

THE EFFECTS OF THE IMPLEMENTATION OF THE
INTEGRATED QUALITY MANAGEMENT SYSTEMS ON
THE WORK OF TEACHERS

CONRAD ALEXANDER POTBERG

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**THE EFFECTS OF THE IMPLEMENTATION OF THE
INTEGRATED QUALITY MANAGEMENT SYSTEM ON
THE WORK OF TEACHERS**

by

CONRAD ALEXANDER POTBERG

Mini - Dissertation

submitted in partial fulfilment of the requirements for the degree

Magister Educationis

in the Faculty of Education and Social Science

at the



**Cape Peninsula
University of Technology**

Supervisor: Mr J. Koeberg

Cape Town

June 2009

DECLARATION

I, Conrad Alexander Potberg, declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.



Signed

29.06.2009

Date

ABSTRACT

This study focuses on the effects of the implementation of the Integrated Quality Management System on the work of teachers. The stated aims of IQMS are to provide support for teachers' needs, promote accountability and to monitor and evaluate the performance of teachers. The complex and lengthy implementation of the IQMS process influences the core duties of teachers and seems to contradict the stated aims. The research questions posed in this study specifically look at how the process is implemented and managed, and its effect on teacher's work is explored.

Literature on school reform and systemic reform was reviewed to understand the context in which accountability has emerged as a key educational reform tool. The literature also provided both an international and local perspective of accountability. A critical review of Schrag's philosophical view of accountability was done in the literature review. The literature has given insight into following a qualitative research method to explore the effects of IQMS on the work of teachers.

The key research methodology selected was a focus group interview. A discussion with the nine participants addressed the key research questions as to the extent of the effects of the implementation of IQMS on the work of teachers. From the findings it was noted that the implementation of IQMS influenced the work of teachers negatively through its burdensome processes. These are clarified through the various themes that emerged in the discussion of the data.

The study concludes that the process of IQMS implementation be reviewed by the Education Department and the profession to refine and minimise its negative effect on teachers' work. A specific recommendation is made that independent specialists be appointed to facilitate and manage the implementation of a revised IQMS process, thus, allowing for greater possibility of the policy's potential to be realised and its stated intentions being met for the development of teachers.

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DEDICATION

This academic study is dedicated to my daughter, Nikita.
Always aim to do YOUR best.

*“What you are is God's gift to you. What
you make of yourself is your gift
back to God.”*

- Kelly Jeppesen

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GLOSSARY

Acronyms/Abbreviations	Definition/Explanation
DA	Development Appraisal
DAS	Development Appraisal System
DIP	District Improvement Plan
DoE	Department of Education
DSG	Development Support Group
ELRC	Education Labour Relations Council
EMDC	Education Management and Development Centres
HOD	Head of Department
IQMS	Integrated Quality Management System
PGP	Personal Growth Plan
PIP	Provincial Improvement Plan
PM	Performance Measurement
QA	Quality Assurance
SIP	School Improvement Plan
WCED	Western Cape Education Department
WSE	Whole School Evaluation

CHAPTER ONE

INTRODUCTION

1.1 Background

Post 1994 has seen an increase in policy formulation aimed at improving the quality of education in South Africa. Harris (2000: 1) indicated that the interest in educational reform was specifically focussed on school improvement. Educational reform could be referred to as the international norm of improving schools. It was evident from the norm that South Africa followed the trend of international educational reform.

The Integrated Quality Management System (IQMS) was introduced in 2004 and it emerged from an agreement between the Department of Education (employer) and employee representatives (Labour unions) made in 2003 in the Education Labour Relations Council (ELRC). IQMS is a system that integrated three various processes: namely an appraisal process, performance management and whole school evaluation. IQMS was developed into a systematic process which was aimed at enhancing and monitoring the performance of schools and teachers. An objective of IQMS was to create a culture of learning at schools and produce pupils that would become better citizens through the development of the teacher and the school. The stated aims of IQMS were to:

- Identify the needs of teachers.
- Provide support for continued growth.
- Promote accountability.
- Monitor the institution's overall effectiveness.
- Evaluate teacher's overall performance.

(Adapted from: ELRC: Collective Agreement 8 of 2003)

From the aims provided above one can see that the representatives in the ELRC were looking at the issues of addressing school reform and accountability.

The above provides a brief explanation of the origins of IQMS at its inception in 2004. My understanding from the initial aims of IQMS has motivated me to conduct a study on

how the achievement of the stated aims of IQMS would affect the work of teachers. Chapter One outlines the motivation for the research, and assesses the daily activities of a teacher to understand the existing work of teachers. This is followed by the statement of purpose, research aims and questions. I then indicate the delimitations of the study, a brief discussion of the research methodology and ethical considerations. Chapter One concludes with a structure of the study and a summary.

1.2 Motivation

Teachers were trained to teach at schools. They were required to create an environment for quality teaching and learning. At the end of a term, teachers supply parents with a report of pupils' progress. This progress is often discussed with parents as a revelation of what happened in the classroom. This process made teachers accountable to parents as one of the stakeholders in education. This has been the traditional level of accountability afforded to the public by the profession. IQMS proposed to go further than this basic level of accountability. The complexities of the new system of IQMS would form the basis of much of the discussion in the study.

Since its initial inception and implementation, certain issues have arisen within the conversations of teachers concerning this new system. When talking to other teachers, I have gained the impression that not all teachers are comfortable with IQMS and often have questions that need to be addressed regarding IQMS. There was an uncertainty that was noticeable amongst teachers about IQMS although teachers have attended training and information sessions on the IQMS process. IQMS was a lengthy process and often teachers were unsure about the process and what was expected of them in order for them to complete the process effectively.

The key concerns from these conversations were that whilst IQMS was an instrument that was being implemented to assist in promoting accountability, the administrative load of IQMS applied an extensive burden on teachers and increased their current workload. This became evident in the completion of the nine (9) Quality Assurance (QA) forms as prescribed in the IQMS process. The completion of the forms was not an indicator of the effort or the time involved with completing the forms but contributed to the administrative load of teachers. Teachers argued that the problem with IQMS arose with

the completion of the forms and having to find time to complete the forms in conjunction with other administrative duties that also needed to be completed. The completion of the forms contributed to the disruption of the school programme when teachers had to leave their classes unattended to access information and data in order to complete the forms. The completion of the forms was part of the lengthy process of IQMS and the process of completing forms related to the requirements of the daily activities of a teacher in a school as to the time required and the time needed to focus on these forms. By way of example and to strengthen this motivation let us look at the typical day in the life of a teacher.

The daily activities of a teacher required them to be in the class, busy with effective teaching but the completion of the forms required that teachers had to meet with their Development Support Group (DSG) as part of the process of IQMS. Teachers often completed the QA forms during the school day whilst leaving the learners alone in the class. Teachers accommodated each other at times when they were available to meet with their peers. The completion of the QA forms as part of the process did not stipulate when teachers should complete the forms or attend DSG meetings.

In implementing the process of IQMS, one needed to consider that a teacher also had other administrative duties to complete as part of the school programme. For example they were required to plan and attend Grade meetings as well as participate in extra-curricular activities. Participating in extra-curricular activities at school occupied more of the time of the teacher than assisting pupils after normal school hours. During intervals, teachers were required to be on the playground performing playground duty and monitoring the safety of pupils. There were various workshops that teachers were also required to attend as part of in-service training. The argument thus was that the workload of teachers was heavy and with IQMS they were required to do much more without being relieved from existing burdens. It was noticed that IQMS and its processes impacted on the work of teachers and this study wishes to assess the effect it has on the work of teachers.

1.3 Statement of Purpose

The purpose of this study was to explore the implementation of the Integrated Quality Management System (IQMS) at schools in order to determine whether the administrative

processes of IQMS affected the work of teachers so that recommendations could be made to restructure the implementation of IQMS.

1.4 Research Aims

Based on this purpose, two research aims emerged. The first aim was to ascertain the effect of the implementation of IQMS in schools. The second aim of the study was to determine the effect of IQMS on the work of the teacher, in and outside the classroom. The focus of the study being on the teacher and the process of IQMS, the study would highlight problems relating to IQMS with which the teachers had to deal.

1.5 Research Questions

In achieving these two aims, the following research questions were posed to explore the effect of IQMS on the work of teachers. The research questions guiding this research were as follows:

- How were the IQMS administrative processes implemented and managed in schools?
- To what extent did the implementation of IQMS administrative processes affect teachers' work?

1.6 The Delimitations

This study focuses on the Integrated Quality Management System (IQMS) and the teacher within the IQMS process. One focus group with nine participants interviewed was conducted. The sample selected was a small group of teachers who came from various schools and districts within Cape Town. The teaching experience of the teachers ranged from 12 years to 36 years. Three of the participants were teachers at high schools and six of the participants were at primary schools.

1.7 Research Methodology

The study used a qualitative research methodology that was an exploratory and descriptive form of research (Maykut & Morehouse, 1998: 64). My method of data collection was by means of a focus group interview technique. The technique involved

interaction with the participants in a discussion and asking questions that elicited their experiences and their feelings regarding the research questions. The data collected from the interview was compiled in a narrative description.

Twelve teachers were identified for the sample. However, only nine teachers eventually attended the focus group. The participants were prepared to express their experiences objectively and subjectively regarding the phenomenon in question. Participants included 2 Principals, the IQMS co-ordinators of three schools, 1 Deputy-Principal who was the WSE co-ordinator of his school and then generally post level 1 teachers. The sample had teachers from both high schools and primary schools.

The data was collected by discussions in which the participants and I were fully interactive. The analysis of the data involved looking at the responses and categorising it according to themes. This was done on the principle of cross-tabulation. De Vos (2001: 234) indicated that cross-tabulation provided a meaningful interpretation of data. A summary of each theme was done and this was supported by relevant quotations from the transcriptions of the focus group interview. The reporting is formative and narrative.

1.8 Ethical Consideration

The study has followed the ethical considerations that were being used by most other methods of social research. In the study I have fully disclosed all the information about the research to the participants of the focus group interview. Information about the participants was kept confidential and all participants were made to feel as comfortable as possible. All the participants were informed about the topic of the focus group and the study's expectations of the focus group. It was clarified to the focus group that all contributions would be shared with the group because of the group interview method. It was, however, my responsibility to maintain the confidentiality of the participants.

1.9 Structure of the Mini-Thesis

1.9.1 Chapter One

This chapter provides a brief explanation of the origins of IQMS since its inception in 2004. It further gives a motivation for the study with a brief description of the daily

activities of a teacher at school. It further states the statement of purpose followed by a description of the research aims and highlights the research questions guiding the research. Chapter One states the delimitations of the study. The chapter further briefly describes the research methodology employed by the study. The ethical considerations are mentioned that were adhered to by the study.

1.9.2 Chapter Two

Chapter Two focuses on the review of the related literature. The chapter discusses school reform and systemic reform. The literature provides both an international and local perspective of accountability. The chapter also focuses on the policy of IQMS and what it entails as an accountability measure in South Africa.

1.9.3 Chapter Three

This chapter outlines the research method as an exploratory study. This is done through defining what focus groups are and stating why I used the focus group interview technique. Included in this chapter are the advantages of using the technique amongst other factors such as the environment, the sample, the instrumentation as well as the data collection strategy, analysis and the reporting. The chapter further addresses the research aims and the two research questions. The research process is discussed in detail as to what it entailed in collecting the raw data.

1.9.4 Chapter Four

Chapter Four focuses on the collected raw data and its presentation. This is followed by a critical analysis of the data and leads into the discussion and summaries of the findings of the research. Each summary of the themes identified is supported by relevant quotations from the transcriptions.

1.9.5 Chapter Five

In Chapter Five I provided the conclusions of the findings. This chapter includes recommendations to various stakeholders on IQMS as well as recommendations for further studies. Chapter Five also concludes the research that was undertaken.

1.10 Summary

Chapter One gave a brief explanation of the origins of IQMS. My understanding of the initial aims of IQMS influenced the motivation for the research with a general description of the daily activities of a teacher. The statement of purpose introduced the two research aims that emerged and the research questions that guided the research. The chapter also focussed on the delimitations of the study. A brief description of the research methodology that was employed and implemented in this study was also given. The research methodology section was followed by the ethical considerations which guided this research within focus groups. The chapter also gave an overview of the structure of the mini-thesis.

The next chapter provides a review of the related literature on school and systemic reform, as well as school development and accountability. It also provides a discussion on the policy of IQMS.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter One commenced with a brief explanation of the origins of IQMS. My understanding of the initial aims of IQMS provided the motivation for the research and the research aims. Chapter One further provided the research questions that guided the research project. It furthermore explained the delimitations of the study within focus group interviews. Chapter One introduced the research methodology used in the research project and the ethical considerations revolving around the focus group interview.

Chapter Two provides a review of the related literature. The chapter commences with a description of school reform followed by a discussion on systemic reform. A local and international perspective on accountability and school development is also discussed. The chapter further discusses the policy of the Integrated Quality Management System as agreed upon in the Education Labour Relations Council and the underpinning principles that guide IQMS.

2.2 School reform

To understand school reform, one needs to go back to pre-1966 according to Muller (2000: 4) and comprehend the educational ideology of progressivism. According to Muller, features of progressivism included:

- Learner-centeredness.
- Teacher autonomy.
- Local control of learning and the curriculum.
- Anti-bureaucratic sentiment.
- Creativity, idiosyncrasy and humanistic values (2000: 4).

The idea of progressivism became evident in South Africa with the phase of reconstruction in education and the implementation of policies that promoted the paradigmatic shift of teaching and learning.

It is argued that schools could and should be the place where a difference can be made in the lives of the future citizens of our country. The argument promoted the approach of “inside-out” reform and Muller (2000: 5) substantiated that progressivism was the belief bedrock of inside-out reform. Muller further stated that progressivism was the ruling ideology of modern schooling as we know it today in South Africa (2000: 5).

With the aim of providing quality education for pupils, progressivism would substantiate the argument with one of its central quick remedies. This being that small classes were essential for quality learner-centred instruction (Muller, 2000: 7). It would then indicate that larger classes would set the focus on whole class teaching by cutting down on self-paced learning and resulting in low quality education.

2.2.1 School Reform Approaches

Literature that addressed school reform or development suggested that there were two approaches: namely the ‘outside-in’ and the ‘inside-out’ approaches. The approach of ‘outside-in’ was more focussed on school effectiveness and standards-based. The ‘outside-in’ reformers could be identified as the policy-makers. Whereas ‘inside-out’ focussed on school improvement and was school focussed (Taylor: 2002: 4). Muller (2000: 9) referred to the ‘inside-out’ reformers as ‘classroom culturalists and management interveners’. It was evident that there was definitely a move to a combination of the two models. Taylor (2002: 4) stated that there is a growing realisation that a systematically constructed combination of the two was required in improving the quality of ineffective school systems.

Taylor stated that, to a certain extent, school development programmes in South Africa leant towards the model of inside-out as schools were unaccountable. He referred to accountability measures that were in place such as the matric examination where there was a measurement of the performance of a school (2002: 5). Taylor highlighted a questionable view on accountability systems:

Consequently, training programmes and other support measures, because they have no outcome indicators of change, tend to focus on soft issues such as institutional vision and culture, and not on the technicalities of, for example, procuring and managing textbooks and stationery, or quality assuring the delivery of the curriculum. The participants are free to implement the lessons of this training in their districts, schools or

classrooms, or they may decide not to. No one would know the difference because of the absence of monitoring and other accountability systems (2002: 5).

The above statement can now be challenged with the implementation of IQMS in 2004, whereby accountability measures have been put in place now to hold teachers, schools, district offices and the Department of Education accountable for teaching and learning in South Africa. The IQMS is now capable of monitoring and evaluating teachers and schools but in the same essence it can hold the district and the department accountable for probable shortcomings of teachers or schools.

Outside-in reform was notably initiated in 2000 by the Gauteng Department of Education by using the Education Action Zone programme. The programme created the tendency to make the pupils, parents and the tax-payer accountable. This reform had a systemic initiative for monitoring schools and providing support and training to principals, teachers and pupils. This programme was largely managed from the provincial head office (Taylor, 2002: 5-6). With outside-in reform, it could be argued that the accountability issue was shifted from the school to the district, provincial and national offices.

When one looks at inside-out and outside-in reforms and the implementation of the IQMS, it is noticed that there was a movement to a systemic reform programme which included outside-in and inside-out approaches. This was evident in Taylor's statement that outside-in programmes employed mainly accountability measures and the inside-out initiatives focused mainly on support activities. He further stated that systemic reform was premised on the need to align and mediate accountability and support (2002: 6). It was clear that all stakeholders in education needed to be accountable for education in South Africa and that the necessary support should be provided by the National Department of Education, thereby making the taxpayer also accountable for improved teaching and learning.

2.2.2 School Reform in Developing Countries

School reform in developing countries was assumed not to be influenced by resources according to an investigation by Coleman (cited in Muller, 2000: 14). However,

resources did matter in developing countries according to a list provided by the World Bank (1995). The World Bank (1995) listed the following resources as important:

- Libraries.
- Time-on-task.
- Homework.
- Textbook provision.
- Teacher knowledge.
- Teacher experience.
- Laboratories.
- Teacher salaries.
- Class size.

Muller (2000: 15) indicated contributing features which impacted on school reform in developing countries as “ teacher expertise and competence, strong leadership, clear organisation of the school day and the learning programme (time and opportunity), and community and parental involvement in school governance”. Teacher expertise and competence reflected not only the support but the development of a teachers’ potential. Effective management of the school and the Department of Education was reflected through strong leadership, clear organisation and implementation of the learning programme. Community and parental involvement in school governance promoted accountability in the social sphere of the education system.

Three factors were identified in research on effectiveness of teaching and learning and have been named the ‘three t’s’; textbooks, teacher quality and time. Textbooks can be associated with resources in the context of our present education system. This factor was influenced by the availability of resources and supplementary materials. Teacher quality was measured by the kind and amount of pre-service teacher training. It also had to do with the kind and amount of in-service training of teachers. The training offered should also be measured as to the relevance and the quality of the provision of this training. Time was measured by the time and work demands placed on pupils. One then get to question the same demands which were placed on teachers (Adapted from Riddell: 1997).

2.3 Systemic Reform

When one wanted policies to be implemented effectively one needed all stakeholders to trust the policy and its objectives. Muller referred to this as being 'coherence' and involved connecting the macro and micro levels of educational practice towards a common goal (2000: 18). Two fundamental characteristics of systemic reform were standards-based reform and accountability which comprised of 'a model of steering by results'. This model used aspects of incentives, sanctions and support to extract higher levels of performance (Muller, 2000: 18).

2.4 Accountability

According to Weber (2005: 65), IQMS borrowed heavily from a familiar *international* language with the use of words such as "accountability", "management", "monitoring", "performance measurement", "quality assurance" and "competence". These words were also consistent with the global trend of how education was being reformed (Smyth *et al.*, 2000).

Ornstein (1986: 21) described accountability as a concept borrowed from management and when applied to education, it meant that teachers and administrators were to be held responsible for performing to agreed-upon terms. Schrag (1995: 642) addressed teacher accountability by stating that teachers were employees who were paid a salary for doing a particular job and ought to be answerable for what they did. On the most basic level it meant that teachers ought to be able to explain and defend a particular action. In effect it meant that some rationale needed to connect an action to some supposed educational benefit.

Schrag focused on three aspects of achieving accountability namely: pupil achievement as the basis of teacher accountability, assessing teacher performance and redesigning the workplace (1995: 643-644). Pupil achievement had been the main form of teacher accountability in South Africa before 2004 with the focus being on the matric examination. It had always been difficult to focus on results-orientated accountability because the factor of whether the pupil had done his/her part in obtaining acceptable

results was an unknown. The question then arose when pupils did poorly or below expectations whether another teacher could have done better? (Schrag, 1995: 642)

The next aspect was the assessment or evaluation of teacher performance without trying to assess pupil achievement. Schrag (1995: 644) stated that a teacher's performance in the classroom could be evaluated as well as the teacher's plans for that performance. He furthermore inferred that any incentive being attached to the evaluation would meet stiff resistance from teachers. This reference was supported by his argument that teachers were afraid that politics would distort the process: workplace politics, in which favours were exchanged and friends were rewarded by friends. On the contrary, in South Africa we have an incentive attached to the performance measurement aspect of IQMS in teaching which was agreed upon by representatives in the ELRC.

The third aspect to which Schrag made reference was the redesigning of the workplace because the teachers' performance was invisible to everyone except the pupils. The invisibility of teachers' performance was the perception that the classroom was a private sanctuary which deprived teachers of opportunities to see other teachers in action and to receive assistance from colleagues (Schrag, 1995: 644). Schrag further suggested:

A school in which teachers regularly visit one another's classrooms and share their expertise will both improve teaching and reassure parents that the occupation is taking the responsibility for improving the member's performance (1995: 644).

As he justified the obvious regarding the above statement, Schrag indicated that it was much easier said than done (1995: 644). There were many issues that needed to be taken into account when teachers had to visit their colleagues' classrooms for observation. An example of such a problem would be should the teacher not have a free period, then someone had to be recruited to take that teacher's class and that could lead to various other issues such as financial implications for the school. As Schrag (1995: 644) indicated these problems were real but they could also be solved. The redesigning of the workplace was possible through proper management of such a process and it involved planning and having the necessary resources available for such a redesign.

Ornstein (1986: 222) said the fact that accountability meant different things for different people was one reason for its easy acceptance. This was substantiated by his stating that

the concept of accountability was linked to various evolving educational trends such as management, cost-effectiveness audits, systems analysis, community participation, performance-based education, merit pay plans, teacher certification, teacher evaluation, educational excellence and a host of other trends (1986: 222).

Who was to be held accountable in education? Most of us would agree that teachers should be held accountable for the job they were paid to do. Yes, they were accountable but they were not to be held solely responsible. As Ornstein (1986: 223) indicated, teachers would object to the oversimplified concept that defined accountability as the sole responsibility of the teacher or administrators of schools. He indicated that various other stakeholders bore some responsibility for pupil performance and should also be held accountable. The various other stakeholders included:

- Parents.
- Communities.
- District offices.
- Taxpayers.
- Pupils themselves (Ornstein, 1986: 223).

These were often the people who also influenced learning and we all too often ignored the realities and the responsibilities of these people.

According to Ornstein (1986: 223), the concepts of accountability called for the assessment of students. Some required management goals and methods of evaluation; some required evaluation of professionals. Thus emphasis had been shifting towards minimum competency testing for pupils. This was evident in South Africa with the literacy and numeracy assessments in Grades 3, 6 and 9. These assessments were done at the end of each phase in South African schooling. This was to ensure that pupils learnt to read, write and compute at minimally accepted levels (Ornstein, 1986: 223).

Many of the accountability plans looked at the teacher as the source of the evaluation and performance. The most comprehensive accountability required that competence of certified personnel be measured partly in terms of pupil performance. The evaluation process in each school needed to include:

- Establishment of standards of expected pupil progress in each area of study and methods for assessing that progress.

- Assessment of personnel in relation to such standards of expected pupil progress.
- Assessment of personnel in their performance of other duties.
- Assessment of personnel in their effectiveness in maintaining control and preserving a suitable learning environment (Ornstein, 1986: 225).

These standards were closely related to the criteria and performance standards used in the performance measurement aspect of IQMS.

Ornstein substantiated the problems on accountability as followed:

Schools are responsible for only a small variation of the child's learning and teachers represent a fraction of this variation. It follows, then, in all fairness, that people cannot be held responsible for something over which they have little control. To point the finger solely or mainly at the teacher reflects either extreme naiveté or a political motive (1986: 226-227).

Consensus could be reached that there was a need for accountability in education and specifically with regard to teachers. Ornstein (1986: 227) motivated that teachers did not fear evaluation but rather welcomed it and preferred that supervisors observe, evaluate and make recommendations in a constructive manner. The problem that teachers had was the negative presumptions for implementing an accountability system. Ornstein furthermore stated that the accountability movement shifted from teacher behaviour to teacher effects (1986: 228). This meant that the focus was taken from the teacher as a person and rather focused on the outcome the teacher needed to achieve.

In order for accountability to improve, there had to be systematic efforts in terms of directing, monitoring and management of the system. These systematic efforts could be defined as follows: directing the framework as to what the teachers and pupils were expected to be doing and achieving in the classrooms. This framework was the curriculum which would set goals for learning. This would all be set out in the National Curriculum Statements (NCS). Monitoring was the tool that would determine whether the delivery of the curriculum was taking place. Pre-2004, the only performance monitoring system in place was the matric examinations. Thus the only people held accountable were the schools and teachers involved with matriculants. Since 2004, the implementation of IQMS has moved to the point where all involved in education became accountable. The management of the system referred to the organisational development and management, financial management, teacher development; policy and planning and research in education in South Africa (Taylor, 2002: 8-14).

Muller indicated differences and similarities with the concept of accountability that could be found in the US and South Africa by definition. A similarity was the reward system of incentives. The application of sanctions in the US (Muller, 2000: 19) was a difference whereas in South Africa the Collective Agreement 8 of 2003 (6) indicated that no sanctions could be instituted against teachers without meaningful development taking place. Muller stated:

Heads and teachers are to be held accountable for student progress; district and state (provincial) officials are to be held responsible for professional development and support (2000: 19).

The above statement was applicable to South Africa as well.

Taylor (2002: 14) further indicated the need for support measures in order for accountability efforts to be successful. These support measures included developmental appraisal, provision of resources and the provision of teacher development initiatives. The provision of schools, teachers and other resources by the government did not guarantee the opportunity of any quality. The quality of schooling was responsive to improvement by fitting these resources together optimally through the deployment of a suite accountability and support measures. These measures should:

- Set targets in the form of performance standards.
- Monitor the delivery of these targets.
- Provide training, resources and support to enable teachers, principals and other officials to meet the expected standards (Adapted: Taylor, 2002: 15).

To address accountability, the government put several policies in place such as performance management reviews, school inspection, curriculum frameworks, assessment and certification systems and financial auditing. They were mainly administered by the state but at different levels. They were specifically designed to hold institutions and individuals accountable. In order to be held accountable there needed to be the supporting mechanisms in place, thus there should be training programmes, the provision of buildings and utilities, learning support materials and other equipment. The role of the Development Appraisal System (DAS) was to identify the individual training and support needs and the principal agents of support measures were the state officials at provincial, district and school levels (Taylor, 2002: 3). Taylor challenged school development by stating,

So we live in a world where anyone can say what they like and we have no way of deciding whether the grand plans visited on our children in the name of one or other evangelism are part of the problem or part of the solution (2002: 3).

The above statement dignified the argument that school development was a complex issue. It also addressed the issue whether all the different policies implemented by the DoE bore the best interest of the pupils at heart. It also questioned whether there was acknowledgement of empirical evidence justifying certain claims regarding school development.

2.5 School Development

In an attempt to provide opportunities to our young citizens and address the issue of school development, Government has initiated programmes to reform schools and the level of competency of teachers through programmes such as the School Effectiveness Initiative (SEI) and the National Strategy for Maths, Science and Technology (Taylor, 2002: 1). Another initiative was the implementation of the Integrated Quality Management System to address accountability at the micro-level of the Education System. Inconsistency existed in these attempts as Taylor highlighted in the words that follow:

In general the effects of these efforts have been hard to discern to date. To a very considerable extent this apparent lack of impact is due to the enormously complex nature of schooling, and the consequent difficulties involved in bringing about the alignment of the diverse elements required to make a difference, to say nothing of the long haul needed before any significant changes at the institutional level begin to manifest themselves in improved outcomes. There are also unresolved debates about what constitutes significant change and how it should be measured (2002: 2).

According to Taylor (2002: 3) accountability and support measures were two kinds of measures available for improving public schooling. This improvement was aimed at equity, efficiency and the quality of public schooling. He furthermore said that accountability measures were used to manage staff and resources by offering incentives and administering rewards and sanctions based on performance. The purpose of the accountability measures were to guide and set the performance standards as well as monitor the outcomes. Support measures, on the other hand were aimed at the individual by providing training, capacity building, distribution of resources and the establishment

of systems and structures. Thus, support measures empowered individuals to meet the expectations set by accountability measures.

The objective of WSE was to improve the effectiveness of schools and improve the quality of teaching and learning at schools. When schools were not producing effective outcomes there was a need for change and Muller (2000: 9) viewed schools as a site of change. He furthermore stated that development programmes should offer leadership training and effective school management styles as this would impact on school quality. Muller's view was substantiated by the statement:

Management and staff development approaches varied, from the more managerialist like site-based management and 'Total Quality Management' to the more culturalist approaches like 'visioning' (2000: 10).

Muller (2000: 12) indicated that accountability meant accountability to outcomes and quality in education. Accountability was not unique to South Africa but was seen as a global aspect within education. It was seen as a global aspect because of global competitiveness in education and in economic performance. Economic performance was influenced by education in preparing pupils for the labour market that was determined by global factors. This was supported by Muller who stated:

Since economic competitiveness depends upon foreign capital investment, and since such investment requires skilled labour to make it productive, there will be inexorable pressure upon the schooling system steadily to increase the average level of education of the labour force (2000: 12-13).

An issue associated with accountability was also the aspect of professionalism. Muller (2000: 22) indicated that professionalism was the standards by which professionals had the ability to judge good from bad performance. Cohen supported Muller by stating:

These internal regulatory systems are the chief means by which professionals discriminate good, bad, and mediocre work and hold themselves accountable (1995: 15).

2.6 The IQMS Policy

The purpose of pupils attending school was to attain a good quality education that would benefit them to become better citizens of the country. In order for this to take place they should have access to quality education and Taylor (2002: 1) suggested that to learn was much more than just access to schools but that schools needed to be well managed and classes well taught. Taylor (2002: 1) stated that in South Africa, more needed to be done

in our schools and classrooms for us to afford our young citizens the opportunity of quality education.

2.6.1 Integrated Quality Management System

Post-1994 has seen the Department of Education attempting to transform education in South Africa by implementing policies and legislation to better education. The policies and legislation were aimed at quality education and the equitable access to schooling for everyone. Quality education and access to education was prescribed in the legislation of the South African Schools Act (Act no. 84 of 1996 as amended). A policy aimed at improving education in South Africa was such as the Integrated Quality Management System (IQMS), which was agreed upon in the Education Labour Relations Council (ELRC) in 2003 (Collective Agreement 8 Of 2003) by the DoE and teacher trade unions. Collective Agreement 8 of 2003 proposed the integration of the quality management programmes of the DoE which comprised of the Developmental appraisal, Performance management and the Whole school evaluation systems (ELRC: 2003: 3).

2.6.2 Three systems of the quality management programmes

According to the Agreement of 2003, each one of the three systems had a distinct focus and purpose and there should be no contradiction among any of them. Thus, IQMS was the combination of these three systems. The three systems were supposed to do the following:

The purpose of *Developmental Appraisal (DA)* is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development. The purpose of *Performance Measurement (PM)* is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives. The purpose of *Whole School Evaluation (WSE)* is to evaluate the overall effectiveness of a school – including the support provided by the District, school management, infrastructure and learning resources – as well as the quality of teaching and learning (ELRC: 2003: 3).

The most underlining factor in the above was that the work performance of the teacher was measured in all of the systems mentioned above. Thus the teacher was to be held accountable in all the system processes of IQMS. This meant that teacher involvement was required in these processes. None of the processes could suggest that it had no

influence on the teacher or that the teacher has no influence over the different processes in the system.

The above was furthermore supported by the collective agreement which stated that: “The philosophy underpinning the IQMS is based upon the fundamental belief that the purposes of quality management systems are fivefold:

- To determine competence.
- To assess strengths and areas for development.
- To provide support and opportunities for development to assure continued growth.
- To promote accountability.
- To monitor an institution's overall effectiveness (ELRC: 2003: 4).

2.6.3 The features of IQMS

The following are features of IQMS, which includes Developmental Appraisal, Performance Measurement and Whole School Evaluation systems:

- Developmental Appraisal and Performance Measurement inform and strengthen one another without duplication of structures and procedures.
- Performance Measurement and Developmental Appraisal must be linked to an annual cycle, which must be completed within a calendar year
- Developmental Appraisal and Performance Measurement inform and strengthen internal Whole School Evaluation.
- The separate purposes of DA, PM and WSE remain intact (Adapted from: ELRC: Collective Agreement 8 of 2003).

These features could be debated as to their implementation and their understanding within the teaching fraternity. Change and strategy implementation at the micro-level viewed the individual as the unit of analysis and focused upon efforts with specific employees (Rowley & Sherman, 2001:206).

However, employees might not implement plans owing to simpler, less psychologically-based explanations and two reasons for this might exist:

- The employees might not have understood the proposed changes in the plan and therefore were incapable of acting upon the changes.

- The employees understood the changes but were incapable of carrying them out because they lacked the knowledge, skills, or the resources to do so. (Rowley & Sherman, 2001:206)

Most times there was resistance to the implementation of any change and this was as a result of not being involved in the planning and not understanding the changes. The study was expected to show that should people be involved in the planning process of change, they would be more determined to make it succeed as a result of taking ownership of the change.

Through implementation of effective Quality Management practices the following benefits could be highlighted according to the White Paper 6 on Human Resource Management in the Public Service (1997: 6):

- Increased job satisfaction among employees and improved attendance.
- Increased reliability and on-time delivery of the products or service and reduced errors.
- Greater customer satisfaction based on the consumers' overall perceptions.
- Customer retention rates.
- Improved market share and profitability.

These highlighted benefits could also be applied to the educational context. Teachers' can gain job satisfaction and would attend work regularly with effective quality management. The customers of education (pupils and their parents or guardians) would benefit greatly through an effective and well-managed quality management process.

According to the collective agreement 8 (2003: 6), the Quality Management System was informed by the following principles:

- The recognition of the crucial role of the delivery of quality public education.
- All learners had equal access to quality education.
- The need for an Integrated Quality Management System which was understood, credible, valued and used professionally.
- That the system's focus was positive and constructive even where performance needed to improve.

- That the system included a process of self-evaluation and discussion of individual expectations.
- The need to minimise subjectivity through transparency, open discussion and quality controls to ensure validity, reliability and relevance.
- The need to ensure fairness by affirming the rights of teachers, for example, there could be no sanctions against individual teachers before meaningful development had taken place.
- That the system promoted individual professional growth of teachers and ongoing support for teachers and the school.
- That the system provided a clear protocol governing the interaction of the parties.
- The need for the IQMS to provide for and encourage diversity in teaching styles.
- The system met professional standards for sound quality management, including propriety (ethical and legal), utility (usable and effective), feasibility (practical, efficient and cost effective) and accuracy.
- Development took place within a national Human Resource Development strategy and Skills Development.
- The need for all schools to look for ways to improve continually.

According to Weber (2005: 67), there was a central theme that ran through the whole collective agreement document regarding the “guiding principles” that aligned the three programmes. The theme was the tension between holding teachers and schools accountable by measuring their performance and a commitment to the development of human capacity and skills where required. He further stated that the idea was not to be punitive or unfair and this was supported by the example in the guiding principles: “...there can be no sanctions against individual teachers before meaningful development takes place ... [and] the system’s focus is positive and constructive where performance needs to improve” (ELRC: 2003: 6).

Weber (2005: 67) noted that IQMS acknowledged subjectivity in appraisal and outlined how this might be addressed through the notion of transparency, open discussion and quality controls in the guiding principles. Weber supported one of the research questions of the study which stated: How were the administrative processes managed at school? He noted that in the same way that it ignored national and community conflict, it ignored the

role of institutional politics at the micro-level. Reference was made to how authority and power was exercised, mediated, managed and contested.

2.7 Summary

Chapter Two has provided a review of the related literature. The literature on school reform and systemic reform, as well as school development, provided the basis as to the implementation of IQMS. Both local and international perspectives on accountability were addressed in the literature. The applicability of accountability to education was given through Schrag's philosophical view. IQMS, as a policy, was reviewed as to better understand IQMS as an accountability measure.

Chapter Three will outline the qualitative research method used to conduct the research project. It will elaborate on the focus group interview technique as the research method. Other aspects addressed in Chapter Three include the environment, sample selection, instrumentation up to the process of data analysis, and reporting. This will be followed by the research aims and research questions being addressed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In Chapter Two I reviewed the related literature from both an international and local perspective. The literature outlined accountability over a period and looked at aspects of accountability. Chapter Two reviewed the policy of IQMS as an aspect of accountability. Schrag's philosophical view of accountability looked at the applicability to education and teachers. With the completion of Chapter Two, the literature review could then guide the methodology of the study.

The aim of this chapter was to outline the qualitative research method selected as the mode of the research. This chapter will cover aspects of the research method and support the reasoning behind choosing teacher interviews as the data collection method. The chapter will cover aspects such as why the focus group was selected compared to individual interviews, and the advantages of focus groups. Other aspects addressed in this chapter include the environment, sample selection, instrumentation up to the process of data analysis, and reporting. Chapter Three will conclude with a discussion on the research process followed and it will indicate factors that constrain and/or facilitate the research.

Chapter Four will follow with an analysis of the raw data collected.

3.2 The Research Method

Owing to the study being more exploratory, I decided to employ the methodology of a focus group interview technique of a group of teachers. I would then discuss the various characteristics regarding the selection of this interview technique.

Focus groups as a qualitative research method used a group interview with a stronger dependence on the group's interaction with one another. The vital role of the group interaction was that the data collected was of such importance that it would never have

been accessible without the interaction within the group (Morgan: 1997: 2). The focus group interview technique provided new insights that were not that easily achieved through the one on one interview method. This was due largely to the interaction of the group and the group dynamics that brought about new insights.

Owing to the study being in the field of education and the effect of administrative processes on the work of teachers, I selected the focus group technique as this best served the purpose of attaining the necessary personal experiences of the teacher through group discussion. Hence this technique would best encourage the collection of data.

The focus group was used as a self-contained method as it served as the principal source of data (Morgan: 1997: 2). According to Morgan (1997: 3), the self-contained method could be a basis for a complete study. Hence it was the primary method of collecting qualitative data. There were other methods within focus groups, as well, but they often required supplementary sources for data collection such as having to conduct surveys. The method of self-contained focus groups will be discussed in more detail later in this chapter.

3.3 The focus group interview technique compared to the individual participant interview

This technique offered valuable features in comparison to other qualitative data collection methods. The data collection method encouraged participants to challenge one another in the form of debate bringing about more depth to the data being collected. With the differences in personal experiences of the participants, they could easily challenge one another on critical issues relating to the research. Basch (1987: 432) stated that the interview method offered several advantages as there was an opportunity to,

...deal with complicated subject matter; gather a great deal of in-depth information ...in a relatively short time, obtain reactions from participants ... clarify responses; and improvise to pursue unexpected but potentially valuable lines of questioning (Basch, 1987: 432).

In essence this benefited this study tremendously as I required an account of the teachers' personal experiences of IQMS as encountered at school. Through the Focus Group interview technique method I could probe the participants for an in-depth discussion on the topic of the focus group.

The process of focus group interviews had many advantages over other techniques but more specifically over the individual interview. According to Morgan (1997: 10), the comparative advantage was the ability to observe interaction on the discussion topic on hand. The ability to receive direct evidence from the differences and similarities of opinions and experiences of the participants was an advantage of focus groups as it eliminated the post-interview analysis of statements of the participants.

According to Morgan (1997: 10), individual interviews also offered advantages as the interviewer had control over the process. The time allocation was an advantage because it allowed time for the participants to share information. In comparison to the focus group, there was less depth and detail of the opinion and experiences of the participants.

The focus group could bring about more depth in the discussion as the participants were able to raise their opinions more freely in the discussion, whereas in the individual interview they were more restricted to the questions being asked. I will now focus more specifically on the advantages of the focus group interview technique.

3.3.1 Advantages of the focus group interview

The focus group interview relied heavily on the focus of the topic and the interaction of the group. It could produce concentrated amounts of data on the precise topic as required (Morgan: 1997:13). According to Morgan, the focus group had thus received the reputation of being a “quick and easy” method to collect such data (1997:13).

Another advantage of focus group interviews was that the participants could express views of groups of people that would otherwise not have been heard (Morgan: 1997: 20). The focus group allowed the research participants to highlight their own perspectives. The other advantage was, as previously mentioned that focus group interviews were quick and therefore an easy method of collecting data with in-depth detail on the topic.

3.3.2 The self-contained focus group

Morgan (1997: 18) stated that the key feature of a self-contained focus group was that the results of the research could be substantial. Thus it reiterated the notion that focus groups' qualitative method can be a study on its own with viable results.

The objective of the self-contained focus group was to obtain the opinions and emotions of the participants on the topic of interest and this was not easily accessed through a general one-on-one interview. The self-contained focus group also brought out the participants experiences and their perspectives on the topic. This was supported by Morgan who stated:

... people are more than happy to compare their different experiences, whereas they might be reluctant to challenge someone else's opinion (1997: 20).

Morgan (1997: 20) stated that an emphasis on perspectives brought together the opinions and experiences in an effort to determine what participants thought about the topic and how they thought about the topic as well as why they thought the way they did on that topic.

The ultimate benefit of the self-contained focus group was that it revealed aspects of experiences and perspectives that would not have been gained without the group interaction of the focus group.

3.3.3 The interview environment

I arrived early at the University to ensure that the venue was comfortable and ready for the interview. The university was used because the facilities were conducive to conducting a focus group. I made sure that the audio recording equipment was set up and that the necessary arrangements for seating had been done.

3.4 The Sample Selection

The sample selected for the interview was 12 teachers who were willing to describe their experiences of the IQMS process. The 12 teachers were selected from both Primary and Secondary schools. On the day of the interview, only nine participants attended the focus group. Eight of the participants were male and only one female. Three female participants failed to arrive and the interview continued with the nine participants. Three of the participants are currently teaching at high schools and six are teaching at primary schools. Two participants are principals, one from a high school and the other at a primary school. There was one deputy principal and three heads of department from both primary and high schools. The remainder of the participants were post level one teachers.

Race was not considered as a specific criterion for the selection of the subjects as it would not have much bearing on the discussion as all teachers were employed by the same employer (WCED) and were exposed to the same process of IQMS. However, seven of the participants were coloured and two were African. The teaching experience of the participants ranged from 12 to 36 years' experience. IQMS evaluations of the participants varied from 2 to 4 evaluations since the inception of IQMS in 2004.

3.5 The instrumentation

The interview schedule was the main instrument used in the focus group interview technique. It was my responsibility as the moderator of the focus group to entice the participants to reveal more in the discussion, thereby gaining more valuable data from the group. The questions for the focus group were structured in such a manner as to determine the impact of IQMS on the work of teachers. The questions were based on three types of focus group questions, as described below:

- Engagement questions: used to introduce participants and make them comfortable with the topic of discussion.
- Exploration questions: determining the essence of the discussion.
- Exit questions: used to check whether anything had been missed in the discussion
(Adapted from: Elliot, 2005: 3).

With each question I identified a specific category to facilitate the discussion and prevent issues being raised in an unstructured manner. The focus group interview technique was

aimed at eliciting a conversation amongst the participants on the research aim as discussed in Chapter One. Moyle (2006: 3) stated that conversations in educational research could be captured through focus groups. The interview schedule (Appendix G) stated the interview questions followed by the category (in bold) that guided the questions for the focus group.

3.6 Data collection, analysis and reporting

An audio recording of the interview was done as part of the data collection process. The audio recording was then accurately and fully transcribed. The data collected was then entered onto an Excel spreadsheet for a first level analysis.

The analysis involved looking at the various responses for each question and identifying themes. The raw data was then categorised according to the different themes. These categories and themes formed the headings and sub-headings for the analysis and findings. A paragraph summarising the findings for each theme was done identifying possible differences or similarities amongst the participants. This was supported by relevant quotations. The reporting was formative and narrative.

3.7 The Research Process

The research process was inhibited by numerous obstacles with regard to personal and professional factors. These hurdles were overcome by determination and through adjustment of the research plan as the process developed.

3.7.1 Initiation of Research Plan

In the early months of 2006, I applied for a promotion post as Head of Department of a school. Departure from the school where I had been comfortable teaching and had had enough support for my academic studies manifested in psychological effects. I found myself at a school where there was much disapproval for my appointment because of personal feelings that someone at the school should have been appointed in the post. I was under pressure to prove myself worthy of the appointment. The new workload automatically restructured my personal development priorities, pushing the research

project down a few notches on the priority list. At the beginning of the year 2008, I decided not to be intimidated by people with ill-feelings. A decision was made to commit to the research project and its completion.

3.7.2 The key phases of the research implementation

In line with the research aims as stated in Chapter One, an exploratory study was chosen as the form of research in order to focus on the process of IQMS and the teacher. The exploratory study would best assist in answering the research questions. The research on the implementation of IQMS and the effect it had on the work of the teacher occurred in various phases. The answering of the research questions was projected through the following phases of the research process:

3.7.2.1 Phase One

The first phase involved securing an interview with an IQMS co-ordinator at a district office. The interview occurred on 12 June 2008 whereby I posed open-ended questions (Appendix A) to gain background knowledge of the current status of IQMS in schools and the future plans regarding IQMS.

The second stage of this phase was to analyse the 9 Quality Assurance forms that reference was made to in the interview. This analysis was done to gain an understanding of what these forms involved and who was involved with the completion of these forms. These forms had to be identified and notes made as to when the process was intended to be completed. (Appendix B)

The analysis of these forms guided the research as to the effect it had on the work of the teacher.

3.7.2.2 Phase Two

The second phase of the process was to identify 20 teachers from different schools to be participants for the focus group interview. From the 20 teachers identified, only 12 would be selected as participants. The 12 participants should cover the spectrum of all phases in

the South African schooling system. They should include principals, deputy principals, IQMS co-ordinators and post level 1 teachers. The group would cover both genders and no preference would be given to the issue of race. The date selected for the focus group interview was the 20 September 2008. The day selected was a Saturday so that no interruptions were created for any schools. A letter (Appendix C) was sent to the various schools so that principals could identify volunteers to participate in the discussion. The response was disappointing in that no positive responses were received. I then followed up by enquiry and it was revealed that teachers were unavailable owing to their workload and that Saturdays were generally regarded as family time. Teachers were also not keen on attending owing to their negative perception on IQMS.

3.7.2.3 Phase Three

The third phase was introduced as a direct result of the negative responses to the second phase. It involved me personally having to contact various schools and principals. Constraints to the research process were the natural financial constraints and the obvious one that I was also at school and this made it difficult to contact principals during school hours. I had to visit schools and speak to principals personally to identify available and voluntary participants. These visits to the schools resulted in a more productive outcome.

Everything was well on track until the last week before the focus group meeting when participants started withdrawing. Four days before the meeting only 4 participants were confirmed as definite participants. This resulted in me having to go to different schools and approach teachers personally with the permission of the principal and convince them to participate. By the Friday, 12 teachers had been persuaded to participate.

The participants had to complete a background profile form (Appendix D) to assist in forming an introduction profile of each participant. Each participant's principal had to complete a school background profile form (Appendix E) in order to give a broader profile of introduction of the participant. Another form required from the participants to complete was a consent form (Appendix F) giving permission to participate and be audio recorded for data collection purposes. All the participants gave their consent.

3.7.2.4 Phase Four

This phase seemed to have a positive outlook because of the support that was received. The venue was made available by the University as well as the recording equipment. Everyone was in favour of the date which eventually materialised as the 20 September 2008. The focus group interview was scheduled to run from 10h00 to 13h00.

The focus group interview took place as scheduled and all the interview schedule questions (Appendix G) prepared for guiding the research were posed and addressed in the interview.

3.8 Summary

In this chapter, I have outlined the implementation of the research methodology, giving a thorough description of focus groups. An explanation was given of why the focus group interview technique was used and aspects mentioned such as advantages of focus groups, the environment, the sample selection, the instrumentation used and data collection through the analysis and reporting. This provided a foundation for the discussion and analysis of the research findings in the next chapter.

CHAPTER FOUR

DATA ANALYSIS OF FOCUS GROUP INTERVIEW

4.1 Introduction

In Chapter Three, I outlined the research methodology. Chapter Four brings about the merging of the research design and the analysis of the data collected. It also projects the links made between the research question and the analysis in a logical order. One should easily be able to follow the research design in this chapter and have a clear picture as to what transpired during the focus group interview that was held.

4.2 First Level Analysis

The analysis was done under the categories as indicated on the interview schedule (Appendix G). Under each category, various themes were identified from the responses gathered in the data. Each category is supported by an extract from the transcriptions that best describes the essence of that category.

4.2.1 IQMS Perspectives

To determine what the main concerns of the focus group were regarding IQMS, I asked the question what was the “buzz” whenever IQMS was mentioned. The majority of the participants raised the issue of class visitations and the amount of stress and anxiety associated when colleagues came into their classes to observe their classroom management. The group questioned the seriousness of the IQMS process and the futility which came with the process of evaluating teachers in the classroom. This became evident whenever the issue of the 1% incentive was addressed. The aspect of workload of teachers was addressed by the group and the group associated it with time. The group felt that there was not enough time to complete all the work they had to do.

Another aspect raised in the discussion was that the focus group claimed that IQMS was supposed to be developmental from the employer’s side but ended up being the responsibility of the schools and this made many people sceptical about IQMS. Another

reason for scepticism was the fact that they were uninformed about IQMS. The group agreed that it had also become mandatory or an accepted practice that IQMS should be done whether it was seen negatively or positively. The general feeling deduced from the group was that of a negative response to IQMS. One participant's initial comment captured the gist of everyone's feelings with regard to IQMS:

... it's more a sigh than a buzz because a buzz to me, it would indicate some form of excitement. So, I think there's more a sigh, response of negativity, more of concern (Transcript: 1).

4.2.2 Value of IQMS

The second question was to determine what the participants found most interesting or intriguing about IQMS. One of the participants felt that IQMS provided the opportunity for one to discover where one was in one's teaching career. This enticed others to raise views that were similar such as having to do introspection and this was evident when completing the Personal Growth Plan (PGP). Agreement was reached through the aspect that growth took place through interaction with colleagues. The interaction of colleagues could benefit the whole school and the results could then be seen through the resultant improvement of the school.

One participant related an aspect of IQMS as being only results-orientated. The majority of the participants agreed. Awareness became evident of two types of attitudes towards IQMS. The one was that there were people who were positively disposed to it; who wanted development from the process and there were those who were negatively disposed; who just did it so that it was done. Another aspect that drew the agreement of the group was that of people close to retirement were often negatively disposed towards IQMS and did not see the necessity of having to complete the IQMS process truthfully for an incentive of merely 1%. The group agreed that IQMS should be a process that took place throughout the year, yet in reality, preparation was only done a few days before a class visit. This raised another issue that scoring was often not done honestly because people scored high marks in the process but the school indicated that they lacked resources.

The general consensus from the focus group was that there was no "IQMS atmosphere" present at schools. The lack of this could be due to various factors but the general feeling

was the prevailing negative attitude towards IQMS. Everybody agreed that it carried developmental benefits if done honestly. This was evident in the following participant's statement:

... I appreciate the initiative, but then it must be done correctly and truthfully (Transcript: 2).

4.2.3 Continuous Development

The third question dealt with the impact the implementation of IQMS had on teaching. At this point only three participants responded to the question yet their answers often brought out agreement from the other participants. One of the aspects was that there was often no evidence available for the mark obtained in the process. Thus often one needed to justify the mark in the discussion of the pre- and post-evaluation. There was a strong need for continuous development. The purpose of the Developmental Support Group (DSG) was to support and develop the person yet this purpose was not being addressed and this was because of the issue that there was no time for people to visit and help people because of their own extensive workload. This raised an issue of concern that the focus area of development was not addressed and therefore people presented the same focus area needs for the following IQMS cycle. The issue of focus area needs linked up with a previous statement that introspection was done and one ended up identifying the same focus area for development again. The lack of impact of IQMS on teachers could be surely accredited to the lack of development taking place. One participant stated from a management point of view:

... it is a rude awakening to those who are steering and facilitating the process as to the level that they have to raise themselves to get those subordinates to a point of development (Transcript: 3).

4.2.4 Continual Change

The fourth question dealt with the administrative processes of IQMS and how familiar the participants were with the forms within the process. One decisive aspect that steered the discussion in this question was the continual change aspect within IQMS. The issue of continual change was due to a recent modification in the templates or forms that were being completed (Transcript: 4). The change was as recent as in the week building up to the focus group interview. The recent change in the templates seemed to have caught the majority of the participants unguarded and many were unaware of the new change. The

change brought everyone to the point of agreement that this continual change was what made people anxious about IQMS, further contributing towards the negative attitude towards IQMS. The time factor was raised again as an issue in completing the forms. People tended to just complete the forms as a mandatory activity.

It was mentioned that people did not complete the forms in a transparent way that indicated a true reflection of the process. One person from the group indicated that they managed to complete the forms within the timeframe and they did it after school and did not have a problem with time and completing the forms. The majority of the group indicated that the system of IQMS had many loopholes that could be easily manipulated. From the discussion it was revealed that monitoring did take place from the Department. Monitoring took place through the completion of additional forms and documentation. This, however, contributed to the workload of the management of the school in the sense that they had to provide the information for monitoring to take place. Another aspect raised was the training required around IQMS. People were uninformed and more information needed to be channelled through to the post level one teachers to become better acquainted with IQMS and the process and this should promote a more positive attitude towards IQMS. A participant summarily questioned:

How does one get a positive attitude going among all this continual change from one thing to the next (Transcript: 5).

4.2.5 Support

The fifth question explored how IQMS was integrated into the school's administrative processes. The majority of the group agreed that IQMS was expected to commence in February of the year. It also surfaced through one participant that IQMS was a continuous process that should happen throughout the year. The focus group felt that development should take place during the year. It was also brought to the attention of the group that one district office actually did address developmental aspects. This was not an influential factor as not all districts were represented in the focus group. The majority of the group, however, felt that development was not taking place at schools as these aspects would be identified in a particular year and there would be no follow-up on these developmental needs.

A pertinent factor that came out was the cost factor involved with class visits. A participant indicated that his school generally paid someone to supervise classes when teachers had to do class visits (Transcript: 6). This became rather expensive because these teachers also had to sit in pre- and post-evaluation meetings as well. The majority of the participants responded by indicating that their schools were not fortunate to accommodate this cost factor and often had to leave learners alone in the class. This would often lead to discipline problems at the school. It was brought to the attention of the group that the workloads of teachers increased since they lost free or administrative periods as a result of absenteeism of teachers at school. Therefore teachers were required to supervise those classes. To address such issues, the group mentioned many other aspects of how they tried to manipulate the process.

The majority of the group indicated that planning was a major issue at schools. Everybody indicated that the schools did year planning but owing to the inconsistency with IQMS they struggled to keep to the plan. This led to the manipulation of the process whereby class visits took place but not according to IQMS guidelines. Two of the participants indicated that class visits did not take place and people were just given a mark. The majority of the group indicated that their class visits generally lasted ten to twenty minutes. Another issue why IQMS was done only in the third term was that certain criteria could be evaluated only after a period of completion with reference to the syllabus. The entire group agreed that the first term was generally consumed by athletics at the school. The group agreed that at smaller schools, the composition of the DSG created problems. For example, it was a waste of time that the deputy principal could not assist in the process of helping the HOD with class visits. A technical aspect that indicated inconsistency with the process was that all changes and training regarding IQMS happened around the end of the second term.

The Department has distributed guides and calendars to help schools with the process of IQMS. Participants managing schools indicated that it would be a managerial nightmare to follow IQMS in terms of this guide. They indicated that it was a guide from the Department to show that the implementation of the process was possible. The majority of the group agreed that the people who were supposed to monitor were also teachers at the school with the responsibility of teaching classes. Two concepts that caught the attention of the group were *Managerial Sensitivity* and *Managerial Vision*, with regard to the

management of the IQMS process. Everyone agreed that managerial vision required that the management should have a programme well developed according to the process. Managerial sensitivity addressed the issue of workload and the feelings around workload. One participant defined managerial sensitivity as follows:

... the management should lessen the load and the stress and ease that anxiety (Transcript: 7).

4.2.6 Teacher Attitudes

The sixth question on the interview schedule was to determine the barriers that the participants encountered with IQMS in their schools or classrooms. The group immediately identified the big classes as a barrier to the process of IQMS. The group also indicated that many barriers were identified earlier in the discussion. The classroom size was seen as a barrier because it automatically influenced the discipline in the class. The majority of the group agreed that discipline created problems with the effective management of IQMS. The group also agreed that the creation of a healthy learning environment was hindered by the class size. It was clearly indicated by Ernest that the atmosphere could not be created in a class of 45 learners where the classroom was built for approximately 35 learners (Transcript: 9). One was thus easily disadvantaged owing to the physical limitations. This had a negative impact on the IQMS evaluation as it was a factor beyond control.

These barriers then directly influenced resources and attitudes as being barriers to the effective implementation of IQMS. The lack of resources was seen as a barrier for the group. The barrier of teacher attitude would hence be the dominant barrier being the result of many other factors. The attitude of teachers could be seen as negative. The negative attitude could be accredited to the workload of teachers. Teachers felt that they had too many administrative duties and did not have time to complete all their work. The group indicated that their workload previously was not so much and thus they had been able to participate in extra-curricular activities.

The workload also increased with the completion of forms and extra amount of reading teachers needed to do in order to stay informed with the new policies being implemented. The attitude of teachers was accounted for by the changes taking place in education and

the group felt that these changes were often complicated and the training provided was often not enough to make people comfortable.

Teacher attitudes impacted negatively because of the trust issue. Trust was seen as a barrier because of the previous merit system. IQMS had not convinced many people because they did not see the system as developing them. This point diverted the discussion of the group to whether IQMS could be used as a punitive measure when it came to staff establishments.

The discussion was then brought back to the issue of teacher attitudes. The attitudes of teachers were influenced by the incompetence of teams or managers who were supposed to develop the teacher. IQMS was supposed to be developmental but teachers did not feel that they were being developed.

Another attitude that was seen as a barrier was that teachers with twenty plus years of experience did not want to be evaluated because they felt they could not be developed by someone with less experience than them. Another barrier was the issue of incentives with comparison to the ex-model C schools. The group felt that should teachers receive an incentive to participate in extra-curricular activities, their attitudes would change but currently everything was measured in hours worked as one participant stated:

... in terms of terms and conditions of employment. Teachers measure everything in terms of seven hours per day. In terms of work-time ... what impacts negatively against the teachers... (Transcript: 8).

4.2.7 Need for Change

With the seventh question I wanted to determine if the participants understood the various processes within IQMS. The general feeling of the group was that performance measurement was focussed more strongly on the IQMS process. Everyone was aware of the three processes but not much focus was placed on the developmental appraisal and the whole school evaluation. Three of the participants indicated that their schools had experienced whole school evaluation. It was described as a frightening yet a developmental process. It was indicated that the panel which did the WSE stayed at the school for a period of one week and evaluated all the aspects of school management and classroom management.

The lesson observation was compared to the days when *inspection* took place. The majority of the group agreed that WSE would create anxiety for the post level three and four teachers. The group was split as to the factor of improvement in schools. The one half of the group indicated that no improvement was evident in their schools because of the lack of follow-up procedures as to the needs of the school. Another reason for no improvement was that often things remained in the principal's office or between the management team, and people were not improving because they did not know where the problem area lay. The other half of the group indicated that there was improvement but at different levels and often minimal improvement was evident. This was evident in gradual improvement owing to slowly preparing administrative documents for a WSE. Another aspect was that of staff meetings being seen as a tool for improvement because one needed to implement what was discussed in the meeting in the classroom.

An aspect raised regarding development was the issue that capacity building was not taking place at schools. The majority of the group felt that there was no shared ownership in schools. The management of schools was doing everything and not developing teachers to be able to do management tasks. The majority of the group agreed that management should be challenged in certain decisions with the aim of improving the school. The entire group agreed that with IQMS and other policies, the check and balances was lacking in schools. The majority of the group agreed that district offices needed also to be held accountable when development was not taking place. The issue of holding district officials accountable raised the question as to whether monitoring was taking place from the Department's side. The response was that monitoring was taking place through the random selection of schools. The group then agreed that it was actually evaluation of schools and that this evaluation fed into the District Improvement Plan (DIP) and then the Provincial Improvement Plan (PIP) which was then given through to National to determine courses and development programmes for schools and principals. When development was not taking place, there was a need for change. As a participant indicated in his statement:

... I feel we must change if there is something wrong in our schools. We need to take our schools forward... (Transcript: 11).

4.2.8 Need for Specialists

The eighth question required the participants to indicate what changes they would like to be affected in the implementation of the IQMS processes. The group agreed that there was a need for IQMS to be achieved honestly and that it should be a true reflection of schools' abilities and shortcomings. The majority of the group indicated that with the many redesigns and post creations, there was a need for a specialist such as a Human Resource Specialist to manage the IQMS process to lighten the burden on teachers. The group had a strong view on the removal of the incentive in IQMS to facilitate a more honest approach to IQMS. A strong view that came out was that people's character could not be measured in monetary value. Development should be based on developing the person as a whole. Developmental workshops or training should be done in more depth so that people should gain better understanding of the development. More time should be spent on developing teachers. The group also felt that the time factor around IQMS needed to be revised. Specific terms should not be allocated to the completion of IQMS process. One view raised was that IQMS should influence the norms and standards of schools, thus implying that schools should either benefit or be penalised in the process. The majority of the group indicated that the Department should concentrate more on allowing teachers to be teaching in the classroom. Half of the group felt that the lack of resources influenced the demoralisation of teachers. The entire group felt that the forms involved in IQMS needed to be simplified, thereby also lessening the burden of the completion of forms. One participant diverted from the initial question by possibly addressing the other questions. The lack of resources influencing the low scores was an aspect mentioned. The participant also addressed the issue of school fees influencing the workload of teachers. This was explained as teachers now had to do fundraising as well to substantiate the loss of income for the school. The inconsistency of the Department was again touched on that certain schools in a community became non-fee schools whereas other schools in the very same community still needed to charge school fees.

The defining change needed in IQMS from the group was described by a participant as the Department needing to:

...create within each school an HR which would do all this, a specialist to do this type of development work (Transcript: 12).

4.2.9 Additional Concerns

With the final question I wanted to ascertain whether any concerns were not touched on in the focus group interview. Only four participants responded but often enticed agreement from the group with the issues that they raised. The first view once again confirmed the need for a specialist to do all developmental tasks and the need to do the administrative duties involved in IQMS. The majority of the group agreed that the process of IQMS as implemented by the Department created enemies amongst the teachers. Often problems arose owing to the codes received from peers. The participants who were part of management teams agreed that the cascading model used to implement IQMS was a failure. There was a need for teams to go around to schools to create a sense of urgency and the importance of IQMS.

Attempts of developmental approaches such as the “Adopt A School” approach was also a failure as no development took place. The group agreed that teachers were not being developed sufficiently therefore they were not being promoted. The view of the focus group was that the Department did not treat teachers as professionals therefore teachers did not often act the part. The Department and schools were seen as separate institutions with no link between the two. The majority of the group also indicated that the move from an established school to a new developing school disadvantaged one as a teacher as it would bring one’s score down. The final issue raised was that of the age factor and that the older one was, the more disadvantaged one was in extra-curricular activities. This was due to the issue of one’s physical capabilities of managing and doing extra-curricular activities. One participant’s statement clearly highlighted the view of the Department being separated from the teaching institutions:

...the department is creating problems with their teachers, creating even enemies with their teachers... (Transcript: 13).

4.3 Critical Analysis of Data

The above section dealt with the first level of analysis of the raw data. The raw data was categorised and I identified themes under each category. The following section gives a critical analysis of the most dominant themes identified as affecting on the work of teachers. It is the second level of analysis of the data collected. The following themes guided the critical analysis:

- Time
- Development
- Workload
- Class Visits
- Resources
- Change
- Support
- Attitude
- Monitoring
- Management
- Additional Points

4.3.1 Time

Various points were made regarding time in the focus group discussion. The most prominent aspect was that there was never enough time for teachers to complete all their work. There was only one contrary view that there was enough time for teachers to complete their work. This contrary view had reference to the completion of the IQMS process and the time taken to complete the IQMS forms. The participant indicated that teachers at his school completed forms after school as they did not have an issue with staying after school to complete their work. One of the aspects mentioned with regard to not having time was the issue of the extensive workload of teachers. The majority of the group felt that there was not enough time to complete all the administrative duties. Another view raised about time was the factor of having to complete forms and this required more time from the teachers. This often resulted in teachers not completing forms as they should - hence merely just complete it so that the mandatory activity was done.

An issue of concern with the participants was the lack of time for development. Participants indicated that their duties often guided them in not having enough time for development as they were generally exhausted. Another view raised was that the time allocated for development was often not sufficient to develop fully. The development courses or training offered was generally just seen as an introduction and then teachers were not comfortable with the training that they received. The concern focussed on the

need for more time to be awarded to the development of teachers so that they became comfortable with the new concepts and understood what was expected of them.

The other main view was about IQMS and the timeframe of the process. It was indicated that the process should take place throughout the year but often, owing to the fact that there was no time; people only prepared themselves for IQMS a few days prior to a class visit. This also applied to the completion of the forms. Generally, there was a strong feeling that the timeframe for IQMS should be revised. The final aspect with reference to time was with the compilation of DSGs that resulted in a waste of time. For example, the deputy principal could assist an HOD with class visits but owing to the policy that one's immediate superior must be involved, the deputy may then not sit in on a Post Level 1 observation. This was seen as a waste of time and available resources.

4.3.2 Development

Several points were made around the category of development. One of the points was that an objective of IQMS was that it should be developmental and should be the responsibility of the employer to ensure that teachers were provided with this developmental possibility. The argument from the group was that it then became the responsibility of the school to ensure that teachers were being developed. Through the issue of IQMS it was raised that it gave teachers the opportunity to discover where they were in their teaching careers. This was done through the means of introspection which was what teachers had to do prior to an evaluation commencing. This gave teachers the platform to determine the areas in which they needed to develop. The majority of the group agreed to the point that development as a teacher took place through the interaction with colleagues and this benefited the school as a whole. The improvement was often reflected in the results of the school. Another point raised from the discussion was that teachers who wanted to be developed were positively disposed towards IQMS. Everyone agreed that there were developmental benefits when IQMS was done honestly. One of the points made was that there was a need for continuous development of teachers, especially with the many policies being implemented. The purpose of the DSG was also addressed that it was not taking place as to develop and support the teachers. This reiterated the issue of no time being available for teachers to support one another.

A point that continuously surfaced was the lack of development that was taking place. This often resulted in weaknesses not being addressed for development. Reference was also made to the development within the IQMS cycle and that the same focus area continued to be a need because of the lack of development. This was also accredited to the fact that no follow-up was done as to the needs for improvement of teachers. The group also felt that the developmental aspect of IQMS should be a continuous process throughout the whole year. This brought about the view that within the three aspects of IQMS, not much focus was put on the Developmental Appraisal aspect. A technical aspect of the development of IQMS only happened around the end of the second term and then changes were implemented and people are not being developed. Another point regarding development was that people did not buy into the process of IQMS because they did not trust the system. The majority of the group argued that the incompetence of teams and managers prohibited the development of teachers. Another barrier that teachers felt prohibited development was the attitude of teachers with twenty plus years of experience who felt they could not be developed by someone with less experience as themselves.

A view that came out strongly about WSE was that it was a frightening experience yet also a developmental process for the school. This, however, split the group as to whether development did efficiently take place at schools. The one half of the group indicated that no development took place as a result of no follow-up procedures being in place. It was also raised that teachers often did not know where the problem was because management teams did not inform them. This raised the issue of the lack of capacity building within the schools. The other half of the group indicated that improvement took place but at varying levels and often minimal improvement was evident. The minimal improvement was as a result of preparing for a WSE.

A further aspect raised for development was staff meetings being seen as a tool for improvement. These provided a forum for discussion where teachers could leave the meeting with the knowledge of implementing new ideas for development. The discussion also brought about the issue of accountability of the district offices when development was not taking place. This focussed the discussion on the point of the National Education Department formulating developmental programmes for schools and principals. It also addressed the issue of developing the person as a whole. The issues of the developmental

workshops were raised. These should be done in more depth so as to give teachers a better understanding of the development. There should be more time spent on developing teachers. There was a need for a specialist to do all the developmental tasks to lighten the burden of teachers. No development took place through the developmental approaches such as the “Adopt-A-School” approach. The final point raised was that teachers were not being developed properly therefore they were not being promoted.

4.3.3 Workload

Various points were raised about the issue of workload. The most dominant point of workload was associated with time. The main argument was that there was not enough time to complete all the work required of a teacher. The group felt that their own workload did not give them time to do class visits where they could help their colleagues. The participants also felt that the meetings for the pre- and post evaluations contributed to their workload. The teacher’s workload also increased with IQMS and the completion of the forms needed for IQMS. The participants who were in management positions at schools indicated that their workload increased with additional forms and documentation that needed to be completed for monitoring to take place.

Teachers also felt that, with the implementation of new policies, they needed to read extensively on the new policy and this contributed to their existing workload. The group indicated that their workload increased substantially owing to not having administrative periods to complete administrative duties because of having to supervise classes when teachers were absent. The aspect of monitoring within the process of IQMS added to the workload of teachers. This was due to the fact that the people who were supposed to be monitoring were also teachers at the school with the responsibility of teaching classes. This monitoring often took place through the completion of the additional forms and documentation to be submitted to the Department.

The majority of the group indicated that the barriers to the process of IQMS contributed to the workload of teachers. Owing to teacher’s workload, their attitudes become negatively disposed towards the profession. Teachers felt that their core business was teaching but owing to the extensive administrative duties, they could not do their core duty to their best ability. The group indicated that in the past their workload had not been

that heavy therefore they could manage to participate in extra-curricular activities. Lately, teachers were too exhausted to want to participate in extra-curricular programmes. Another point raised was that the group strongly felt that there was a need for a specialist to be appointed to manage the IQMS process and this would lighten the burden of teachers.

A further point raised was that the simplification of forms would lessen the burden of teachers. The entire group indicated that the forms were complicated and this increased their workload. The final point raised with workload was the issue of school fees. It was indicated that when school fees were not paid this increased the workload of teachers because then teachers had to raise funds to substantiate the loss of income for the school. The fundraising was a burden for teachers in poorer communities as they had to often work longer hours to raise funds for the school to operate effectively as possible.

4.3.4 Class Visits

Several points were raised about class visits and the process of IQMS. A major issue raised with class visits was the amount of stress associated with it. This anxiety and stress was related to the issue of preparation for a class visit. The group indicated that they did not know what people wanted from them when they came to do class visits. The stress was also applied by not preparing themselves well in advance although they knew that the class visits would be taking place. Thus, preparation was done only a few days before a class visit. A point that was reiterated was that of no time being available to do class visits to help colleagues develop.

A pertinent factor that came out with class visits was the cost factor. It was indicated that when class visits took place, it had a financial implication for certain schools. They had to recruit a parent to supervise classes when class visits took place. It was also indicated that it became relatively expensive because the parent had to supervise classes when the teachers did class visits, and then also during the pre- and post-evaluation meetings. The majority of the group then indicated that their schools could not afford to pay people to supervise classes. This often resulted in teachers leaving their pupils alone in the class. This resulted in many discipline problems at the schools. Two participants indicated that the process was often manipulated when teachers did not actually do class visits and only

'manufactured' a mark. The majority of the group indicated that their class visits did take place but would generally last between 10 and 20 minutes. It was indicated that a person could pick up within the first ten minutes as to the teacher's classroom management practice.

Another point raised by the group was that the one aspect of IQMS, namely the performance measurement, was focussed on more dominantly. This was referred to as the class visits being the dominant focus in IQMS. Another point being raised was the WSE that took place and evaluated the aspects of school management and classroom management. The panel that did the class visit with a lesson observation was compared to the old days when an inspection took place. This again reiterated the issue of nervousness for class visits.

4.3.5 Resources

Only a few points were raised about resources. The most dominant point raised was the lack of resources and how it impacted on teachers and the IQMS process. Teachers indicated that they prepared a few days before a class visit. This often entailed preparing resources for a lesson. It was also mentioned that in the school improvement plan, schools indicated that they lacked various resources but then teachers scored high marks although there were no resources. This indicated the level of dishonesty in the IQMS process. This raised the issue of providing evidence for marks obtained in the process.

Another point raised about resources was the physical limitations within schools. This referred to the fact that classrooms were generally built to accommodate approximately thirty-five pupils, yet many schools had to accommodate approximately forty-five learners in a class. This was indicative of the insufficient physical space of the classroom to accommodate the pupils. This often impacted negatively on teachers in the IQMS process and also contributed to their workload. These were factors that were beyond the control of the teachers. This point was raised by the group that the lack of resources in the schools was a barrier for teachers. The group indicated that the lack of financial resources of schools prohibited teachers from wanting to participate in extra-curricular activities. This was compared to the incentive that most teachers at ex-model C schools received for participating in extra-curricular activities after normal working hours.

The group also indicated that many of our schools lacked the checks and balances for the efficient management of schools and processes within the schools. It was indicated in the group that the process of IQMS needed to be done honestly to truly reflect the lack of resources that schools had. It was indicated that the lack of resources influenced the low scores of teachers and schools. Half of the group indicated that the lack of resources influenced the demoralisation of teachers towards the profession. The majority of the group indicated that when a teacher moved from an established school where there were resources available to a new developing school where there were no resources the teacher was penalised and the scores were brought down for something beyond his/her control.

A final point raised was that IQMS should influence the norms and standards of schools. This meant that schools could either benefit or be penalised according to resources.

4.3.6 Change

A very few points were made about change in the focus group discussion. There was an initial feeling that the futility that came with IQMS needed to be eradicated and therefore teachers would not question the seriousness of IQMS. Many participants indicated that they had a problem with the continuous change within IQMS since this caught many unaware of the implementation of the change. This was evident in the focus group interview when the majority of the group learnt of new changes to the templates of the QA forms that need to be completed. All this continual change was what made people anxious, thereby contributing to the negative attitude towards IQMS.

Another point raised by the group was that the process needed to change in such a manner that forms were completed in a transparent way that indicated a true reflection of the process. With all the change that was happening in IQMS the group felt that the process should change so as to eliminate the many loopholes that were easily manipulated. One of the points raised was that many people were uninformed and more information needed to be channelled through to the post level one teachers to become better acquainted with IQMS and the process. They believed that this would make them more positively inclined towards IQMS.

The continual change within IQMS influenced other factors such as planning at the school. The majority of the group indicated that planning was a major problem at schools. Everybody indicated that the schools did year planning but owing to the inconsistency with IQMS, they struggled to keep to the planning. This was due to the changes, and training around IQMS normally took effect from the end of the second term. Among all this change, teacher's attitudes were becoming more and more negative towards education. This was due to the fact that the complicated changes and training that was provided was not enough to make people comfortable.

A point was raised that teacher attitudes towards extra-curricular activities could change should all teachers receive incentives for participating in extra-curricular activities after school hours. It was indicated in the discussion that when development was not taking place then there was a need for change. The point of doing IQMS honestly was reiterated and this should change the issue of the incentive. It was indicated that the incentive of 1% should be removed from the IQMS process to facilitate a more honest approach. Another point raised was that the Education Department should change its focus on teachers as to ensure that teachers concentrated on teaching in the classroom and be less anxious about administrative duties.

The cascading model used to implement IQMS was a failure and the need for change to this model was desperately needed. The group indicated that teams should go around to schools advocating IQMS and this could create a sense of urgency and importance of IQMS. The final point the group indicated was that the way the Department treated the teachers needed to change. It was indicated that teachers were not treated as professionals and therefore often did not act the part.

4.3.7 Support

Various points were raised about support. The word 'development' became synonymous with support in the discussion. The first point raised was that the Education Department was supposed to provide support for teachers and this was not happening. It ultimately became the responsibility of the school to provide the necessary support. The lack of support from the Department resulted in teachers being sceptical towards IQMS. This

scepticism could also be due to the fact that many were uninformed about IQMS. The group indicated that interaction with colleagues also served as support for teachers.

The Development and Support Group (DSG), as the name indicated should also provide support. The majority of the participants indicated that the DSG was not providing the necessary support as to their purpose. This was accounted for by their extensive workload and the issue of not having time to facilitate appropriate support for teachers. Support should be recognised from the monitoring that the Department should be doing. The Department regarded the training they provided as support to teachers. The group, however, indicated that people were still uninformed and that more information needed to be channelled through to teachers. The group indicated that as development should take place throughout the year so too should support be throughout the year. One participant did indicate that one particular district office did provide support to their schools. This, however, did not represent all district offices. The majority of the group indicated that they did identify their areas for support but owing to the lack of follow-up procedures, there was no support given.

It was hinted at that there needed to be financial support for schools to accommodate the cost factor during the IQMS process. The group indicated that poorer communities needed more financial support from the Department as they needed to work harder to raise funds to substantiate the income of schools where school fees were not being paid. The composition of the DSG at smaller schools also created logistical problems, for example, deputy principals not being allowed to support their Heads of Departments when it came to class visits.

The Department indicated that they provided support through the provision of guides and calendars to help schools with the process of IQMS. It was, however, indicated by participants managing schools that it would be a managerial nightmare to follow IQMS in terms of the guide. The group also indicated that there should be support given from a management perspective at schools too. It then raised the issue of managerial vision where management should have a well-developed programme according to the process. With the issue of managerial sensitivity, management should provide support by lessening the load and stress of the teachers as well as easing the anxiety associated with IQMS.

The group also indicated that no support was given to address the various barriers involved in teaching and within the IQMS process. This raised the issue of the competence of teams and managers that were supposed to provide the necessary support to teachers. Participants who indicated that their schools had experienced WSE described their experiences during WSE but none of them indicated whether any support was given during the WSE or after the WSE. This once again reiterated the issue that there was a lack of follow-up procedures in order to give support. The group also indicated that teachers could give support to management teams at school but this was not happening because they often did not know where support was needed. They indicate that this was due to management teams and principals keeping information from them and not being willing to be helped by other teachers. This raised the topic that there was no shared ownership in the schools.

It was further indicated that the staff meetings created a forum where support could be obtained from colleagues through problem identification and plausible solutions. District offices should also be held accountable when no support was provided. This issue was raised because district offices and provincial departments were aware of the support required by schools and teachers. They were aware owing to the District Improvement Plan (DIP) and Provincial Improvement Plan (PIP) which was formulated from all the Schools' Improvement Plans (SIP). It was indicated that the National Education Department gave support by providing development programmes for schools and principals.

The group indicated that support could be given by the Department by creating a post for a HR specialist to manage the IQMS process and thereby ease the burden on teachers. There was a clear indication that schools in more affluent areas did not necessarily provide support to the poorer schools. This was evident in the "Adopt-A-School" approach with the aim of developing schools. It was indicated that schools did not receive support from the more affluent schools. There was a concluding view that the Department and schools were seen as separate institutions where no support was provided from the Department.

4.3.8 Attitude

Teacher attitude focussed predominantly on their negative attitudes; However, certain positive attitudes were evident. The majority of points raised dealt with the negative attitude of teachers towards the Education system and IQMS. The first point raised was the issue of how sceptical teachers were about IQMS and this was as a result of teachers being uninformed about IQMS. The group indicated that, irrespective of their attitude towards IQMS, whether positive or negative it had become an accepted practice to complete IQMS. As a speaker in the group indicated, when teachers heard 'IQMS', there was more a sigh of negativity than a buzz of excitement.

It was clear that there were teachers who were positively disposed to IQMS and they would mainly want to receive development from the process. Those that were negatively disposed to it merely ran through the process in order to complete it. Another negative attitude was indicated by those who were close to retirement who did not see the necessity of having to complete the process truthfully for an incentive of only 1%.

Another negative attitude was attributed to the fact that there was no "IQMS atmosphere" at schools and that this was not done honestly. The feeling was that if the process was done honestly, it should then be a true reflection of the teacher and the schools' shortcomings and abilities. It could be deduced that teachers' attitudes would change for the positive if the process was done correctly and truthfully. This could be achieved through channelling more information to teachers so that they could become better acquainted with IQMS. A further point raised for the negative attitude of teachers was that the continual change taking place made people uncomfortable and therefore they were negative towards the implementation of new policies.

The lack of resources directly influenced the attitude of teachers to be negatively disposed. The negative attitude of teachers resulted in the demoralisation of teachers. The negative attitude of teachers acted as a barrier to the effective implementation of IQMS. The group indicated also that their heavy workload contributed to the feeling that they were negatively disposed. Another point raised regarding teacher attitudes impacting negatively was the issue of trust. Teachers did not trust IQMS because of the previous Merit system and now teachers were negatively disposed to IQMS. The group indicated

that they questioned whether it could be used as a punitive measure. The attitudes of teachers were also influenced by the incompetence of teams and managers who were responsible for developing them.

Teachers with twenty plus years' teaching experience were negatively disposed towards younger teachers as they felt that a person with less experience than themselves could not provide development or support for them. The group also indicated that should teachers receive an incentive to participate in extra-curricular activities, their attitudes would change but everything was currently measured in hours worked. A strong view raised was that people's characters could not be measured in monetary value. This influenced teachers' attitudes towards IQMS and the incentive that was attached to the process.

4.3.9 Monitoring

Several points were raised that could be linked with monitoring. The first point raised was that the monitoring of progress or development of a school was results-orientated. This was similar to the dispensation where Matric results were used to hold schools and departments accountable. Another monitoring aspect placed within IQMS was the need to provide evidence for the marks teachers obtained. This would often be discussed in the post evaluation meeting to justify marks allocated.

It was indicated in the discussion that monitoring did take place from the Department and this was done through the completion of additional forms and documentation by school management. It revealed that schools had to provide the information for monitoring to take place and thus the workload was increased at the school level. The indication of a district office providing support to schools was evidence that monitoring also had to take place in order to provide the support. In the same discussion it came out that if development were not taking place, it was an indication that there was no monitoring taking place. The group indicated that the people who were supposed to be monitoring were also teachers at the school with the responsibility of teaching classes. The lack of monitoring was attributed to the lack of checklists in schools.

It was questioned as to how the Department was currently monitoring schools and it was indicated that it was done through the random selection of schools for WSE. It was

indicated that the monitoring was conducted through the evaluation of schools that would feed into the improvement plans of the different levels of the Education Department. A point raised was the need for monitoring to take place through the influence of the norms and standards of schools. The monitoring could then result in either benefiting or penalising schools in the process.

4.3.10 Management

Various points were mentioned in respect of management. It covered aspects of school management, the management of the process and also the responsibility of management. It was indicated that the responsibility of managing the IQMS process had become that of the school and this impacted the workload of teachers and school management teams. In the focus group discussion it became clear that it was now a rude awakening for those who were steering and facilitating the process as to the level they needed to raise themselves to alleviate subordinates to the point of development. It was indicated that it became difficult to manage the process with the continual changes taking place. Thus many had seen IQMS as a mandatory activity and let it run through the process just for the sake of completion. From the discussion, it became evident that owing to the many loopholes within IQMS, it was easy to manipulate the process so that it seemed as if it was managed correctly or at least the documentation reflected this.

It was also indicated that the management of the process needed to be adjusted in such a manner that more information needed to be channelled through to the teachers to obtain a better understanding of the process. This would result in better management of IQMS. It was indicated that it became difficult to manage IQMS because of it having to be a process that should ideally run throughout the year. It became difficult because of the other processes that also needed to be managed at schools for effective schooling. Management of schools needed to take cognisance of other issues at school that influenced IQMS as well.

The school managed a year planner that was implemented throughout the year and planning was incorporated for IQMS. The inconsistency of IQMS, however, made it difficult to manage the year plan accordingly. IQMS indicated management throughout the year but evaluation could only take place after a certain period of completion with

reference to the syllabus. The Department provided guides and calendars to assist with the management of the process. However, as mentioned before, school managers indicated that it would be a managerial nightmare to manage the process according to this guide. With the management of schools, there needed to be Managerial Sensitivity and Managerial Vision. Managerial vision involved the management of a well-developed programme according to the process. Managerial sensitivity managed the issue of workload and the anxieties associated with workload.

The management of administrative duties and the management of one's time to accommodate all these factors were also indicated. Another point raised was the competence of the management of schools and the teams managing the process. It was noted that the WSE brought about anxiety to the management of schools whereas the class visits brought anxiety to the teachers. The group indicated that the management of schools seemed to think that it should be top secret to manage. This was due to the notion that problems remained in the office or between the management of the school. The point raised, that there was no shared ownership in schools was an indication that teachers were not being developed to understand management aspects at schools.

Another point raised was that school management teams should be challenged in certain decisions with the aim of improving the school. It was also indicated that the current management of the process created enemies amongst the teachers thereby meaning that often problems arose owing to the codes received from peers. The final point raised was the failure of the cascading model of implementation of IQMS. There was a need for teams to go around to schools to implement and advocate the policy of IQMS as it was not the responsibility of School Management to advocate the policy. The teams would have created a sense of urgency and indicated the importance of IQMS.

4.3.11 Additional Points

A few isolated points were also raised that had some bearing on the topic of the discussion. The group indicated a strong feel that there was no atmosphere conducive to IQMS. This meant that people did not regard it as developmental. This further contributed in the negative attitude towards IQMS.

The next point that was considered was the issue of the incentive and that this be removed from the process of IQMS as the group indicated that people's character could not be measured in monetary value. It also indicated that if there were no financial benefit, it could possibly result in a more truthful reflection of the individual. The financial incentive encouraged teachers to participate in the process but did not promote the honest implementation of the process. The group indicated that the process of IQMS needed to be transparent so as to eliminate the manipulation of the process. The indication was that the process currently allowed for people to indicate high marks without having to produce evidence. It was also indicated that should the process be managed by an outside person without bias, there would be a more honest approach to IQMS.

The next aspect was that of the age factor. The group indicated that the older the teachers were, the more disadvantaged they were through the process of IQMS. This was especially in the case of participation in extra-curricular activities. Younger teachers were capable of doing certain aspects of activities that their older peers could not do anymore but had previously been able to do. Teachers were penalised and had to start over with a different activity in order to remain active in extra-curricular activities.

Another issue raised for concern was discipline. Discipline was often affected through the process of IQMS. When teachers had to do class visits, they had to leave their classes alone and this resulted in discipline problems. Discipline was also an area indicated for support but very seldom was addressed.

It was indicated that there were barriers that prohibited the effective implementation of IQMS. These barriers included the large number of pupils in a class, the physical size of classrooms, lack of resources, teacher attitudes and so much more. All these barriers needed to be addressed and solutions provided for the effective implementation of IQMS.

The final point raised was the issue of non-fee schools in specific areas where there were schools that still had to charge school fees. This increased the burden on certain teachers of schools that still had to charge school fees and yet school fees were not being paid. This resulted in extra work from teachers having to raise funds to substantiate the loss of

income for the school. This was a reflection of the inconsistency of the Education Department in the selection of schools for non-fee schools.

4.4 Summary

In this chapter, I commenced with a first level analysis of the data collected from the focus group interview in the different categories according to the interview schedule. A further critical analysis was conducted using various themes identified in the categories.

Chapter Five will provide a conclusion of the findings that were identified in this chapter. Chapter Five will also give the recommendations of this research project.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In Chapter Four of the research project, an analysis of the raw data collected was given. Chapter Four provided the synthesis of the findings with the research aim of ascertaining the effect of the implementation of IQMS in schools.

This chapter reconciled the research undertaken within this study. This was done under the themes of the critical analysis. The interconnectedness of the themes and the effect this had on the work of teachers is illustrated. The research questions that guided this study as stated in Chapter One are also answered here. The research questions were:

- How were the IQMS administrative processes implemented and managed in schools?
- To what extent did the implementation of IQMS administrative processes affect teachers' work?

The recommendations will follow as addressed to the various stakeholders in education in South Africa. Lastly this chapter provides a conclusion for this research project that was undertaken.

5.2 Conclusions to Findings

The conclusions of the research findings are done under the following themes:

- Time
- Development
- Workload
- Class Visits
- Resources
- Change
- Support
- Attitude
- Monitoring

- Management
- Additional Points

5.2.1 Time

Time was seen as a very important factor that influenced the process of IQMS. It was noticed unconditionally that time was related to other themes in this study as well. Time influenced the themes of workload, development, class visits, monitoring and management. This was evident in the conclusions of these themes.

The timeframe of the process of IQMS was directly influenced by the extensive workload of teachers. This became evident through the indication that teachers did not have time to complete all their administrative duties owing to time constraints. These administrative duties often entailed having to complete forms or additional documentation. These administrative duties were often completed with the notion that it was a mandatory activity and was hence completed so that it was just done. The indication from the analysis was that more time was needed to complete these forms.

There was an indication that there was a definite lack of time for development. Time allocated for development was often not sufficient to develop fully. Teachers indicated that they were normally exhausted when they had to attend development workshops or training. There was generally the feeling that the time allocated for these workshops or training was only enough to serve as an introduction to the development aspect.

The association of time with the process of IQMS was also dominant. IQMS was seen as a process that should be continuous throughout the year. From the focus group it was evident that this did not happen. There was a clear indication that IQMS was slotted into a particular timeframe of the year or in a specific term. It became evident that IQMS was mainly focussed on in the third term only.

5.2.2 Development

In this study it was noted that development had become the responsibility of schools and teachers. This immediately raised the issue of who was to be held accountable when

development was not taking place? In the profession it was required that the employer was responsible to ensure that its employees developed their potential. Thus I concluded in this study that the Education Department, the employer, should be held accountable when development was not taking place.

It became clear from the focus group interview that there was a lack of development taking place. This was evident from the interview where teachers indicated what their weaknesses were in the conclusion of the IQMS process. It was then indicated that these weaknesses were not addressed and hence no development occurred. This was evident when the same area for development was identified in the following IQMS cycle. The lack of development could be accredited to the fact that no follow-up was facilitated in terms of development requirements.

The group specified that within the IQMS process, not much focus was placed on the developmental appraisal aspect. It was noted from the focus group that progress should be a continuous process. However, this was currently not the case. The analysis illustrated that there were many factors influencing the lack of development of teachers.

Hence, one conclusion was that there was a lack of development. The findings also indicated that there was some form of minimal development taking place. This development takes places at varying levels at different schools.

Another aspect that was noted about development was that it was also influenced by teacher attitudes. Teacher attitudes were either negatively or positively disposed towards the aspect of development. Those that were negatively disposed went through the IQMS process merely to complete it. Those positively disposed to development tried to find some worth in the development programme. The development should be based on developing the person as a whole. The focus group signified that the developmental workshops were generally superficial and should be prepared in more depth so that teachers could realistically attain their potential.

5.2.3 Workload

A recurring factor in the theme of workload was its interaction with the aspect of time. This was reiterated there simply was not enough time to complete all the required work of the teacher in the time allocated. It was reflected that the policy of IQMS increased the workload of teachers. The focus group pointed out that the workload increased with the completion of the forms and additional documentation required by IQMS. It was noted from a management perspective that their workloads also increased with the additional documentation required to be completed for the aspect of monitoring IQMS.

Another indication from the focus group was that their workload was also influenced through the absenteeism of teachers. This was a result of teachers having to supervise classes of an absent teacher during an administrative period required to complete their administrative duties. An observation was that the extensive administrative burden placed on teachers deterred them from their core skills and knowledge which was teaching. This meant that the aspect of teaching and learning was suffering owing to the workload of teachers. The forms that were required to be completed for IQMS were indicated as being complicated. This influenced the workload of teachers because more time was needed to complete them. The group indicated that it should be simplified to lessen the burden of teachers.

5.2.4 Class Visits

Within the theme of class visits, it was indicated that this aspect carried financial implications for schools during the process of IQMS. The group indicated that schools had to recruit people, often parents, to supervise classes when teachers had to perform class visits. It had a cost factor for certain schools that could not afford this and therefore they would often have to leave pupils unsupervised in the class. This had a negative impact on the school as it raised another problem for the school, namely discipline.

This led to various forms of manipulation of the process whereby teachers only spent ten to twenty minutes in a lesson observation or not be present during class visits yet give a mark so that the process was apparently done. It became clear from the focus group that within IQMS it was mainly the aspect of performance measurement which was evident. It

was further indicated that teachers did not have time to visit their colleagues to provide some support or development for them.

5.2.5 Resources

The theme of resources dominantly referred to the lack thereof. The lack of resources impacted many schools within the focus group. It tended to impact the learning aspect within schools as well as the workload of teachers. Teachers had to use their own resources to ensure effective teaching. It also meant that teachers had to work after hours making resources for more effective teaching. This was an indication of the increasing workload of teachers.

It was noted that in the process of IQMS the lack of resources influenced the validity of the process. This became clear when teachers received high marks for IQMS but then the school would indicate that they lacked resources. On the other hand, it became apparent that in some schools teachers were penalised when there were no resources which was beyond their control owing to financial issues of the school.

It was thus concluded that the lack of financial resources at schools influenced the process of IQMS and the workload of teachers. This was evident when teachers had to raise funds through fundraising efforts in the poorer communities. Teachers thus did not want to participate in extra-curricular activities owing to their already heavy burden at schools. An incentive for teacher participation in these activities was not plausible in such schools.

5.2.6 Change

The issue of change was often a common factor that created anxiety amongst people. The focus group indicated that the continual change within the Department of Education was what made people anxious with regard to IQMS. The group indicated that the continual change within IQMS influenced other factors such as planning at the school.

The continual change was also what influenced the teachers' attitudes. Among all this change, teachers' attitudes were becoming more and more negative towards education. The information channelled through to teachers should be clearer and more concise. The focus group indicated that development was not taking place and when development was not taking place then there was a need for change.

5.2.7 Support

Support has become synonymous with development in this study. It became clear that there was not enough support provided by the Department and district offices. It had become the responsibility of the schools to provide support for the teachers. The lack of support from the Department resulted in the teachers becoming sceptical towards the profession and the policies that were being implemented.

The issue of the DSG also indicated that support was not being provided and this was accredited to the time that these teachers did not have in order to support and develop other teachers. It also raised the issue of competence of the teams that were supposed to support teachers. It became clear that most DSGs were not competent to support and develop their teachers.

The Department had indicated that the training they provided was the support for the teachers. Support that teachers required should be identified from the monitoring that the Department was doing but currently this was not happening according to the focus group. It was indicated that development should take place throughout the year as should support be given throughout the year as well. There was a lack of follow-up procedures and therefore there was no support given. There was a strong indication that more financial support was needed for schools as this influenced the workload of teachers so that they needed to work in order to raise funds.

It had become clear that there was no shared ownership in the schools. Thus teachers were not supporting management at schools. The focus group indicated that teachers could also support management but management was not being transparent when managing the schools.

Schools were managed as an institution without any links to the Department except when financial support was required.

5.2.8 Attitude

There were two types of attitudes in the profession towards the Education Department and IQMS. Teachers were either negatively or positively disposed towards IQMS and the Department. From the study it became evident that the majority of points raised were that of a negative attitude. Teachers had come to accept policies and specifically IQMS as an accepted practice irrespective of whether they were negatively or positively disposed towards it.

The majority of teachers would indicate a sigh of negativity when they heard “IQMS” as it tended to increase their workload. Teachers who were positively disposed to IQMS mainly wanted to receive development from the process. They would generally complete the process as honestly as possible. Those that were negatively disposed would complete the process so that it was done and not bother to try to find worth in it. Another negative aspect was that teachers with many years’ experience were negatively disposed to younger teachers as they felt they could not be developed and supported by their younger peers who had to grade them.

5.2.9 Monitoring

It was noted that previously the monitoring was conducted through the monitoring of schools’ results and more specifically that of matric results. A school’s progress or development was monitored through results of pupils irrespective of the teachers’ competency levels.

With IQMS being an accountability measuring policy, it was needed for not only the teachers to be held accountable but also the Department. The monitoring provided by the Department was achieved through the school having to provide all the information for the monitoring to take place. Schools management teams had to complete additional forms and documentation for the Department. The people conducting this supervision were often also teachers at the school with the responsibility of teaching classes. There was

clearly a lack of monitoring of schools from the Department's side. The Department monitored through the evaluation of schools. This was done through the random selection of schools for WSE. Within the monitoring aspect at schools it was required of teachers to provide evidence for the marks that they received in the IQMS process.

5.2.10 Management

The management of the IQMS process was the responsibility of the schools. This additional management task impacted the workload of teachers and the school management. With the management of the IQMS process it has become evident from the focus group that the process ran through its phases merely for the sake of completion. There was no clear indication of how schools manage their IQMS process except that it was slotted into the third term of each year.

The inconsistencies of IQMS and its implementation made it difficult for schools to manage IQMS. This also impacted on the year planner of the school when changes were implemented in the middle of the academic year. The Department supported schools by providing calendars to manage the process but these were impossible to manage since they did cater for the day-to-day operations of the school.

The final learning curve under management was that of the competence of management teams of schools. This was a concern whether these teams understood the process. This raised the issue of shared ownership again and if management was prepared to be assisted by teachers who currently did understand the process.

5.2.11 Additional Points

A few isolated points were raised that are worth mentioning. It became clear from the focus group that there was no "IQMS atmosphere" at schools which created the need or urgency for development of teachers and the school.

The second point was the issue that people's character could not be measured in monetary value. This referred to the incentive that was attached to the process of

IQMS. There would be a more truthful approach to IQMS when there was no financial benefit to gain from the process.

The study indicated a strong need for the process to be managed by an outside person without any bias. This would result in a more objective approach which would enhance development.

The final point being understood from this study was that there were barriers that impacted on the implementation of IQMS and the workload of teachers. These barriers included discipline of learners, teacher pupil ratio and the inconsistency of the Department with specific reference to school fees.

5.3 Recommendations

In order to improve levels of accountability, organisational development, teacher development and the process of IQMS, the above-mentioned themes are all important. The following recommendations about the policy and its implementation could be considered to address the inadequacies of IQMS within schools and the Quality Assurance Directorate within the Education Department. The recommendations of this study will be addressed to the various stakeholders within education in South Africa. These recommendations are representative of my personal views and of those that were proposed in the focus group interview.

5.3.1 To the Education Department

In order to assist the Department with the implementation of the process of IQMS, it is recommended that the timeframe in which IQMS is exercised should be reviewed. The replication of cycles needs to be eliminated so that the concentration is put on the development of teachers.

The recommendation is that the Department is to ensure that the development programmes are relevant to the profession. All development programmes should be reviewed and comply with the services of Sector of Education and Training Authority

(SETA) requirements. This means that the Department should ensure that service providers' course work complies with SETA.

In order to assist the profession, it is recommended to the Department to appoint a specialist to manage the process of IQMS and the administrative duties associated with IQMS. This specialist would lessen the workload burden of teachers whereby they could then focus on their duty of teaching pupils and being accountable to pupils, parents and communities. The recommendation is that the specialist would service a number of schools in a cluster within a district in the capacity of a Human Resource Specialist. The recommendation is based on the redesign and post creations within the WCED with the Human Capital Strategy.

For the benefit of both the Department and the profession, it is proposed that teams be created to conduct evaluations of teachers at schools. This recommendation reiterates the previous one of a specialist. The teams to do evaluations should serve schools within the various districts. The formation of teams to do the evaluations would eliminate the bias associated with the IQMS process and would result in a more honest reflection of the teachers and schools. These teams could spend approximately a week at schools and concentrate only on lesson observations.

It is my recommendation based on the study that the Department should provide all schools with the necessary resources required for effective teaching and learning. Schools should then be held accountable for the resources and maintain and enforce the asset register of schools. The purpose of this is to ensure that all schools are provided with the equivalent resources.

With reference to the resource of teachers, it is my recommendation that the teacher-pupil ratio be revised. This is based on the classrooms being initially built to accommodate approximately 30 – 35 pupils. Although the current ratio is 1:38 most schools have a ratio of 1:45. The overcrowded classrooms have an effect on the work of teachers and the effective teaching and learning in schools.

To improve the issue of trust with regard to IQMS, it is proposed that the incentive of 1% be removed from the process. The removal of the incentive should promote a more honest approach to the implementation of IQMS.

With administrators having a support role at schools, it is recommended that training be provided to those who are in supportive positions and the training should be based on the effective role of supporting teachers.

Owing to the findings continuously indicating the lack of follow-up procedures, it is recommended that an effective method of checks and balances be implemented. These checklists should be completed and District offices be held accountable for these checks and balances.

To improve the effectiveness of the Department, it is recommended that the Department do all monitoring of the process. This necessitates the Department collecting information themselves from the school. This would lessen the burden on school management by removing the completion of additional documentation.

5.3.2 Quality Assurance Directorate

For the Quality Assurance Directorate within the Education Department the following is recommended. For the benefit of the policy and the management structures of schools, it is recommended that the compilation of the DSGs be reconsidered to accommodate smaller schools. This would lessen the burden of HODs who have to evaluate numerous teachers and the deputy principal could assist with these evaluations.

In order to assist teachers with their extensive workload, it is recommended that the forms used in the IQMS process be simplified. It was indicated that the forms were complicated and time-consuming to complete.

For the benefit of the Department and the profession, it is my recommendation that the cascading model currently used to implement IQMS be revised. The cascading model was a failure owing to many not trusting the system of IQMS. It is recommended that

teams from the Department be formed with the purpose of visiting schools to promote IQMS.

To address the issue of continual changes imposed by the Department, it is recommended that all possible changes not be implemented with immediate effect but rather be implemented the following year so as to give the profession time to prepare for the change.

For the benefit of the Department and the profession, a further recommendation is that more training be provided for the management of the IQMS process. This would result in a more objective approach to IQMS. It would also lead to teachers gaining trust in the process. Moreover, such training would increase the competency of the management.

5.3.3 Teachers and DSGs

With regards to the profession, it is recommended that teachers complete a minimum series of development programmes per year in order to qualify for an incentive. The development programmes should be relevant to the profession.

It is my recommendation that teachers need to change their negative attitudes towards IQMS so that the benefits of IQMS can be filtered through. This would benefit all pupils as well. Teachers need to be trained in planning as most of the teachers are unprepared therefore they cannot manage their programmes at schools.

It is the recommendation of the study that all meetings between the DSG and teachers should take place after contact time with pupils. This would ensure that pupils are not disadvantaged by the process of IQMS.

5.3.4 To Principals and Senior Management Teams

To improve the attitude of teachers towards the profession, it is recommended that teachers should receive an incentive to participate in extra-curricular activities. This supports the findings under the theme of resources. Teachers are currently negatively

disposed to the profession and they measure everything according to a seven-hour work day.

Teachers are negatively disposed to IQMS because they do not trust the process. The main reason for the mistrust is because of the lack of information that is channelled through to the post level one teachers. A recommendation from the focus group was that more information is disseminated through to teachers. The assumption is that should teachers understand the process of IQMS more clearly, they would then start to trust the system again.

To improve the effectiveness of schools, it is recommended that the monitoring influence the norms and standards of schools. This would result in schools developing and wanting to improve to maintain their norms and standards allocation or even better their allocation per year.

To improve the culture of learning at institutions, an atmosphere conducive to IQMS should be created. The atmosphere should be such that it promotes the development of teachers and the improvement of schools.

5.4 Conclusion

The topic of accountability had become a dominant issue in the context of educational reform. Many international and local education reforms were based on creating quality education and to ensure this, people needed to be held accountable. The question then raised was who was responsible or accountable? Teachers were not solely accountable for the teaching and learning of pupils. All stakeholders in education are to be held accountable for the teaching and learning.

The main idea with IQMS was to hold teachers accountable and it made reference to the effectiveness of teaching. However, it has become clear in this study that the measure of accountability strategies has an effect on the work of teachers. It has the ability to hold people accountable but it tended to hinder the effective teaching that was required. The accountability measures thus did not serve much of a purpose when they eliminated or restricted the core duty of teachers.

With the implementation of new policies, it should be evaluated as to the effect it has on the key performance area of teachers. It was important to note the level of accomplishment of the policy of IQMS as to the effective provision of quality education.

It was evident that the effective and efficient managing of the IQMS process should be seen as a tool for the improvement of schools and teachers' performance and the effective accountability of the education system. The themes in this study indicated the influence and impact it had on teacher workload and the clear indication was that IQMS impacted on teacher workload in a negative sense.

It is important that cognisance be taken of the issue of accountability and that it should serve the purpose of monitoring and providing the necessary support through relevant development programmes. IQMS should contribute to the improvement of schools and the development of teachers. This can be achieved through the effective and efficient management of the IQMS process.

5.5 Further Research Recommendations

It is strongly recommended that research be conducted in the following areas to improve accountability and development in education in South Africa:

- Applicability of a Business Process Model to the implementation of IQMS.
- The aspect of social accountability – Levels at which parents and communities are held accountable in education.
- The impact of teacher involvement in extra-curricular activities on the holistic development of pupils.

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Appendices

Appendix A – Open-ended Interview Questions

Interview Questions – District Office IQMS Co-ordinator

1. Where are we now with IQMS, what is happening with IQMS?
(Could you elaborate?)
2. Is there any additional documentation that was released after the initial documents or guidelines proposing changes or referring to the key expectations of IQMS?
3. Are there signs that schools are improving or benefiting from IQMS or WSE? (Tell me about that)
4. In terms of the criteria of evaluation, are schools matching the expectations.
5. Are all schools interpreting the process correctly in your opinion?
6. What intervention methods are used to assist in the IQMS process?
7. How is planning done on future IQMS cycles?
8. Where is IQMS heading for the next 2 – 5 years, what is your feel on the future of IQMS?

Appendix B – Analysis of QA Forms

QA FORMS

QA 1- 9 - Completed as part of P.M. process. All forms to be filed at the school. All original QA 5/7/8/9 submitted to EMDC at the end of the year.

	Name of form	Person/s responsible	Where it fits in a academic year	Purpose of form what it does?
QA 1	Pre – evaluation profile checklist	P/L 1 Edu & DSG	1 st & 2 nd term	Forms a basis for the PGP.
QA 2	Pre – evaluation profile checklist	P/L 2,3,4 Edu & DSG		Sort/of baseline evaluation A discussion between the Educ & DSG
QA 3	Lesson observation instrument (L.O.I)	<u>All Educators</u> Completed by DSG 1 – P.S.1 – 7 2 – P.S.1 – 10 ¾ - P.S.1 – 12	-Generally overgrowing. Practically – 2 nd /3 rd TERMS	Evaluate the educator. P.S. 1-4 evaluated during the lesson presented. The rest of the P.S's does not necessarily have 2 be completed in class.
QA 4	Comparative score sheet :- DSG Management records	Educator & DSG	After the L.O.I and discussions post observation. During post evaluation discussion.	Collate scores of the various people involved in appraisal
QA 5	Composite score sheet 4 individual educators	Educator	Completed after QA 4	Record individual educator scores
QA 6	Personal growth	Educator consult DSG	After scores are finalized	To look at where improvement is required for next year.
QA 7	Summary composite score sheet : Summative evaluation	SDT Co-ordinator	3 rd /4 th term After all QA 5 forms are completed.	Record all teachers at school scores. Completed from QA 5 * used also & complete QA 8 & QA 9
QA 8	Development needs of educators	SDT Co-ordinator	4 th Term After all PGP's are in.	Collected for Focus are a 4 (WSE) It collates the areas for development. No more than 5 needs per calendar year.
QA 9	School improvement plan - SIP	SDT	4 th Term. Compl from QA 8	Collates the school's area's for improvement sort of strategic plan for the school.

Appendix C – Letter requesting participation

C.A. POTBERG
P.O. BOX 17143, RAVENSMEAD, 7504
TEL.: 021 931 8978 FAX: 086 516 4924 CELL: 082 547 6743
E-MAIL: cpotberg@polka.co.za

Dear Sir / Madam

I am currently completing my Master's Degree in Education. My research question is, "**To what extent does the implementation process of IQMS impact on teacher workload?**" I will be doing an investigative study using a Focus group interview technique. To conclude my research findings, I need your assistance as a participant in the interview process. I would require the following from you:

- To complete the background profile form.
- Attend and participate in a focus group discussion on IQMS
- Complete a consent form to participate in the research
- Be prepared to be audio-taped for data collection purposes

The focus group will meet on Saturday morning, 20 September 2008 at the Education Faculty of Cape Peninsula University of Technology in Bellville (Pen Tech), Symphony Way at 10h00 till 13h00. The focus of the discussion will be on IQMS in your school. It will also cover your personal experiences of the IQMS process and your current workload at school.

Taking part in this research is entirely up to you and no-one will hold it against you if you decide not to do it. This letter also serves to inform you that all the information gathered from you will be used solely for research purposes and that the anonymity of all is guaranteed.

If you want to know more about this research project, please feel free to contact me on the above-contact details or alternatively my research adviser, Mr. Jeremy Koeberg on telephone: 021 959 6363 or e-mail: koebergj@cput.ac.za. This research project has been approved by the Faculty Research Committee of the Education Faculty of CPUT.

I trust that you will kindly grant me the consent in conducting my research.

Thanking you in anticipation

Yours in Education

Conrad Potberg
10 September 2008

Appendix D – Respondent Profile

Template 2

Respondent Profile for Research on IQMS

Name: _____			
Name of School: _____			
Age Category:	< 30		31 – 40
41 – 50	51 – 60	.	> 60
Gender: _____			
Highest Post Matric Qualification: _____			
Post Level : _____ / Rank: _____			
Appointment Status: _____			
Teaching Experience: _____ years			
Number of years at current school: _____			
Number of IQMS evaluations: _____			
Subjects taught: _____			

Extra-Mural Activities at school: _____			

Appendix E – School Profile

Template 1

School Profile for Research on IQMS

Name of School:							
Location / Suburb:							
District Office							
Principal:				Circuit Manager:			
School's Language of Teaching & Learning:							
Grade Distribution (number of classes)							
Grade	Eng.	Afrik.	Total	Grade	Eng.	Afrik.	Total
Gr.				Gr.			
Gr.				Gr.			
Gr.				Gr.			
Gr.				Gr.			
Staff Compilation: Total: _____; Males: _____ Females: _____							
SMT Compilation: Total: _____; Males: _____ Females: _____							
Teacher Appointment Status: Quantities							
Permanent		Temporary / Contract			SGB Appointments		
School Infrastructure / Facilities: Tick off which is applicable							
School Hall		Sports Field		Staff Lounge			
Library		Computer Lab/s		Media Centre			
Brief historical background of the school: _____							

CONSENT FORM

I, _____ (Full Name and Surname) agree to partake in the research project of Mr. Conrad Potberg.

I am aware of the following that will take place;

- Having to complete the Background Profile
- Participating in a focus group discussion on IQMS
- Being audio-taped

Signature

Date

Appendix G – Interview Schedule

Research Question: To what extent does the implementation of IQMS impact on the workload of teachers?

Engagement questions

1. What is the buzz whenever IQMS is mentioned? – **IQMS Perspectives**
2. What do you find most interesting or intriguing about IQMS? – **Value of IQMS**

Exploration questions

3. What, if any, impact has the implementation of IQMS had on your teaching? –

Continuous Development

4. How familiar are you with all the QA forms used in the IQMS processes?
 - About completing the forms.
 - How is facilitation of the forms completed – **Continual Change**
5. How is IQMS integrated into your school's administrative processes?
 - Timeframe
 - Accommodation of substitutes when teachers are out of the class - **Support**
6. What barriers have you encountered with IQMS in your school or classroom?
 - Resources provided
 - Support provided or received – **Teacher Attitudes**
7. Do you see the DA/PM/WSE through the IQMS process?
 - Understand these processes as part of IQMS
 - Understand what is each process – **Change Needed**

Exit questions

8. What changes would you like to see made to IQMS with regard to the process and implementation? – **Need for Specialist**
9. Is there anything else you would like to share with us? – **The Way Forward**

Appendix H - Detailed Extracts from the Transcription

Transcript 1:

Derrick: Just a quick feedback too... I think it has become an accepted practice for which ever way it's going or seen positive or negative. It becomes an accepted practice for each school as seen by teachers, I believe.

Moderator: When you say accepted practice that it must just be done or what do you refer to?

Derrick: I think more so because the fact that its mandatory that for which ever worth it is going to be practiced it has to be done and I think and therefore I still in terms of your introductory question, the buzz around it to me it is not the buzz it is, because the buzz gives me an idea of excitement. So I don't believe they speak about excitement as such they think more of what is it that must now be done? It is accepted to be done and you will go through it when it is due.

Moderator: okay, Thank you. Martin, sorry.

Martin: Ja en ek dink ook wat mense ook meer op gestress maak is die feit daar 'n incentive aan gekoppel is, 1%. As hulle meer gewerk het op die beginsels van kom ons kyk om deur die proses jou swakpunte in sterkpunte te omskep of jou sterkpunte nog sterker te maak dan sal ons vorentoe beweeg het.

Moderator: So... the incentive issue! I just want to raise an issue there... that came out now through all of this was the anxiety and the nervousness around IQMS. IQMS has been in since 2004, why is people still nervous or why is the anxiety still there?

Transcript 2:

Moderator: Okay thank you Ernest. We are going to move on to the second question, uhm. Second question is: What do you find most interesting or intriguing about IQMS? Is, is the interest, most interesting or intriguing about IQMS, anyone? Just indicate with your hand and then I can just mention your name. I don't want to sort of make it formally run down the line and that.

Kurt: Okay, I think the interesting thing about it is it, it gives ourselves personally the idea of where you find yourself in your teaching and uh and I feel if its done correctly and doesn't only go about the 1% that you can yourself, as a teacher you can grow in the process through interaction with your colleagues that can give you input er, where you can uhm better yourself and in that way I think uh. I appreciate the initiative but then it must be done correctly and truthfully.

Moderator: so...its more of a personal development and also if it's the where its implemented correctly?

Kurt: Yes and come through to rest of the, the school itself can see better results.

Moderator: Thank you Kurt, Martin?

Martin: Ja, vir my is dit daai, daardie PGP part waar ek geintrospeksie doen en vir die eerste keer kry ek kans om te reflekteer oor myself ek sterkpunte wat is my sterkpunte, kry jy rerig kans om daarop te fokus. Ek het nog nooit so daar aan gedink nie, wat is my swakpunte, ek het nog nooit daaraan gedink nie en ek word gekonfronteer en dan moet ek iets voorlê vir die kantoor en ek skryf iets daar laat die kantoor iets het gee dit in en ek soos Kurt nou sê dan kom ons die groep bymekaar en eweskielik vind ek uit die een het so 'n opinie oor my en daai een het 'n ander opinie oor my en vir my is dit lekker, is soort van van introspeksie.

Transcript 3:

Moderator: To add on to that or put something on now looking at previous evaluations, IQMS evaluations was, was that early was there any improvement from a previous evaluation if you said, admin. I had a problem with admin last year am I still struggling with admin this year.

Charles: Ja, I will say that you are still very far away from the four you see so that that is an indication of where you lie so it is very seldom that you're going to reach the four so you're working towards the four.

Moderator: Okay, Jenny

Jenny: Conrad, just come in there, you know when you choose your DSG its suppose to be your peer is supposed to be there to develop you. If this is my weakness and I choose my peer he must help me if I have a problem with admin and his admin is up you know to standard. Is strong that is his strong area. Then my peer must help me, but that's not happening at schools at the moment you see you put down where you need to be develop but because of time and because people don't have time to come into my class and say lets sit down, I'm going to help you to look at your file and you know the only time that some of the senior staff maybe do moderation is once or twice a year, but your DSG is suppose to develop you. They don't do it so when it comes to IQMS like this year again you will see that you still have that same focus area that you didn't develop so you must put it down again. You see they don't follow up.

Derrick: Ja, from a management point of view, I think it is also a rude awakening to those who are steering and facilitating the process as to the level that they have to raise themselves to get those subordinates to the point of development.

Transcript 4:

Derrick: Could I just pose a question there, Conrad, when you speak about familiar with the forms, the most recent forms is that what you're saying? I think its as of last week it's changed, new templates again issued. (Chatter/laughter) This is part of the problem the continual change and development in the tool itself especially for the fact that OSD for deputies and principals is busy in the process with a different task teams already developing that to which changes almost for next year.

Transcript 5:

Jenny: I think everything that has been said boils down to time. The time factor and if I look at what is happening at our school is that if I know tomorrow are people coming to my class then I take that packet and I just fill in. What we also did is like where the baseline IQMS you looked at it, you wrote it down and now you just write it the same scores that you wrote down last year. You know as your baseline IQMS and theres it because people are coming to your class then you must have it. I'm sure not even a lot of people knows the forms the numbers on the forms because you just go through it because you must do it.

Moderator: Martin?

Martin: Ja Conrad. Is baie duidelik dat van 2004 af dat mense nog nie heeltemal gewoond kan raak aand die soort van IQMS nie en nou hoor ons weer verlede week het die templates weer verander en die die regerende party het reeds gelaat weet hulle gaan in diepte kyk na IQMS spesifiek en kyk om dit te verander. Dit moet hersien word en my vraag is dan hoe kan mens by massas 'n positiewe ingesteldheid kry as dit heelyd in die lug is. Daar's heelyd veranderinge aan die gang en hier sukkel mense by die skool.

Moderator: Right, thank you. What he refers to there is just help me out here quickly...

Jerry: Getting a positive attitude going among all this continual change from one thing to the next.

Transcript 6:

Ernest: Uhm, It has for our school and a similar size school. We've got 1 HOD in two phases. So there's a cost factor because we have to employ somebody, not only for the, for the, for the HOD but for the peer so that we feel we paying for people to supervise but it also puts or burden on completing in because that one HOD, that Kurt now refers to has to sit in, besides the class observation, in every post-evaluation meting. (Agreement) So you can how long it takes to work through all those discussions, ja.

Martin: Ja, kyk in die verlede het ons, ons kurrikulum koördineerder gevra om meeste van die, om ons as deel van die OOG te wees met die gevolg sy is in meeste van die vier tot vyf periodes van die dag uit haar klas uit. Dan ons het, wat ons hierdie jaar besluit het, uhm, se die skoolhoof kom in, hy's deel van die OOG saam met jou, uhm, saam met jou peer ja en ons staff ons besluit in die personeel kamer en dit werk vir ons fantasties met die gevolg is daar nie baie mense uit hul klasse uit nie. Die hoof gaan by almal om. Behalwe dat die hoof nou omkom by die proses nou kom die hoof vroeer in die jaar ook om, dis ook iets waaraan ons besluit het, die hoof moet inkom, om te kyk wat in onse klasse aaangaan, en dit vergemaklik daai hele proses van wat nou aan die gang is die hoof het voorkennis as die proses begin.

Jenny: No, I think it's all about planning, that when you do your year plan that you ..., especially be focusing on one performance standard for the whole year, you don't look at the others which you just concentrate on class visitations and then that can take place over a longer period you see, and that will make it much easier on the HOD's because we also have a problem at our school with one HOD that must go into, uhm, nine classes. And she doesn't have the time to do that, you see, and that is where this thing comes in 'I just come to your class and I just give you a mark because she also have a heavy load and there's things that she must also do in her class now she's out of her class, and we don't have the money to pay other people or ask people to come into the classes, you know, for that period and that is where the discipline also goes. I mean if, uh, uh, that HOD is out of her class for uh, two or three periods per day, you can just imagine what is happening.

Transcript 7:

Charles: Ek wil ook byvoeg Conrad, (coughing) ons het twee tipe evalueerings, nie evalueerings nie, maar besoeke, dis nou IQMS besoeke dan's dit nou klasbesoeke, maar mense nou die fynerige goedjies van die onderwyser, soos in die ou dae, daai tipe besoeke. (Machinery making a noise) Dit is op weer, ag, wat gaan hulle doen as hulle die klas besoek, daai tipe dinge. Daar word nie vorms ingevul nie, maar ek kom doen klas besoek net om ' bietjie te gesels. Twee tipe klasbesoeke.

Derrick: I'm gonna answer two aspect of the question of that question in terms of managing it. The one point in terms of managerial sensitivity and managerial vision uhm, and I think the two previous speakers : Ernie and Charles mentioned that, that it depends on planning now. The sensitivity around it I see as, our management lessens the load and the stress and eases that anxiety. Now there is a year planner, I think somebody else mentioned it too (Agreement) and it's most obvious that the third term is the time for it to be done and you know there's pre-evaluation, there are support moderations all in the third term. And at our school, we do cram it at our school in a two-three-week period. The next point, in terms of visionary aspects of the management it, you need to have a programme. Now we have it with our school, the sheet is designed, the entire staff is listed there, Who is on their panel? And you mark off and it's kind of a matrix as to on who's panel you are? And uhm, this side is your visits and we say that visits don't have to be an entire period. You can learn from what a teacher is doing in terms of his management within 5 to 10 minutes. The other aspect of that particular quality assurance one or whatever they assess can

be done outside in a free period and it doesn't have to be that people are locked in, in a class. So I think to me that is how we could ease the burden of that management.

Transcript 8:

Derrick: Can I take a less significant one, that I can almost identify with immediately and think that is the one of lets say resources? Together with attitude now, that one when teachers are measured in terms of extra-curricular activities, poor disadvantage schools are economically disadvantaged schools are disfavoured as against an ex-model C school when you come to teacher attitude and learner attitude. I'm saying sport in most of our schools learners are apathetic towards sport and extra curricular, so they will obviously not be participating and they get a low score whereas in ex-model C schools where children are forced to participate and teachers are more in favour of being involved in sport and are compelled to do extra-curricular activities their scores would in my opinion be higher, whereas our teachers would in most cases of the forms I've seen, score ones because they not involved in sport and I'm saying it openly they, they don't get themselves involved because they must catch a train or must take a taxi and so obviously, and I say, a less significant one in terms of the, the two which measures their participation in extra-curricular activities.

Sam: I just want to, just get in there around the issue of organisation and Management, around the, uh, the sport issues uh, one of them will be there is a management trail within the school, and that much is, and that will be a moral diffusion without the, the person in charge doesn't have the, the enough authority he actually use enough his own capacity to direct people, who want to do it without trying that's, that's what's going to happen in our schools, which I told you at the beginning.

Moderator: I was wondering, uh, there's something that Derick mentioned now with the attitudes, especially of the teachers uhm, what brings that attitude, what, is it a negative attitude (coughing) what is then the reason behind a negative attitude towards the whole thinking, IQMS...

Derrick: Since you've raised it with me. If you don't mind ... could I just respond to that one? I think it is also in terms of terms and conditions of employment. When teachers look at they workload and they say, 'Look, I must stay the extra hour or two after the sport of the day is complete. They measure everything in terms of seven hours per day. In terms of work time, uhm,

and so I think to me that is how I would see it, what impacts negatively against the teachers, why they, they find sport difficult

Transcript 9:

Ernest: Uhm, they spoke about the impact of the big classes uhm, I was gonna say uh, in terms of the, the performance standards in the first forms when measures it, uhm, class discipline, where measures sometimes like creating healthy environment and atmosphere (woman agrees) if you have a class of 45 in a school and you know where the classes were built for about 35 children its very difficult for an educator to create a physical healthy atmosphere so automatically there's similar to what Derrick said in the sport, so disadvantage in terms of the scoring, hot in terms of what they want to do or can do, their physical limitations.

Charles: Ek wil aansluit, ek wil ook net se dat uh, onder die assessment standards daar verskyn ook die kwessie van rondom graffiti, dans jou banke vol graffiti. As dit 'n graffiti is, dan is dit 'n negative score, jyt niks gedoen nie (Laughing) Ne, skooldrag, dis 'n negatiewe punt, hoes jou banke gerangskik en so daar's 'n hele klomp klein detail wat 'n mens na moet kyk voordat jy vir jouself kan aanslaan, jy kom in daai klas, dis nie jou klas nie, jy;s ;n reisender onderwyser, dit alles tel teen jou en, en, en het 'n impak op jou so, daar is 'n ander onderwyser wat se jy kan vir my niks makie, aan te kla is 'n lang proses en dit word baie kere deur die hoof geskik. (Coughing). Werk ma julle twee se probleempie maar uit man, dis mos nie so 'n groot ding nie, maar dan se hulle die ding moet profesioneel hanteer word, maar daar is nie die meganisme om die ding want dit is te gekompliseerd. So ons is dankie by onse skool is nie sulke probleme nie.

Transcript 10:

Sam: To add more there, I also found schools whereby uh, the top management becomes the, the two oceans then noticed the teachers are not being developed fully. That everything's being juggled by the principal and deputy. Right, I notice that people are not doing their jobs. Everything I'll do for you, I'll do the administration and I'll give it to you and you have to take it as, it as then what's happened, that's happening in some of the schools. If the principal is saying how that 'I want to file from educators' what about the HOD's? so the whole ... you hear of principals being sick sometimes because they, they take all they books in their hand. They don't, they don't understand that it has to be shared ownership of the school. So you see they sit with the

files of the 25 educators, with the files of the substitutes and all HOD's give their files in. So (coughing) that creates a half-owned school, there's no development and come and destroy the school completely. That person, that principal was there with a single personality wants to do everything for his children, no one is being developed, when's it going our way? Nobody's going to take you.

Moderator: Thank you, Charles.

Charles: Yeah, Yeah. I'm a bit surprised at the negative feedback that we getting, I'm just wondering what happens at staff meetings because at staff meetings you get an agenda it is normally general and then you can add areas that you feel need to be addressed. I see that is part of whole-school improvement. Where often we decide on things, we say in the meeting and you need to go and implement it in our classroom uhm, so from my school whatever areas we feel need to be addressed we, we mentioned in the staff meeting. I do, however, agree with the fact that very often we haven't got checks and balances, we say " You know this thing needs to be done by that time" uhm, that is one of the areas I feel is lacking in our, in our, schools.

Transcript 11:

Sam There's also one thing that I've observed in our schools, there is a cultural silence in our staffrooms. I don't know, I don't know what that culture is but when the principle talking then he or she just talks and talks and then everybody must just respond or one or two must just comply, nobody must complain, you must just comply and complain later. (laughter) I'm not sure what the attitude is , I'll tell you what I've noticed there was uh, uh a attitude of silence. When the principal talk and talk, whether that person has done right or wrong, they just comply and I just had to address the principal, just had to uh, uh because of the cultural stance that's happening in our schools and because of the attitude that the pupils, they bringing to school. You know, because if he, I believe that if his a correct principal I love him and I wont chat back, I, I ,I won't, he'll never hear the truth that ...I'll make sure I address the person of, to the correct the problems of the school, you know, and if I start to chat, which means I don't like the person, that's the kinda attitude, you know.(agreement)

Charles: Conrad, I just want to say we fought, very often, I ask myself, Why I am battling with this system then I tell myself you know but what is the alternative to what we had in the past,

very often people, “you know, you need to go back”. The reason why our children can’t read and write nowadays it’s because we’ve got a bad system. Then I ask myself what is the correct alternative to get all those things that we want in the new education system, uhm we had the Apartheid Government with their particular system, Christian education and now we, now we sit with the new system and I ask myself is this the best? And I cannot think of an alternative to what we got now, seriously! So I, so I try and find my way in that uhm, I don’t if somebody’s working on a different education philosophy or whatever but I feel we must change If there’s something wrong in our schools. We need to take our schools forward, you know. Uh, because this is what we struggled for.

Transcript 12:

Derrick: Mine is just a quick one and it will be the only one I think the department needs to they’ve got so many redesigns and posts they creater.They should create within each school an HR which would do all this, a specialist to do this type of development work.

Martin: Ek is, ek is van die begin van mening gewees dat mense se karakter nie in geld gemeet nie .As hulle daai aspek van die een persent en dit vervang en fokus om mense in hulle geheel te ontwikkel, dan, dan behoort ons op die regte pad te kom.

Ernest: And I think if that happens, uhm, then we’ll be more honest approach to it in terms of what Jenny’s asking. You could see it purely for developmental purpose but not remunerations

Transcripts 13:

Ernie: In a actual fact, in actual fact we make fundraising doen... Ek dink nie dis

Sam There is some truth..., of each others meetings, that’s appoint I want to raise because I think the, uh, the department is creating problems with their teachers, creating even enemies with their teachers. (Agreement) and the people watch, if you give me a code, so what if you give me code. So if the person employed complied to do the job then, then person working should not be biased, just doing their job. Especially if the HR has warned them to do it.

Derrick: Just a, a concluding comment. I think they uh, they model they used to introduce it or the advocacy around it, the cascading model is the failure uhm, if they had gone around the schools with a team, I think you'd get the common feel at the school about it and the urgency and importance, within the school, than for a principal and his team to bring that down to the school and cascade it there. I think that is where part of the failure is in the model.

