

**INVESTIGATION INTO THE MANAGEMENT OF EDUCATORS'
PERFORMANCE**

By

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DECLARATION

I declare that

THE PERFORMANCE MANAGEMENT OF EDUCATORS

is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of a complete list of references.

The mini-dissertation that I have submitted has not been previously submitted for a Masters of Business Administration (MBA) degree at any University.

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DATE

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ACRONYMS

IQMS	Integrated Quality Management Systems
DA	Development Appraisal
DAS	Developmental Appraisal System
PA	Performance Appraisal
PM	Performance Measurement
PMS	Performance Measurement System
CO	Classroom Observation
DSG	Developmental Support Group
PGP	Personal Growth Plan
SDT	Staff Development Team
SMT	Staff Management Team
SIP	School Improvement Team
DIP	District Improvement Plan
DoE	Department of Education
LDE	Limpopo Department of Education
ELRC	Education Labour Relation Council
WSE	Whole School Evaluation
HOD	Head of Department
NTT	National Training Team
PTT	Provincial Training Team
INSET	In-service Education and Education

List of key words

- 1. Performance management**
- 2. Performance appraisal**
- 3. Integrated Quality Management System**
- 4. Developmental Appraisal System**
- 5. Circuit**
- 6. Cluster**
- 7. Whole School Evaluation**
- 8. Appraisal**
- 9. Evaluation**
- 10. Performance standards**
- 11. Personal Growth Plan**
- 12. Developmental Support Group**

ABSTRACTS

The Department of Education has invested huge sums of money in trying to improve the quality of education. In order to improve the quality of education, the department realised the need to develop educators. This was done through the introduction of the Integrated Quality Management System (IQMS). The Integrated Quality Management System came as results of the combination of the Whole School Evaluation (WSE) and Developmental Appraisal System (DAS).

The Department of Education realised the importance of managing the performance of educators. This study was influenced by the need to investigate how the performance of educators is being managed at schools in Bahlaloga Circuit. This study focussed on the following research questions: *How is the integrated quality management system being implemented at schools? What have been the major challenges and or successes with regard to the implementation of the integrated quality management system? Is it relevant or appropriate to link the performance of the school with the performance of educators? Is it necessary to link promotion of educators with performance? Is it necessary to link financial reward with the performance of educators?*

Study managed to find out that the implementation of the Integrated Quality Management System is not taking place as outlined in the policy. The support from the Developmental Support Group is very minimal and in some cases not taking place. Schools have all the necessary documents and structures in place to be able to implement the policy but they are unable to do so.

At the same time there are number of reasons that were found to be the main reasons why schools are unable to implement the system as prescribed by the policy. Some of the challenges include the following: Shortage of Heads of Departments for some of the subjects who can help during and after the actual evaluation has taken place, movement of both principals and head of department from one school to the other is another challenge that affects the continuous implementation of IQMS; there is no prescribed good teaching practice for all the subjects and therefore what is good teaching practice to one educator may not be the case to the DSG, this situation normally causes confusion among

educators. Some educators are being evaluated by Head of Department who does not have the knowledge of the subject and as a result he does not get the necessary support from the DSG, the support from the Department of Education has been lacking, poor working conditions, line of reporting is too complex, that is the Head of Department has his own expectations from educators, principals expect something different, circuit managers have their own plan around the performance of educators while curriculum advisors advise educators to approach the subject differently. All these have an impact on the performance of educators. Lack of team work in schools is one other challenge in the sense that when teachers are not working together as a team, they are less likely to support one another. Some educators are offering more subjects and some of which they are not even qualified to teach. Other Heads of Departments do not have the necessary knowledge of other subjects and therefore they find it difficult to support educators. Some teachers find themselves teaching subject that they are not qualified to teach.

The other findings from both the principals and educators are that the promotion and financial rewards must be linked with the performance of the educators. Educators must work for them. On the other hand, the performance of the schools must be linked with the performance of the individual educators.

These findings also provide another challenge to the researcher to find out better ways the performance of educators could best be managed taking into account the complexity of the schools' functioning and staffing.

APPENDIX 1 EDUCATORS'QUESTIONNAIRE

QUESTIONNAIRE

EDUCATORS: CS1.

DEAR COLLEAGUES:

Thank you for taking your time to answer this questionnaire. This questionnaire will not take more than 15 minutes of your time and I can promise you that after going through this questionnaire you will realize that there is something that we have to do to improve the performance of not only the school but educators as well.

1. GENERAL INFORMATION

- This questionnaire does not test your competence, your honest opinion is all that can be helpful.
- There is no wrong or right answer.
- You do not need to provide your name.
- Your information will be treated with the confidentiality it deserves.
- This questionnaire has been divided into three sections and please answers all of them.

2. SECTION A (BIOGRAPHICAL INFORMATION)

- 2.1. Gender (Mark with X) Male [] Female []
- 2.2. Years of experience in the field of teaching []
- 2.3. Name of circuit:
- 2.4. Your position at school:
- 2.5. Post level: []
- 2.6. Status of appointment (Mark with X). Permanent [] Temporary []

3. SECTION B (LIKERT SCALE)

State to what extent you agree or disagree with the following statement

Mark your responses with an “X”

- 3.1. The school principal conduct advocacy, training and discussion as point of departure for the implementation of IQMS.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

- 3.2. Our school has been implementing IQMS.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

- 3.3. As an educator I was involved in the planning for the implementation of IQMS.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

- 3.4. As an educator I was able to do self-evaluation?

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

- 3.5. I managed to do pre-evaluation discussion with my DSG?

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

- 3.6. The school is implementing the Integrated Quality Management System as expected and outlined in the manual.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.7. Classroom observation has taken place as per management plan.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.8. There has been a feedback discussion with the Developmental Support Group.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.9. Evaluation in respect of other performance standards (outside the classroom situation) took place.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.10. As an educator I developed a personal growth plan.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.11. Does your school have a moderation plan to check on your performance?

Yes	No
-----	----

3.12. As an educator I have been able to benefit financially from the Integrated Quality Management System.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.13. As an educator my performance has improved due to the implementation of the Integrated Quality Management System.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.14. The integrated Quality Management System is being implemented at our school on a continuous basis.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.15. The performance of the school has improved due to the implementation of IQMS.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.16. My DSG has been able to assist me in addressing the identified challenges.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.17. Management of school conduct the performance review of educators.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.18. Promotion should be linked to performance of educators.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.19. My performance is being properly monitored and managed by the SMT.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.20. As an educator, I have actively participated in the performance management process.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

3.21. I am getting the necessary support from the management of school to improve on my performance.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

4. SECTION C (OPEN-ENDED QUESTIONS)

4.1. Do you think the performance of the school should be linked to the performance of educators? How?

Yes	No
-----	----

4.2. What have been the major challenges with regard to the implementation of IQMS?

4.3. Did you get any financial benefit from your participation in the implementation of IQMS and how did it affect your performance?

Yes	No
-----	----

4.4. Do you think the financial reward should be linked to the performance of educators? Why?

Yes	No
-----	----

This is the end of the questionnaire. Thank you

QUESTIONNAIRE

SCHOOL PRINCIPALS

Dear colleagues:

Thank you for taking your time to answer this questionnaire. This questionnaire will not take more than 15 minutes of your time and I can promise you that after going through this questionnaire you will realize that there is something that we have to do to improve the performance of not only the school but educators as well.

GENERAL INFORMATION

- This questionnaire does not test your competence; your honest opinion is all that can be helpful.
- There is no wrong or right answer.
- You do not need to provide your name.
- Your information will be treated with the confidentiality it deserves.
- This questionnaire has been divided into three sections and please answer all of them.

SECTION A (BIOGRAPHICAL INFORMATION)

Gender (Mark with X) Male Female

Years of experience in the field of teaching

Name of circuit:

Your position at school:

Post level:

Status of appointment (Mark with X).Permanent Temporary

SECTION A: GENERAL INFORMATION.

1. Position at school:

Principal	Deputy Principal	Head of Department
-----------	------------------	--------------------

2. Gender

Male	Female
------	--------

SECTION B: CLOSED QUESTIONS

(MAKE A CROSS (X) IN THE APPROPRIATE SPACE).

1. How often do you assess your staff?

Once per quarter	Once per semester	Once per year	None
------------------	-------------------	---------------	------

2. How often do you review the performance of educators?

Once per quarter	Once per semester	Once per year	None
------------------	-------------------	---------------	------

3. As a principal I conducted advocacy, training and discussion with educators before implementing IQMS.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

4. The school has School Development Team.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

5. THE school has a management plan for the implementation of IQMS.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

6. The SDT managed to prepare a School Improvement Plan.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

7. We have been able to implement your School Improvement Plan.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

8. The performance of educators has improved since the implementation of the IQMS.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

9. The promotion of educators must be based on the performance.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

10. The reward for educators must be linked with their performance.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

11. The school has a monitoring plan to monitor the performance of educators.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

12. We are getting the support from the Department of Education with regard to the implementation of IQMS.

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

SECTION C (OPEN ENDED QUESTIONS)

1. What have been the major challenges of implementing IQMS?

2. How are you addressing the challenges of IQMS?

This is the end of the questionnaire. Thank you for your contributions.

CHAPTER 1

1.1. INTRODUCTION

The academic performance of a school is, in most cases, a reflection of the sum total of individual performance of educators, that is, high performing schools often have high performing educators. In Limpopo Province, Capricorn Education District is regarded as the best performing district in the Province. By implication, most of the circuits falling under it are performing very well. In this district, Polokwane cluster has dominated all other clusters with a large number of schools while Bahlaloga circuit with only seven (7) secondary schools and sixteen (16) primary schools is not producing good results.

The Department of Education has introduced a system of assessing educators' performance in schools. This system is called Integrated Quality Management System (IQMS). The researcher intends to assess how IQMS is being implemented in order to manage the performance of educators in Bahlaloga Circuit and whether the implementation of the system has yielded positive results or not. In this chapter the researcher provides the background of the research, the problem statement, the aim of the research, objectives of the research and the research questions.

1.2. Background of the research

The introduction of the new democratic government in South Africa in 1994 has brought about several changes including the new education system. New changes in education include curriculum, governance, management, teacher development and others.

For more than two decades teachers in South Africa, especially in black schools, were not subjected to any kind of evaluation. It is possible that this situation has contributed towards the unsatisfactory results we see in learner achievement. The classroom teacher is central in the process of educating children and therefore a performance-based teacher evaluation system is critical to improving

teaching and learning. The requirements of public education have changed substantially in the last ten years and schools as well as education managers at all levels of the system are required to respond to the heightened expectations of parents and society.

The response from the education system has to be direct and convincing in order to address quality education. Schools are expected to present quality education to all children, regardless of the level of skills or personal circumstances. In order to succeed in this most important endeavour, schools must improve the quality of teaching and learning. Everyone, from classroom teachers to departmental officials must make the learning of every learner a priority driving all other professional responsibilities.

The question then arises as to how can we support and cultivate effective teachers for all our schools and all our children? It is important to realise that teachers want and need feedback, not only on the act of teaching, but also on the results of teaching. School management teams must focus the collective efforts of all school personnel on the primary goal of improved learning – hence the birth of the IQMS. The performance of educators is the foundation for achieving the goal of increased learner achievement. Evaluation of programmes and practices is essential to any ongoing effort to improve any profession. Evaluation is not apart from, but is a part of the educational process.

Integrated Quality Management System provides information and feedback to teachers regarding effective practice and offers a pathway for individual professional growth. It allows a mechanism to nurture professional growth toward common goals and supports a learning community in which teachers are encouraged to improve and share insights in the profession. The development of a comprehensive system such as the IQMS which is administered to almost 360 000 educators is indeed an achievement. To perfect such a comprehensive system would take almost 6 to 8 years.

According to Jenny Ozga (2003: 27) Performance management has become the key instrument used by policy-makers to improve the education system, to raise

levels of attainment and to increase the accountability of teachers. Performance management uses indicators such as pupil test scores to rank pupils, schools and countries and to generate Performance Targets that are then used to manage performance.

Teacher development has become central in shaping the new system since the introduction of the new education system because teachers are expected to introduce and implement the new changes. More importantly teacher performance is expected to be assessed, evaluated, and monitored from time to time.

Three systems of teacher appraisal were evolved from 1998 to date. In 1998 July 28, the Department of Education introduced the Developmental Appraisal System (DAS) which was aimed at appraising individual educators in a transparent manner with a view of determining areas of strength and weaknesses, and to draw up a programme for individual development.

In 2003 April 10, an agreement was reached with the Education Labour Relation Council (ELRC) to introduce Performance Measurement System (PMS), which was aimed at evaluating teachers for salary progression, grade progression, affirmation of appointment and rewards and incentives. In the process the Whole School Evaluation (WSE) was also introduced in order to evaluate the over-all effectiveness of a school as well as the quality of teaching and learning. These three programmes are implemented in an integrated way.

The challenge is that though these programmes are there, the Capricorn District is still experiencing a high level of inconsistency with regard to the performance of educators and ultimately the performance of schools. This is because of the poor performance by some of the circuits, among others, Bahlaloga Circuit. The Department of Education is trying everything possible to involve the parents in supporting schools, very little is changing in terms of performance of schools. Many road shows are conducted in an effort to bring everyone on board to participate in education, but less effort is being directed towards managing the performance of educators.

The implementation of the IQMS comes with financial benefit to those educators who shall have gone through the process. The implementation of IQMS has to follow a very complicated process that requires schools that are operating with sufficient staff members because for the implementation of IQMS to be successful, a school need to have enough Heads of Departments (HODs). This will always help more especially during classroom observations and supporting educators with content knowledge. This is not always the case in some of the schools in the district, and the circuits in particular. As the situation stands, one wonders how IQMS is correctly implemented.

At the end of each year people get surprised when learners perform badly. It is during that time of the year that people start talking about the poor performance of educators, but too little is said about whether the performance of educators is being better managed such that learners achieve good results.

From 2006 until 2008, Bahlaloga Circuit has never produce a school that falls within the top 15 schools in a district that are classified as Dinaledi schools. Below is a statistics of the best performing schools in the district from 2006 to 2008:

Performance of DINALEDI schools

Limpopo Department of Education: Capricorn District

Table 1.1: November/December 2006 – 2008 Grade12 results

No	SCHOOLS	CIRCUIT	2006 P%	2007 P%	2008 P%
1	Capricorn High	Pietersburg -	100	98.4	99.3
2	Florapark High	Pietersburg	98.0	96.3	94.0
3	Dendron High	Bochum East	100	100	98.9
4	Derek Kobe	Lebowakgomo	83.2	87.0	70.0
5	Harry Oppenheimer	Mogoshi	98.4	100	100
6	Madikweng High	Bochum West	100	100	100
7	Makgoka	Mankweng	66.7	68.2	83.0
8	Motlalaohle	Sekgosesse West	81.4	59.3	95.1
9	Motse Maria	Maraba	95.4	98.3	88.4
10	Pax Special School	Maraba	100	81.8	93.3
11	Ngwana-Mohabe	Mphahlele	89.0	87.9	83.3
12	Sefoloko	Sekgosesse Central	81.9	87.9	83.3
13	St Brendans	Sekgosesse West	98.0	97.0	99.2
14	Taxila	Pietersburg	98.0	98.9	98.2
15	Tshebela	Lebopo	83.6	94.1	83.5

Looking at the above list, there are very few schools that are said to be the best in the district and because of this, one cannot be surprised to see the province not doing well as this is the best performing district in the province.

In 2009, Capricorn District had 151 underperforming schools and among those schools, Bahlaloga circuit had three (3) secondary schools that did not perform well.

This situation is also an indication of the overall performance of the circuit. It can also be an indication of the performance of the educators. It also calls for the

critical evaluation of the implementation of Integrated Quality Management System.

When Integrated Quality Management System was introduced, one of the main ideas was that though it may lead to financial incentives to the educators, it must also help to improve the performance of educators in schools. It was realised that there was a need to monitor and manage the performance of educators. There was a high expectation that this system would benefit schools, learners and educators. But since the introduction of IQMS there is a clear indication that the performance of educators has not improved. This is because the performance of this circuit has been going down. It may be the implementation of the system or perception of educators towards the system or else people do not understand it. Poor management at schools can also be the reason why the Integrated Quality Management System is not being implemented effectively.

1.3. Significance of the study

The significance of the study is that it reminds educators, principals and the district and circuit officials that if performance management of educators can be effectively implemented as planned, it can lead to better performance. It also reminds the principals of the role they must play in managing the performance of educators. The study also reminds educators that through effective implementation of Integrated Quality Management System, they can benefit not only financially, but also academically.

1.4. Problem statement

The IQMS has been put in place to manage, evaluate and monitor the performance of educators in schools, but the problem is that the performance of Bahlaloga Circuit is not good at all. The National Department of Education is not happy with the performance of the Provincial Department of Education; the Provincial Department of Education is not happy with the performance of the District and the District is not pleased with the poor performance of schools and, so is the community.

1.5. The aim of the research

The main aim of the research is to find out how the performance of educators in schools using the Integrated Quality Management System is being managed in Bahlaloga circuit. The researcher also aims to find out whether IQMS is really achieving what it was expected to achieve or not.

1.6. Objectives of the research

The study seeks to address the following activities:

- 1.6.1. To investigate how the Integrated Quality Management System is being implemented at schools
- 1.6.2. To investigate the challenges with regard to proper implementation of the Integrated Quality management System in schools.
- 1.6.3. To investigate if the performance of schools should be linked with the performance of educators.
- 1.6.4. To investigate if the promotion of educators to senior position should be linked with their performance.
- 1.6.5. To investigate if financial reward should be linked with the performance of educators.

1.7. The research questions

The study seeks to address the following research questions:

- 1.7.1. How is the integrated quality management system being implemented at schools?
- 1.7.2. What have been the major challenges and or successes with regard to the implementation of the integrated quality management system?
- 1.7.3. Is it relevant or appropriate to link the performance of the school with the performance of educators?
- 1.7.4. Is it necessary to link promotion of educators with performance?
- 1.7.5. Is it necessary to link financial reward with the performance of educators?

1.8. Exposition

Having clarified the key concepts used in this research the following is an outline of the study to be pursued:

CHAPTER ONE: This chapter outlines the orientation of the study. In this Chapter the background to the study, the research problem and its aims, research Methodology, ethical considerations and the demarcation of the investigation will be discussed.

CHAPTER TWO: The literature study, which is the theoretical framework of the research will be conducted. Lesson observations and the criteria that the IQMS team will use to observe educators in the classrooms will be critically reviewed as the focus of professional development.

CHAPTER THREE: The purpose of quantitative research, design of the questionnaire and questions related to the questionnaire will be discussed. The sampling and target population will be discussed. In this chapter the reliability and validity of the research will be explained. The empirical data will be obtained, analysed and interpreted.

CHAPTER FOUR: All the findings will be presented in this chapter. The quantitative results of the test will also be presented. This chapter will also contain the discussion of the findings and the link with the literature. A detailed interpretation of the findings will be presented based on each of the items of the questionnaire.

CHAPTER FIVE: This chapter will cover the conclusions and recommendations

1.8. CONCLUSION

In this chapter the problem around the issue of performance management of educators has been highlighted and it is very clear that there are questions that need to be answered. The Department of Education needs to find answers to these important questions that have been raised. In the next chapter detailed theoretical framework on the topic will be explored and major theoretical principles underpinning the IQMS will also be reviewed.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

In this chapter the researcher outlines Integrated Quality Management System that is used at schools to evaluate and manage the performance of educators. This chapter also outlines how other researchers and authors think about performance management system and how it should be conducted particularly in schools. This will give a clear indication of the expected outcomes of performance management system and how it can best be implemented. This chapter will also outline how other countries are implementing Performance Management System at schools and the attitude of educators towards Integrated Quality Management System. The chapter will also highlight the framework for the implementation of the Integrated Quality Management System (IQMS).

2.2. Performance management system

Performance management system is a process of harnessing all available resources within an organisation and ensuring that these perform to the maximum, in order to achieve the desired results. Performance management provides the system and processes to plan work, set performance expectations and standards. Performance management involves analyzing the objectives and goals for your department or work unit and ensuring that they relate to the overall goals of your company or organisation (Sheila J.C: 1994:3).

For the performance management to be effective, the activities of each individual employee must always be linked to the mission and objectives of the business; this means the performance of each employee will be the reflection of the overall performance of an organisation.

According to Jenny Ozga (2003: 27) Performance management is a means of auditing and managing system-wide activity. Organisations are encouraged to raise their levels of performance, and manage their staff and customers more tightly to achieve better outputs and outcomes and avoid appearing at the bottom of a league table. Its core assumptions are that performance levels in the public sector can be raised; this is desirable and necessary; and that evaluation on both an individual and comparative basis will promote improvement.

2.3. Objective of a Performance Management System

“Performance management is used to drive improvement, with effective monitoring at all levels, and a focus on priorities” (Kable: 2001:8). But how well educators perform depend on what the department wants to achieve.

It is important that objectives should be stated very clearly so that people know what must be achieved. Those objectives must be both measurable and achievable.

2.4. Performance management process

Different researchers and authors have different ideas on how performance management system should be. And even different institutions have different approaches to performance management system. In terms of the size and the

nature of the institutions, the approaches to performance management will not be the same. When conducting performance management, Corine Leech (2007:65) has indicated that it is essential to have a benchmark against which to assess performance. It might be one or a combination of work objectives, competencies, measures and tasks in the job description.

Other authors like Hermann S (1994 :) believe that performance management must follow performance appraisal. In other words for performance management to be effective, performance appraisal must be conducted first so that after the appraisal, the management of the organisation should have a clear picture about the performance of employees. Performance management must respond to performance appraisal problems.

2.5. Perception of educators towards performance management system

Heystek, Roos and Middlewood (2005:114) have shown that one of the appraisal problems within educational institutes is that the rewards process is a more complex problem in the education system and staff may not be eager to participate in the appraisal process.

The other challenge is that there are no agreed universal criteria for good teaching. The problem becomes increasingly complex because effective learning is a result of effective teaching. However, the result of effective teaching is difficult to determine and even more difficult to assess”

“There are still educators who believe that the current system of teacher appraisal as carried out in some schools demoralised teachers as it was not carried out properly”. (Monyatsi, Steyn and Kamper, 2006: 434)

Monyatsi, Steyn and Kamper (2006: 433-434) have argued that there are teachers who believe that they got motivated when they were advised of their strengths which they were not aware of. They believe that if one is told positive things about oneself, you gain morale and you get motivated. But there are others who feel that performance management system is not doing enough as it does not talk about new job opportunities or promotion.

Principals have to realise the importance of performance management of educators as this is important in the overall performance of the schools. Good performance management may result in good performance of the learners. Principals should recognise the good performance of educators and their abilities. They must also encourage educators to be proud of their job and good performances. Principals should make it clear to the educators why there is a need for performance management. It may not be good enough for the principals alone to understand the value of performance management.

Furtwengler (2000:48-49) says that if you take the time to teach your employees how to value, you accomplish two goals. Firstly you enable them to work with greater autonomy, which means that you will spend less time supervising and more time planning for the future. Second, you will enable your employees to create greater value with less effort.”

For effective performance management of educators, the Department of Education has introduced three systems that were integrated to form

Integrated Quality Management System (IQMS). The three systems that were introduced are the following:

- Developmental Appraisal System (DAS).
- Performance Measurement System (PMS).
- Whole School Evaluation (WSE).

These three systems are very important in the sense that there is an urgent need to improve the performance of schools. For this to happen there must be a system in place that helps to manage the performance of educators. Further than that, the implementation of this systems is vital in the sense that proper implementation can help to improve the performance of educators.

2.6. Developmental Appraisal System (DAS)

The system of developmental appraisal is used 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 (ELRC, 2004:1). This system looks at the developmental needs of each individual educator in order to develop a programme of action that will be used to address those needs. This would mean that in the end, educators should be seen to be developing. The expectation was that schools should take initiatives to help educators to develop.

According to Ilona Jolene Hendricks(2004:19), this appraisal is concerned with the educator's professional developmental needs and training opportunities in order to improve educators' performance in present and future roles. It is a transparent and open process since educators have access to all the appraisal documents including their performance outcomes or results. This is conducive to a non-threatening environment for conducting appraisal and a supportive environment for teaching effectively.

Furthermore, the appraisal process not only improves the educators' classroom performance, teaching methodology and skills, but also their working relations. Thus, this process is a vehicle to promote team spirit amongst educators and within the appraisal panels which enhances mutual respect amongst colleagues.

2.7. Performance Appraisal System

Performance Appraisal (PA) or Performance Measurement System (PMS) is the process of determining and communicating to an employee how he or she is performing on the job whilst ideally establishing a plan of improvement (Ilona Jolene Hendricks 2004:17).

From the education point of view, the purpose of PM is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives.

Dick Grote (2002: 4 – 5), indicated that performance appraisal serves over a dozen different organisational purposes. Some of them are:

- Providing feedback to employees about their performance
- Determining who gets promoted
- Facilitating lay-off or down-sizing decisions
- Encouraging performance improvement
- Motivating superior performance
- Setting and measuring goals
- Counselling poor performance
- Determining compensation changes, etc.

It is important to realise that if performance appraisal can be conducted properly at schools, it can give the educators an indication of how well they performing and the level at which they can possibly achieve in future. Therefore performance appraisal is an important tool of managing and monitoring the performance of educators. Through performance appraisal,

schools can be able to see if the performance of a particular educator is improving or not.

Another important use of performance appraisal is to encourage performance improvement. In this regard performance appraisal can be used as a means of communicating to educators how well they are doing and suggesting needed changes in behaviour, attitude, skills or knowledge. This type of feedback should clarify the job expectations that the principal holds for educators (Ilona Jolene Hendricks (2004:19).

2.8. Appraisal problems within educational institutes

Heystek, Roos, and Middlewood, (2007:114-115) have identified the following problems with regard to appraisal within the educational institutes:

2.8.1. Management of professionals

Educators are professionals and tend to be independent. It is very difficult to manage professionals than non-professionals. The manager must strike a balance between the management functions of schools and the professional activities of the staff members.

2.8.2. Results unclear

It is hard to determine the results of an organisation if the goals are not clear. For educational institutions, there are many complex objectives and it may be difficult to determine whether the objectives have been met. It is not an easy task to assess the results of schools quantitatively, and many of these objectives can only be assessed in such a manner.

2.8.3. Rewards uncertain

The reward process is a more complex problem in the education system and staff may not be eager to participate in the appraisal system.

2.8.4. Difficulty of assessing teaching

There are no agreed universal criteria for good teaching. The problem becomes increasingly complex because effective learning is a result of

effective teaching. However, the result of effective teaching is difficult to determine and even more difficult to assess.

2.8.5. Too many bosses

Staff members especially teachers in education institutions are accountable to more than one person of authority, which may complicate the appraisal process. There are Circuit Managers who have their own ideas on the acceptable performance standard of educators. There are also Subject Advisors who always quality assures the work of educators. They monitor and provide support to educators and lastly, the principals who manage and supervise educators on a daily basis. If all the other responsibilities and duties of educators are taken into consideration, there are many people who may influence the appraisal of staff members. The more people are there who have an influence on the appraisal the more complicated the process may become.

2.8.6. Inadequate of time

Appraisal is time-consuming and in education there is not enough time for the management tasks at hand. In other organisations, the time for appraisals is seen as effective management time. In education teaching is the main task and managers in educational institutions need to ensure that they have sufficient time available for the staff members to participate in the appraisal process.

2.9. Whole School Evaluation

According to Ilona Jolene Hendricks, (2004:19), Whole School Evaluation (WSE) is an interactive and transparent process used to evaluate the holistic performance of the school measured against agreed criteria with a view to improving the quality of education. What is so important to take note of is that the performance of the educators is influenced by many factors like the school environment, school management, learners' behaviour, community involvement, and many more. Therefore this system aims to look at all the dimensions of the school.

Ilona, (2004:21) also stated that the process to evaluate schools by external supervisors is carried out with integrity and respect, taking into account the various schools' contextual conditions. After the Whole School Evaluation has been conducted, a school need to get a feedback from the Whole School Evaluation team.

The purpose of WSE is to evaluate the overall effectiveness of a school as well as the quality of its teaching and learning.

2.10. Background to the Integrated Quality Management System (IQMS)

The process of development appraisal commenced in the early nineties and after years of research of best practices and consultations with the relevant stakeholders, the process was finalized in 2001. On 27 August 2003, Collective Agreement 8 in respect of the IQMS was signed in the Education Labour Relations Council. The Collective Agreement establishes performance appraisal standards and processes for institutions to use in the evaluation of teachers throughout the country. The IQMS is informed by Schedule 1 of the Employment of Educators Act, No. 76 of 1998 where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated.

The IQMS signals a new approach to performance evaluation in the South African education system. From an education perspective the past evaluation systems were seen as negatively focused, backward looking, judgmental, subjective, and unreliable and had a top-down orientation. The new approach, therefore, presents an opportunity for the department to turn these negatives into positives and begin to build a quality education system. The IQMS is more than a policy. It is actually a framework for educational change. In short, it is a philosophy of advocating, reflecting and re-thinking on the best ways of providing quality services.

The performance improvement function relates to the personal growth dimension and involves helping teachers learn about, reflect on, and

improve their practice. The improvement function generally is considered formative in nature and suggests the need for continuous professional growth and development. The accountability function, on the other hand, reflects a commitment to the important professional goals of competence and quality performance. Accountability is typically viewed as summative and relates to judging the effectiveness of educational services.

The objectives of IQMS are as follows:

- To identify specific needs of educators, schools and district offices for support and development.
- To provide support for continued growth.
- To monitor the institution`s overall effectiveness.
- To evaluate educator performance.

(ELRC, Resolution 8 of 2003)

2.11. Preparation for the implementation of IQMS

When the process of implementing the integrated quality management system was suppose to start, the National Department of Education established the National Task Team (NTT) that consisted of the employer and the employees at the national level. This task team was responsible for training and establishing Provincial Task Teams (PTT) that consisted of employers and employees at the Provincial level.

The Provincial Task Teams had to train at least three educators per school so that these educators could train other educators at school level. The implementation of the Integrated Quality Management System only started in 2004 for payment to be made in July 2005. Like all other educators and principals, the educators and principals of schools in the Bahlaloga circuit were equally trained.

There are various structures that should play an important role with regard to the implementation of IQMS in schools and this includes principals, educators, School Management Teams (SMTs). Each school is expected to

constitute the following structures for the proper implementation of the IQMS: School Development Team (SDT), Development Support Group (DSG), and Grievance Committee.

Before the implementation of the Integrated Quality Management System, workshops were conducted with all the relevant structures that should play a role in the whole process so that each structure becomes aware of the role it has to play. It is expected that as the implementation is taking place all structures at all levels of implementation, have to perform their duties to such an extent that educators are being helped to improve their levels of performance.

It is also expected that where there are contextual factors, the School Development Team (SDT) must make recommendations on the school improvement plan on how these factors can be addressed.

The implementation of Integrated Quality Management System is to a larger extent influenced by the movement of educators that is taking place continuously and as such it is difficult to assess whether the implementation has been successfully affected.

While workshops were conducted, some educators left the schools to join other schools or departments without even getting the opportunity to roll out the system to the schools. Some educators left the schools just before follow-up could be conducted on their levels of improvement. Therefore it is again a challenge to determine how this might have affected the implementation process at school level.

2.12. Challenges with regard to the implementation of IQMS

The challenges and successes with regard to the implementation of the Integrated Quality Management System vary from school to school. There are other schools in the district that do not have the capacity to implement it due to the shortage of educators. This implies that for the effective

implementation of IQMS, schools need to have the capacity and enough educators for each learning area or subject offered in the school, but so far some of the schools have been unable to retain and attract enough educators especially for key subjects that are critical to the development of the country. These subjects include Mathematics, Physical Sciences, Technology and Accounting.

Critical to the success of the IQMS in the provinces are:

- Departmental support and commitment;
- Resources made available by the department;
- Strong co-ordination, leadership and planning of the process;
- A working support team representative of the different stakeholders;
- Training of the participants, evaluators and moderators and a clear understanding of the process and procedures...

2.13. Benefits of staff appraisal for educators

When appraisal has been conducted properly it must benefit the educators. Educators are expected to benefit from this appraisal system. According to Siphon Mazibuko (2007:89) some of the benefits that staff appraisal should offer to the educators are the following:

- Recognition for effective practice
- Greater clarity in role
- Improved feedback on performance
- A more open working environment
- Better understanding of the requirements of the job
- An opportunity to influence policy
- Greater awareness of career development factors
- Improved job satisfaction
- And support in work-related issues

2.14. The impact of performance management on teachers and pupils

Jonny Ozga (2003: 27) has indicated that reliance on target setting and monitoring as a key element of the management of teachers also raises concerns about the possible distorting effects of targets on relationships between teachers and managers, and on teachers' definitions of their core tasks. Teachers, heads and their employers all feel under pressure to demonstrate good performance.

This may have positive effects, but it may also reduce trust, inhibit discussion of difficulty and diminish honest self-evaluation at all levels in the system. As it is necessary to demonstrate constant improvement, teachers, as well as pupils, may experience unproductive stress that inhibits their learning and development. Some evidence from a recent study of teachers in Europe and Australia suggests that the performance management approach has had a number of negative consequences for some pupils and teachers. For example, teachers in Portugal, Spain, Finland, Sweden and both Scotland and England reported that they had less time to devote to assisting pupils with difficulties; they had to concentrate on those pupils whose improved performance would count towards achievement of targets. Teachers made the related point that pupils at risk of failure and social exclusion were both more excluded and more aware of their exclusion than previously. Teachers in all the systems in the study noted that the demands of reporting and recording performance, and of managing processes of accountability, had serious impacts on their time and energy (Lindblad and Popkewitz 2001).

When the Integrated Quality Management System was introduced, the department of Education was expecting positive outcomes from the process and that educators should improve their levels of performance; the expectation was also that if educators have challenges, through the DSG, such educators should be helped to develop and improve. The Department of Education was expecting that educators, with the support of the DSG, should draw a Personal Growth Plan (PGP). Some of the Personal Growth

Plan was prepared by Heads of Departments who are no longer part of some schools to continue to support educators and therefore schools should have a plan in place on how educators should be assisted.

2.14.1. Management Plan for Institutions

According to the ELRC (2003), before the whole process can start, the school must prepare the management plan that will provide guidance on how the whole process should be managed. Schools are expected to have a management plan for the whole academic year. The question that may be asked is whether such management plan is there at schools or not.

2.14.2. Application of Performance Standards

According to ELRC, (2004: 4) the Performance Standards are applied in all as follows:

- Standards 1 to 7 apply to all Level 1 educators
- Standards 1 to 10 are applicable to Head Of Department (Education Specialist)
- Standards 1 to 12 are applicable to Deputy Principals and Principals

2.15. Factors that influence educators` performance

Managing educators' performance is a difficult task because performance of educators is influenced by plenty of factors among them being that individual performance is based on judgement by a colleague who might not have been trained to conduct performance management, and the condition under which educators operate.

Loock, Grobler and Mestry (2006: 64-65) have indicated that evaluation should thus always take place within a given community culture or combined paradigm, as each evaluation community has its own evaluation framework and a particular way of determining what information is needed when determining educator effectiveness.

Heystek, Roos and Middlewood (2005: 101) indicated that in South Africa performance management is even more difficult because there is a wide diversity of schools, because of the differences in availability of resources and funding, and historical situations. It is not appropriate to compare an educator in a school with limited facilities and in an unfriendly teaching and learning environment, with an educator in a near perfect learning environment.

The other factor that influences the performance of educators is the movement of educators from one school to the other through transfers and redeployment. This is important because teachers are assessed at one school and a few months before follow-ups are done they find themselves at another school where their level of performance is not known. This makes it difficult for the receiving schools to address areas of educators' development.

The other factor is that educators have to assess each other at schools and in this case a perception can develop that can compromise the purpose of performance evaluation.

2.16. Attitude of educators towards IQMS

Monyatsi, Steyn and Kamper (2006: 435-437) have argued that the reason why educators do not understand it is because performance appraisal is not taking place regularly. Their other findings have been that the effectiveness of the current appraisal practice was undermined by lack of understanding and inappropriate preparation and training. There is also a feeling among educators that the performance management system is being abused.

Frolich and Klitkou (2006: 4) demonstrate that there are several arguments against performance measurement systems. A brief list includes: the argument that performance is an incomplete indicator which obscures more than it reveals; the argument that performance systems are overly-

complex, which renders them unusable and too expensive; a critique of the transaction costs attached to the operation of performance systems; the discussion of the links between output and outcomes; the discussion of quantity versus quality; the discussion of manipulation of the indicators when performance is linked to rewards or penalties; other unintended consequences, such as sub-optimal behaviour; the political processes which undermine performance systems by changing the indicators and not allowing for sufficient historical data; a more general critique of rational planning versus muddled politics demonstrates that there are several arguments against performance measurement systems.

Though plenty of researchers explain the process of performance management system, the feelings of those who are pessimistic about the process was not addressed and how those feelings should be addressed. The other important aspect is that apart from having educators to assess each other, nothing has been said about the other alternative that can be used. Nothing has been said with regard to the level of performance management of educators from different schools.

2.17. Framework for the implementation of IQMS.

Research objectives

1. Research objectives.

The study seeks to address the following objectives:

- a. To investigate how the Integrated Quality Management System is being implemented at schools
- b. To investigate the challenges with regard to proper implementation of the Integrated Quality management System in schools.
- c. To investigate if the performance of the schools should be linked with the performance of the educators.
- d. To investigate if the financial reward should be linked with the

performance of educators.

- e. To investigate if the promotion of educators should be linked with their performance.

The process that must be followed when implementing IQMS



2.18. Interpretation of the model or framework for the implementation of IQMS

After the IQMS was introduced in 2003, workshops were held during which principals and educators were trained on how to implement IQMS. The following is an interpretation of the implementation of IQMS.

2.18.1. Advocacy, training and planning: target setting

In order to make sure that all educators understand the process, principals/SMT's had to provide training all their staff members on the implementation process and how this process will help them. This is always done at the beginning of the process. The principal as head of institution is expected to call all the educators and take them through the process of implementing Integrated Quality Management System. At the

end of the training, all educators must have a clear understanding of IQMS and how it is going to benefit them.

The principal will have to train all educators on how to evaluate educators and the requirements of doing so. The educators will be guided on how to select Developmental Support Group (DSG).

It is during this stage of planning that goals, target and objectives of the system are clearly articulated. Educators must be allowed to make input around the targets and goals that must be achieved. Paul Falcone (2007: 7) indicated that when goals are set without the input from employee, there is much less motivation for those goals to be realised. The direction of the department must reflect the interests, abilities, and motivations of the employees who comprise it or else the supervisor will face a continual, uphill battle to meet these objectives.

2.18.2. Establishment of the School Development Team (SDT)

This is the team that is responsible for the whole implementation process. The team could include the principal, senior management and educators. The size of school itself could influence the decision on the size of the School Development Team.

The educators together with the school management team should select people who will form the school development team. The school development team should have a clear understanding of the vision and mission of the institution. This team will also have to understand how every educator should perform towards the achievement of the objective of the institution.

2.18.3. Planning for implementation

The programme of action has to be drawn by the SDT and be presented to the staff so that everyone becomes aware of the time during which they will have to undergo the process. It is important to have everyone feel that they are part of the team to implement the system. This will help during the

execution of the system. It is the responsibility of the school development team to develop a plan that is easy for everyone to understand. All questions and concerns from the staff members shall be addressed.

2.18.4. Self-evaluation

After the advocacy and training, each educator has to evaluate himself or herself. In the process of doing that, educators use the same instrument that they will use for Development Appraisal and Performance measurement. This will help the educators to familiarise themselves with the instrument.

2.18.5. Identification of Developmental Support Group (DSG)

Each educator is expected to identify his or her DSG. These Developmental Support Groups will include the educator's immediate senior (Head of Department) and one other educator who is a peer. Educators will have different DSG's though some Head of Departments will have to feature in a number of Development Support Groups depending on the size of the school.

2.18.6. Pre-evaluation discussion

This task is performed in order to inform educators about, among others, the processes that will be followed during lesson observation and what will happen after the lesson observation. This gives an educator an opportunity to raise some of his or her concerns to the DSG so that if possible they can be addressed before the actual evaluation begins.

All areas that will be evaluated must be discussed with the employees before the actual evaluation takes place. In order to successfully evaluate the educators a common evaluation instrument has to be used for all the educators.

The instrument that can be used to measure the performance of educators should be developed. Such instrument should be valid, reliable and accurate.

Loock, Grobler and Mestry (2006:61-62) indicated that measurements should be `person proof` in the sense that no matter who does the measuring, all should come to the same conclusion, they further stated that the instruments used when evaluating human work performance are not nearly as accurate as scales for determining mass of a kilogram.

Department of Education has developed a performance measurement instrument that is used to measure the performance of educators. The instrument has been divided into two parts. One part (made up of four performance standards) is for observation of educators in practice and the other part (made up of eight Performance Standards) is related to aspects for evaluation that fall outside of the classroom.

2.18.7. Lesson observation.

This is the most critical stage of IQMS because it provides the Development Support Group with an opportunity to see and observe an educator in practice. During this stage, lesson observation is done in order to determine the baseline evaluation. This also gives an educator a clear indication of his or her performance.

The developmental support group is expected to remain objective and aims to develop an educator on the identified areas of concern. The DSG needs to have an understanding of the topic that is presented so that they can be able to make an objective judgement.

According to the (ELRC, IQMS Training Manual, 2003: 3), this part of the instrument is designed for observation of educators in practice for Developmental Appraisal, Performance Measurement and Whole School-Evaluation (external). This part of the instrument consists of four Performance Standards, namely the creation of a positive learning

environment, knowledge of curriculum and learning programmes, lesson planning, preparation and presentation as well as learner assessment.

Each performance Standard includes a number of criteria. For each of these criteria there are four descriptors which are derived from four-point scale.

2.18.8. Rating Scale.

As indicated above that each Performance Standard includes a number of criteria and for each one of these criteria, there are four descriptors which are derived from the four point rating scale (ELRC: 2004:18). However, it is difficult to associate any criteria with the individual educator performance because so far there is no prescribed teaching style that can be expected to be equally suitable for all the educators, schools, subjects and learners. Something that may be unacceptable in one classroom situation may well be outstanding in another classroom situation.

Rating 1: Unacceptable

This level of performance does not meet minimum expectations and requires urgent support. What is unacceptable to one person may be acceptable to the other person. So it is not easy to say which particular approach was used during the lesson is unacceptable.

Rating 2: Satisfies minimum expectations

This level of performance does not meet minimum expectations and requires urgent interventions and support. Once again this criterion is very subjective as it also depends on individual judgement.

Rating 3: Good

Performance is good and meets expectations, but some areas are still in need of development and support. This is one criterion that is also difficult because how good the lesson was depends on how learners responded on that particular day. It does not mean everyday a particular approach to a lesson will be good.

Rating 4: Outstanding

Performance is outstanding and exceeds expectations. Although performance is excellent, continuous self-development and improvement are advised.

2.18.9. Evaluation In Respect of the other performance standards.

According to the ELRC, IQMS Training Manual, (2003:3) this part of the instrument is designed to evaluate the performance of educators with regard to aspects outside classroom observation. The main idea behind this is that educators are not only expected to be in their classes teaching alone, but to perform other duties outside the classroom like being involved in sports activities. This part consists of eight Performance Standards which are as follows: Professional development in field of work/career and participation in professional bodies, Human relations and contribution to school development, Extra-curricular and Co-curricular participation, Administration of resources and records, Personnel, Decision making and accountability, leadership, communication and servicing the governing body, and Strategic planning, financial planning and education management development. Like the first part of the instrument, each Performance Standards includes a number of criteria of four descriptors, which are derived from the four point rating scale.

2.18.10. Feedback and discussion.

After the evaluation has been completed, the DSG together with the educator discuss the outcome of the evaluation. This discussion must be developmental and should not be personal. This discussion must focus on performance. This is the most important part of performance management of educators because educators need to know how they are performing. Educators need to know the areas wherein they are doing well and the areas that need improvement.

During this stage the expertise of the developmental support group is very critical as it may be questioned. It is also important that during this stage of performance management the developmental support group provides a feedback that is direct and specific. It should also be noted that employees

cannot always be bad performers in all key performance indicators; therefore they must be appreciated when they perform well. This can also take place during the feedback discussion.

It is during this stage of the process that the developmental support group should spell out the performance gap.

2.18.11. Personal growth plan (PGP)

According to the ELRC, (2003) after the whole process has been completed till the composite score sheet, educators are expected to prepare a Personal Growth Plan. When doing so the educator will need the input of their DSG. With this in mind, educators will indicate the areas they feel need urgent attention and will need others to support them. To what extent this is done correctly is another question that the researcher will love to know. It is this plan that will indicate to the School Development Team that there are some contextual factors that are affecting the performance of the educators and therefore must be addressed.

2.18.12. Development of monitoring and Improvement plan

After all the educators have been evaluated, the school will have to prepare a monitoring and development plan. This plan gives guidance to the school on how far they have gone. It is the responsibility of the SDT to develop SIP. The School Development Team must use this School Improvement Plan to check if the school is registering any progress going forward.

2.18.13. Moderation

This is the responsibility of the district office. The purpose of doing this moderation is to make sure that schools are implementing IQMS as planned.

The moderators are expected to be people who have the ability to moderate the performance management system. These people should understand how best performance management system is to be implemented to the benefit of the organisation. They must understand the situation or all the contextual factors around the organisation. The moderators are expected to be committed to providing support all the time when it is needed. After moderation has taken place, the moderators should provide a timely feedback and continuous support to the organisation. All the deviations from the correct processes by the institution or DSG must be addressed.

2.18.14. Performance review.

According to Richard SW (2001:11), performance review embraces performance measurement and evaluation. According to Dick Grote (2002:110), performance review is the final phase of an effective performance management system. It involves the individual and the manager discussing the performance appraisal document that the manager has created. During this stage the previous performance of an employee is reviewed. The successes must be acknowledged and a plan to deal with challenges is developed.

CONCLUSION AND RECOMMENDATIONS.

CONCLUSION:

Based on the findings, the researcher will make conclusions on how schools are implementing the Integrated Quality Management System. The researcher will conclude if the promotions and financial rewards should be linked with the performance of educators. The researcher will also conclude if the performance of the schools should be linked with the performance of the individual educators and finally the major challenges with regard to the implementation of the Integrated Quality Management System.

RECOMMENDATIONS:

After the final conclusions have been done the researcher will make the following recommendations:

- Monitoring by the district official is intensified.
- For the performance management to be effective in schools there is a need for the department of Education to help schools to operate in an ideal situation.
- Performance need to be reviewed time and again
- Address the challenge around the developmental support group.
- The department need to have specialists who are responsible for monitoring and evaluating the implementation of IQMS.
- The department must address the contextual factors as identified by the educators.

2.19. CONCLUSION

Managing educators' performance is an important task of the School Management Team. It is a challenging task that unavoidably has to be performed. If a school has to realise good performance, it has to take into account that it is not only about teachers going to the classes to teach, but how they do it that needs to be managed. Some teachers have challenges and it is part of the responsibility of the School Management Team to assist in identifying those challenges and provide support.

The researcher will use the framework to do research on the actual process in order to find out what really happened, what causes deviations and where it can be improved.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter outlines the scope of the research and where it is going to be conducted. The chapter also outlines how the research is going to be conducted. The study population, method of data collection, analysis of data will clearly be outlined. The concepts around the topic of the study have been explained in this chapter.

3.2. Scope of the research (study)

The research will be conducted in Bahlaloga circuit which is in Capricorn District. Bahlaloga Circuit has 23 schools which include 16 primary and 7 secondary schools. Bahlaloga circuit offices are in Polokwane city. Though the circuit itself is in the city, all the schools that are under this circuit are in rural areas. The furthest school in this circuit is about 48km from the circuit office.

3.3. Research design

For the project to be successful, the researcher will approach the Department of Education at the Provincial Level in order to get the permission and to ensure that the researcher should have an access to information from all the participants. The researcher will use the quantitative research approach. The researcher realises that there will be analysis of numerical data and such quantitative research approach can be the most appropriate approach. According to Leedy and Ormrod, (2007: 101) quantitative research is used to answer questions about the relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena. With the use of quantitative research, the researcher can confirm the information obtained. The

researcher will not visit the schools directly to monitor how they implement Integrated Quality Management system and hence the use of quantitative approach.

According to Leedy (1993), quantitative research pertains to cold research that manipulates and controls variables. The quantitative approach displays the following characteristics:

- It displays a higher level of formalisation and control.
- The range is defined in a more exact manner.
- It is relatively close to physical science.

3.4. Population and sample

The researcher propose to use stratified sampling in order to get more accurate, reliable and valid information from a more equal representatives of all people who are involved in the performance management of educators. The sample will involve the representatives of Principals and Post Level 1 Educators. The reason for using principals in the study is that they are responsible for monitoring and giving direction to the implementation Integrated Quality Management system at schools. So they will be able to indicate how they are implementing the system.

On the other hand educators are expected to provide information on activities related to the selection of DSG, development of PGP, training provided by the management, classroom observation and the support they get from the DSG. This will help in providing more information on whether the IQMS is being implemented correctly or not. The researcher will ask for the statistics from Capricorn District Office or Bahlaloga circuit office in order to get the correct number of participants that will form part of the study. So far there are 212 CS1 educators and 23 principals in Bahlaloga circuit. From the total population of 212 educators, the sample size will be 40% which will translate into the actual figure of 85 CS1 educators who will receive the questionnaires.

On the other hand, from the total number of 23 principals, the sample size will be 50% and this will translate into 12 principals who will receive the questionnaires.

From the samples stated above, the researcher believes that this will be a fair representative of the educators.

The questionnaires will be distributed during workshops and others distributed through the circuit offices. Permission will be requested from the Department of Education at head offices to have the questionnaires sent and collected through the circuit offices or during workshops.

3.5. Data collection

The researcher proposed to prepare questionnaires that will be sent to the study population. The level of questions will accommodate the process that performance management at schools can follow during the implementation of IQMS. Some of the questionnaires will be distributed to all the participants through the circuit offices and thereafter the researcher will continuously make follow-ups. The researcher will distribute other questionnaires directly to some educators during meetings and workshops. The researcher will get two people to distribute other questionnaires among educators at schools. The same process will be followed when collecting the questionnaires from the participants.

3.6. Data presentation and analysis

Analysis of the questionnaires will be done manually. As data will be collected from different educators, variations in the responses to questions will be carefully examined. Graphical analysis will also be used to analyse and interpret the responses from the educators.

As data will be collected through a questionnaire, the researcher will edit all the questionnaires. The other reason is to find out if there are answers to all

the questions asked and the correctness of the answers. The editing will also be done to check if all the respondents have interpreted the questions the same way. The researcher has noted that if the respondents cannot interpret the questions the same way, this may affect the validity of the results.

3.7. Clarification of concepts

3.7.1. Integrated Quality Management System

This is the programme introduced by the Department of Education in 2003 in order to evaluate the performance of educators for both grade and pay progression.

3.7.2. Whole School Evaluation

This is the programme introduced by the Department of Education to evaluate the overall effectiveness of a school as well as teaching and learning. It is conducted by the external people from the Department of Education.

3.7.3. Appraisal

It is the activity to determine whether the person is performing according to the predetermined goals and standards (Heytek, Roos and Middlewood, 2007:102)

3.7.4. Evaluation

According to Heystek, Roos and Middlewood, (2007: 102) evaluation is a broader concept than appraisal and it looks at a process to measure its success.

3.7.5. Management

According to Eksteen, Naude, and Miller, (1988:190) management may be described as the planning, organisation, activating and controlling which the manager undertakes in order to manage an enterprise successfully to ensure that the objectives are achieved and the desired profit made.

3.7.6. Capricorn District

It is one of the five Districts that were arranged by the Provincial Department of Education in the Limpopo Province to ensure effective service delivery and management of Education institutions.

3.7.7. Circuits

Capricorn District has been divided into 32 circuits. Most of them are in rural areas. The purpose of having circuit offices is to ensure that the public can easily have an access to the Department of Education.

3.7.8. Criteria

These are the criteria that are used to evaluate the teacher`s performance. The criteria describe the conduct of learners and teacher or the skill of a teacher related to effective performance (ELRC, 2003: 2).

3.7.9. Descriptors

Descriptors are phrases that aid in defining and outlining the expected conduct for a particular criterion (ELRC, 2003: 3).

3.7.10. Performance Standards

Performance Standards are agreed criteria to describe how well work must be done. They clarify the key performance areas of a job by describing what “working well” means (ELRC, 2003: 2).

3.7.11. Performance Measurement

Performance Measurement is the annual process of assessing performance. It is part of a larger process of linking individual performance management and development to organisational goals; it is only one aspect of managing and developing the performance of individuals and also a cyclic and recurring process aimed primarily at performance improvement through ongoing learning and development (ELRC, 2003:6).

3.7.12. Rating Scale

A rating scale is a standard scale for rating educators` performance in relation to specific categories of performance (ELRC, 2003: 3).

3.7.13. Personal Growth Plan (PGP)

A plan formulated by an individual educator after the evaluation setting out areas for development and strategies to achieve such development (ELRC: 2003). This personal growth plan indicates areas that need urgent attention and the steps that need to be followed in order to address the challenges.

3.7.14. School Development Team

This is a team that has been set up at schools to monitor and manage the whole process of evaluation. The principals of schools are expected to form part of this team. The size of this team depends on the size of the school.

3.7.15. Development Support Group (DSG)

This is a group of people (educators) selected by an educator himself or herself that will help to assess him or her. This team should help the educator to achieve all the identified challenges. This team may comprise two people. This includes a peer selected by the educator and immediate senior.

3.7.16. Cluster

This is a group of circuits arranged by the proper management of the district. Capricorn district has six clusters, each with a maximum of six circuits.

3.8. CONCLUSION

This chapter has outlined how the research will be conducted and who should be involved as a study group. The chapter has also outlined the two questionnaires for both educators and principals. The following chapter will give a detailed analysis of data per item and also the interpretation of data.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1. INTRODUCTION

Chapter 3 gives a detailed discussion about the research methodology. In this chapter; the findings about the performance management of educators will be presented. The data will be presented on a table and different charts in terms of percentages. A total of 95 (72 educators and 23 principals) have been included in the study. This is the actual number of the respondents out of the possible number of 108 respondents. These educators and principals have managed to respond to all the questions in full. It is also important to note that schools are already implementing the Integrated Quality Management System that is used to evaluate and monitor the performance of educators. The first section of the analysis of data will deal with the findings from the educators while the second section will be dealing with the findings from the principals. The findings will be presented and analysed based on the following questions as outlined in the questionnaire:

SECTION A

This section will focus on the analysis and interpretation of data based on the responses from the educators' perspective on the management of educators' performance.

4.2. Implementation management of educators' performance

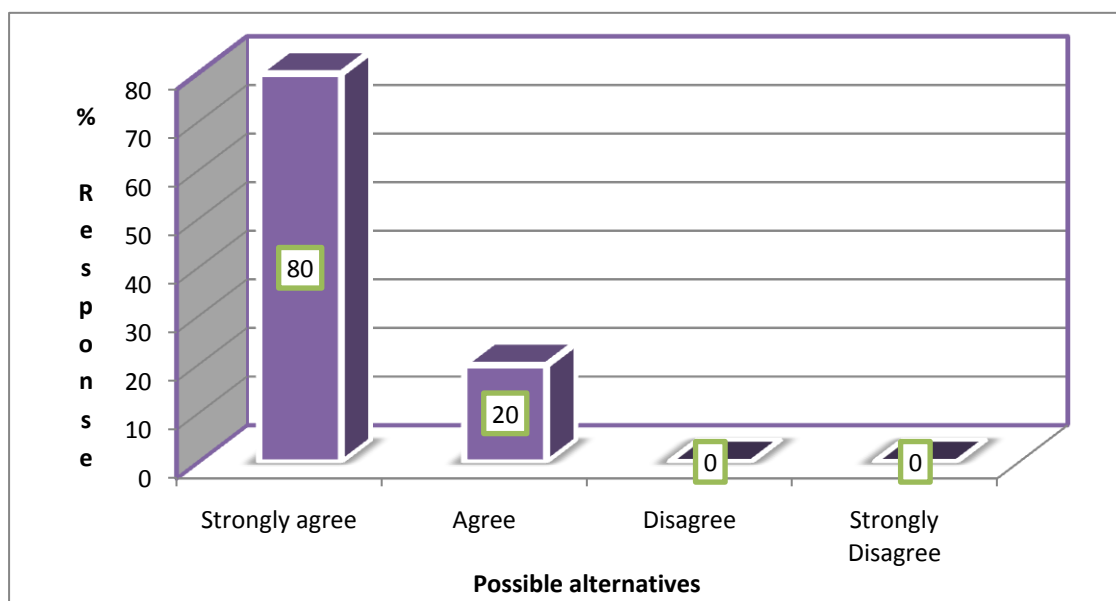
This section covers the views of the educators about performance management and it also looks at the closed questions only. The "strongly agree" and "agree" responses will be regarded as positive responses while the "strongly disagree" and "disagree" will be regarded as negative response. Later the open-ended part of the questionnaire will be analysed and interpreted.

The analysis and interpretation give an indication on how performance management is being done in schools. It also helps in identifying all the existing gaps need to be addressed.

Table 4.2.1. Communication with educators before implementation

Question	Strongly agree	Agree	Disagree	Strongly disagree
Advocacy, training and discussion,	80%	20%	0	0

Figure 4.2.1: Communication with educators before implementation



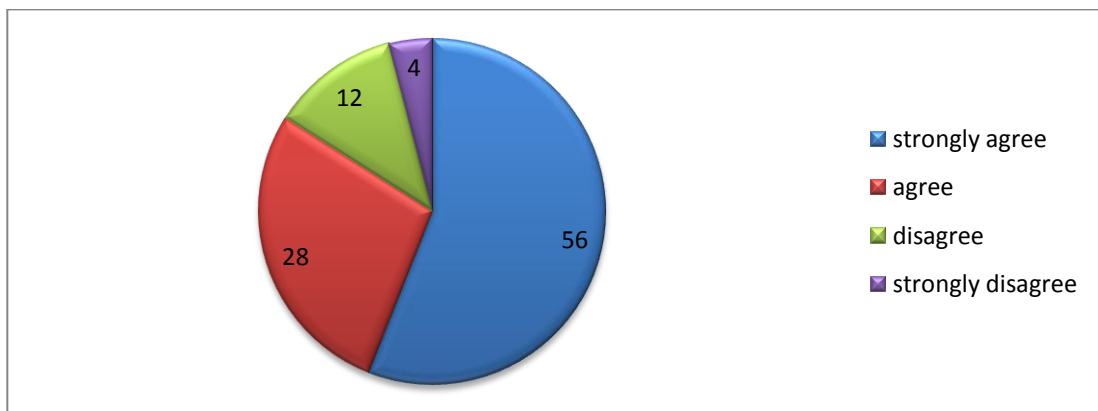
From the information collected from the educators, it is clear that when IQMS was introduced, there was a positive expectation from the management of schools and educators. This is evident taking into consideration the 100% response coming from the educators who concurred that principals have conducted the advocacy, training and discussion. The important aspect is that educators were willing to listen in order to understand how performance management system would benefit them. It is during this stage that performance indicators were discussed.

4.2.2. Involvement of educators during planning

Table 4.2.2: Involvement of educators during planning

Question	Strongly agree	Agree	Disagree	Strongly disagree
As an educator I was involved in the planning for the implementation of IQMS	56	28	12	4

Figure 4.2.2: Involvement of educators during planning.



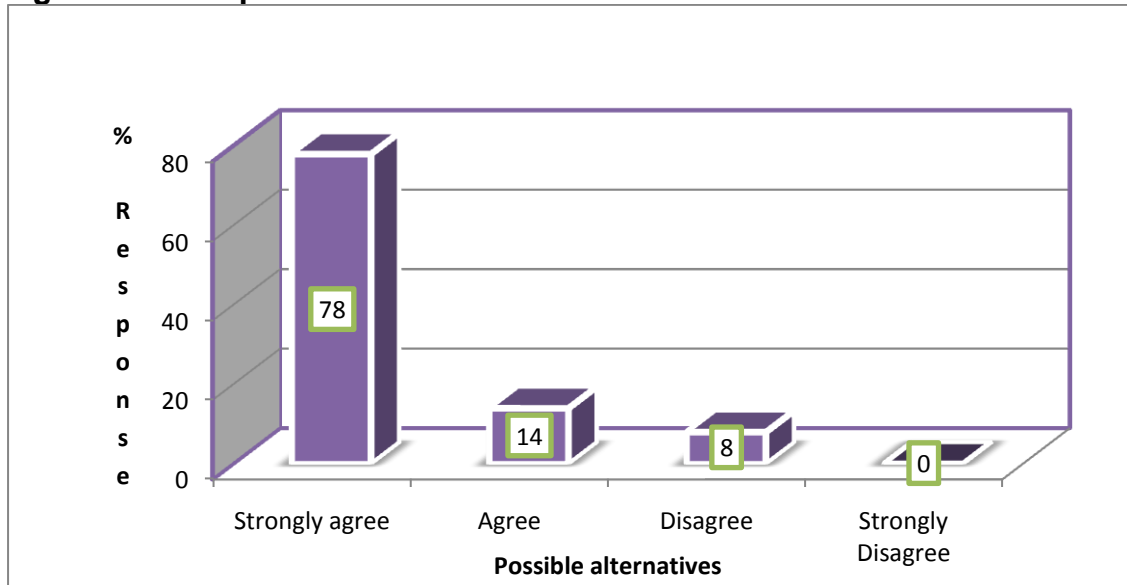
When IQMS was introduced at schools, educators were actively involved in the planning process that led to the implementation of the system. This is an indication that educators are aware of what should happen. This is based on the positive response from the educators. 84% of the educators felt that they were involved in the planning process while only 16% responded negatively on this item.

4.2.3 Implementation of the Integrated Quality Management System

Table 4.2.3. Implementing the Integrated Quality Management System

Question	Strongly agree	Agree	Disagree	Strongly disagree
Our school has been implementing IQMS	78%	14%	08%	0

Figure 4.2.3: Implementation of IQMS



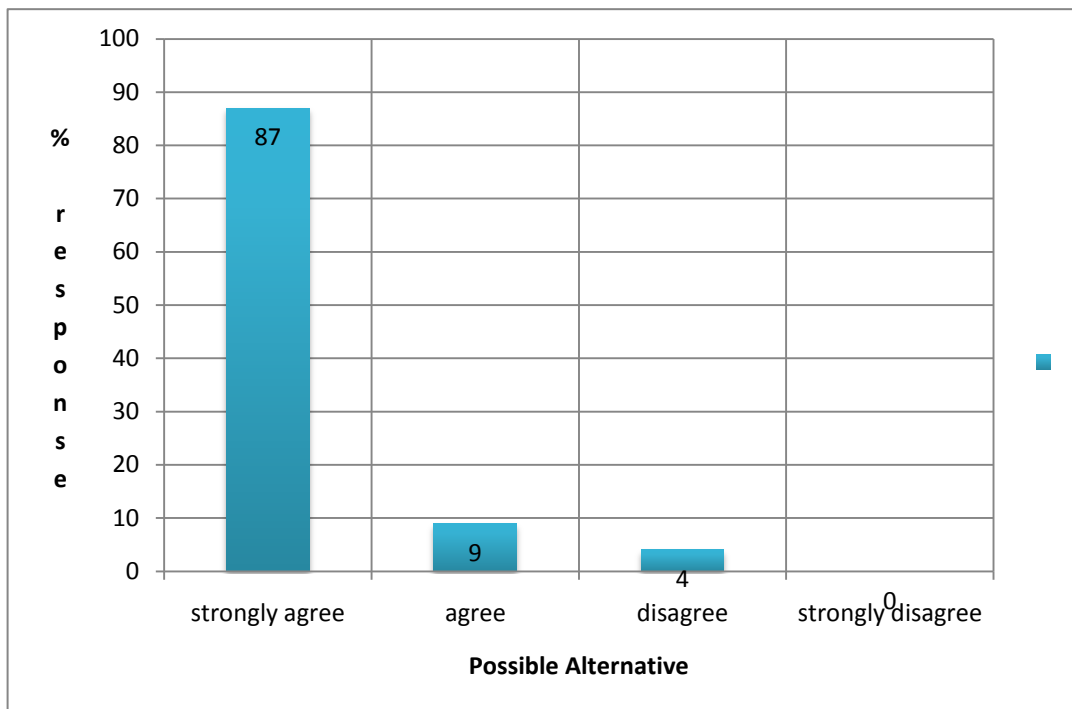
From the information obtained from the educators, it is clear that schools are implementing the Integrated Quality Management System. This is shown by the 92% of the educators who responded positively to this item. Only 8% of the educators responded negatively to show that there were few schools which were not implementing it. The reason why schools are implementing the Integrated Quality Management System is because this is a policy that everyone must comply with.

4.2.4. Involvement of educators in self-evaluation process

Table 4.2.4: Educators engaged in self evaluation

Question	Strongly agree	Agree	Disagree	Strongly disagree
As an educator I was able to do self evaluation	87	09	04	00

Figure 4.2.4: Educators engaged in self-evaluation



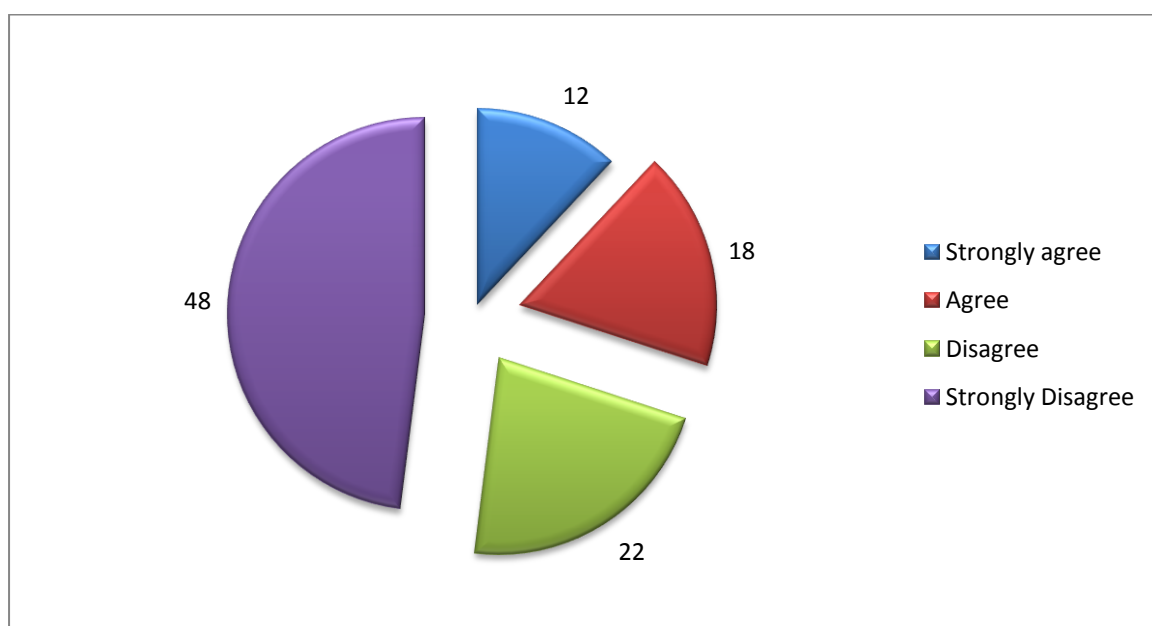
Self-evaluation gives an employee an opportunity to do self-introspection and be able to evaluate his/her own performance without being influenced by any other person. Employees are expected to be honest and provide the correct information. Self-evaluation also helps employees with the opportunity to understand all the performance indicators that employees will be evaluated on. In this case employees are able to rate themselves. In this item, there are 96% of educators who responded positively that they were able to do self-evaluation. This is an indication that educators were ready to go through the performance management process. Normally at the beginning of the process, employees are expected to be positive about performance management because of the understanding of the purpose of performance management. It is not surprising that 96% responded positively in this item. But at the same time, there is 4% of educators who responded negatively to the question. Though other educators have managed to go through this process of self-evaluation, some did not do self-evaluation.

4.2.5. Pre-evaluation discussion with the Developmental Support Group

Table 4.2.5: Pre evaluation discussion with Developmental support group

Question	Strongly agree	Agree	Disagree	Strongly disagree
I managed to do pre- evaluation discussion with my Developmental Support Group.	12	18	22	48

Figure 4.2.5: Pre-evaluation discussion with developmental support group



A large number of respondents responded negatively in this item. This was evidenced by the 70% of educators who responded negatively as a sign that the beginning of the implementation of IQMS was not done properly. As indicated in chapter 2 that some of the schools do not have all the relevant personnel like Head of Department for each subject. In most cases where there is a shortage of a Head of Department, there will always be a problem with regard to pre-evaluation discussion because some of the people involved in evaluating educators do not have the necessary knowledge of some of the subjects. It is at this point where the whole performance management of educators starts going wrong. Pre-evaluation discussion can be successful when everyone understands the subject content that is going to be presented.

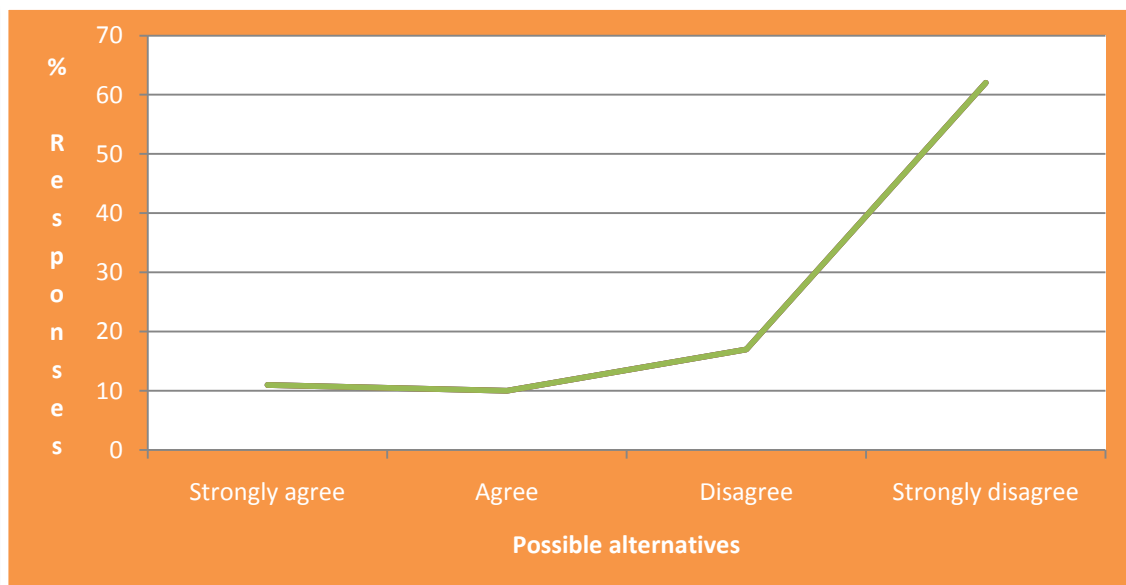
On the other hand only 30% responded positively showing their willingness to follow the appropriate procedure in implementing the Integrated Quality Management System. When looking at the 30% of the educators who have gone through the pre-evaluation discussion it is very clear that most of the educators did not have a pre-evaluation discussion with their DSGs. One of the major reasons for this is that most schools are not operating in an ideal situation. But generally the proper procedure is not being followed in the implementation of the system.

4.2.6. Implementing the intergraded Quality Management System as per policy

Table 4.2.6: Implementation of IQMS as per policy

Question	Strongly agree	Agree	Disagree	Strongly disagree
The school is implementing the Integrated Quality Management System as expected and outlined in the manual	11	10	17	62

Figure 4.2.6: Implementation of IQMS as outlined in the policy or manual



According to the responses from the educators, 79% of the educators responded negatively to the question and only 21% responded positively. This is an indication

that schools are not implementing the Integrated Quality Management System properly. There is a feeling that not everything is going according to plan.

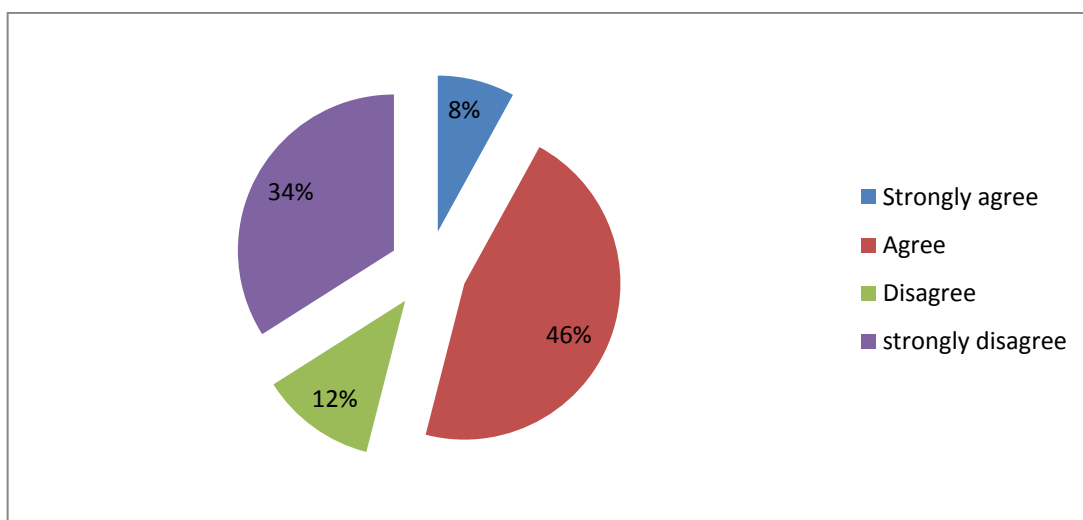
When performance management is introduced in any institution, it is based on the fact that such institution is operating in an ideal situation where the entire process will be properly implemented and each individual performing their own responsibility without getting someone from another institution to do it for them. The above analysis is an indication that performance management at schools is not being implemented according to the policy.

4.2.7. Classroom observation

Table 4.2.7: classroom observation

Question	Strongly agree	Agree	Disagree	Strongly disagree
Classroom observation has taken place as per the management plan	08	46	12	34

Figure 4.2.7: classroom observation



According to the data collected, 54% have responded positively to the fact that they have gone through the process of classroom observation. This must be a worrying factor taking into account the fact that 46% of the respondents have responded

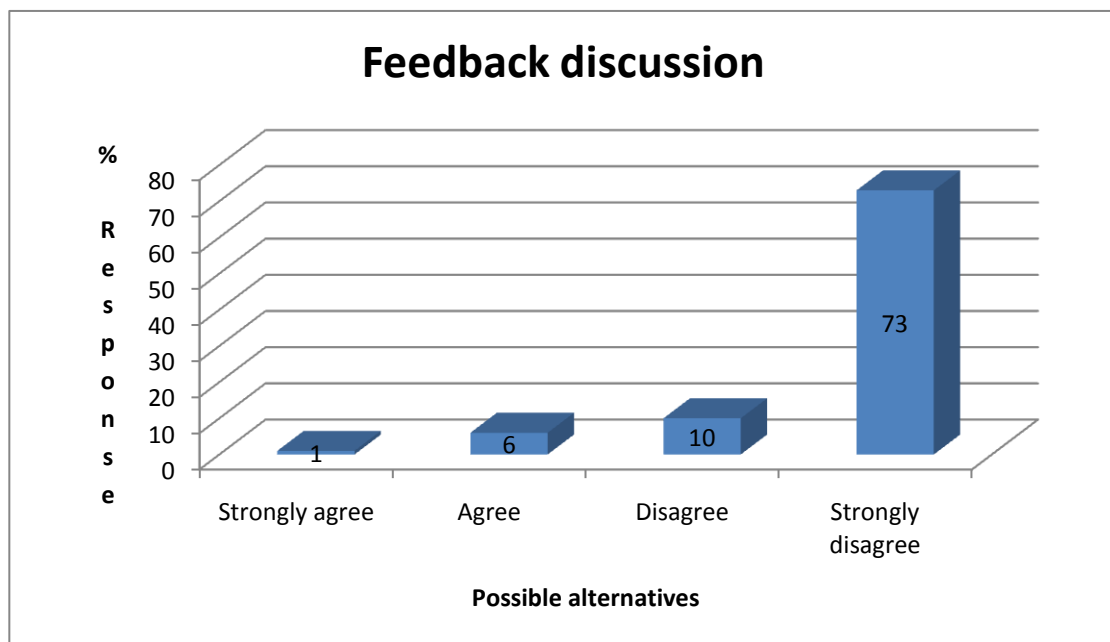
negatively. There are large numbers of schools that are not implementing the system as planned. Classroom observation is the most important aspect that needs to be evaluated in order to determine the level of performance of educators. The performance of an individual educator is largely seen in what they do in the classroom situation and the results at the end of the year. If there are educators who have not gone through classroom observation, then implementation of performance management at schools is not yielding the required results. One of the reasons why classroom observation is difficult to conduct is that as indicated above most of the schools are not operating in an ideal situation. It is difficult to get a school in the District with full complement of the staff and such performance management will always be difficult.

4.2.8. Feedback discussion with the Developmental Support Group

Figure 4.2.8: Feedback discussion with the Developmental Support Group

Question	Strongly agree	Agree	Disagree	Strongly disagree
Feedback discussion with the Developmental Support Group	05	12	10	73

Figure 4.2.8: Feedback discussion with Developmental Support Group



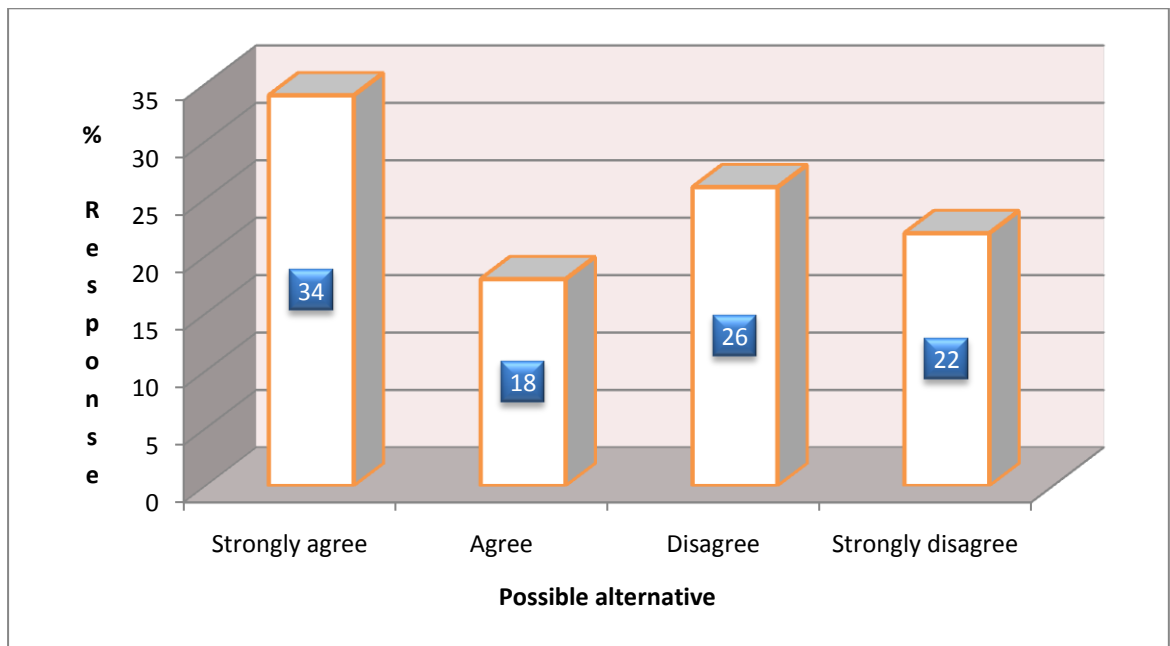
Feedback discussion is part of the process of the implementation of IQMS, therefore it is expected that after classroom observation has taken place, the DSG must discuss their findings with the educator. Performance management will be incomplete if there is no feedback given to those who have been evaluated. But according to the information collected, 83% responded very negatively to this item. This indicates that though classroom observation has taken place in some schools, educators are not getting regular feedback on their performances. Therefore, it is always going to be difficult to manage the performance of an educator if such an educator did not get a feedback on the performance evaluation. Every employee would want to know how they have performed and therefore, feedback discussion is also critical. Employees who do not get a feedback on their previous performance may not be willing to go for another evaluation again. In order to build the basis for future evaluation it is necessary to have a feedback discussion with employees after evaluation. Even though 17% responded positively in this item, the general feeling is that feedback discussion is not taking place.

4.2.9. Evaluation of educators on other performance standards

Table 4.2.9: Evaluation on other performance standards

Question	Strongly agree	Agree	Disagree	Strongly disagree
Evaluation in respect of other performance standards (outside the classroom situation) took place	34	18	26	22

Figure 4.2.9: evaluation on other performance standards



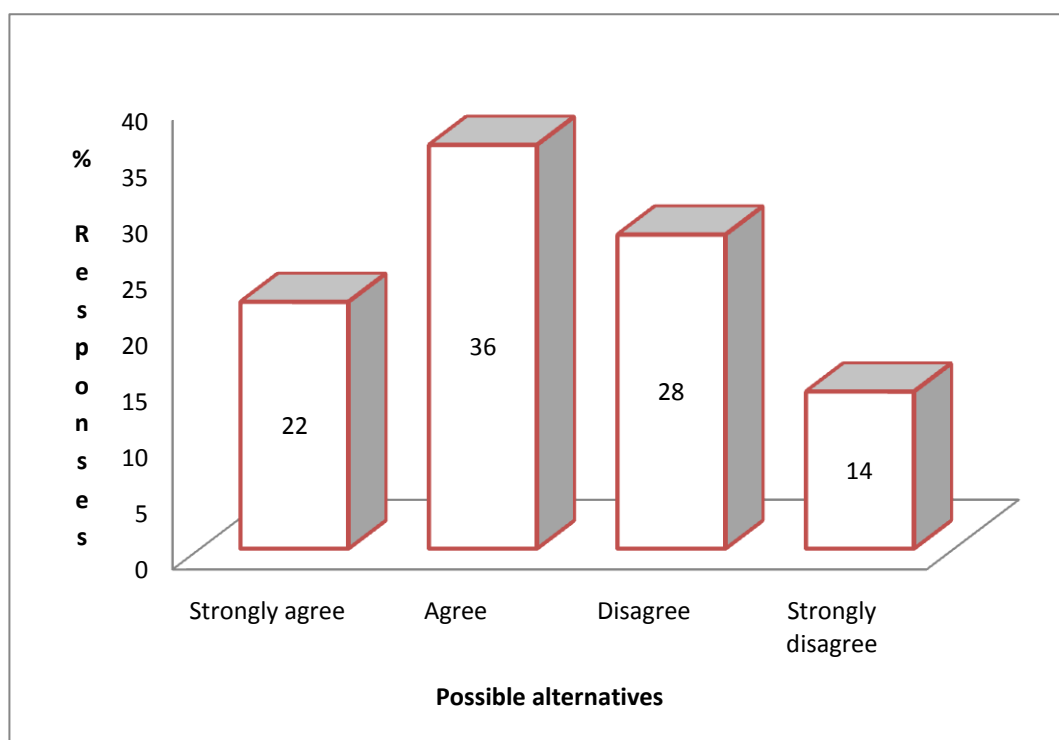
From the data collected, there is an equitable distribution of the score, though there is a 52% of the respondents who responded positively towards the item and 48% who responded negatively. This is an indication that nearly half of the educators were not evaluated on other performance standard outside the classroom situation. With this information, it is not clear if the reason for the non-evaluation of educators on other performance standards is as a result of lack of competency to perform such task or not.

4.2.10. Development of personal growth plan

Table 4.2.10: Development of personal growth plan

Question	Strongly agree	Agree	Disagree	Strongly disagree
I developed a personal growth plan	22	36	28	14

Figure 4.2.10: Development of personal growth plan



The personal growth plan is developed with the purpose that from the challenges or areas of development identified, the developmental support group will help an educator in devising strategies that can be used to assist the educator. According to the data collected, 58% responded positively to say “yes” they have developed the personal growth plan. But at the same time there is 42% which responded negatively saying that they did not develop such a document. This type of respond shows that development is not taking place in some schools.

4.2.11. Availability of school moderation plan

Table 4.2.11: School moderation plan

Question	Strongly agree	Agree	Disagree	Strongly disagree
Our school have a moderation plan to check on my performance	00	00	00	100

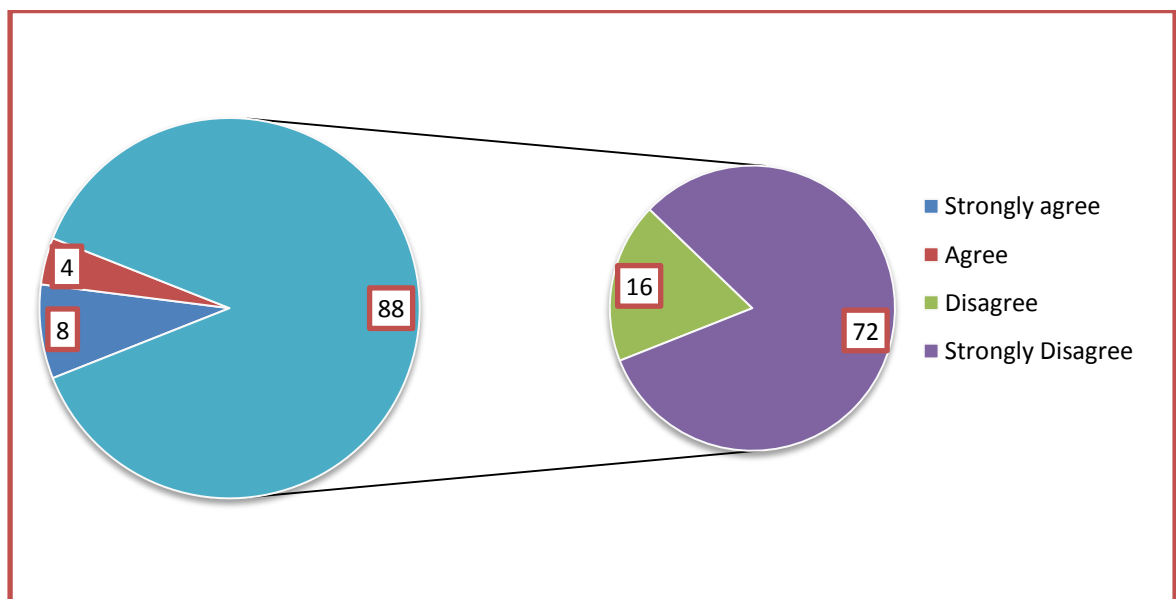
The district office has the responsibility to provide support to the schools during and after the implementation of the Integrated Quality Management System. Therefore, it is not surprising that all schools do not have the moderation plan for supporting their educators. This is based on the impression that was created during the training of principals and school development teams. Even though moderation is the responsibility of the department, moderation of performance of educators should start at schools. In this case the management of the school or the school development team through proper moderation can be able to see if the whole process is being implemented as planned.

4.2.13. The continuous implementation of the Integrated Quality Management System

Table 4.2.12: Continuous implementation of IQMS

Question	Strongly agree	Agree	Disagree	Strongly disagree
The integrated Quality Management System is being implemented at our School on a continuous basis	08	04	16	72

Figure 4.2.11: Continuous implementation of IQMS



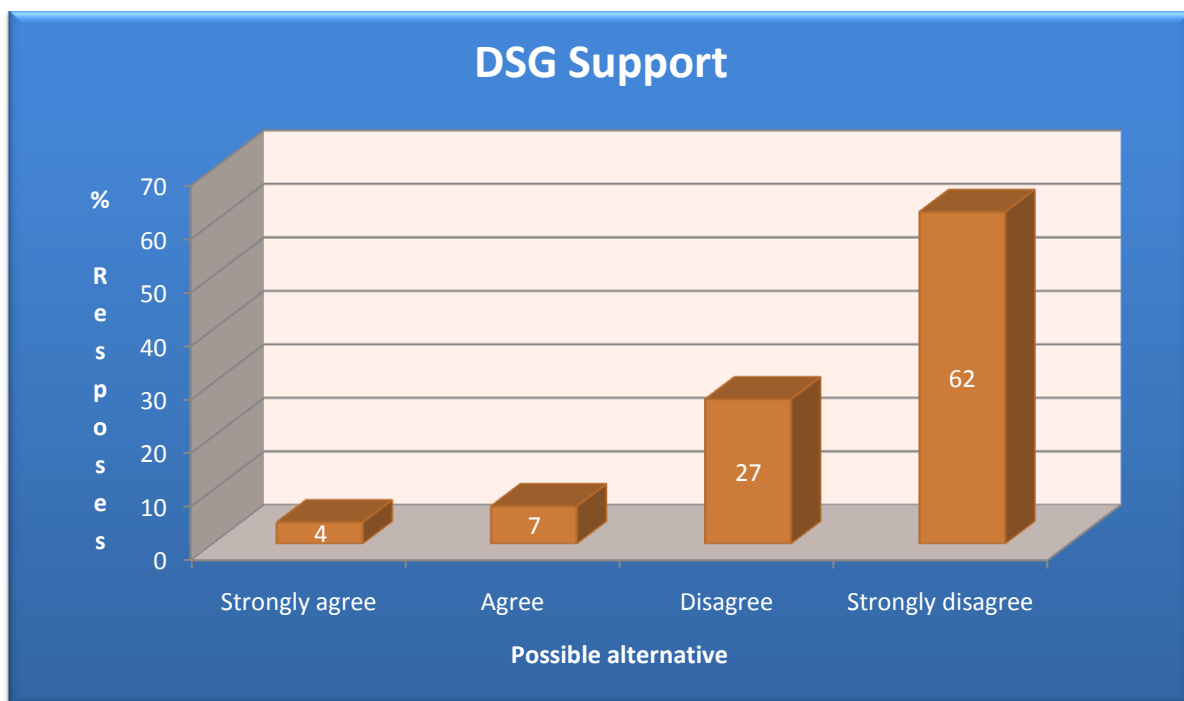
As the Integrated Quality Management System is supposed to be implemented on a continuous basis, the question was asked to check if there was a continuous evaluation of the performance of educators. But from the data collected, it is very clear that the performance management is not taking place on a continuous basis. This is evidence, taking into consideration the 88% which responded negatively in this item. There is an indication that performance management in some other schools is not taking place as expected. It is only 12% that responded positively saying that the performance management is taking place on a continuous basis.

4.2.13. Support from the Developmental Support Group

Table 4.2.13: Support from the Developmental Support Group

Question	Strongly agree	Agree	Disagree	Strongly disagree
My DSG has been able to assist me on addressing the identified challenges	04	07	27	62

Figure 4.2.12: Support from Developmental Support Group



Development support group has an important role in helping the educators to address all the challenges that were identified during the evaluation process; but the

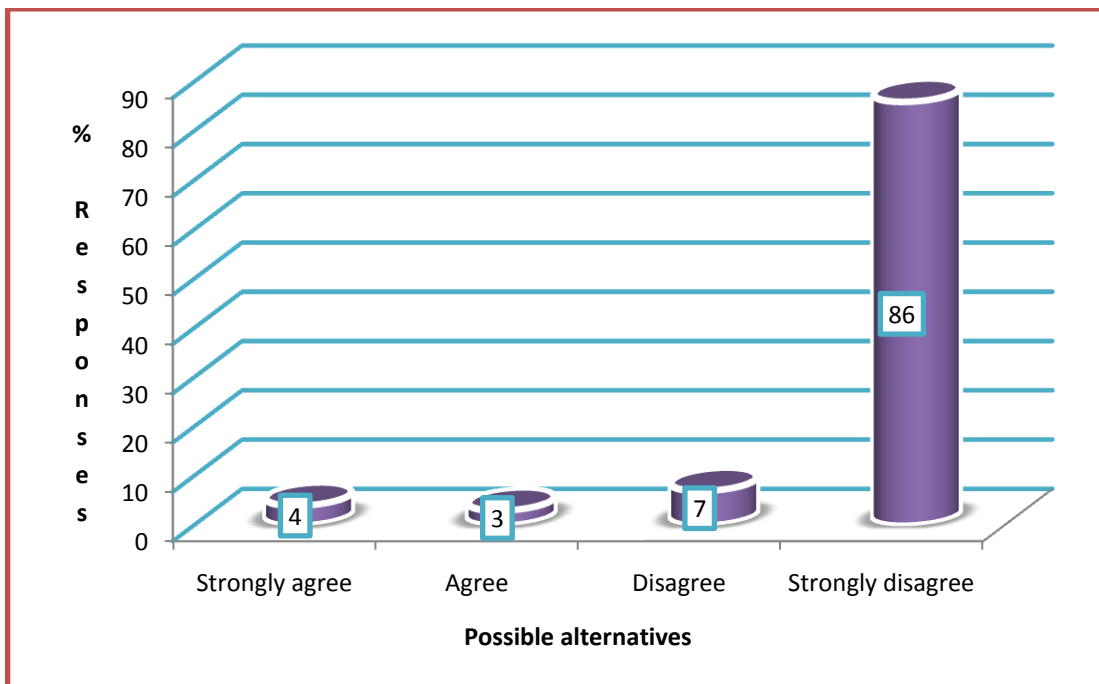
information collected indicate the opposite in the sense that 89% of the educators responded negatively as a sign that the developmental support groups are not doing enough to assist the educators. It means development for the educators is not taking place. It is only 11% of the educators who agreed that the development support groups were doing enough to help the educators. These educators feel that they are getting all the necessary support from their DSGs.

4.2.14. Performance review

Table 4.2.14: Performance reviews

Question	Strongly agree	Agree	Disagree	Strongly disagree
Management of school conduct the performance review of educators	04	03	07	86

Figure 4.2.13: Performance review



Performance review is one of the critical aspects of performance management. And a regular performance review is needed as it gives an update on the level of performance of educators. The purpose of the item is to find out if such a performance review is taking place at schools. But the information collected indicated 93% of educators who responded negatively to the item as a clear

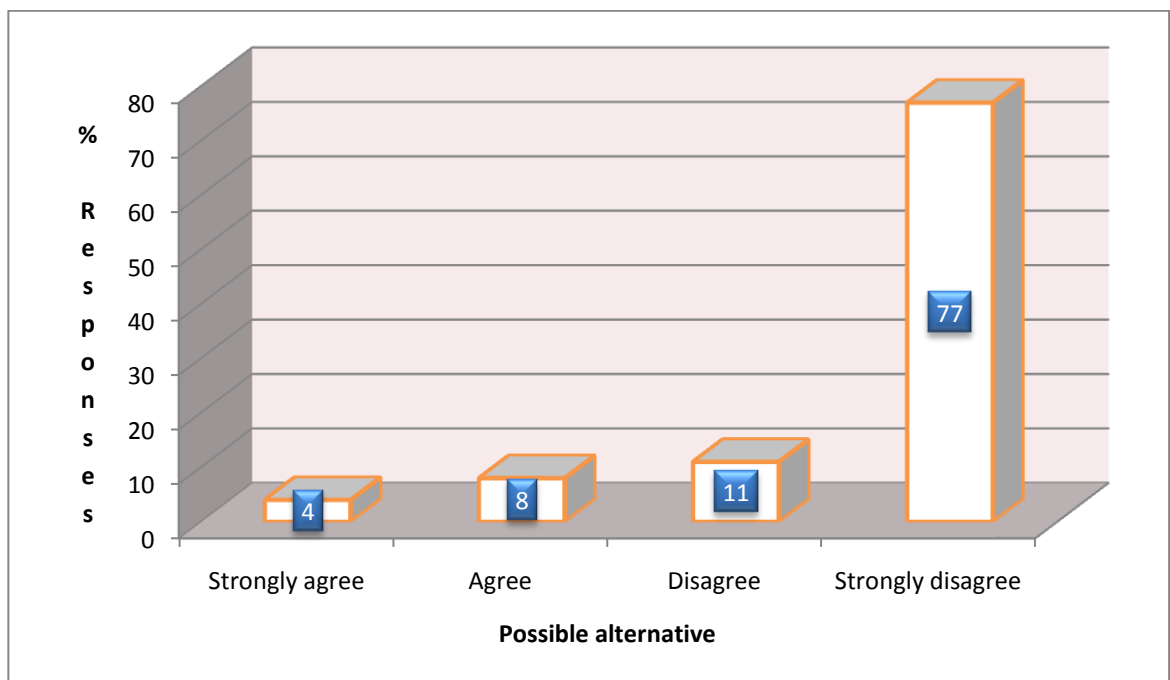
indication that performance review is not taking place at schools. On the other hand, only 07% responded positively on the item saying that performance review has been taking place.

4.2.15. Monitoring of educators' performance

Table 4.2.14: Monitoring of educators' performance

Question	Strongly agree	Agree	Disagree	Strongly disagree
My performance is being properly monitored and managed by the SMT	04	08	11	77

Figure 4.2.15: Monitoring of educators' performance



One of the roles of the school management teams is to monitor and manage the performance of educators. Therefore the purpose of asking this question was to check if the school management teams are really monitoring and managing the performance of their educators. In terms of the information collected, 88% of the educators responded negatively as an indication that their performance is not managed or monitored by the school management teams. On the other hand only

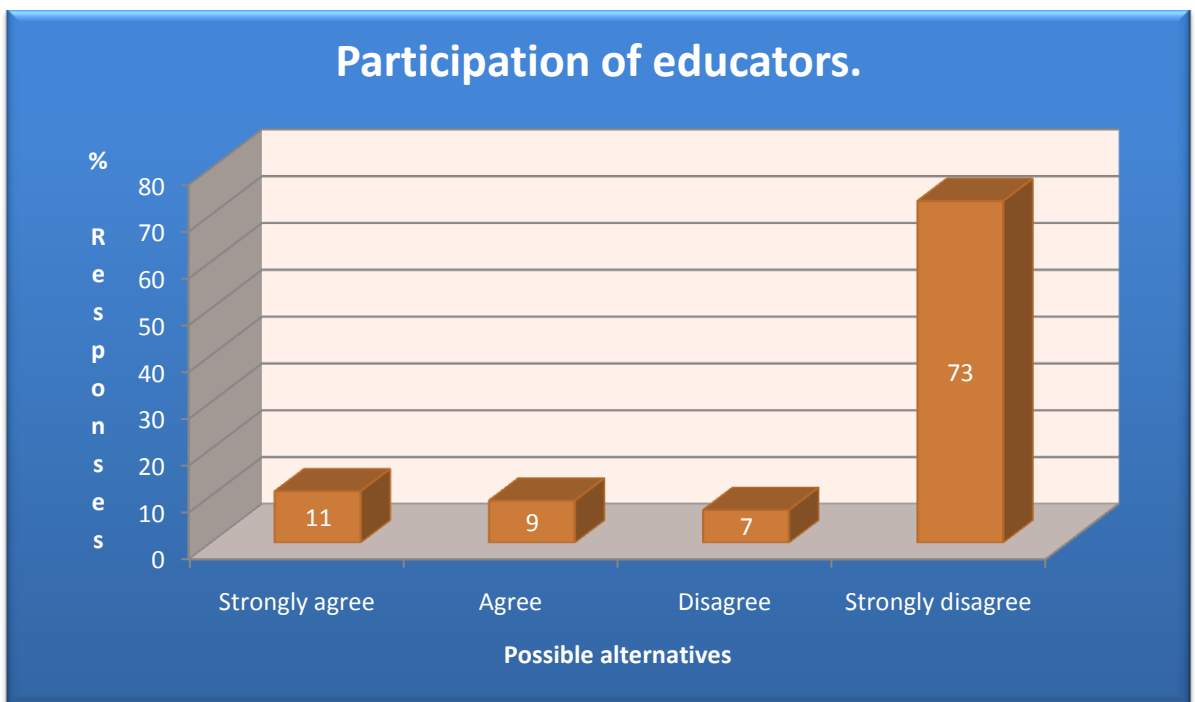
12% responded positively that school management teams are doing enough to monitor and manage the performance of educators.

4.2.16. Participation of educators in performance management

Table 4.2.16: Participation of educators in performance management

Question	Strongly agree	Agree	Disagree	Strongly disagree
As an educator, I have actively participated in the performance management process	11	09	07	73

Figure 4.2.15: Participation of educators in performance management



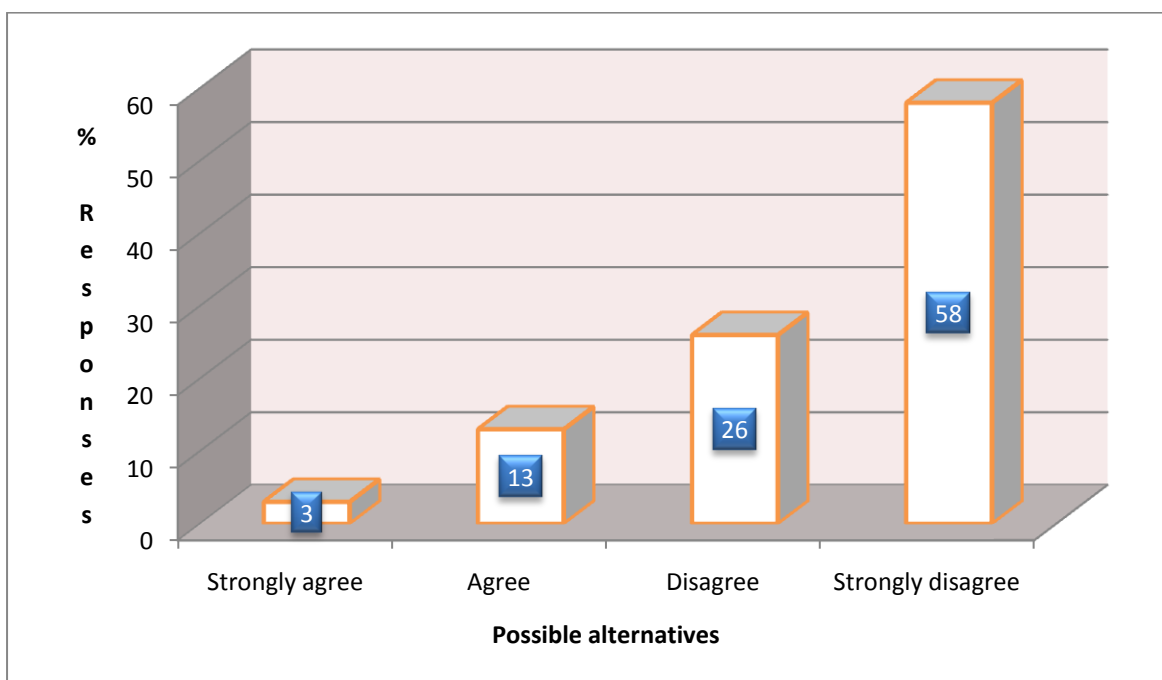
When Integrated Quality Management system is implemented at schools, the expectation is that all educators should actively participate in order for the system to function effectively. But taking into account the way educators have responded, there is a clear indication that the majority of the respondents have not been participating actively in the implementation process.

4.2.17. Support from the School Management Team

Table 4.2.17: School Management Support

Question	Strongly agree	Agree	Disagree	Strongly disagree
I am getting the necessary support from the management of school to improve on my performance	03	13	26	58

Figure 4.2.16: School Management Support



Performance Management is important for any institution and for it to function for the benefit of educators, schools and learners; educators need to be supported in order for them to deal with all their identified challenges. When this question was asked, the purpose was to see if educators were getting that much needed support. But when looking at the fact that 84% responded negatively, one can conclude that educators are not getting the necessary support from the management of schools to improve their performance. On the other hand only 16% respondents feel that they are getting the necessary support from the management of schools.

Based on the findings from the educators, the researcher can conclude that there are areas of good practice that have been discovered and areas that will need urgent attention if the Integrated Quality Management System has to be successful on its implementation.

Firstly, on the area of good practice, it has been clearly proved that schools have been able to go through the process of implementing the Integrated Quality Management System. Educators were trained and were also involved in how to conduct it. Educators managed to do self-evaluation, classroom observation took place as well as evaluation in other performance standards.

Secondly, there are areas in which schools have not been doing well; the feedback discussion has not taken place as expected. Schools have not been able to implement the Integrated Quality Management System very well as some of the key aspects of performance management are not taking place. These include lack of support from the Developmental Support Group, lack of performance review, and lack of monitoring by the management. A performance that cannot be reviewed cannot be properly managed. The Integrated Quality Management System is a policy, but this policy is being compromised.

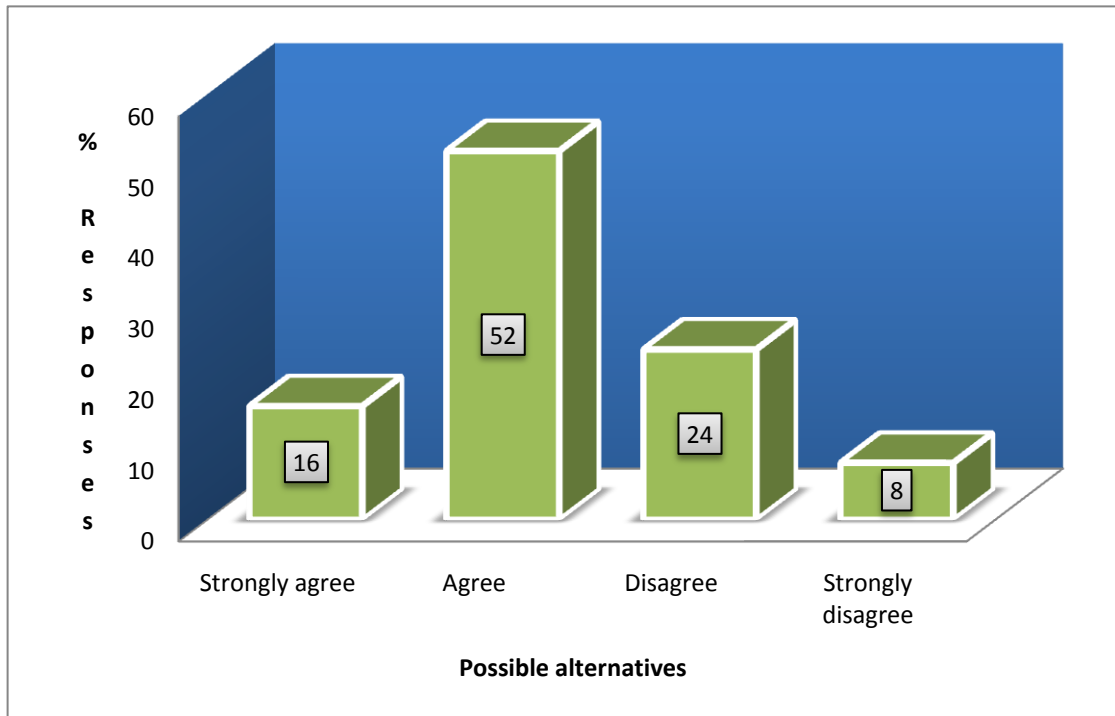
4.3. Linking financial rewards with the performance of educator

4.3.1. The financial benefits

Table 4.3.1: Financial benefits

Question	Strongly agree	Agree	Disagree	Strongly disagree
As an educator I have been able to benefit financially from the Integrated Quality Management System	16	52	24	08

Figure 4.3.1: Financial benefits



From the data collected, the majority of the educators benefited financially from the implementation of the Integrated Quality Management System. This was evidence by the 68% of the respondents who agreed that they benefitted. One wonders how it has come about that they benefit while the correct process has not been followed by most of the schools. But there are others who have not received any financial benefit from the implementation of the system. This was evidenced by the 32% of the respondents who responded negatively in the item.

4.3.2. Effects of financial rewards on the performance of educators

Table 4.3.2: Effects of financial rewards on the performance of educators

Question	Yes	No
Did you get any financial benefit from your participation on the implementation of IQMS and how did it affect your performance?	92	08

- One of the reasons why the integrated quality management system was introduced was that it must also benefit the educators financially in terms grade and salary progression. The question has been asked to find out if

educators have benefitted financially and if so how this might have affected their performance.

- Firstly, 92% of the educators accepted that they have benefited financially, but this affected their performance differently. There are other educators who indicated that the financial benefit did not in any way influence their performance because they normally receive their money long after the performance evaluation has taken place. As a result of the delay in payment, they no longer link their payment with the performance. The financial incentive does not influenced the performance of educators.
- There are also educators who feel that the financial incentives they received have influenced their performance. This is evidence that being rewarded for their good performance motivate them to do even better.
- Secondly, there is 08% of the educators who have indicated that they are yet to receive any financial benefit from the department of education. There is a feeling that their failure to get any financial benefit like other educators is as a result of the poor management at schools and the failure by the department of education to execute their duties.
- This has affected their morale and ultimately their performance in the sense that they cannot continue to work hard and engage in the implementation of the Integrated Quality Management System while they are not rewarded.

4.3.3. Linking performance of educators with financial rewards

Table 4.3.3: Linking performance with financial rewards

Question	Yes	No
Do you think the financial reward should be linked to the performance of educators? Why?	56	44

- This question was asked in order to find out how educators feel about linking their performance with the financial reward. 56% of the educators indicated that linking performance and reward is the best idea as it can encourage most of the educators to perform better knowing very well their performance will be appreciated through the financial reward.

- On the other hand, there are 44% of the educators who feel that performance should not be linked to a reward. Some of the reasons indicated are the following: Firstly, there is no prescribed good teaching practice in the department of Education at the moment therefore linking performance and reward can just cause confusion and conflict at schools; secondly there is no accurate measure of good performance in schools except that people use grade 12 results as a yardstick for good performance and ignore grade R-11, thirdly, performance evaluation at schools is not fair as some of the educators are evaluated by people or head of department who might not have the knowledge of the subject. And lastly, there are more contextual factors that affect the performance of educators that are not being addressed by either the school management or the Department of Education. These factors include overcrowding in classes, shortage of stationery, shortage of library and other requirements.
- Though 56% responded positively in this item, the points indicated by 44% of the educators cannot be ignored as they are valid. The fact that there are more schools which are declared dysfunctional reflects that there are many challenges that impact on the performance of educators.

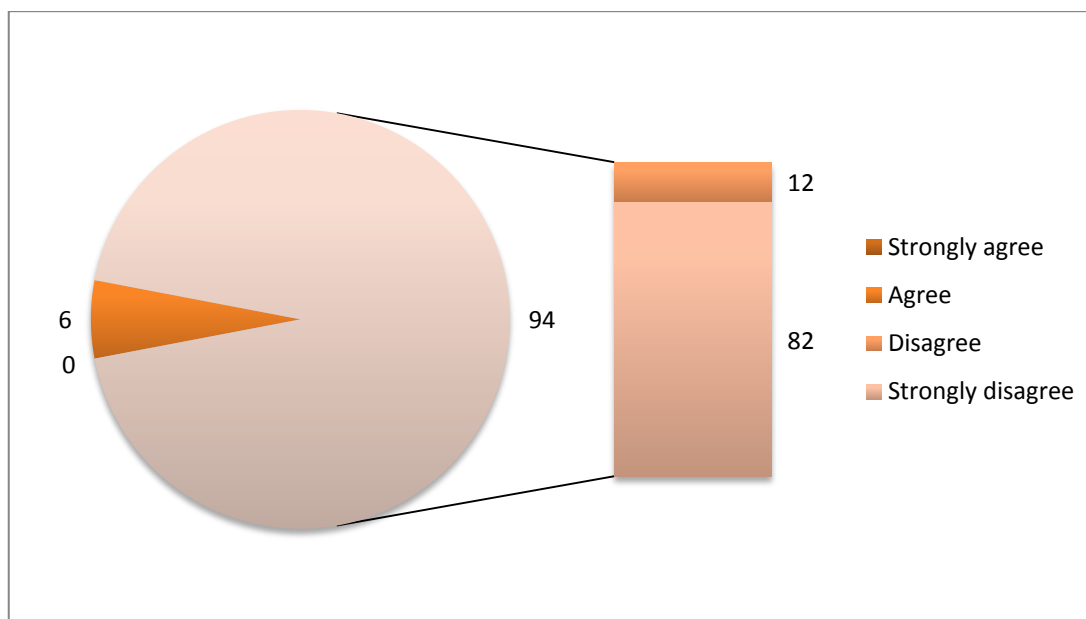
4.4. Linking performance of school with the performance of educators

4.4.1. The Impact of Integrated Quality Management System on the performance of educators

Table 4.4.1: Impact of IQMS on educators' performance

Question	Strongly agree	Agree	Disagree	Strongly disagree
As an educator my performance has improved due to the implementation of the Integrated Quality Management System	00	06	12	82

Figure 4.4.1: Impact of IQMS on educators' performance.



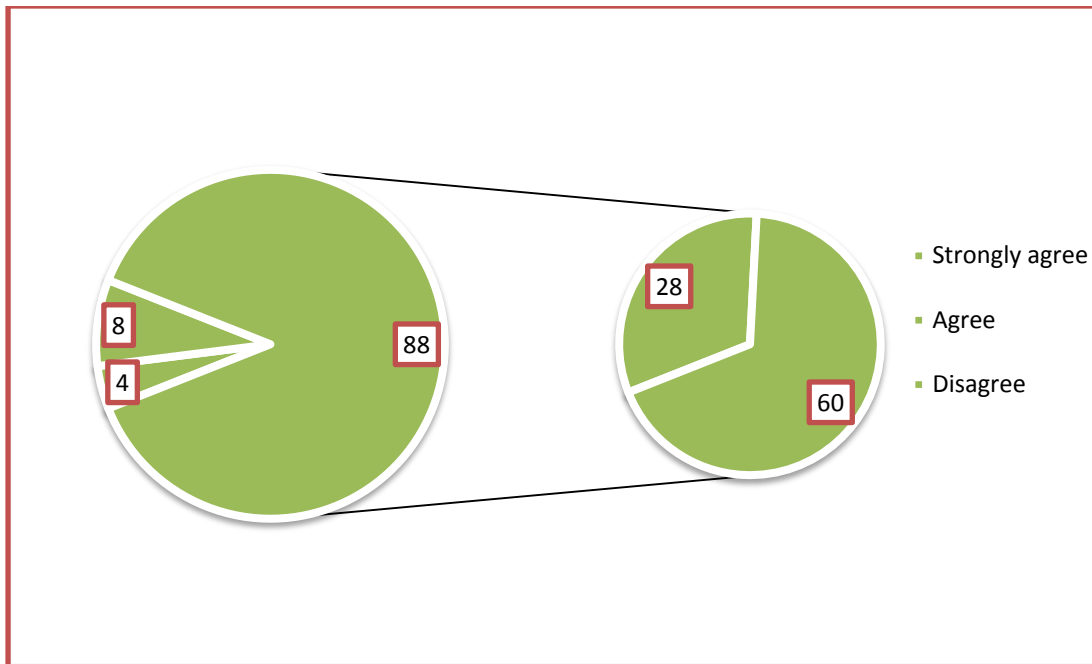
According to the data collected, 94% responded negatively to the item. It means that they disagree or strongly disagree to the fact that their performance has improved due to the implementation of the Integrated Quality Management System. They feel that the system did not make any impact on their performance. It is only 6% that responded positively in this item. These respondents feel that the integrated Quality management system has made a positive impact on their performance.

4.4.2. The impact of Integrated Quality Management System on the performance of the Schools

Figure 4.4.2: impact of IQMS on the performance of the school

Question	Strongly agree	Agree	Disagree	Strongly disagree
The performance of the school has improved due to the implementation of IQMS	00	04	09	87

Figure 4.4.2: Impact of IQMS on the performance of the school



When performance management system is implemented at schools, the idea is not only to improve the performance of the educators, but also the schools. When this question was asked, the main idea was to determine if the implementation of the Integrated Quality Management System has in a way helped to improve the performance of schools, but from the information gathered from the educators, there is a feeling that the implementation of IQMS has not helped the schools to improve their performance. This was evidenced by the 88% negative response from the educators. A very small percentage (12%) of the educators has the feeling that the Integrated Quality Management System has helped schools to improve their performance.

4.4.3. Linking performance of the schools with the performance of educators

Table 4.4.3: Linking performance of the schools with performance of educators

Question	Yes	No
Do you think the performance of the school should be linked to the performance of educators? How?	72	28

Based on the information collected from the educators, 72% accept that the performance of the school should be linked to the performance of the educators. The following are the reasons indicated by the educators who feel that school performance should be linked to the performance of educators:

- There is feeling that the schools that are doing well are as a result of good performance of the educators while those schools which are not doing well reflect the performance of educators.
- Educators who have time for the learners and teach even during school holidays normally perform well.
- Educators who prepare themselves when going to class normally perform well for the school.
- While at the same time educators who do not attend to the learners regularly perform badly.
- Educators, who regularly miss classes, arrive late in class, do not have time for the learners and do not prepare when going to the class, perform very badly and as such the schools fail to perform.

On the other hand, 28% of educators feel that performance of the schools cannot be linked to the performance of educators due to the following reasons:

- Educators feel that there are many factors that impact on the performance of the schools other than the performance of the educators themselves.
- According to educators, politics is starting to interfere with the activities that are taking place at schools.
- In some of the schools poor school management has an impact on the performance of both educators and schools.
- Working conditions like lack of resources and facilities like library can also affect the performance of schools. Therefore when schools perform badly, it cannot be all about poor performance of educators.

Having said all about the findings from the educators in as far as this important question is concerned, it must be noted that:

Firstly, the general feeling is that the implementation of the Integrated Quality Management System did not help both the schools and educators to improve their performances. There has been a decline in the performance of schools, particularly in grade 12 since 2006.

Secondly, the performance of the schools is a reflection of the overall performance of the educators and, therefore, school performance and educators' performance must be directly linked.

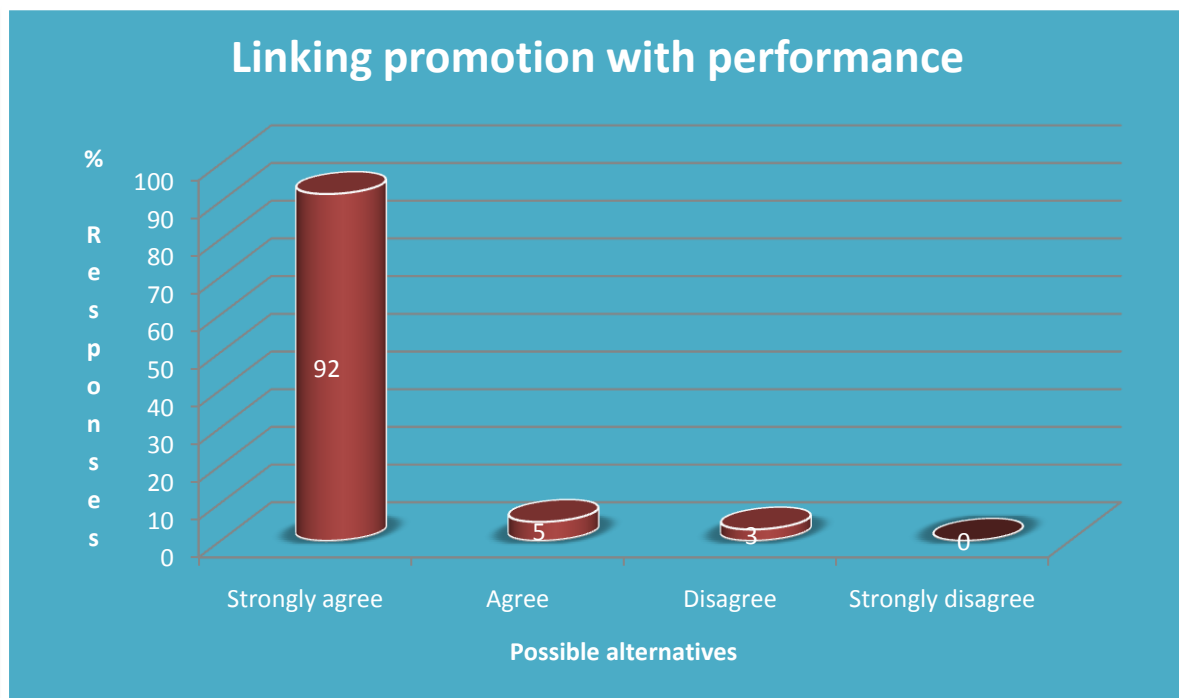
Linking performance of educators to the performance of the schools is in a way fair since most of the learners who attend these schools are generally from the same community. There are schools that are operating in the same village but when looking at the performance of those schools, it is very different. So it cannot be that learners are not good because it is the responsibility of the educators to get the best out of these learners regardless circumstances. Some schools have a high enrolment but yet produce good results. So it is of importance that the performance of schools be the reflection of the performance of educators. The issue of poor management, lack of resources, and support cannot be used as the reasons for poor performance. In many instances the issue of politics in schools is brought by some educators themselves, therefore it cannot be that when people are not performing well they use it as an excuse for poor performance.

4.5. Linking the promotion of educators with their performance

Table 4.5.1: Linking performance of educators with promotion

Question	Strongly agree	Agree	Disagree	Strongly disagree
Promotion should be linked to performance of educators	92	05	03	00

Figure4.5.1: Linking performance of educators with promotion



The purpose of this item was to find out how educators feel about promotion that normally takes place. Whether they feel promotion should be based on performance or not? There is a positive feeling that promotion should be linked to the performance of educators. This was evidenced by the 97% of the respondents who responded positively in this item. This demonstrates that there are educators who have a feeling that some of the educators who are performing well should be rewarded for their good performance through promotion. At the same time, only 03% responded negatively in the item. They have a feeling that performance should not be an issue when it comes to promotion.

The data collected demonstrated that educators should be promoted based on their level of performance. This is the feeling of the educators. Those who have demonstrated good performance should be promoted to the senior position when opportunities are available. The main reason is that they have the desire and commitment to perform well. They can possibly influence their colleagues to do better.

4.6. Major challenges with regard to the implementation of Integrated Quality Management System

According to the educators, there are many challenges regarding the implementation of the Integrated Quality Management System at schools. Educators indicated similar challenges to the question:

- Shortage of Heads of Departments for all the subjects who can help during and after the actual evaluation has taken place.
- Movement of both principals and Heads of Departments from one school to the other is another challenge that affects the continuous implementation of IQMS.
- There is no prescribed good teaching practice for all the subjects and therefore what is good teaching practice to one educator may not be good to the DSG. This situation normally causes confusion among educators.
- Some educators are being evaluated by Heads of Departments who does not have the knowledge of the subject and as a result they do not get the necessary support from the DSG.
- The support from the Department of Education has been lacking.
- Poor working conditions.
- Line of reporting is too complex. The Heads of Departments have their own expectations from educators, principals expect something different, circuit managers have their own plan around the performance of educators while curriculum advisors advises educators to approach the subject differently. All these have an impact on the performance of educators.
- Lack of team work in schools is one other challenge in the sense that when teachers are not working together as a team, they are less likely to support one another.
- Some educators are offering a number of subjects some of which they are not even qualified to teach,
- Some of the Heads of Departments do not have the necessary knowledge of the subjects and therefore they find it difficult to support educators.

- One important challenge that has been raised is that teachers find themselves teaching subjects that they are not qualified to teach.

Implementing the Integrated Quality Management System is not an easy task for the schools because it has more challenges some of which the schools are not able to handle. Above all, for the schools to be able to implement it successfully, they must all be operating in an ideal situation which is not the case to the majority of the schools. Most of the schools are operating without Heads of Departments and even senior teachers while on the other hand educators are evaluated by teachers who do not have the knowledge of the content that is being presented.

SECTION B

This next section will focus on the findings from the school principals. The main idea here is to get their side of the story as they are the accounting officers. The first part of this section will deal with the closed questions where “strongly agree” and “agree” will be classified as positive responses and “disagree” and “strongly disagree” will be regarded as negative responses. Once again the analysis and interpretation of data will be divided into the five research objectives as outlined in chapter 1.

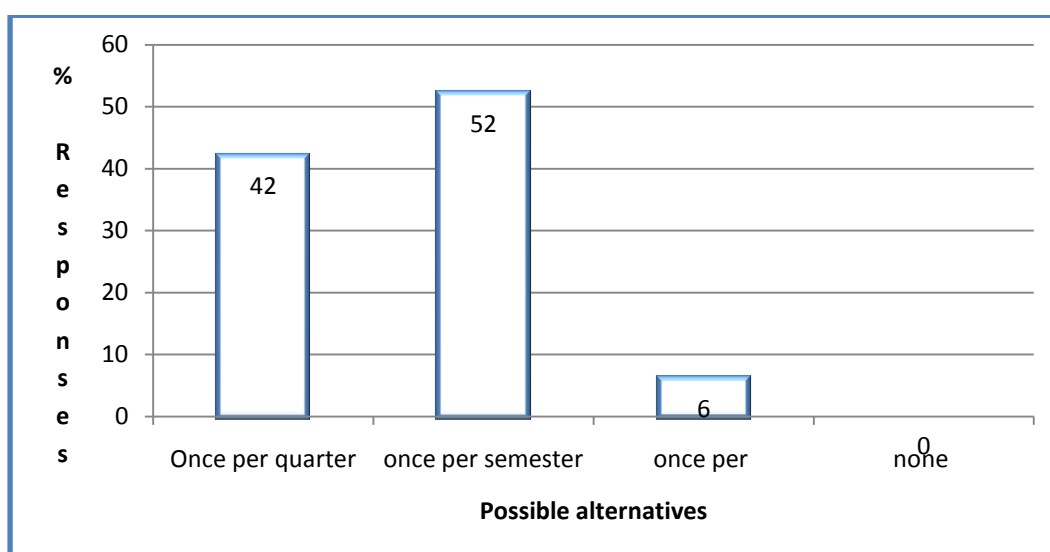
4.7. The implementation of Integrated Quality Management System

4.7.1. The frequency of evaluation

Table 4.7.1: The frequency of evaluation

Question	Once per quarter	Once per semester	Once per year	None
How often do you assess your staff?	42	52	06	00

Figure 4.7.1: the frequency of evaluation



Performance management is expected to take place on a continuous basis, the purpose of asking this question was to determine if schools are implementing the system on a continuous basis or not. From the data collected from the principals who have the responsibility of making sure that IQMS is implemented on a continuous basis, it is evident that there are still many who say challenges to be addressed. Only 42% seems to be getting things the right way because they are able to evaluate teachers once per term and on the other hand there are 52% who say they do it once per semester.

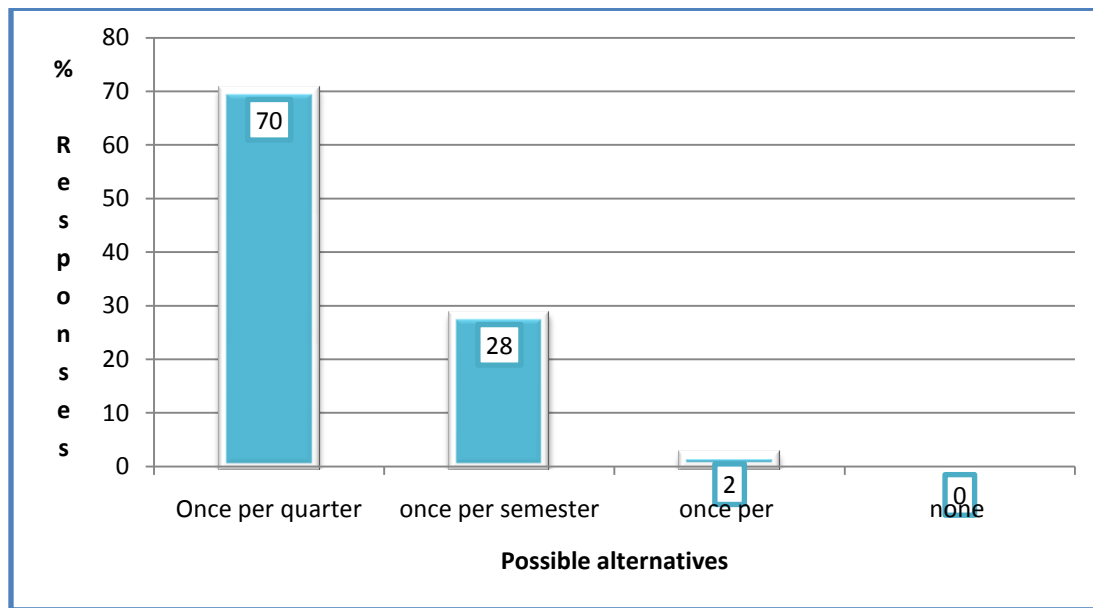
This situation is discouraging taking into account the fact that teaching takes place continuously and anything can happen in the process that needs to be corrected. The abnormal situation is the 6% of principals who say that they evaluate their educators once per year. One cannot reject what they are saying taking into account the poor performance that has been displayed by most of our schools, districts and lastly the province in general.

4.7.2. The frequency of the performance review

Table 4.7.2: The frequency of the performance review

Question	Once per quarter	Once per semester	Once per year	None
How often do you review the performance of educators?	70	28	02	00

Figure 4.7.2: The frequency of the performance review



Performance review is one critical part of performance management. This aspect gives an indication on how educators are progressing and developing. Performance review must take place on a regular basis so that the management can be able to trace down any deviation by the staff members. According to the data collected, 70% of the principals indicated that they do performance review once per term. It is not clear whether these principals are linking the progress report that is issued every term and the actual review of the performance.

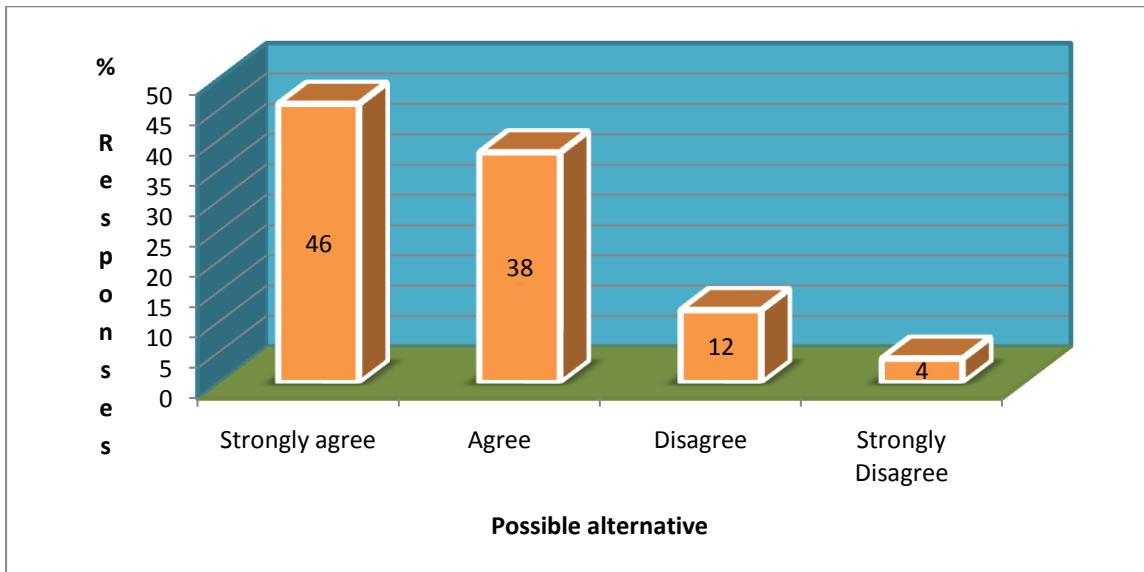
On the other hand there is 28% of principals who claim that they only do performance review once per semester whereas 2% do it once a year. In this situation, the expectation would be that as progress reports are issued once per term, then schools can also be using them to review the performance of educators and plan the way forward.

4.7.3. Advocacy, training and discussion

Table 4.7.3: advocacy, training and discussion

Question	Strongly agree	Agree	Disagree	Strongly disagree
As a principal I conducted advocacy, training and discussion with educators before implementing IQMS	46	38	12	04

Figure 4.7.3: Advocacy, training and discussion



During the first year of the introduction of the Integrated Quality Management System, principals were expected to conduct advocacy, training and discussion with educators, on the understanding that every educator would be able to understand the rationale behind the system. The reason for asking this question was to determine if principals managed to perform this task. From the data collected, it is very clear most of the principals have performed this task. This is evidence by the 86% of the educators who responded positively to the question. Taking into account this large percentage of positive responses, the performance management at schools should not be a problem as at this stage all challenges are identified and discussed and solution provided. Before the actual performance evaluation can take place, all problems must be addressed so that the outcome of the evaluation can be fair, accurate and reliable.

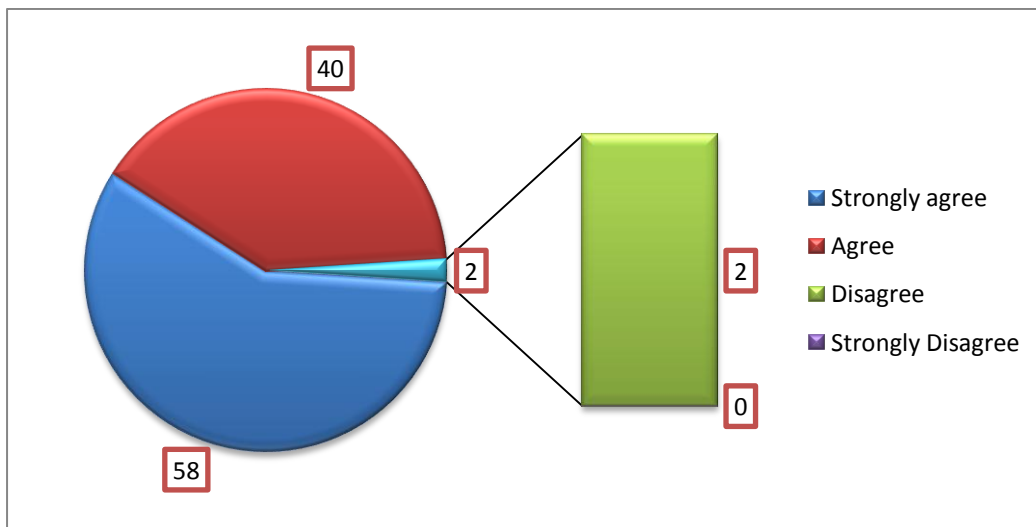
At the same time there are 14% who have responded negatively as a sign that they do not perform this task. The assumption around this can be that because the Integrated Quality Management System was introduced a few years ago, some of the principals have just been appointed and therefore they could not have conducted advocacy, training and discussions. IQMS is a departmental policy and therefore principals are bound to see to it that it is implemented at their schools.

4.7.4. Availability of school improvement plan

Table 4.7.4: Availability of school improvement plan

Question	Strongly agree	Agree	Disagree	Strongly disagree
The school has School Development Team	58	40	02	00

Figure 4.7.4: Availability of school improvement plan



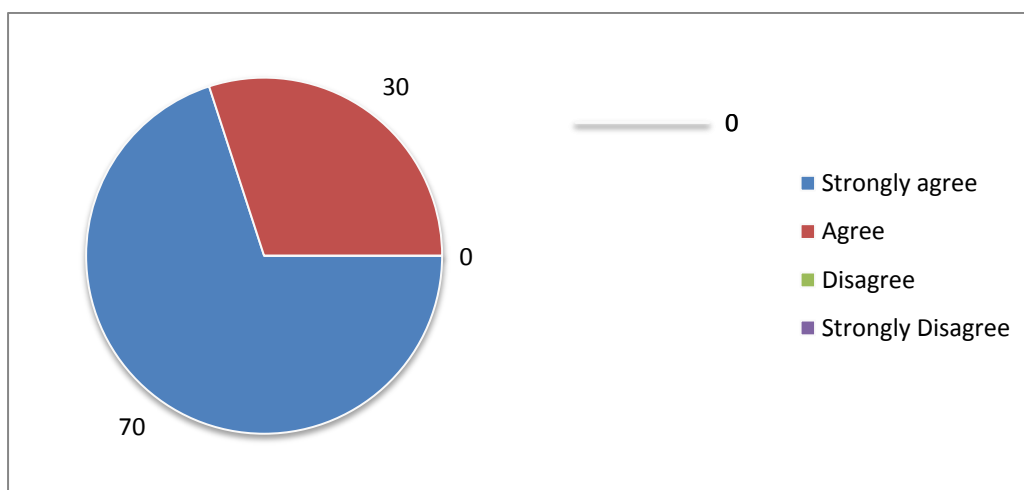
The School Development Team (SDT) is the most important structure at schools because it oversees the whole process of the implementation of the Integrated Quality Management System. It is the responsibility of the school principal to see to it that this structure is established as per policy. The purpose of asking this question is to find out if this structure exists in all schools. From the data collected 98% of the school principals responded positively that they do have this structure at schools. With this structure in place the expectation should be that all schools are implementing the Integrated Quality Management System without fail. Performance evaluation and review should not be a problem. At the same time there is 2% of principals who have indicated that they do not have this structure in place. By implication if these schools are implementing the system, the process is incorrect and needs the attention of the Department of Education.

4.7.5. Availability of the school management plan

Table 4.7.5. Availability of the school management plan

Question	Strongly agree	Agree	Disagree	Strongly disagree
The school has a management plan for the implementation of IQMS	70	30	00	00

Figure 4.7.5: Availability of the school management plan



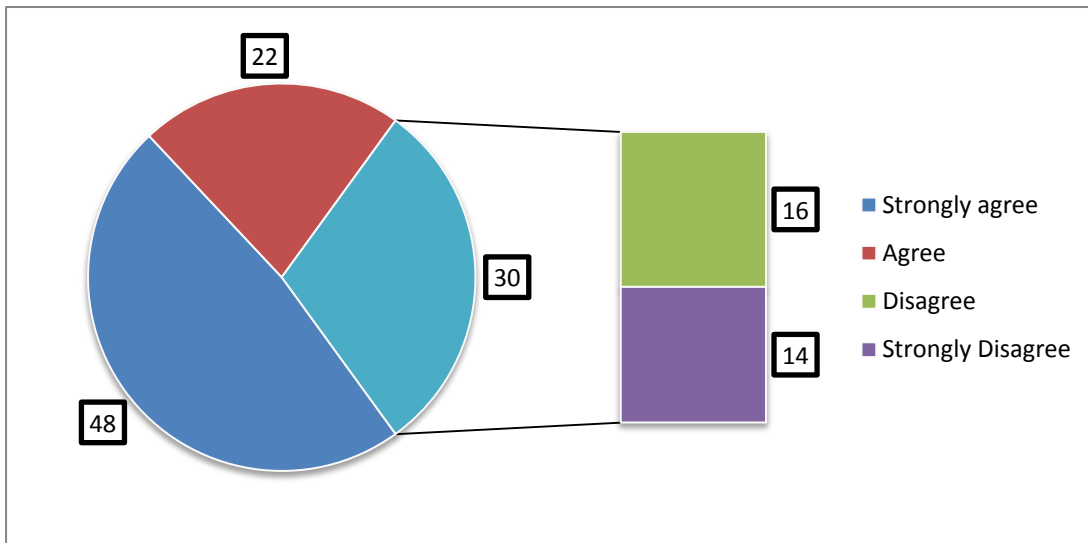
This question is addressing the third step of the implementation of the Integrated Quality Management System. In order to implement the system, a proper plan has to be put in place so that every educator will know when he or she is going to be evaluated. From the information collected, 100% of the principals responded positively that they do have the management plan for the implementation of the Integrated Quality Management System. It means that all principals are aware of the need to have the management plan. But from the question that was asked about the availability of school development team, there was 2% of principals who indicated that they did not have such structure.

4.7.6. The preparation of the school improvement plan by school development team

Table 4.7.6: Preparation of school improvement plan by SDT

Question	Strongly agree	Agree	Disagree	Strongly disagree
The SDT managed to prepare a School Improvement Plan	48	22	16	14

Figure 4.7.6. School Improvement plan



After the actual evaluation has taken place one of the key aspects to be considered by the school development team is to prepare a school improvement plan. It is this plan that will also indicate to both the management of the school and the department of education what needs to be done to help both the schools and the educators.

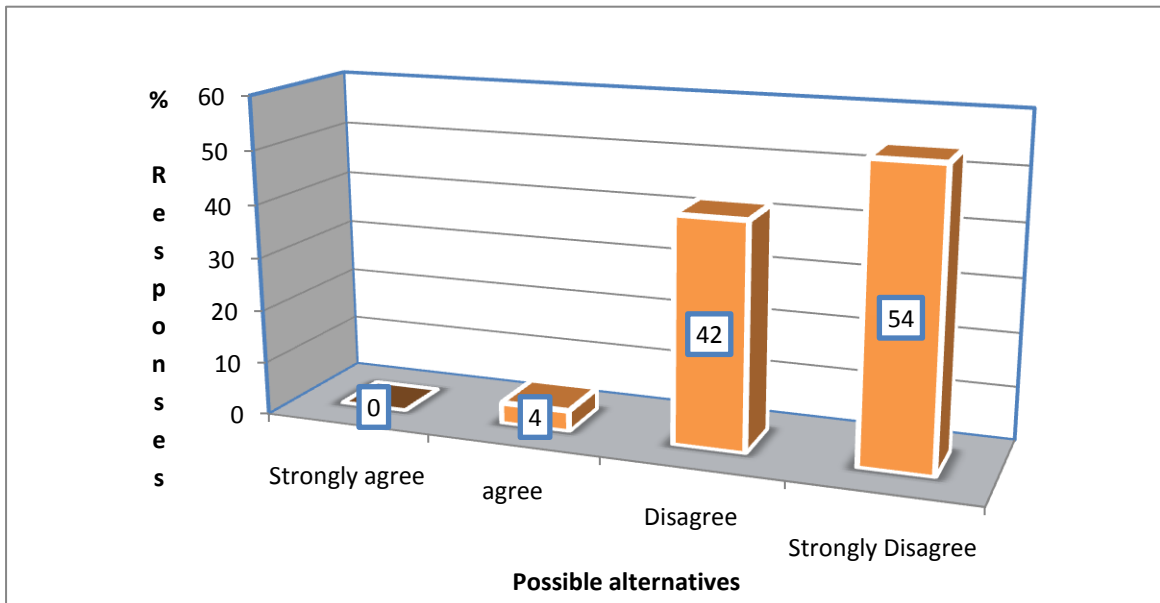
From the information collected, 70% have responded positively to the question showing that they have managed to prepare the school improvement plan. But at the sometime there is 30% that says the school improvement has not been prepared. This can also mean that Integrated Quality Management System is not well implemented in some of the schools or those who are suppose to perform some of the activities regarding the implementation of the Integrated Quality Management System are not doing so. This can also mean that there are some educators who are not getting any benefit from the process.

4.7.7. Availability of the monitoring plan

4.7.7: Availability of monitoring plan

Question	Strongly agree	Agree	Disagree	Strongly disagree
The school has a monitoring plan to monitor the performance of educators	00	04	42	54

Figure 4.7.7: Availability of the monitoring plan



For the performance of educators to be managed properly, the schools should have a monitoring plan that they can use to monitor the performance of educators. The question was basically to find out if such a monitoring plan is available.

From the data collected from the principals, 96% responded negatively to this question. This is an acknowledgement by principals that they do not have such a document and that they do not monitor the performance of their educators. The training manual that has been given to schools does not make provision for the development of the monitoring plan and therefore it is not surprising that schools do not have the monitoring plan because for them is a matter of complying with the policy.

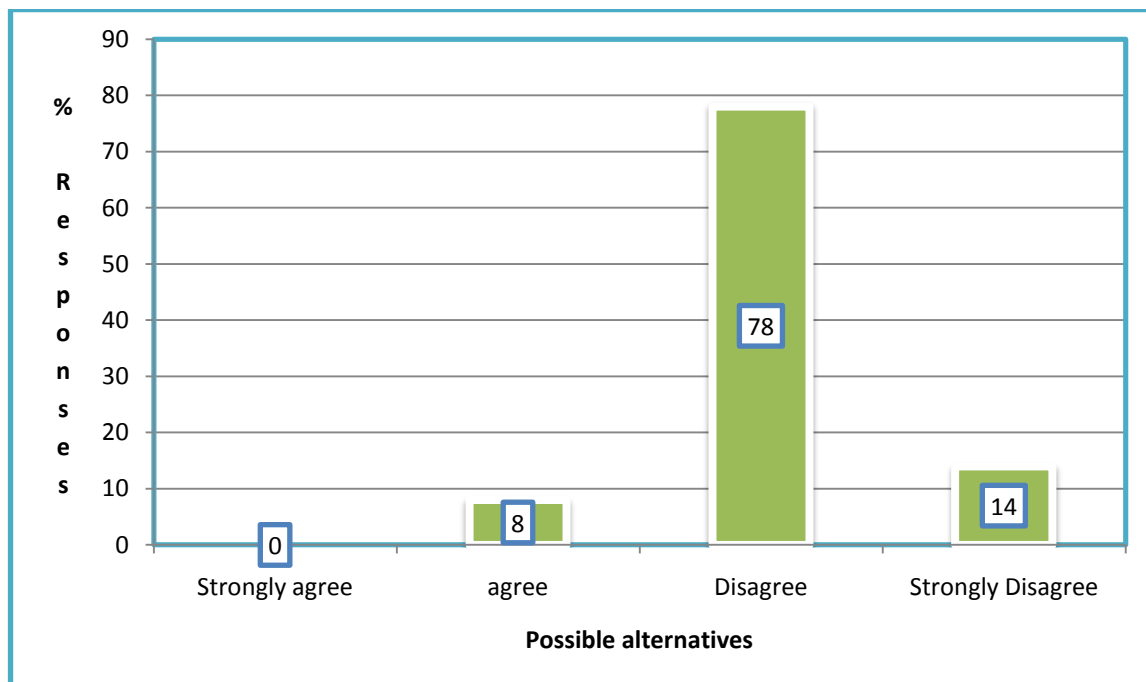
On the other hand only 4% responded positively that even if the policy does not make provision for the monitoring plan to be developed, they felt it necessary to have a monitoring plan that they can use to monitor the performance of the educators on a continuous basis.

4.7.8. Provision of support by the Department of Education

Table 4.7.8: Support from the Department of education

Question	Strongly agree	Agree	Disagree	Strongly disagree
We are getting the support from the Department of Education with regard to the implementation of IQMS	00	08	78	14

Figure 4.7.8: Support from the Department of education



One of the major responsibility of the Department of Education in as far as performance management of educators is concern is to provide support. This support should as well be provided on a continuous basis. The purpose of asking this question was to find out from the schools if they are getting the necessary support from the department.

After collecting the data from the school principals, the researcher found out that 92% of the principals responded negatively that they are not getting the support from the department. On the other hand, only 08% responded positively that they are getting the necessary support from the department.

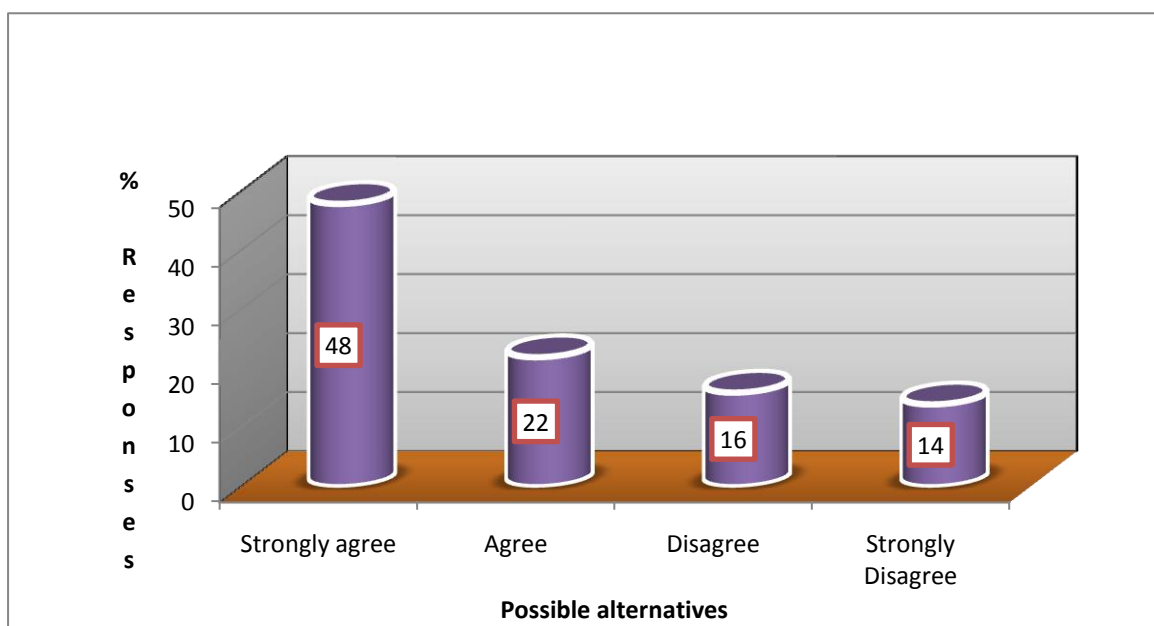
This can simply mean that some of the challenges that schools are experiencing are not being addressed. It can also mean that the Department of Education does not have enough man power to support the schools on a regular basis. The fact that only 08% responded positively can also be a reflection that some of the schools which that they are implementing the Integrated Quality Management System might not be doing it correctly, but are just doing it for the sake of compliance.

4.7.9. The implementation of the school improvement plan

Table 4.7.9: Implementation of the school improvement plan

Question	Strongly agree	Agree	Disagree	Strongly disagree
We have been able to implement our School Improvement Plan	26	18	42	14

Figure 4.7.9: Implementation of the school improvement plan



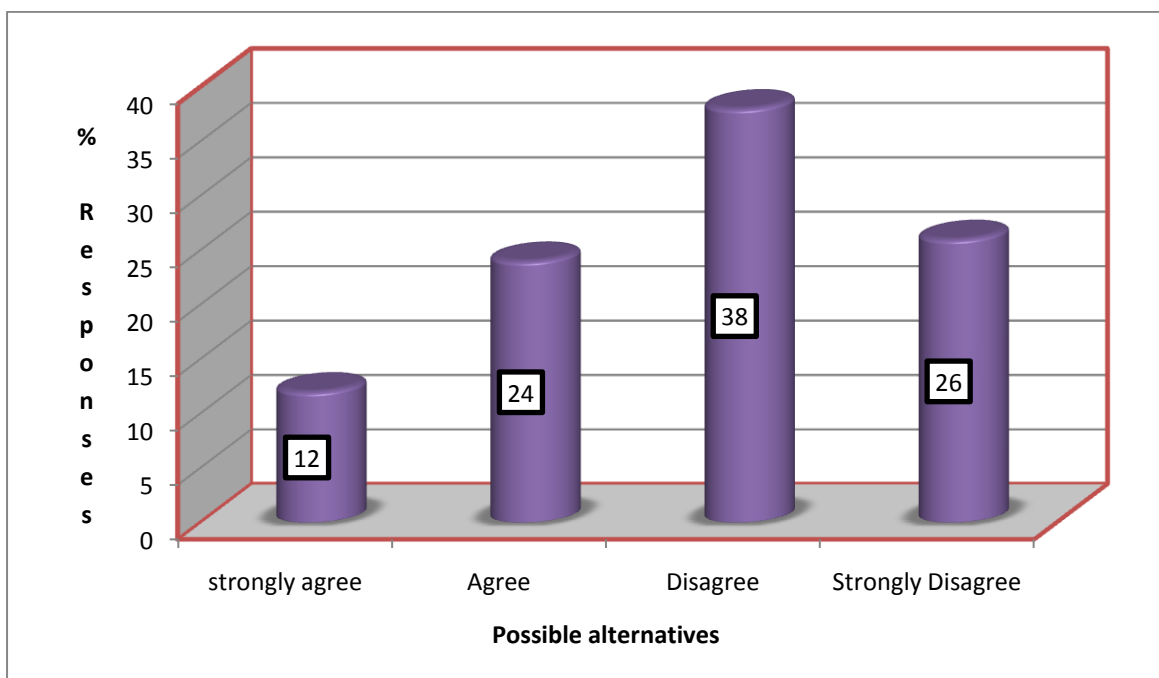
This question was linked to the previous question in the sense that after the school improvement plan has been prepared, it must be implemented as part of performance management. This question is trying to determine if the schools are able to implement the school improvement plan that they developed. It is very clear that 70% of the schools are implementing the plan. The challenge, therefore is that if 70% of the schools agree that they are implementing their school improvement plans, why do most of the schools still underperform. On the other hand, there is 30% of the principals that have indicated that they do not implement the school improvement plan. One of the reasons for that could be that such schools do not have it at all, or it is there but they do not know where to start.

4.7.10. The impact of the Integrated Quality Management System on educators

Table 4.7.10: Impact of IQMS on educators

Question	Strongly agree	Agree	Disagree	Strongly disagree
The performance of educators has improved since the implementation of the IQMS	12	24	38	26

Figure 4.7.10: The Impact of IQMS on the educators



When performance management is implemented in any institution, the expectation is that the performance of employees should improve because of all the necessary support that they are getting from the support group and the same is expected from the educators. The purpose of this question was to find out if there was an improvement on the performance of educators or not.

The data collected reflects that though some schools are implementing the Integrated Quality Management System, 64% responded negatively as a sign to show that the performance of educators has not changed at all. Because of the large number of principals who feel that there is no improvement on the performance of educators, it means that the performance management system that is used at schools is not useful. On the other hand only 36% responded positively that the Integrated Quality Management System has helped educators to improve on their level of performance.

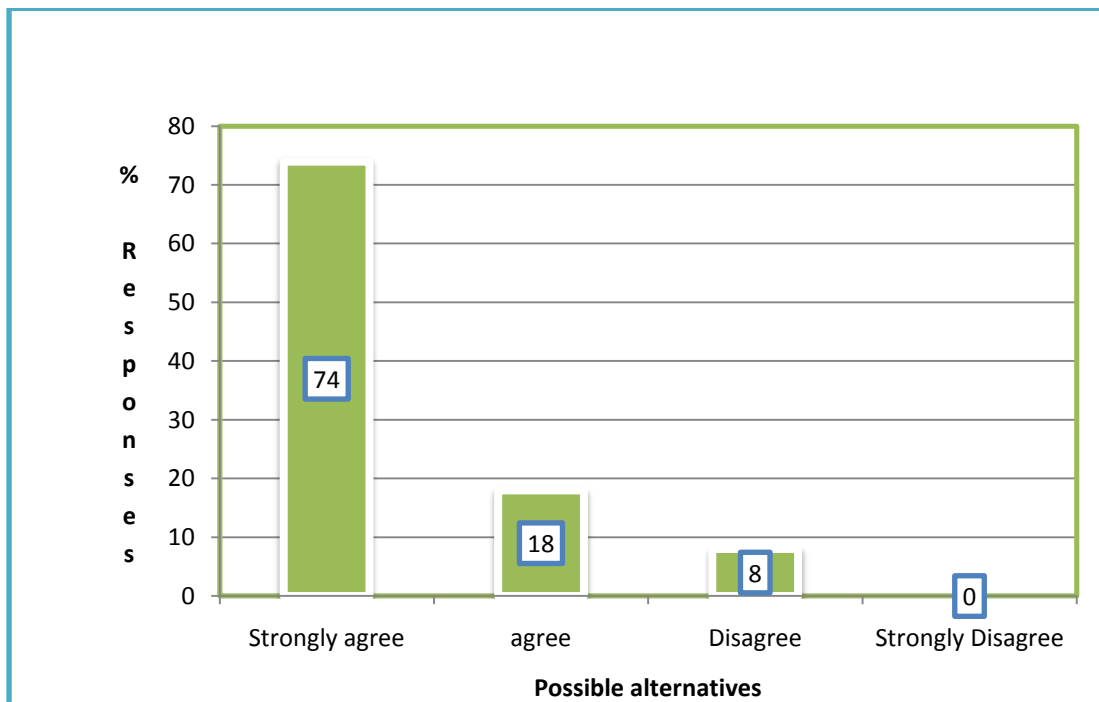
In conclusion, the findings above reflect that schools it difficult to implement the Integrated Quality Management System. Schools have all the necessary documents that can help them to manage the performance of educators. At the same time they just cannot implement them. Schools do not have the monitoring plan that is a useful tool in managing the performance of educators. There are areas that schools have been doing very well - they have been able to conduct performance review and have school improvement plan, but at the same time they are unable to implement their school improvement plan.

4.8. *Linking the promotion of educators with their performance*

Table 4.8.1: *Linking promotion with performance*

Question	Strongly agree	Agree	Disagree	Strongly disagree
The promotion of educators must be based on the performance	74	18	08	00

Figure 4.8.1: Linking promotion with performance



One of the reasons some people believe why schools are not performing is because of poor school management. On the other hand, there are people who believe that wrong people are promoted to senior positions while they are not ready yet to face the challenges. Therefore the main reason why this question was asked is to find out from the principals if they think promotion should be linked to performance.

From the information collected, 92% of the principals believe that performance should be used as a basis for promotion. There is a strong believe that if educators can be promoted based on their performance, then most of the schools will be performing well. There is 8% of the principals who believe that performance cannot be used as the basis for promotion because the performance of educators is also influenced by a number of factors some of which are beyond their control. If performance can be used as a basis for promotion, most of the potential future principals who are working under difficult conditions may not be promoted.

In conclusion, the management of the schools play an important role in the performance of both the educators and the schools in general. Therefore promoting the best performing educators to the senior position is very critical. When

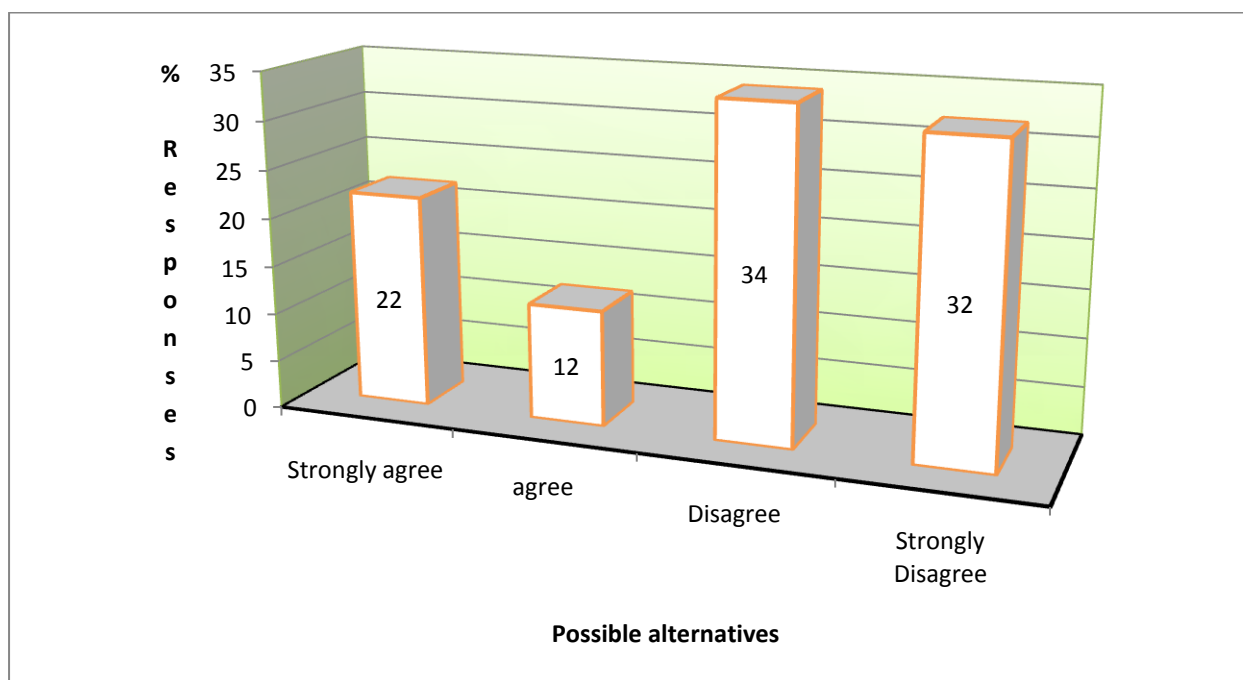
opportunities for promotion are available, it is important that the promotion be linked with the performance of educators.

4.9. Linking the financial rewards with the performance

Table 4.9.1: Linking financial rewards with performance

Question	Strongly agree	Agree	Disagree	Strongly disagree
The reward for educators must be linked with their performance	22	12	34	32

Figure 4.9.1: Linking financial rewards with performance



Like in the case of promotion, performance management is also done in order to reward those who perform well on their lines of duties. This question was put to principals if they felt that it was necessary to reward those who performed well as part of the motivation. Surprisingly, 66% of the principals responded negatively this question. On the other hand, 34% of the principals believe that good performance must be rewarded. Those who perform well and deserve performance bonuses must get them and, therefore it is up to the school management and the department to see to it that the system is not manipulated for financial gains; having said this, principals are against the use of performance as a basis for financial reward.

The conclusion that the researcher wants to put forward is that good performance must always be rewarded. Employees will always be motivated when their good performance is being rewarded. Even if most principals have negative feelings about it, the Department of Education need to reward educators for their good performance. This can also help the Department of Education to retain some of the skillful educators who are leaving the Department of Education for better opportunities in other areas where their good performance will be rewarded.

4.10. Major challenges in implementing IQMS

As is the case with educators, there are challenges that principals experience when trying to implement the Integrated Quality Management System. Some of these challenges can be beyond the principals' control. When responding to this question, principals indicated the following challenges:

- Non-payment of educators leads to a situation wherein educators start to resist when evaluation has to take place as they feel that they cannot continue to be evaluated while the department still owes them.
- Shortage of the staff, in particular, Heads of Departments (HOD) to conduct an evaluation especially the classroom observation. In order to address this challenge, some of the principals have indicated that they were advised to seek assistants from the neighbouring schools, but in some schools this is not working; other schools cannot release their heads of departments to go and conduct evaluation.
- Some of the Heads of Departments do not have the necessary knowledge of some of the subjects they are supervising and it becomes difficult when they try to evaluate a person teaching the subject they are not familiar with.
- Some educators are teaching the subjects that they are not qualified to teach and therefore find it difficult to accept being evaluated on the subject they are not qualified to teach. There is a feeling that evaluation will not be fair.
- Principals believe that like educators, they do not have the knowledge of all the subjects that are offered at their schools and therefore it is difficult for them to evaluate educators accurately.

- Some principals feel that implementing Integrated Quality Management System is wasting much time because they cannot see any change that is taking place.

4.11. Addressing the challenges of IQMS

Most principals have found it difficult to answer this question. They have acknowledged that there are many challenges with regard to the implementation of the Integrated Quality Management System. They believe that some of the challenges are beyond their control. But in cases where there are challenges, principals indicated the following:

- They request the service of other schools for support though it is not easy to make such an arrangement as everyone is busy.
- In conclusion most of the schools are unable to address the challenges that they are experiencing.

4.12. CONCLUSION.

The implementation of the Integrated Quality Management system in school has been a challenge to most of the schools. In fact the Integrated Quality Management System on its own is a good system on paper; practically it has been proven to be a challenge when it comes to the implementation. The data that has been gathered proved that schools were able to train educators on the implementation of the Integrated Quality Management System; educators were actively involved during training; planning was done very well and most of the structures and documents to be developed have been prepared, but the challenge is on the actual implementation part of the system. This chapter has outlined that implementing the Integrated Quality Management System is, so far not easy for the schools.

The other important issue is that it has been proven that both the promotion and financial rewards should be linked with the performance of the individual educators. This will in a way motivate those educators who put more effort in demonstrating good performances.

The performance of the schools is in a way a true reflection of the educators. It is without doubt that when schools produced good results, everyone will want to be associated with such good performance and equally when schools produced bad results, educators must be associated with such bad results regardless of the contextual factors surrounding the schools.

Apart from all these, this chapter outlined the number of challenges that schools have to deal with implementing the Integrated Quality Management System. Some of these challenges cannot be addressed overnight.

The next chapter will outline the conclusion and the recommendations based on the findings in chapter 4.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION AND OVERVIEW OF THE STUDY

This study focussed more on the management of educators' performance. The main purpose was for the researcher to find out how the school managers are implementing the Integrated Quality Management System. The expectation is that every institution, performance of employees must be evaluated. In this case educators also have to be evaluated in order to determine their levels of performance and also to provide a reasonable support where necessary.

The study was aimed at trying to answer the following research questions:

- How is the Integrated Quality Management System being implemented at schools?
- What were the major challenges and or successes with regard to the implementation of the integrated quality management system?
- Is it relevant or appropriate to link the performance of the school with the performance of educators?
 - Is it necessary to link promotion of educators with performance?
 - Is it necessary to link financial reward with the performance of educators?

The study has been divided into five chapters. In chapter one, the researcher outlined the background of the study, the problem statement, the research objectives and the research questions.

In chapter 2, the study provided a literature review in which the performance management was explained. This chapter has outlined how the Integrated Quality Management System was introduced from the developmental appraisal system to Whole School Evaluation and finally, the Integrated Quality Management System. The model for the implementation of the Integrated Quality Management System

was developed in this chapter starting from advocacy, training and discussion to the performance review.

In chapter 3, the study provides detail information about the research methodology. This involves the scope of the research, research design and sampling used. As indicated in chapter 3, the study was conducted in Bahlaloga Circuit which is in the Capricorn District, Department of Education.

In chapter 4, the study provides the analysis and interpretation of data. The data was based on two sets of questionnaires and the one being for educators while the other one was for school principals. In all these questionnaires, the study was trying to answer the research questions as outlined in chapter one. Therefore in this last chapter, the researcher provides the conclusion and recommendations for further improvement on the performance management of educators. Both conclusion and recommendations will be based on the research questions.

5.2. Conclusions and recommendations

5.2.1. The implementation of the Integrated Quality Management System at schools

Based on the findings and the literature review, the researcher has found that the Integrated Quality Management System can possibly be implemented by schools which are operating in an ideal situation, that is, those schools with full complement of the staff. And as a result of this, Integrated Quality Management System is not properly implemented in schools. It has also been proven that Integrated Quality Management System is not being implemented as outlined in the manual.

One key element when implementing the Integrated Quality Management System is that for the sake of good performance management, there must be a regular feedback to educators. From the findings, it can be concluded that educators are not getting feedback on their level of performance and this makes

performance management to be ineffective. At the moment, the performance management system that is being used at schools does not make provision for a performance review. The performance management system cannot work effectively if the performance of educators cannot be reviewed on a regular basis.

For the effective implementation of the performance management system at schools, the Department of Education has to see to it that schools are operating in an ideal situation. Schools must have full complement of the staff members.

There is a need to review the performance management system and in this case the Integrated Quality Management System need to be reviewed because so far there has been no clear indication that schools are able to implement it the way it is outlined in the manual. The current performance management system is not helping educators and the schools in particular, to improve on the performance.

The Department of Education should discourage the use of neighbouring schools to assist one another during performance evaluation because these schools are not necessarily operating within the same environment.

5.2.2. Major challenges for the implementation of the Integrated Quality Management system

The study outlined a number of challenges with regard to the performance management system at schools. But the one thing that seemed clear is that the Integrated Quality Management System can only be successfully implemented in schools that are operating in an ideal situation. In a situation where schools do not have enough heads of departments for each subject, performance management for educators is not going to be successful.

The movement of school principals, deputy principals, heads of departments and educators from one school to the next has been disruptive to the proper implementation of the performance management system. The fact that most

schools do not have a full complement of the staff is an indication that the management of educators' performance is not effective.

The performance management of educators is not fair to a large number of educators who are continued to be evaluated on subjects in which they are not specialised. Further than that some of the educators who are being evaluated by heads of departments who do not have knowledge of the subject contents. The feedback discussion that can take place based on this evaluation may possibly not be able to assist and develop educators particularly in the content knowledge.

The other challenge that needs attention is the resistance by other educators to be evaluated by those who do not have the knowledge of the subjects to be observed.

The management of educators' performance is very subjective and therefore difficult to achieve the intended objectives. The main reason is that there is no prescribed good teaching practice that all educators, irrespective of the subjects they teach should follow.

The other challenge is that so far there are no prescribed good teaching practices that are common in all the subjects that are offered at schools and this makes the performance management of educators difficult to evaluate and manage.

A number of challenges have been outlined above and some of these challenges do not need an overnight solution.

There is only one clear solution to all these challenges. As indicated in 5.2.1, the whole system must be reviewed and another research be conducted and tested before it can actual be implemented. The fact that not all schools have a full complement of the staff cannot be addressed overnight. All the other challenges indicated in chapter 4, cannot be addressed overnight. Therefore the

Department of Education cannot expect effective implementation of the system while schools are still operating under the relevant challenges they have mentioned. Otherwise, such performance management system will not serve the intended purpose.

5.2.3. Linking financial reward with the performance of individual educators

Linking financial incentives with performance is not an easy thing to do because as indicated above, there is no prescribed good teaching practice that is common in all the subjects. A good teaching practice in mathematics may be a poor teaching practice in economics. At the same time the Department of Education should realise that it is important that good performance be rewarded at all times so that it can help those who are performing well to be motivated and continue to do well. In this way the Department of Education can be able to retain such educators. It is important to realise that educators whose good performance is not recognised and appreciated sometimes feel very much ignored and get de-motivated.

5.2.4. Linking promotions with good performance of educators

One of the most critical factors that contribute to good performance of both the schools and educators is to have good performing people in senior positions. Department of Education needs good performing principals and heads of department in senior positions. Therefore the promotion of educators to senior positions should be linked with the performance of such educators. Some may argue that there is no guarantee that an educator who is performing well at lower position will eventually perform well when promoted to the senior position; that may be correct, but equally poor performing educators cannot continue to be promoted to senior position ahead of those educators who are doing well. This, in most cases can cause confusion and de-motivate educators who continue to perform well. Educators who are doing well should also be rewarded through promotions provided there are positions available.

5.2.5. Linking performance of educators with the overall performance of the schools

Linking performance of educators to the performance of the schools is in a way fair in the since that most of the learners who attend these schools are generally from the same community. There are schools that are operating in the same village but when looking at the performance of those schools, it is very different. So, it cannot be that learners are not good because it is the responsibility of the educators to get the best out of those learners regardless of any circumstances.

Some schools have a high enrolment but yet they produce good results. So it is important that the performance of schools be the reflection of the performance of educators. The issue of poor management, lack of resources, and support cannot be used as the reasons for poor performance. In many instances the issue of politics in schools is brought by some educators themselves, therefore it cannot be that when people are not performing well they use that as an excuse for poor performance. All these factors are applicable around the country and affect the whole society. They have been there before and they are still there. They cannot be resolved overnight but at the same time educators are expected to perform well.

5.3. Implication for further research

Performance management of educators is important for both the schools and educators. When the Department of Education introduced the Integrated Quality Management System, the idea was that it would help to improve the performance of schools and educators.

This study has proved that the implementation of the Integrated Quality Management System has many challenges. All these challenges need to be addressed so that the system can be effectively implemented. Some of the challenges can be addressed through the recommendations that have been made in this study. The main focus of this study was about the management of

the performance of educators. This was done by trying to address the research question outlined in chapter 1. Integrated Quality Management System is an important instrument but there is a need to conduct further research in order to find out better ways it can be implemented, taking into account the challenges that are there at schools or what could be the best performance management system that can be used at schools to evaluate and manage the performance of educators.

5.4. CONCLUSION

The management of educators' performance is important for the success of the schools. This is important for Bahlaloga Circuit and the entire Department of Education. The need to support schools and have specialists who will monitor and support schools for the proper implementation of the Integrated Quality Management System is important. If the Integrated Quality Management System cannot achieve the intended results, there is nothing wrong in reviewing the whole system as it happened with Whole School Evaluation and Developmental Appraisal System; further than that, conducting further research is also relevant. The Department of Education has invested huge sums of money in the system with the intention of getting positive results. The performance of educators has to improve; performance of the schools has to improve, and schools must now start implementing their school improvement plans. One of the functions of the School Management Team (SMT) is to manage the educators including managing their performance, and that role must be performed. Over and above all this, Bahlaloga Circuit can do well and improve on the current performance provided performance of educators is being monitored, reviewed and managed. So far, it can be said that performance management is not being implemented as planned. Principals and educators have also acknowledged the fact that there are more challenges that go with the implementation of the Integrated Quality Management System. The promotion and financial rewards are not linked to the actual performance of educators. Most of the challenges that schools have, have not been addressed.

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