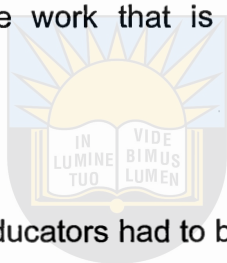
About half of the respondents felt that the IQMS has not been properly or fully implemented. Most respondents are of the opinion that the IQMS can be a good instrument if it can be implemented properly. This is in line with the findings of Nkambule (2010:53) that the SMTs viewed IQMS as a teacher appraisal system with the potential to support and develop educators provided evaluators are honest and self critical with the ratings. One respondent though indicated that IQMS is not a very good tool because sometimes you can just sit with the teacher, give the mark and then do schedules even without going to the class.



According to some of the respondents, one of the reasons why the IQMS is not fully implemented is that it was not properly introduced to educators. It also surfaced that educators were not thoroughly work shopped on IQMS and as such they display lack of understanding of the process. Even the workshops that are conducted are either for school management or focusing on learning areas and not on the IQMS per se. Some of these workshops had a poor impact because of overcrowding. This is contrary to Collective Agreement Number 8 of 2003 which states that all educators must have a thorough understanding of the principles, processes and procedures and that training must enable officials and educators to plan and administer this IQMS in a uniform and consistent manner.

One of the findings is that, the time factor was perceived by some of the respondents as one of the problems that educators are faced with when they are implementing IQMS. According to

them, everything has to be implemented within a short period of time so that submissions to the district office can be possible. The problem is compounded by the fact that the DoE expect teachers to complete IQMS at a very short space of time whereas the school has its own programs. This finding is in line with Mncwabe (2007:43) who asserts that the instrument is flawed in that the time allocated to IQMS process makes it difficult if not impossible for educators to dedicate time doing their normal duties while at the same time doing IQMS. In a study conducted by Nkosi (2008:46), respondents revealed that teachers always work under pressure to meet the due dates of the work that is expected from them as a result, developmental issues are put aside.



Even when the developmental needs of educators had to be attended to, educators are sent to one or two day workshops, which according to them, is not enough for the changes that has taken place so far. What is happening to IQMS implementation is just window dressing and IQMS is done for accountability and compliance. This view is supported by Rabichund (2011:178) who is of the opinion that educators view IQMS as something which they have to comply with at surface level, rather than something which they had to engage at a deeper level.

The majority of respondents are of the opinion that the IQMS has not been properly implemented in schools. The fact that in some schools the IQMS is not synergized with the day to day activities of the school bares testimony to this claim. This means that the IQMS process is still treated in isolation and as an event in schools. However the fact that one school had a School Improvement Plan (SIP) as well as a year planner which integrated the IQMS process is an indication that IQMS is not treated as an isolated event in some schools. One reason for

the lack of proper implementation in schools is that the SMT or SDT, who are charged with the responsibility of driving the IQMS process forward are either reluctant or not well equipped to do so. This is consistent with findings of a study conducted by Letsoalo (2009:59) which revealed that the DSGs were not competent to provide the required support due to poor training.

This view is confirmed by Nkambule (2010:25) who asserts that the DSGs were not trained to evaluate educators during the implementation of IQMS. According to Mncwabe (2007:48), HODs are not appropriate for IQMS because in his view, they are not specialists in their fields. In his study, Kanyane (2008:95) made mention of the fact that some HODs do not have the necessary expertise in the subjects they are supervising.



It was revealed in this study that it is sometimes possible for DSGs to award scores even if they have not gone for classroom observation. This is in line with what Rabichund (2011:178) is saying that educators view IQMS as a bureaucratic, paper exercise rather than a reflective and developmental process. The issue of self-evaluation, high scores by peers and the discrepancies between scores was raised as an important factor that compromised the effectiveness of the developmental aspects of IQMS. Although this may be as a result of the fact that educators are not conversant with scoring, the main reason seemed to be that they are doing it deliberately in order to access the 1% salary increase.

It was also evident that sometimes it is possible for an educator to have scores of successive years that are exactly the same. It is against this background that Nkambule (2010:53) believes it becomes a challenge to support and develop educators in schools, if their areas of

development are not clearly delineated and especially when one is to consider the fact that the district office ends up getting false information from the schools in the final analysis. One respondent was adamant that outside intervention is needed to monitor the IQMS implementation. In a study conducted by Letsoalo (2009:59), there is a call for amendment of Collective Agreement Number 8 so that there could be a clause, allowing an independent body outside the school and conduct evaluation in the place of school-based DSGs.

There is a general perception among the respondents that the DoE has failed to honor its promises that were made when the IQMS was introduced. One of these promises is that the developmental needs of educators would be attended to. Educators were sent to workshops only during the initial stages of IQMS implementation and this suddenly came to a halt. Secondly, educators were promised with grade progression if they reach a certain level on the IQMS scale, however this never materialized. Thirdly, most respondents alluded to the fact that the process of IQMS implementation is not being monitored by the DoE. Letsoalo (2009:58) asserts that the departmental officials never came to the schools to conduct the WSE as required by Collective Agreement Number 8 of 2003. Another constraint was that the DoE is not responsive to the contextual factors that are reflected in the SIP, like shortage of classrooms and teachers, and as a result educators end up being faced with uncontrollable learners who cannot be given individual attention. This is consistent with the findings of a study by Gulston (2010:70) that the DoE seldom assist schools in terms of the needs stipulated in the SIP.

The fact that schools have a tendency of treating IQMS as a “once off” event rather than a process is another concern. Nkambule (2010:58) argued that evaluation of educators once per

year cannot be termed 'quality teaching' instead it promotes 'window dressing'. De Clercq (2007:5) is of the opinion that it is most useful if supervision takes place in a variety of different ways and over time so that it becomes a continuous activity. Nkambule (2010:58) contends that educators, including underperforming educators prepare themselves thoroughly on the day of evaluation and rise to the expectation of the day to impress their DSGs.

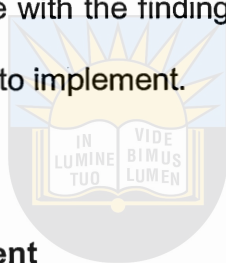
It was also revealed that some educators are still having a negative attitude towards IQMS.

The reasons why educators are having negative attitude towards IQMS are as follows:

Educators still perceive IQMS as old inspection. In the literature review, it is indicated that the way in which the inspection of educators was conducted left very much to be desired. It was judgemental and punitive and that class observation lacked transparency and feedback. This is consistent with the findings of a study conducted by Rabichund (2011:180) which revealed that educators felt that IQMS is not about professional development but about inspection linked towards rewards and sanctions. It is even worse when they have to be visited in class.

A union member made it very clear that educators do not like anything that has to do with class visits and it is even worse when they have to present evidence. It is against this background that de Clercq (2007:6) commented that the IQMS wrongly assumes that schools understand and have had a positive experience of supervision or inspection. According to her, this is not the case, instead most schools need to be assisted with organisational capacity and to be exposed to positive experiences of supervision before being expected to conduct their own school supervisions.

The teacher's attitudes will change for the better towards being supervised in the classroom if observations are conducted in a gentle way and feedback is given in a respectful manner. At the end of the day they will be able to regard observations and assessment of their work as an opportunity to grow and develop in their career rather than as something to be fearful about. Some educators feel that since they have undergone similar training, no one can claim to be a specialist. Because of these attitudes, it takes a lot of influencing, a lot of work shopping and a lot of convincing for educators to accept IQMS as an appraisal and monitoring tool. All the challenges that has been listed are in line with the findings of Mncwabe (2007:43), that IQMS policy is 'good on paper', but very difficult to implement.



4.7.3 The IQMS and school improvement

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The following question was asked:

Has any significant school development (school improvement) taken place in schools as a result of IQMS implementation?

The findings are pointing to the fact that there is no significant or real development taking place in schools. The reasons for this are drawn from what has already been discussed. Firstly, the fact that educators are not genuine in the way in which they are scoring, results in the district office getting false information from schools. It becomes a challenge to support and develop educators in schools if their areas of development are not clearly delineated (Nkambule, 2010:53).

Secondly, the DoE has failed to honor the following promises that it made when IQMS was introduced:

- Development of educators based on School Improvement Plans (SIPs).
- Attending to contextual factors and
- The monitoring of the IQMS process

Thirdly, one respondent was adamant that it is mainly self development which is taking place in schools. Schools that can afford even invite outside service providers (like NGOs) to conduct on-site workshops.

The problem is that, not all schools are able to afford outside service providers. Fourthly, some schools have not yet synergized IQMS into their day to day activities and as a result IQMS continues to be treated in isolation and as a 'once off' event. Lastly, the fact that educators are still harboring negative attitude towards IQMS and are as such reluctant to accept and embrace IQMS as an instrument that can be used to measure their performance make their development very difficult.

4.7.4 Support by the Department of Education on IQMS related matters

The following question was asked:

What kind of support are your schools getting from the Education District Office with regard to the developmental needs of educators?

There is a need for Education District Offices to support schools in their understanding and effective implementation of the IQMS. This includes support to teachers and principals. Departmental officials seemed to fail in their efforts to visit and support schools regarding

issues pertaining to the IQMS. The former deputy president of SADTU cited in Letsoalo (2009:58) claims that the lack of support and commitment on the part of the Department of Education is threatening the effective implementation of the IQMS. Planning was also cited as one of the challenges facing the district office as there are no plans or programs in place to cater for the developmental needs of educators.

De Clercq (2007:6) concurs with this claim when she asserts that there are not enough resources, human capacity or plans at departmental level to implement the IQMS and provide the support needed at district level. The lack of guidance on the implementation of the IQMS process, coupled with lack of control and verification of scores by Departmental officials seemed to be a great concern. According to Chisholm (2004:16), the districts are intended to provide schools with a range of professional and maintenance services but in fact lack focus, capacity, resources and the political climate necessary to act with authority in providing for the routine maintenance needs of schools, let alone undertaking the very demanding work necessary for improving the performance of the many poorly-functioning schools under their jurisdiction. Although most of the respondents felt that the education district office does not give schools the necessary support, few of them did acknowledge the fact that the education district office does at least provide schools with an IQMS year planner of the DoE.

4.8 CONCLUSION

The respondents in this study have indicated that IQMS is not properly and effectively implemented due to some challenges that are encountered in its implementation. Some of these challenges emanate from the DoE, and some from schools themselves. The

respondents indicated clearly that the district office is failing in its responsibility to support schools with their developmental needs. It surfaced from the data that the DoE has failed to honor its earlier promises like effecting salary progression when an educator has exceeded expectations, monitoring in the form of Whole School Evaluation and provision of facilities to schools.

At school level, it seems as if there is a lack of understanding of the process, especially by post level one educators, owing to the way in which training and workshops on the IQMS process were conducted. The problem is compounded by the fact that the SMT, the people who are charged with the responsibility to drive the process, lack the will and capacity to do so.

The IQMS is a 'once off' event which is not synergized with the day to day activities in some schools. The process of IQMS is compromised by the way in which the DSGs are selected and the way in which scoring is done. The problem is exacerbated by the fact that marks are sometimes allocated to educators by their DSGs even without going to class. This is why there is a general feeling that the way in which IQMS is implemented is flawed. Thirdly, judging from the amount of time allocated to IQMS, it seems as if justice is not done to IQMS. Fourthly, some educators are still having negative attitudes towards IQMS because they still regard it as a form of inspection. In a nutshell, what the respondents have been implying throughout the study is that the IQMS is 'good on paper' but very difficult to implement. In the same breath, the respondents did indicate that IQMS does in fact have a developmental aspect. The following are some of these developmental aspects:

- IQMS give educators guidelines on how to teach.

- IQMS conscientize educators about their strengths and weaknesses.
- Some of the performance standards of the IQMS also facilitate self development.
- IQMS has given schools autonomy to develop educators in-house.
- Structures that are responsive to the developmental needs of educators are in place in some schools.
- IQMS has improved cooperation in schools.



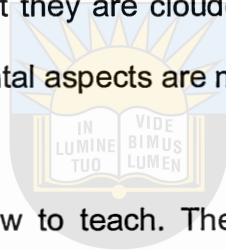
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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

This study was about the perceptions of secondary school educators on the developmental aspects of IQMS. The respondents managed to come up with some of these developmental aspects although it became apparent that they are clouded by so many challenges faced by IQMS implementation. These developmental aspects are mentioned subsequently:



IQMS has provided guidelines about how to teach. These guidelines are contained in the instrument which is used in class when educators are being observed in practise. Helpful feedback and suggestions on ways to improve a particular aspect of one's teaching are provided after an educator has been observed in practise. The involvement of a peer during classroom observation contributes to mutual development of educators. Another advantage is that a peer readily accepts criticism from another peer. IQMS is encouraging the spirit of team work and cooperation among educators of the same school. It also tries to identify weaknesses within the system in order to improve or address them. These weaknesses can either be addressed in-house or outside the school, depending on the type of weaknesses that are identified.

IQMS is a tool that has provided a ground for introspection among educators. It is like a mirror where one is able to see whether he is progressing or not. IQMS has something to do with the professional development of educators in that it looks at every aspect of educator's work inside

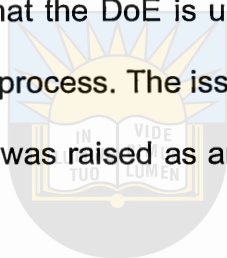
and outside the classroom. This means therefore that IQMS is holistic in approach in that it looks at the educator as totality. Through IQMS, schools have been given autonomy to develop educators in-house. This kind of empowerment can elevate school to the status of being called self-managing schools. If an educator is experiencing a problem in his teaching, he is free to seek help from a neighbouring school. This means that gone are the days when schools used to work in isolation. There are no more barriers now in that neighbouring schools are now able to work together in the name of development.

In some schools there are structures in place, like curriculum and subject committees to deal with the developmental needs of educators. Other strategies like team teaching and mentoring are utilised to enhance the development of teachers. Schools that can afford seek assistance from outside service providers (NGOs). The findings are pointing to the fact that IQMS does have a positive effect on learner performance although it was not easy to quantify this effect. Most respondents were of the view that the IQMS can be a good monitoring and appraisal instrument if it can be implemented properly. Almost half of the respondents felt that IQMS has not been fully implemented and there was a general feeling that the IQMS implementation is flawed. The following are some of the flaws in the IQMS implementation that the researcher managed to pick up.

Educators are still harbouring some negative attitudes towards IQMS. They perceive IQMS as old inspection and as such are reluctant to embrace IQMS as an instrument that can be used to measure their performance. Some educators are sceptical about the idea of being evaluated by their peers who got similar training to the one they have undergone. Some educators are

allergic to the notion of being class visited and be required to present evidence. Educators who think that they know everything do not see any point of being evaluated.

The fact that the IQMS implementation is flawed came out very strongly from the respondents. There is a perception that IQMS is not a good tool because one can be awarded marks without being observed in practise. It is disappointing to note that the SMT, the people who are charged with the responsibility of driving the IQMS process forward allow this kind of practise to continue in their schools. It surfaced that the DoE is unable to pick up these malpractices since there is no proper monitoring of the process. The issue of self-evaluation, high scores by peers and discrepancies between scores was raised as an important factor that compromises the effectiveness of IQMS.



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Educators give themselves high scores during self-evaluation in order to access 1% salary increase and as a result the education district office ends up getting false information from schools. It becomes a problem even to the DoE to develop educators whose developmental needs are not clearly delineated. In some schools the IQMS has not been synergised with the day to day activities of the school. This means that the IQMS is still treated in isolation in some schools. In some schools IQMS is treated as an event rather than a process. These schools have a separate plan for IQMS which is not incorporated in the school year planner.

It surfaced that IQMS was not properly introduced to teachers and as a result they display a lack of understanding of the process. There was no proper advocacy and training of educators on the IQMS policy. It was revealed that IQMS workshops are only conducted for the management of schools. The only workshops that are conducted for educators are for learning

areas. Even in those workshops the impact is poor due to overcrowding. The respondents suspected lack of funds or failure to cater for IQMS related matters in the budget. It was also revealed that some schools do not respond to notices of workshop because their main concern is to rush and finish the syllabus in time.

Time factor was perceived by most of the respondents as a great concern in the IQMS implementation. This is exacerbated by the fact that the DoE expect teachers to complete IQMS at a very short space of time whereas the school has its own programmes. This is creating an impression that justice is not done to IQMS and that evaluation is just done for accountability and compliance since schools have to rush to submit hastily prepared schedules. One other thing is that the DoE has not honoured its promises which include monitoring in the form of Whole School Evaluation (WSE), grade progression and the responsiveness to contextual factors. As far as the support that the DoE is suppose to be giving to schools, it surfaced that the departmental officials seem to fail in their efforts to visit and support schools. Planning was also cited as one of the challenges facing the district office as there are no plans or programmes in place to cater for the developmental needs of educators. The lack of guidance on the implementation of the IQMS process coupled with lack of verification of scores by the departmental officials seemed to be a great concern.

It also surfaced that even the IQMS itself as an instrument is not user friendly in that the terms that are used are sometimes ambiguous. Sometimes it becomes impossible to evaluate a certain aspect during a 'once off' period. The respondents also cited the problem of using the same instrument to hold educators to account on the one hand and also to appraise or develop

them on the other hand. These two, according to them seem to be parallel to each other or irreconcilable.

5.2 CONCLUSION

There is truth in the statement that IQMS can be a very good instrument if it can be implemented properly but, because of flaws in its implementation, it seems as if it is far from realising its intended noble purpose. The developmental aspect of the IQMS will always be clouded or outweighed by the challenges in the IQMS implementation if these challenges are not addressed. In the same breath, it is a source of relief to find that there are some schools which are doing their level best to assist with the effective implementation of the IQMS process in schools. One thing that becomes apparent is that, IQMS is 'good on paper' but very difficult to implement in the school context.

5.3 RECOMMENDATIONS

Based on the research findings the researcher managed to come up with the following recommendations:

Proper consultation is needed before a new policy can be introduced so that the views of those that are at grassroots level, the people who are closer to the learners are at liberty to air their views on issues pertaining to teacher development. Training and advocacy should be done by people who are well versed with policy implementation. There should be workshops that deal specifically with IQMS related matters. Lengthy workshops of not less than a week need to be organised for the people who are charged with the responsibility of driving the process of IQMS

at school level. There is a need for the revision of the roles of the SMT so that principals can have a clearly defined role. As of now, the principal's role is reduced to that one of a moderator. The HODs are the ones who are playing a major role in the IQMS implementation.

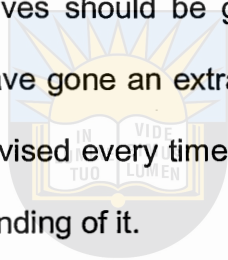
Since the credibility of IQMS implementation is questionable, it seems as if it would be advisable to have an independent body outside the school to conduct evaluation in the place of school-based DSGs. There should be close monitoring of the process of IQMS implementation by the DoE so that the information they get from schools is genuine and valid. There is a need for schools to be assisted with organisational capacity and to be exposed to positive experiences of supervision before they can be expected to conduct their own supervisions. This hopefully may have an impact towards helping to change the attitudes of educators towards IQMS.



Since 'once off' evaluation of educators does not give a realistic picture about the performance of educators, it is advisable that there should be an increase in the frequency of teacher evaluation sessions. In this way the IQMS will be treated as a process rather than an event. Planning in schools should make provision for the allocation of time and funds for teacher development. Schools that are progressive in the implementation of programmes that have a bearing on the development of educators should be allocated more funds. The information gathered in the process of IQMS should be kept in a personal file for each educator so that it can be used for things like career pathing and promotion. Since HODs in schools are few, it would be better if educators with expertise in certain subjects are roped in so that they can assist the SMT in its task of assisting and monitoring the process of IQMS. The education district office should have plans and programmes in place to assist the process of IQMS

implementation in school. The education district office should attend to the contextual factors that are indicated by various schools.

The DoE should bring back study leave so that educators can follow their dreams as far as self development is concerned. South African Council of Educators should make use of its competency of teacher development by assisting the DoE in its challenging task. The remuneration aspect of the IQMS needs to be dealt with as a separate entity and completely delinked from IQMS. Reasonable incentives should be given to those educators that have exceeded expectations and those who have gone an extra mile. Just like in the case of other school policies, IQMS policy should be revised every time during the beginning of the year so that educators can have a better understanding of it.



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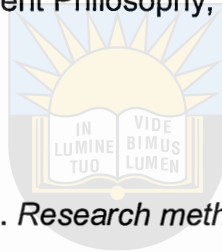
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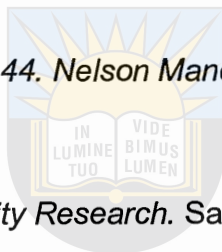
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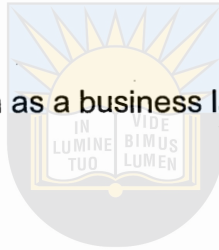
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7 ANNEXURES

7.1 Annexure 1: A letter of request to conduct the study

2365 N.U.11
Mdantsane
5219
31 March 2011

Department of Education
Zwelitsha
K.W.T.



Dear Sir/ Madam

University of Fort Hare

Permission to conduct a research for Master degree in Educational Management

I am a Masters student registered with the Faculty of Education at the University of Fort Hare. I am exploring the perceptions of secondary schools educators on the developmental aspects of IQMS.

The research requires that I visit two of your schools to interview one member of the SMT, IQMS co-coordinator, a union member and a post level 1 educator.

I hereby request your permission to visit the sampled schools to conduct these interviews. The researcher undertakes to make the research findings known to the schools concerned and the Department of Education.

Attached find a copy of the interview schedule to be used in the study provided permission is granted.

Thanking you in advance for your positive response

Yours faithfully
M.T.Mbovane



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11 April 2011

Melunzi Thophilus Mbovane

2365 N.U. 11B

MDANTSANE

521B



Dear Mr Mbovane

University of Fort Hare

PERMISSION TO UNDERTAKE RESEARCH FOR A MASTER'S THESIS: INVESTIGATING THE PERCEPTIONS OF SECONDARY SCHOOL EDUCATORS OF THE EAST LONDON DISTRICT ON THE DEVELOPMENTAL ASPECT OF THE IQMS

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research in three (3) Secondary Schools; Vulamazibuko, Ngwenyathi and Sophathisana Senior Secondary Schools in the Eastern Cape under the jurisdiction of the East London District is hereby approved on condition that:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation.
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;



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- e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
- f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director, Strategic Planning Policy Research and Secretarial Services;
- g. the research may not be conducted during the fourth school term, except in cases where a special, well-motivated request is received;
- h. your research will be limited to those schools or institutions for which approval has been granted;
- i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.
- j. you are requested to provide the above to the Director, The Strategic Planning Policy Research and Secretarial Services upon completion of your research.
- k. you comply to all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
- l. you comply with your ethical undertaking (commitment form);
- m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director, Strategic Planning Policy Research and Secretarial Services.

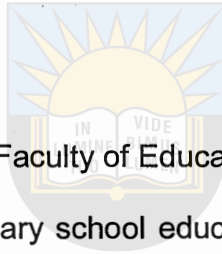
3. The Department wishes you well in your undertaking. You can contact the Director, Dr. Annetia Heckrodt on 043 702 7428 or mobile number 083 271 0715 and email: annetia.heckrodt@edu.ecdoe.gov.za should you need any assistance.


Advocate M. Mannya

HEAD OF DEPARTMENT: EDUCATION



7.3 Annexure 3: A letter to sampled schools, requesting permission to conduct the study.



Dear Sir/Madam

I am a Master student registered with the Faculty of Education at Fort Hare University.

I am exploring the perceptions of secondary school educators of the East London District on the developmental aspect of the IQMS.



The research requires that I visit your school to interview one member of the School Management Team (SMT), IQMS coordinator, union member and a post level one educator.

The study neither invades individual rights or privacy, nor will it apply any procedures that maybe found ethically objectionable. Confidentiality regarding the school and the participants is guaranteed.

I hereby request your permission to visit your school to conduct these interviews.

I thank you in anticipation for your positive response.

Yours faithfully

M.T. Mbovane

7.4 Annexure 4: Informed consent

I am a Master student registered with the Faculty of Education at Fort Hare University.

The research requires that I visit your school to interview one member of the school management team (SMT), IQMS coordinator, union member and one post level one educator.

I hereby ask your permission to have an interview with you on the -----.

I am investigating the perceptions of secondary school educators of the East London District on the developmental aspects of the IQMS.

The study neither invades individual rights or privacy, nor will it apply any procedures that maybe found ethically objectionable. Confidentiality regarding the school and participants is guaranteed.

The study will not have any negative effect on you, both psychologically and physically. I promise to share the findings of this study with you. Your involvement in this study will help you grow in IQMS related matters. You are free to withdraw at any stage of the interview if you so wish.

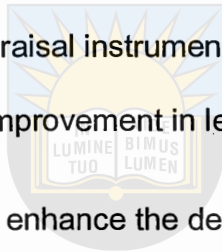
I thank you in anticipation for your positive response.

Yours faithfully

M.T. Mbovane

7.5 Annexure 5: Interview schedule

- How did you perceive the developmental aspects of the IMQS?
- Has IQMS policy been successfully implemented in schools?
- How does your school deal with the developmental needs of educators?
- How does the department of education support the school with regard to their developmental needs?
- Is IQMS a good monitoring and appraisal instrument?
- Has IQMS brought any significant improvement in learner performance?
- What do you think could be done to enhance the developmental aspects of the IQMS? .



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