

**THE IMPLEMENTATION OF INTEGRATED
QUALITY MANAGEMENT SYSTEM IN PRIMARY
SCHOOLS OF MOPANI DISTRICT OF LIMPOPO
PROVINCE**

BY

MASHAWU ELISA MHANGANI

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Supervisor

Mr. LTMabasa

Co-Supervisor

Prof. MJThemane

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DECLARATION

I declare that the dissertation hereby submitted to the University of Limpopo, Turfloop Campus for the Master's degree and has not been previously submitted by me for a degree at any other university, and that, this is my own work in design and execution, and that all materials contained therein have been duly acknowledged.

MHANGANI ME



DATE

ABSTRACT

The purpose of this study was to look at the experiences, trainings, resources, benefits and challenges faced by schools in the implementation of the Integrated Quality Management System (IQMS) in the primary schools of the Nkowankowa Circuit at the Mopani District of Limpopo Province. As a result, the researcher was motivated to conduct a study on this topic.

The scope of the research was restricted to two primary schools in the circuit. The government officials, principals, school development teams and educators had to respond to the questions asked during the interview between the researcher and the participants. Thus, the research methodology was qualitative in which a case study design was used. The sampling strategy was non-probability which led to purposive sampling to schools and participants. Data were collected through interviews, observations and documents and were analysed using the spiral steps of Creswell (2007).

The findings of this study were that training was inadequate to the implementers. The support given by the Department was not enough. The resources at schools were lacking, hence little benefit by educators since IQMS started. The results showed disclosed that the majority of the participants feel that many things still have to be done for the effective implementation of IQMS, and all role players in schools need to join hands and assist one another. That is why there were lot of challenges which schools are encountering. This will give schools new shapes and performance in general will improve. Therefore, IQMS is partially implemented.

TABLE OF CONTENTS

Page	Content
	Declaration i
	Abstract ii
	Table of Contents iii
	Acknowledgement vi
	List of Tables vii
	Abbreviations viii
	Dedication ix
	CHAPTER 1: INTRODUCTION AND BACKGROUND 1
	1.1 BACKGROUND TO THE STUDY 1
	1.2 PROBLEM STATEMENT 3
	1.3 AIM OF THE STUDY 3
	1.4 OBJECTIVES OF THE STUDY 3
	1.5 RESEARCH QUESTIONS 3
	1.5.1 Research Questions 3
	1.5.2 Sub- Questions 4
	1.6 SIGNIFICANCE OF THE STUDY 4
	1. 7 DEFINITION OF CONCEPTS 4
	1.7.1 Integrated Quality Management System 5
	1.7.2 Implementation 6
	1.8 CONCLUSION 7
	CHAPTER 2: LITERATURE REVIEW 8
	2.1 INTRODUCTION 8
	2.2 CONCEPTIONS AND HISTORICAL DEVELOPMENT 8
	2.2.1 Conceptions of implementation 8
	.2.2 Historical development 10
	2.3 DIFFERENT MODELS OF IMPLEMENTATION 13
	2.3.1 Top- down 13
	2.3.2 Down- top 14
	2.3.3 Horizontal Implementation 14
	2.4 ORIGINS, RATIONALE AND IMPLEMENTATION OF IQMS 15
	2.4.1 Origins of IQMS 15
	2.4.2 Rationale in the implementation of IQMS 16
	2.4.3 Its implementation 17

2.5 CONCLUSION	18
CHAPTER 3: RESEARCH METHODOLOGY	20
3.1 INTRODUCTION	20
3.2 QUALITATIVE METHODOLOGY	20
3.3 RESEARCH DESIGN	20
3.3.1 Sampling	22
3.4 DATA COLLECTION TECHNIQUES	24
3.4.1 Observation	24
3.4.2. Interview	27
3.4.3 Documents	28
3.5 RESEARCH ETHICS	29
3.5.1 Ethical issues	29
3.5.1.1 Informed consent	30
3.5.1.2 Confidentiality and anonymity	30
3.5.1.3 Harm, caring and fairness	31
3.5.2 Access	32
3.5.3 Role	33
3.5.4 Relationship with learners, educators and principals	34
3.5.5 Efforts in dealing with threats to the validity and reliability of the study	35
3.5.5.1 Reliability	35
3.5.5.2 Validity	35
3.6 EXPERIENCES IN THE FIELD	36
3.7 CONCLUSION	37
CHAPTER 4: SCHOOL PROFILES AND DATA PRESENTATION	38
4.1 INTRODUCTION	38
4.2 PROFILES OF THE SCHOOLS	38
4.2.1 School A	38
4.2.2 School B	40
4.2.3 General	42
4.3 PRESENTATION OF DATA	43
4.3.1 Observation	44
4.3.2 Interview	44
4.3.3 Documents	44
4.3.4 Responses of the Participants in School A	45
4.3.5 Responses of the Participants in school B	50
4.3.6 Responses from Government Official	53
CHAPTER 5: INTERPRETATION	56
5.1 INTRODUCTION	56
5.2 RESULTS FROM INTERVIEW	56

5.2.1 School A	56
5.2.2 School B	62
5.3 CONCLUSION	68
 CHAPTER 6: FINDINGS AND RECOMMENDATIONS	 69
6.1 INTRODUCTION	69
6.2 FINDINGS	69
6.2.1 Training	69
6.2.2 Support	70
6.2.3 Resources	70
6.2.4 Benefits/what educators gained in IQMS	71
6.2.5 Constraints	72
6.3 CONCLUSION	73
6.4 RECOMMENDATIONS	74
 REFERENCES	 76
 APPENDICES	 81

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LIST OF TABLES

4.3.4 Responses of the participants in school A	= page 45
4.3.5 Responses of the participants in school B	= page 50
4.3.6 Responses from government official	= page 53

ABBREVIATIONS

ANC= African National Congress

DA = Developmental Appraisal

DAS = Developmental Appraisal System

DSG = Developmental Support Group

CDIDS = Chief Directorate Institutional Development and Support

ELRC = Education Labour Relations Council

EFQM = European Foundation Quality Management

ESD = Education Standards Directorate

HAC = Health Advisory Committees

HIV = Human Immune Virus

IQMS = Integrated Quality Management System

LPDOE = Limpopo Province Department of Education

NDoE = National Department of Education

PM = Performance Management

SDT = School Development Team

SMT = School Management Team

WSE = Whole School Evaluation

DEDICATION

This study is dedicated to my late father, Wilson Mdun'waziMaswanganyi, and mother, MijajiPhazimaniN'waRisengaMaswanganyi. Their ideas, suggestions, recommendations and encouragements were heard and are being accomplished. Dedication is also ascribed to my beloved husband Sanctus Mackson and our beloved children, namely, Hlekani Julia and her husband, Moses LawrenceHlungwani; Nyiko Given; Ntsako John; Nhhlalala Lucky; NkatekoOmega;and my granddaughter, KhatisaHlungwani.

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 BACKGROUND TO THE STUDY

The emergence of the democratic government in 1994 saw a major shift in the South African education that was, by then, racially segmented. Soon after the victory of the first democratically elected government, the education sector became the central focus for transformation (National Curriculum Statement, 2005). Teacher development was one of the major focuses for transformation (Manganye, 2004:7). However, the first move had been the installation and establishment of the legitimate, non-racial and democratic ministry of education that opened the way for the enactment of various policy documents and acts. One of the policy documents that had a bearing on education and more importantly on educators was in the Education Law and Policy Handbook (2003). The quest for transformation was seen through various policies, such as the South African Schools Act (SASA) 84 of 1996.

Furthermore, educators and lecturers should be retrained to teach according to the new OBE method of imparting knowledge, skills, values and attitudes to students and learners (DoE, 2005:5 and Gov. Gazette 1998:9). Du Plessis (2005: 96) and Kobola (2007: 31) indicated that training is a vital component in the acquisition of managerial competence as it is a clear understanding of how to ensure the successful implementation of change. They emphasize that the importance of training before implementation by stating that training is a prerequisite for meaningful and successful implementation of the change.

Of significance to this study is the Department of Education's introduction of the Development Appraisal System (DAS). Its aim was to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management (DAS, 1998). In principle, all schools were supposed to implement the idea but in actual practice this yielded some problems, therefore it was discontinued. DAS did not focus on the holistic functioning of the school hence in 2000; Performance Management (PM) was introduced. This was

due to Teacher Unions who were very active and vocal. This new appraisal system was adopted in many schools. Because of the above problems, disfunctionality of DAS and failure by schools to implement the PM, Integrated Quality Management System (IQMS) was introduced in 2003, and was scheduled to be implemented in all public schools in 2004.

In view of implementing IQMS to enhance the quality of teaching and learning in South Africa, it is imperative to compare it to other quality assurance practices in other countries in the world. In line with the South African perspective, Verwiere and Van Den Berg (2004: 59) referred to the European Foundation for Quality Management (EFQM) as a quality management system used to measure the quality of organizations such as educational institutions. They state that EFQM define self-assessment as comprehensive, systematic and regular components of an institution's activities and results should be referenced against the EFQM Excellence Model. The self-assessment process allows the education and training institution to discern clearly its strengths and areas in which improvements can be made. The process culminates in planned improvement actions, which are then monitored for progress.

The IQMS had as its components, Developmental Appraisal, Performance Management and Whole School Evaluation. At present all schools are implementing IQMS. For example, in the Mopani District; the 19th of November 2007 was the due date for the first submission of IQMS schedules to the circuits (Department of Education, 2007). However, how successful the implementation of IQMS had been, remain unanswered. Therefore, this study sought to focus on the implementation of IQMS in particular in the Mopani districts where there had been no studies conducted before.

1.2 PROBLEM STATEMENT

Although IQMS is convincing in its aims to improve schools, it appears to be faced with difficulties in its implementation, hence the need for the study. This study, therefore, focused on the implementation of IQMS and the challenges encountered in the process.

1.3 AIM OF THE RESEARCH

The aim of the study was to look at experiences and challenges faced by schools in the implementation of IQMS in Mopani district primary schools and to focus in the implementation of IQMS.

1.4 OBJECTIVES

- ❖ To find out whether educators have been trained in the implementation of IQMS.
- ❖ To trace the extent of support given by the Department of Education to the educators in the implementation of IQMS.
- ❖ To find if the resources which are being used at schools.
- ❖ To find whether educators benefitted from IQMS.
- ❖ To find out the challenges in the implementation of IQMS.

1.5 RESEARCH QUESTIONS

1.5.1. Research Question

What are the experiences and challenges faced by schools in the implementation of IQMS and how is IQMS implemented at the primary schools in the Mopani District of Limpopo province? In an attempt to look at the implementation of IQMS, a question is posed on how it is implemented at the primary schools in the Mopani. In an attempt to unpack this question, three sub-questions are raised thus:

1.5.2 Sub-Questions

- ❖ What training did you undergo to help you in the implementation of IQMS?
- ❖ What support is given by different stakeholders in the implementation of IQMS?
- ❖ Which resources are available and used to improve the implementation of IQMS?
- ❖ What are the benefits to schools by the implementation of IQMS?
- ❖ What are the constraints and challenges faced in the implementation of the IQMS?

1.6 SIGNIFICANCE OF THE STUDY

The findings of the study may inform policy makers about experiences, support and challenges faced by schools and therefore contribute towards improving IQMS implementation in schools. It may also be of help to practitioners in schools, who find themselves confused by the system.

1.7 DEFINITION OF CONCEPTS

Babbie (2008:144) describes conceptualization as specifying what the researcher means when using specific terms in reference to the study. In this study, the researcher addresses the concept by using the Rand Model of change cited by Van der Westhuizen (2007:138). This model suggests schools change as new practices gain support and adapt to the local situation and become integrated into the regular operation of the Department of Education. It consists of three stages, namely: initiation; securing support; and implementation based on change in the innovation of the school through the process of mutual adaptation and incorporation.

However, implementation depends on internal factors, such as organizational climate and the support of the management. Management's major contribution has been given to educators' moral support. Hence, this study has been based on this theory of the rand model of change. The main areas that the literature review

covers in this study are Integrated Quality Management System (IQMS) and implementation.

1.7.1 Integrated Quality Management System

Integrated (from the Latin word *integer*, meaning whole or entire) generally means combining parts so that they work together or from a whole. It is also a process in which separately produced components or subsystems are combined and problems in their interactions are addressed or products or components said to be integrated (Whatis.com). Oxford (2010:318) defines integrate as to join two or more things together so that they work together or become one thing. Sallis(1996: 15) and Ncube (2004: 24) pointed out that *quality* can be seen to be achieved by putting systems and procedures into operation and ensuring that those systems are sufficiently and effectively operated. Quality management is an organization-wide approach to understanding precisely what customers need and consistently delivering accurate product. This also incorporates measuring all process elements, the analysis of performance and the continual improvement of the products, services, processes that deliver them to the customer. Hence, quality management systems means the combination of processes used to ensure that the degree of excellence specified is achieved. A quality management system is the sum of the activities and information an organization uses to enable it to better and the more consistently deliver products and services that meet and exceed the needs and expectations of its customers and beneficiaries, more cost effectively and cost efficiently, today and in the future (Chartered Quality Institute). *Management* is the organization and coordination of the activities of institutions in accordance with certain policies and in achievement of defined objectives. The managers and directors have the power and responsibility to make decisions to manage institutes (Business Dictionary.com). *Systems* (from the Latin *systema*, whole compound of several parts or members, systems literary composition) is a set of interacting or interdependent components forming an integrated whole (Wikipedia, the free encyclopaedia).

Integrated Quality Management System is a policy that consists of three programmes aimed at enhancing and monitoring performance of the education system. Each of these programmes has a distinct focus and purpose, and there is no contradiction between any of them (ELRC, 2003).

These are, namely:

- ❖ Developmental Appraisal;
- ❖ Performance measurement; and
- ❖ Whole School Evaluation.

The purpose of the Developmental Appraisal System (DAS) is to appraise individual educators in a transparent manner with a view to determine areas of strength and weakness, and to draw up programmes for individual development. The purpose of Performance Measurement (PM) is to evaluate individual educators for salary progression, grade progression, and affirmation of appointments, rewards and incentives. Whole School Evaluation (WSE) evaluates the overall effectiveness of schools including the support provided by the District; School Management, Infrastructure and Learning Resources as well as the Quality of Teaching and Learning.

1.7.2 Implementation

Implementation is referred to as putting a plan or decision into effect. Implementation means doing what is either written or stated in a plan (Ramolefe, 2004:6). In the process of implementation, there is a set of rules and guidelines to be adhered to. One has to act within the parameters of the given policy that involves management and evaluation to ensure success. While Fullan (1996:65) has shown that implementation is a process of change as it involves the action of putting new ideas into practice. Implementation is always complex as it involves changing the attitude and behaviour of people affected.

Dalin and Rolff (1993:144) give a simple illustration of the complexity of implementing change. It is said that to implement a time table is possibly difficult from a technical point of view, but it could probably be done for the entire school within a couple of months, with little skills needed, except possibly by the person

making the schedule. Implementation of IQMS is also a process of putting new ideas into practice (Fullan, 1996:65). Therefore; the complexity of implementation of change needs to be understood.

Kroon (1996:159) regards implementation as the strategy that flows from the strategic plan by means of structure, leadership, tactical plan and control. To ensure that the implementation of strategy takes place according to the prescriptions of a strategic plan, tactical and operational controls have to take place. Corrective action takes place on each managerial level as required and the information feedback of strategic control is used as input for the annual strategic planning.

Hargreaves (1992:18) sees implementation that describes the period in which an innovation is tried and used in a school. During the implementation stage, the innovation is shaped to fit a particular system used. Implementation can be a lengthy process, the outcome of which is better neither guaranteed nor predictable. In actual fact, implementation is the carrying out, execution, or practice of a plan, or any design for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen (McCune, 1996:51).

The Cassel Encyclopaedia Dictionary (1991:738) describes implementation as to fulfil, to carry into effect, to complete performance, to supplement. While the South African Concise Oxford Dictionary (2007:579) defines implementation as a tool used for a particular purpose. It is putting things into effect.

1.8 CONCLUSION

This chapter introduced the background of this study. The problem statement, aim of the research, research questions and significance of this study and the definitions of concepts were also outlined. The next chapter reviews literature on education quality management to benchmark the implementation of IQMS.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter showed the background to this study, problem statement, aim, research questions, objectives and the clarification of concepts. This chapter first discusses different conceptions of implementation, geographical and historical development of implementation, the different models, its origin, rationale and the implementation of IQMS.

The main purpose of this chapter is to look at what other scholars or researchers have done in areas that are similar to the implementation of programmes and policies. Several sources have been consulted. Amongst sources consulted are those that focus on the implementation theories, policies and programmes. There seems to be no literature that specifically focuses on IQMS except the policy documents that introduce it such as Collective Agreement No. 8 of 2003 and the training manuals (Training Manual, 2000). However, there is literature on Developmental Appraisal (DAS) that forms part of IQMS as implemented elsewhere.

In South Africa the implementation of DAS lasted for a short time, for two years. The appraisal system was introduced as an instrument that was intended to facilitate personal and professional development of educators in order to improve the quality of teaching practice and educational development. It came into being in July 1998 (Training Manual, 2000), but was later withdrawn for political reasons when unions claimed that they were not consulted in the development of the instrument (Maboya, 2007:11). In 2003, the Integrated Quality Management System was introduced to replace DAS (ELRC, 2003).

2.2 CONCEPTIONS AND HISTORICAL DEVELOPMENT OF IQMS

2.2.1 Conceptions of implementation

There are many questions that can be posed with regard to implementation process of the policies. The general perception that implementation of any policy, is ineffective, costly and irrelevant or inappropriate still occur, (Ramolefe, 2004:16). Formulation of policies is done with ease, but the implementations against the actual doing of policies have been already observed and are still experienced even today. Such reactions form part and parcel of the discrepancies that are denying IQMS a chance of minimizing or closing the gap between its text and its practice, hence a problem leads to a meaningless implementation of the IQMS (Steyn & Wilkison, 1998:203). The researcher wishes to put across the views of other researchers or theorists about the conceptions of implementation.

Dalin and Rolff (1993:144) cited an example of the projects that are most difficult to implement in a school. They are those that challenge the existing school culture by the method used in the classroom, the demands on learners, and the quality of the human relations, ways that roles and functions are divided, and the way decisions are taken by the School Management. Such changes often demand new decision-making mechanism, which can be met with considerable resistance from individual and groups who benefit from the existing structure, IQMS is not an exception. In the context of this study, implementation is focused on challenging the existing school culture in terms of implementing IQMS in primary schools. Furthermore, IQMS is an instrument which demands educators to work hard at schools, hence for them not to work hard they must resist change.

However, Van der Westhuizen (2007:150) says implementation is the most difficult phase of the change process. Planning has to serve as a blueprint during the phase of making practice real. Implementation means that new structures are created, rules and regulations changed, objectives set, and training provided. Resistance to change may also appear during the phase. Resistance to change can originate from the system or from the individual. Some of the causes of resistance to change during this phase outlined below by Van der Westhuizen are:

- ❖ Failure in involving people who are affected by the changes in the planning phase;
- ❖ The changes are not noted in writing and circulated appropriately;
- ❖ The goals of the changes are not clearly articulated and cleared with people involved with the changes;
- ❖ Working group recommendations are not accepted;
- ❖ Educators are not informed of the compass of proposed changes; and
- ❖ Concerns by educators that the changes might prove disastrous are not addressed.

These make educators to have an excessive pressure of work during the implementation process.

Van der Westhuisen (2007:150) further suggests that implementation is the most difficult phase of the change process, as it involves creating new structures, changing rules and regulations, setting objectives and providing training. Both scholars, viz. Dalin&Rolff and Van der Westhuisen concur that confusion and resistance to change may also appear during the implementation phase. IQMS is also a process of change as it involves shifting from the present.

Finnemore and Van Rensburg (2006:398) define implementation as the time where “walking the talk” is tested and scrutinised by stakeholder groups. At this point, all the initial hard work has been accomplished to prepare the organisation for an effective employment programme.

Booyens (2004: 21) describe implementation as the converting of divisional human resource action plans into action. It is accomplished through the practical application of the programmes for human resource management and as well as the programmes for individual performance appraisal and development. With the implementation of the human resource plans, change is introduced. While Booyens (2008:251) further refers quality assurance to a formal, systematic exercise of problems identification, designing activities to overcome the problems, taking follow-up steps to eliminate new problems and implementation corrective steps.

2.2.2 Historical development

From 1994, South Africa was undergoing a paradigm shift from the traditional education system inherited from the apartheid era to an Outcomes Based Education (OBE) system which was intended to bring about major changes in the form and orientation of South African education. This shift influenced the measurement of the quality of teaching and learning by the introduction of the Integrated Quality Management System (IQMS). IQMS was implemented in the new OBE system as a quality assurance practice with the aim of enhancing the improvement of teaching and learning in schools. In Dhlamini (2009: 12), the chairperson of Assessment College in South Africa, noted that the state of education in South Africa is a source of concern for all who care about the future of the country. The consensus was that South Africa needed an outcomes-based education and training system to improve the quality of teaching and learning.

Jansen cited in the Independent Projects Trust (2012) indicates that the education system itself has thus been suffering from a malaise of apathy, lack of motivation, and spiralling disillusionment. Into this climate, the national department has now thrust the implementation requirements of their new vision for education. Touted as having been born from a massive democratic participatory consultative process, the vision has received a mixed response of excitement, indifference and resignation from educators, principals, parents, etc., who were by and large mysteriously avoided during the consultation. And the implementation timeline seems to be driven by politicians trying to create voter support for the 1999 elections. Jansen further acknowledged that the apartheid curriculum requires radical re-construction. But he warns that the scale of the problem defines simple solutions and asserts that take account of the resource status of schools and classrooms as well as the extensive experiences of other countries with similar initiatives.

In Dhlamini (2009:39), Norway Monsen (2002) reports that what is published in education manuals and other official documents about quality control in education and the actual competency of education to deliver quality was problematic. What is being said in the public debate about the poor quality in schools is a contradiction

of the education manual. Therefore, many of the demands for school-based evaluation coming from county and municipal levels were interpreted by the majority of educators as a cover-up for external school-evaluation popular in the public debates. The education fraternity in Norway is against external evaluation as to them it reflects an investigation rather than an assessment for development purposes. This is a clear indication that IQMS in Norway is not implemented because external and internal departments work in isolation which implies that they are not integrated. Thus, in Western countries quality control measures like IQMS in view of improving teaching and learning remains an issue and the trend also highly impacts on education systems in Africa.

Teaching and learning collapsed in all public schools because of the emergence of the democratic government. Principals were stressed about managing educators who were not willing to teach, while educators were de-motivated to teach learners who were not eager to learn. All stakeholders at school were de-motivated on the basis of teaching and learning. Tabling the unified quality improvement plans in education in South Africa, the Education Ministry introduced an integrated approach to measure teaching and learning with the view of identifying improvement strategies. However, the implementation of this integrated tool called the Integrated Quality Management System had educators and managers attaching ambiguous meanings to the system. The IQMS instrument is meant to be a dependable quality assurance tool to measure and improve the quality of teaching and learning.

Therefore, OBE was introduced with the view to respond to the needs of society and to improve teaching and learning in South Africa. According to Hansen and Simonsen (2001: 172), the quality of education and the improvement of schooling are issues that play an important part in the development of society. Provision of quality teaching depends on the quality of the school educators; the development and improvement of education is dependent on the continuing professional development of educators. To determine the competency of educators, IQMS was implemented as tool to measure the quality of teaching and learning in the classroom.

Therefore, an agreement was reached in the Education Labour Relations Council (ELRC) to integrate the programmes on quality management in education (agreement 8 of 2003). These programmes are the Development Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998), the Performance Measurement System that was agreed upon on 10 April 2003 (Agreement 1 of 2003), and Whole-School Evaluation (WSE) that was launched in 2001 (Government Gazette Volume 433, Number 25512 of July 2001). Therefore, IQMS was informed by Schedule 1 of the Employment of Educators Act (Act 76 of 1998) agreed that IQMS be adopted for institution-based educators as a teacher development policy. To strengthen the three policies, the Minister was required to determine performance standards for educators in terms of which their performance should be evaluated.

Quality was one of the concerns of the Department of Education. This quality was embedded in the policy documents and all the strategies focusing on perpetual provision of improved quality education to all South Africans. To ensure provision of quality education, the Limpopo Province Department of Education (LPDOE) has initiated the establishment of the Education Standards Directorate (ESD) which is located within the Chief Directorate Institutional Development and Support (CDIDS), in the Agreement No. 8 of (2003).

2.3 DIFFERENT MODELS OF IMPLEMENTATION

There are three types of implementation that Riches (in Bush and West-Burnham, 1994:253) elaborated. These are discussed in this manner:

2.3.1 Top-down

Top-down implementation is crucial in the functioning of a school, as it is concerned with implementation and information sent from senior management to the staff. On organizational charts, the flow normally follows the formal lines of authority downward from position to position. While Loubser (1997:30) regard it as the approach where clear objections are given. On the other hand, the implementers

on the ground may lose interest because they feel that they are not part of the process and lack of ownership occurs. Management has the power to put messages in motion and start them on their downward journey, either to be received or not, or to arrive distorted or late. Huberman (1992:22) has the connotation of, if a 'thing is to be implemented' thereby, having an external-in or top-down bias, knowledge of the implementation process can be used to attempt and to impose one's favourite solution.

2.3.2 Down-top

The implementation flows from subordinates to superordinates and depends on the trust and confidence felt by the former towards the later. Effective upward flow is premised on the assumption that participation of staff is accepted within the organization. Murray (1994:10) explains down-top as bottom-up, where all stakeholders are involved in planning and have the opportunity to set their own targets. There is no resistance of change in this aspect because everybody is part and parcel of what is taking place.

2.3.3 Horizontal implementation

Lateral or horizontal flow of implementation is beneficial because it acts as coordinating device across departments and units at the same level, for people who are working for the same level, for the people who are working for the same objective but performing differentiated tasks. Individuals at the same level usually talk to each other about work related events, management and personal matters. Horizontal flow is a flow, which is strongly associated with group and team activities. Hence, IQMS is seen as a horizontal policy because all the teacher unions in South Africa were present in the formulation of this policy. Poor horizontal implementation can divide the team. Departmental rivalries and personality clashes and conflicts are often felt in the lateral flow of implementation programs. Improvement depends on developing interdepartmental contacts and developing implementation skills like conflict management (West-Burnham & Bush, 1994:253).

On the other hand, Nias, Southworth and Yeomans (1993:147) say there are three related concepts in the implementation of policies. These are power, authority and influence. Schools are, by common consent, places of teaching and learning in which control is a central issue. According to Nias et al., (1993:148), the two concepts; power and authority describe in different ways, thus on one person's capacity to make others do something, which they otherwise would not do. Hence, implementation of IQMS focuses on what happens in practice. It is concerned with the nature and extent of actual change, as well as the factors and processes that influence how and what changes are achieved. More broadly, the implementation perspective captures both the content and process of contending with new ideas, programmes, activities, structures and policies that are new to the educators involved. In particular, with IQMS, the implementation perspective concerns itself with whether any change has actually occurred in practice, or it therefore demonstrates a bias for action in attempting to understand and influence improvements at the level of practice.

2.4 ORIGINS, RATIONALE, IMPLEMENTATION OF IQMS

2.4.1 Origins of IQMS

For the Department of Education - and for all educators - the main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching, and for this we are all accountable to the wider community. The Department has the responsibility of providing facilities and resources to support learning and teaching. Successful educational outcomes also depend upon empowering, motivating and training educators. Quality management seeks to monitor and support these processes.

In the Collective Agreement no. 8 (2003:3) evaluation of programmes and practices is essential to any on-going effort to improve any profession. Evaluation is not part from but is part of the educational process. However, sound evaluation practices must be based on a set of beliefs and principles that are congruent with the outcome desire. There are three programmes that need to be in place in order to enhance and monitor performance of education system. These are:

- ❖ Developmental Appraisal;
- ❖ Performance Measurement; and

❖ Whole School Evaluation.

Each of these programmes has a distinct focus and purpose; there should be no contradiction between any of them. All quality management initiatives, are planned for together in schools, and aligned in a coherent way to avoid duplication, repetition and an unnecessary increase in workload. In the ELRC No. 8 of 2003, the philosophy underpinning the IQMS is based upon the fundamental belief that the purposes of QMS are fivefold:

- ❖ To determine competency;
- ❖ To assess strengths and areas for development;
- ❖ To provide support and opportunities for development to assume continued growth;
- ❖ To promote accountability; and
- ❖ To monitor an institution's overall effectiveness.

These tenets and the Norms and Standards for educators have informed the development of a single instrument for evaluating the performance of institution based educators.

2.4.2 Rationale in the implementing of IQMS

This study is important because it will create a value in the implementations of policies or other documents in the Department of Education. The value that something needs to be done regularly by the Department will be outlined. Since the beginning of the introduction of IQMS schools seem to show lack of support from the superiors. The implementation of IQMS is thus hampered. The researcher decided to investigate the alleged lack of support superiors because (Fullan, 1996: 7):

- ❖ The researcher views support as the fundamental aspect of implementing any newly introduced policy or programme;
- ❖ The application of IQMS in the real and practical situation seems to be hard to follow by both principals and educators.

The findings of this research could be useful to the Department, principals and educators that:

- ❖ Department would offer the expected and necessary support needed by principals and educators towards the implementation of IQMS.
- ❖ Principals would be able to handle new policies and hence make them realise the desired or set objectives.

This study thus intends to explore the experiences of support they receive from their superiors. The researcher tried to examine the following aspects (Ramolefe, 2004:36):

- ❖ Explore the kind of support that the schools expected to receive from the Department to make the implementation of IQMS policy effective.
- ❖ To examine the resources those are available in the implementation of IQMS.
- ❖ To emphasise the importance of in- service trainings.
- ❖ To examine the impact of managerial support to educators, towards the implementation of IQMS.
- ❖ The gap between the policy intent and the actual implementation will be highlighted.
- ❖ To show awareness if there are challenges in the implementation IQMS.

2.4.3 Its implementation

Nias, Southworth and Yeomans (1993:147) say there are three related concepts in the implementation of policies. These are power, authority and influence. Schools are, by common consent, places in which control is a central issue. According to Nias et al., (1993:148) the two concepts, power and authority describe in different ways on one person's capacity to make others do something, which they otherwise would not do. Hence, implementation of IQMS focuses on what happens in practice. It is concerned with the nature and extent of actual change, as well as the factors and processes that influence how and what changes are achieved. More broadly, the implementation perspective captures both the content and process of contending with new ideas, programs, activities, structures and policies that are new to the educators involved. In particular, with IQMS, the implementation perspective concerns itself with whether any change has actually occurred in practice, or it therefore demonstrates a bias for action in attempting to understand and influence improvements at the level of practice.

The implementation of IQMS is done through different activities like pamphlets, organising in-service trainings and related documents. The training must specifically addresses issues relating to how this document should be implemented in schools. All officials and educators must have a thorough understanding of the processes and procedures. Training must enable officials and educators to plan and administer this IQMS in a uniform and consistent manner. Here are steps that must be followed in the (Collective Agreement No. 8 of 2003):

- ❖ There is advocacy, Training, Discussions and Clarification;
- ❖ Self-Evaluation takes place;
- ❖ Identification of personal support group (DSG);
- ❖ Pre-evaluation discussions and observation of educators in practice by one or both members of DSG. This called base- line evaluation;
- ❖ Feedback and discussions, and resolve differences;
- ❖ Development of Personal Growth Plan (PGP), which forms School Improvement Plan (SIP).
- ❖ Development, support and monitoring by DSG;
- ❖ Self-evaluation against PGP to be revised;
- ❖ Development, support and monitoring by DSG;
- ❖ Self-evaluation against PGP to be revised;
- ❖ Pre-evaluation discussions: Observation of educators which is called Summative Evaluation by DSG; and
- ❖ Feedback, Discussions and resolving the differences.

The only thing is that during the induction of IQMS that replaces the three programmes, DAS, PMS and WSE had implications for educators, schools and the government officials. The three systems should inform and strengthen one another, but this becomes possible if they are reconceptualised within Integrated Quality Management System and within the original purpose of each is preserved but where the process of implementation is streamlined and their interrelationships are made explicit.

2.5 CONCLUSION

This chapter gives the outlined perceptions and different conceptions of IQMS. The researcher also highlighted how IQMS is handled. Different models which help in the implementation of IQMS, their origin and why the study is important were also discussed.

Successful implementation, however, depends on the extent to which all stakeholders are informed and have been prepared for the envisaged change and whether they are also prepared to associate themselves with it. Effective support to educators cannot exist in isolation; it needs all stakeholders to be involved. Thus, support educators tend to come from a wide cross-section of ages and backgrounds. Encouraging open and honest communication, a degree of loyalty, is the proactive way to foster empathetic relationships. If there is support, challenges, resources and training will be resolved, hence there will be benefit in the teaching and learning. Educators need to see their working conditions being conducive to them.

This view is endorsed by overseas practice. The University of Cambridge and the colleges in the UK continue to believe that formal assessment of skills is not appropriate, but that the skills are best developed through well designed and challenging academic programmes, undertaken in stimulating educational, social and cultural environment. The college environment, in particular, fosters many of these skills, both through undergraduates' interaction with their Tutors and Directors of Studies and through a range of formal and informal opportunities for involvement in college governance, societies, cultural and sporting life (University of Cambridge, 2003). However, this chapter gets answered by the next chapters.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter presents the methodology employed in the collection of data for the study. The methodology adopted is qualitative in nature. The chapter starts by discussing the research methodology, and then concludes by discussing the research design (case study), data collection techniques and ethical issues.

3.2 QUALITATIVE APPROACH

There are basically two research approaches; qualitative and quantitative approach. In trying to find the methodology that would offer valuable insight in relation to the scope and purpose of the study, the researcher finds it appropriate to broadly locate the methodology within the framework of qualitative research through a case study design.

The qualitative approach is chosen for its inherently multidimensional focus, involving a range of ‘unlimited’ methods in nature. In other words, employing qualitative research methods allow the researcher to employ whatever strategies or methods (Cohen, Manion & Morrison, 2008; and Creswell, 2007) may decide to use. Researchers concur that qualitative research is not a single entity but an umbrella term that encompasses enormous variety, each method looking at the issue from a different angle and from a distinctive perspective that one can use as means of comparison and contrast (Maboya, 2007). The researcher found this suitable to study the phenomenon of IQMS using qualitative approach..

3.3 RESEARCH DESIGN

There are different kinds of research designs within the qualitative methodology. Amongst them, are case study, ethnography, phenomenological study, grounded theory and content analysis. For this study, a case study design was adopted. The use of case study helped the researcher to find the information about the physical

environment, economic, historical and social factors that have a bearing on schools. As McMillan and Schumacher (2008:166) indicate, a research design is a plan for selecting subjects. Research site and data collection procedures to answer the research questions selected.

De Vos, Strydom, Fouche, Poggenpoel and Schurink (1998:77) view research design as a blueprint or a detailed plan which guides the manner in which research is to be conducted. Bless and Higson-Smith (1995:63) asserts that research design is a programme to guide the researcher in collecting, analysing and interpreting observed facts. Leedy and Ormrod (2008:91) give an example of a builder who wants to build a house, before he embarks on the building, the architect must draw a plan. The builder should calculate all the estimated expenditure, and time for building the house. The builder has a clear picture of what the building will look like. The plan ensures success in the construction of the building. Therefore, it was necessary for the researcher to plan for the investigation on the implementation of the IQMS. It helped the researcher to choose two schools as the cases to be studied.

The researcher used a case study design. In this study, two case study schools were selected. The main purpose of the case study is in depth description of phenomenon (Babbie, 2008:282). For example implementation of IQMS has been described, and explained in the present study. It employed various methods, like interviews, participant observation and field studies to study two cases. It is also a step to action (Cohen & Manion 2008: 123) It began in the world of action and contributes to it. Data were more publicly accessible than other kinds of research reports. A case study, therefore, might contribute towards democratization of decision making and knowledge itself. This study had been made possible by the case study method while the other methods more than other methods could not have done.

A case study is an empirical inquiry that investigates contemporary phenomena within its real life context when the boundaries between phenomena and context are not clearly evident and in which multiple sources of evidence are used (Yin, 1993, cited in Phendla, 1995:34). While McBurney (1994:169) pointed out that the

researcher investigates a particular existing situation that comes to the attention of the researcher. The situation can be a practical problem that must be solved as soon as possible. The existing problem in this study is the implementation of IQMS at primary schools. Therefore, the researcher found it necessary to use case study in this research because:

- ❖ It gave explanations to the real life experiences of people at the selected schools.
- ❖ It enables to describe or even predict the contemporary phenomenon that the researcher is to find or even predict the contemporary phenomenon in the real life context in which intervention of support and in-service training has occurred;
- ❖ It illustrates the intervention done by all stakeholders at schools and lastly; and
- ❖ It was used to explore the situations and outcomes of IQMS.

(Yin 1993, cited in Phendla, 1995:35)

3.3.1 Sampling

There are basically two broad sampling approaches in research, the probability and the non-probability sample approaches (McBurney, 2003:1994). The sampling approach selected for this study was non- probability. This technique referred to any approach in which participants have unequal chances for being included in a sample. (Leedy&Ormrod, 2008: 199), hence purposive sampling. The participants were selected non-randomly but for the particular reasons for this study, schools who are implementing IQMS are sampled.

The sampled schools were purposively selected from the primary schools within the Nkowanowa Circuit of Mopani district, one rural and one semi-urban taking into consideration that all schools were currently implementing IQMS and that all educators were equally trained prior to the implementation. I, as a researcher selected two schools to research the challenges of IQMS implementation. One school is in the rural area while the other school is in the urban area. The researcher was taking into consideration that all schools are currently implementing IQMS and that all educators are equally trained prior to the implementation of the

instrument. Whilst there are sixteen primary schools and ten secondary schools in the Nkowankowa Circuit of Mopani district, it was considered from the outset to select schools from the same category, i.e., primary schools. This was so because as literature suggests, primary and secondary schools behave in somewhat different ways (Cohen et al., 2008:95). As a result, it was decided that the sample should be the schools from the same category and that is primary schools. The participants from the selected schools comprised of educators, school development teams, principals and government officials. Gender was not taken into consideration in the selection of the sample.

Two case study schools selected was that, the main purpose is description, although attempts of explanation are also acceptable (Babbie, 2008:282). For example, implementation of IQMS had to be described and explained. A case study suffices as an attempt to answer the “How” and “Why” questions about contemporary sets of events, even if the investigation has little or no control. For this study, the researcher outlines the following aspects under sampling:

Whilst there were sixteen primary schools and ten secondary schools within the Nkowankowa Circuit of Mopani District in Limpopo Province, it was considered from the outset to select schools from the same category, i.e., primary schools. Purposive sampling allowed the researcher to select carefully the participants interviewed. This was so because as literature suggests, primary schools and secondary schools behave in somewhat different ways (Cohen et al., 2008). The criteria used to select the two primary schools were that one was from the poor village, and the other from a semi urban township. It was easier for the researcher to visit the schools and to observe what was taking place. Furthermore, one school was visited by the National Department of Education and the other was not for monitoring IQMS implementation.

The researcher chose participants from each school as well as government officials because they represented diverse perspectives of the issue being investigated. The other participants comprised of educators, members of the School Developmental Team (SDT) who were also educators at that school, the principals and government

officials. The researcher could easily revisit them when she needed clarity. Gender was not taken into consideration in the selection of the sample because the information needed was not gender biased.

3.4 DATA COLLECTION TECHNIQUES

The researcher used three methods of data collection. This is supported by Leedy and Ormrod(2008:158), who indicate that qualitative researchers often use multiple forms of data collection methods in a single study. The three methods of data collection used in this study were: observations, interviews and documents.

3.4.1 Observation

Cohen and Manion, (2008:106) cited the purpose of observations as to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs. As the researcher wanted to investigate the implementation of IQMS at schools; observation was used as one of the methods in data collection. This helped the researcher to obtain more information about the implementation process and other information that was difficult to obtain through the use of other methods like interviewing and documents.

Leedy and Ormrod (2008:158) point out that the researcher use observations either as a relative outsider or, in the case of ethnography, as a non-participant observer and a participant observer. Cohen and Manion (2008:110) and Stake (1995:91) also outline different observer roles. They outline them as participant observer, interviewer, reader, storyteller, advocate, artist, counsellor, evaluator and consultation, while McMillan and Schumacher (2008:415) outline the research roles as non-participant and observer participant. The case study conducted as non-participant observation lines is not difficult to account for, because it is suitable to many of the problems that were faced during the research faced. In this study, the researcher used the combination of a participant and non- participant observer.

The researcher will always be visiting the sampled schools to collect data and observe if IQMS was being implemented by observing the environment of the

school. Principals, School Developmental Teams and educators were helped to develop the research framework on the implementation of IQMS. The support and challenges that were facing implementation were noted.

Observational data are attractive as they gave me the opportunity to gather live data from the live situations. As a researcher, I was given the opportunity to look at what was taking place at schools rather than second hand information. This enabled me to understand the context of IQMS, to be open-ended and inductive, to see things that might otherwise be unconsciously missed, to discover things participants might freely talk about in the interview situation, and to move beyond perception-based data.

Observations, as argued by Morrison (2008:80), enable the researcher to gather data on:

- ❖ The physical setting that is the physical environment and its organization.
- ❖ The human setting that is the organization of people, the characteristics and make up of individuals being observed at school.
- ❖ The interactional setting that is the interactions that are taking place, formal, informal planned, unplanned, verbal, and non-verbal.
- ❖ The programme setting that is the resources and organization, pedagogic styles, curricula and their organization.

Observational data enable the researcher to enter and understand the situation that as a participant observer. Cohen et al., (2008:311) pointed out that in participant observational studies the researcher stays with the participants for a substantial period of time to reduce reactivity effects, that is the effects of researcher on the researched, recording what is happening, whilst taking a role in that situation being described. As the researcher, cannot study the world without being part of it; therefore, the researcher was a non- participant and a participant observer.

At School A, the researcher observed that the school started early in the morning and all educators arrived on time except one educator who arrived late. When the bell rang all learners ran to their respective classes. Educators were also in the

classes when the bell rang. In this school, class rotation is from the intermediate phase and the foundation phase is one teacher per class. The school is painted with bright colours and the classes are clearly marked. Classes and the school surroundings were clean. Next to the gate there are toilets for educators and learners.

In School B, which has many learners and educators, the school programme started as normal but the principal of the school was not present. When the bell rang, learners ran to the morning assembly and stood on their rows according to their classes. The educators joined them and started singing. Some of the learners were late. Some came to school without being looked after. They were dirty and not washed, their uniform was dirty and some torn and this indicated that no one cared about those learners. The school has many of classes, and most of the classes are new structures and the roof is painted with royal blue. Royal blue is the colour of the Limpopo Province. The classes are not far away from the gate. Instead of the lawn or flowers in front of the classes, there were vegetables planted. Educators entered into the classes and started teaching. There is no rotation system; hence each educator has her/his own class to teach. Learners were doing mental exercises and reading. By staying in a situation over a long period the researcher was also able to see how events evolve over a time, catching the dynamics of situations, the people, personalities, context, resources and roles they play.

All techniques of gathering data involved observation of some kind, and this described data that were collected. The researcher relied on seeing, hearing things and recording the observed data, therefore, acted as a complete observer of the environment and the surroundings of the school.

The researcher made high inferences observation (McMillan & Schumacher, 2008:256) which requires the researcher to make judgments or inferences based on the observed behaviours. Educators were observed by looking at their portfolios and learners' portfolios. The behaviours and actions of educators, SDTs, principal and department official were recorded and later judgment was passed. The school surroundings and the school management were observed.

These techniques helped the researcher to observe the school management teams, educators, volunteers, non-teaching staff, and the structure of the school and its surroundings. Policies, IQMS documents like the Personal Growth Plan, Self-Evaluation Forms, DSG Report, Snapshots, and Schedules for educators, head of department, deputies and the principals were looked at. This is where it can be visible if IQMS is being implemented. The researcher arrived at school at 7h00 in the morning. The principal introduced the researcher to the staff, and briefly described the researcher's study and got participants' consent. As the researcher was observing, she remained relatively quiet and inconspicuous, yet friendly to everyone who approached her. The researcher did not discourage anyone from developing a relationship with her in order for them to take her into confidence.

During the research process, the researcher observed that observation technique has advantages and disadvantages unlike other techniques. The researcher observed how other schools can function. When collecting data, the advantage of observation was that, the technique was flexible. It helped me to shift easily new data that came to light. Using observation technique was necessary that one might not confuse the actual observations with the interpretation of the participants, because the interpretations of what had been seen and heard are apt to change over the course of the study. The researcher used this technique to find out from schools those things that they could observe directly. The issue is not whether observational data is more desirable, valid, or meaningful than self-report data. The fact of the matter is that the researcher cannot observe everything.

3.4.2 Interview

Interviews were also used as a means of data collection instrument. Semi-structured questions were posed to the participants individually (See Appendix A). Interviews revolved around a few central questions. Educators, SDTs, principals and departmental officials had been interviewed to gather data to find the strategies they used to support the implementation of IQMS. Government officials were interviewed to find out if the Department of Education was supporting schools. The interview took thirty minutes for each participant. Tape recording and

handwritten notes were used to ensure accurate collection of data. After recording, the verbatim translations were done (See Appendix B). The purpose of interviewing participants was to find their perceptions about IQMS.

The problem statement in Chapter 1 led to the formulation of these series of questions. The questions guided the researcher to collect the kind of data which answers the research question. As the researcher, conducted this technique towards the end of this study, however, rather than at the beginning, as they tend to shape responses to the researcher's perceptions of how things are.

The following participants were interviewed; principals, educators, school development teams, and government officials to find strategies they used to support the implementation of IQMS. The departmental officials were interviewed to find out if the Department of Education was supporting schools. These participants were given twenty minutes each, except the principals and the government officials who were given thirty minutes each. Tape recording and hand written notes were used to ensure accurate collection of data. After recording, the verbatim translations were done. All the participants were interviewed in English because they could understand and express themselves freely. Furthermore, English is one of the languages of teaching and learning at our schools, we therefore communicate in English.

3.4.3 Documents

In this research, the researcher had engaged in reading relevant documents while carrying out a research project. In this process, the researcher consulted as many different sources as possible. Documents are in many forms, shapes and sizes, such as manuscripts, books, journals, newspapers, encyclopaedias, government publications, other printed and written materials and dictionaries (Fox & Bayat, 2007:36). Apart from documents stated, all related documents to the IQMS used by the schools were analysed in the natural setting (Cohen & Manion, 2008). All the documents related to the implementation of IQMS were consulted. The researcher used various government documents and policies to answer the research question as to how IQMS is implemented at the primary schools of the Nkowankowa Circuit. The documents consulted are as follows:

- ❖ Education Law and Handbook 2003;
- ❖ Education Labour Relations Council 2003;
- ❖ Collective Agreement No. 8 of 2003;
- ❖ Training Manuals;
- ❖ Resolution 4 of 1998;
- ❖ Training Manual on Integrated Quality Management System 2003;
- ❖ Guidelines to school on implementation of IQMS. Performance evaluation and development for institution Based Education 2009;
- ❖ General staff development;
- ❖ Implementations and support documents;
- ❖ Policies;
- ❖ Curriculum 2005. User Guide;
- ❖ Implementing the National Curriculum Statement Teacher Development Strategy;
- ❖ Manual for Developmental Appraisal;
- ❖ Collective Agreement NO. 8 of 2003;
- ❖ Policies from the Department of Education; and
- ❖ Newspapers.
- ❖ School Development plan
- ❖ Vision and mission statement
- ❖ Code of conduct for learners
- ❖ Minutes of meetings

The researcher did not only consult the government documents, also the newspaper of the “Teacher” which is released every month and in the media and meetings where we gather as principals. The minutes of meetings concerning IQMS and its related matters at school were utilized. All the above documents helped the researcher to collect the information related to IQMS.

3.5 RESEARCH ETHICS

3.5.1 Ethical Issues

The researcher had to ensure that ethical measures of conducting interviews were observed throughout. Fraenken and Wallen (2008:37) define ethical as “conforming standards of conduct of a given group”. In this study, the researcher had to maintain empathy, sensitivity, humour as well as sincerity in order to ensure participants were open towards the researcher (Simelane, 1998:23). While Cohen and Manion (2008:373) point out the fundamental issues such as confidentiality, anonymity and informed consent, the right of privacy and knowledge are necessary in collecting data. There were some ethical issues that were taken into consideration because the study dealt with human beings at schools. Leedy and Ormrod (2008:107) pointed out the four categories that were considered when undergoing this study. Therefore, as the researcher, the researcher had to discuss some of the ethical issues encountered:

3.5.1.1 Informed Consent

The researcher notified the participants in time on the nature of the study to be conducted. Any participation was strictly voluntary in this study. The researcher obtained permission to enter the schools and government premises (See Appendices C, D, E and H). The researcher gave assurance of confidentiality and anonymity, again, the intended use of the data. Necessary permission from the respondents after they were thoroughly and truthfully informed about the purpose of the interview and the investigation by the researcher was taken into consideration (Mitchell, 2007:201). The research strategies employed did not cause physical or psychological harm. Informing participants was done in a manner to encourage free choice of participation. The time required for participation and the no interfering, non-judgmental research role was explained. Usually, interview times and places were selected by the participants. Because researchers seek to establish trusting relationships, the researcher had to plan the interview. On the basis of ethical principles, the researcher carried out the investigation with respect and concern for the dignity and welfare of the participants.

3.5.1.2 Confidentiality and anonymity

McMillan and Schumacher (2008:399) stated that in general, there is a strong feeling among researchers that settings and participants should not be identifiable in print. The researcher coded names of participants as Schools A and B, educator 1 or 2, SDT 1 or 2, principal 1 or 2 (See Appendix B). The essence of the information provided by participants should in no way reveal their identity.

The second way of protecting a participant's right to privacy is through confidentiality. This means that the researchers know who has provided the information and was able to identify participants from the information given. The researcher had, in no way made the connection publicly; the boundaries surrounding the shared secret had to be protected. In this regard Cohen and Manion (2008:367) pointed out that the essence of the matter is the extent to which investigators keep faith with those who have helped them. As a researcher, have a dual responsibility to protect the participants' confidence from other participants in setting whose private information might enable them to identify them and the protection of the information from the general reading public. They have the right to privacy. Their responses and personal details were kept confidential. All the participants were assured that any data collected from them will be held in confidence, and no one was disadvantaged in this study.

3.5.1.3 Harm, caring and fairness

Wallen and Frankel (1996:39) stipulate that the most important ethical consideration of all, it is a fundamental responsibility of every researcher to do all in his or her power to ensure that participants in a research study are protected from physical or psychological harm, discomfort, or danger that may arise due to research procedures. Although physical harm to the participants seldom occurs in qualitative research, some other participants can experience personal humiliation and loss of interpersonal trust. The participants were given the assurance that they would be indemnified against any physical and emotional harm. McMillan and Schumacher (2008:400) pointed out that some researchers state the principle of persons being treated as ends themselves rather than as a means to an end, justifying the possible harm to an individual because it may help others. The researcher saw to it that the participants were safe and protected from any harm.

The researcher made sure that they did not risk losing life or limb, nor should they be subjected to unusual stress, embarrassment or loss of self-esteem.

A sense of caring and fairness entered into my thinking and actions during the process of interviewing, open discussions and negotiation usually promote “fairness” to the participants and to the research inquiry.

The researcher together with the participants chose a quiet place where participants were free to talk and not interrupted. The researcher started with small talk that can break the ice and explained the nature of the study and plans for using results focused on the actual rather than on the abstract. AsCohen and Manion (2008:280) cited, the researcher was a good listener, recording responses verbatim not showing surprise or disapproval of what the respondents were telling, therefore treated the responses of the educators and principals as perceptions rather than facts. After the analysis of data, transcripts were given to all participants to verify if the data represented what they said during the interviews. The participants were also assured of the confidentiality of the data supplied, i.e., that their names would not appear in the research report. The researcher reported the findings in a complete and honest way, without misrepresenting what they did or intentionally misleading others as to the nature of their findings. The researcher did not fabricate data to support a particular conclusion.

The researcher adhered to the above ethical considerations for the participants to be freely involved. Apart from the above categories, the researcher requested permission from the Department of Education to conduct a research in the schools of the Nkowankowa Circuit (See Appendix C). A letter of approval was obtained (See Appendix E).

3.5.2 Access

Almost always, data gathering is done on somebody’s home grounds or school grounds. Therefore, the researcher wrote letters to Schools A, B and circuit office (AppendicesD and E). These letters were written to the principals and the circuit manager. The researcher delivered the letters personally. This involves drawing on

interpersonal resources and strategies that tend to develop in dealing with everyday life as suggested by Cohen and Manion (2008:349). That is why the procedures for gaining access are based on the enduring expectation that permission is needed.

When the researcher delivered letters to the principals, both of them were scared of the uncertainty of not knowing that they were implementing IQMS effectively and efficiently. The researcher remembers when the principal of School A said: “These will cause the departmental officials to reduce our scores at the end of the year”. The principal in School B did not want to grant permission, thinking that the researcher did not request permission from the Department of Education. The researcher showed him a letter which the researcher wrote to the department.

All the educators in Schools A and B were made aware of the research that was to take place. The researcher tried by all means to emphasize that there would be no disturbances of the running of the schools. Teaching and learning had to take place like any other normal days, because implementation of IQMS concerns day to day activities of the school programmes.

Most educational case data gathering involves at least a small invasion of personal privacy (Stake, 1995:57). The researcher did not lose sight of other schools that could have feared to be visited particularly on the implementation of IQMS, which is a problem at primary schools. Stake (1995:57) pointed out that some choices are difficult because to identify troubling issues that come up may unduly frighten government officials. Some educators and government officials had fears to be interviewed on IQMS, particularly government officials who were deployed for a year or less than a year in that section of IQMS, for them to talk about what the Department of Education is to “bite the hand that feeds them”. Previous experience and talk with knowledgeable participants already at the schools were important in shaping the study.

3.5.3 Role

The researcher chose a research role in interactive with data collection appropriate for the purpose of this study in the implementation of IQMS. These roles vary in terms of the way the researcher's presence affects the social system or the situation under study. As the researcher had stated, chose to be a non-participant observer because it depends on the relationship between the participants and the researcher (Stake, 1995:28). Maintaining proper relationships with the participants will determine to a large extent whether the information that is gathered is accurate and reliable. The researcher participated in naturally occurring groups at schools, and recorded the observations. The closed or open nature of the situation, the objectives of the research and the personal qualities of the researcher all play a part in determining the role to be assumed by the researcher in the collection of data for the implementation of IQMS(Leedy&Ormrod, 2008:45). It is usually difficult to remain an outsider, and the researcher tends to become involved from time to time. Involvement in the process enhances acceptance by participants and it also enhances access to the everyday activities. Hence, the non-participant mixed with a participant observer in this study.

The researcher's observation depends on the relationships between the non-participant observer and the participants (Cohen et.al. 2009:52). Maintaining proper relationships with the participants determined by a large extent whether the information that was gathered was accurate and reliable. In this process, data are normally gathered by way of observation and interviewing, which can be on any point of the continuum from the structured qualitative interviewing to unstructured qualitative interviewing.

The discussion between the participants and the researcher broke the tension which occurred. Some of the participants thought that the researcher was coming to witch-hunt that they were not doing what was expected. The researcher tried to explain to them that the researcher was doing research only, which could help them in future, and not an inspector. During the discussion, some participants were hard to understand but later an agreement was reached. The agreement was that the

researcher is only doing research for her studies; nothing will be taken to the circuit manager or Departmental officials.

3.5.4 Relationship with educators and principals

The relationship with the participants plays a very important role. The researcher's responsibility was to see to it that for the research to be successful and get the necessary information about the implementation of IQMS, the relationship of trust was instilled to the participants. The researcher, therefore, started with a small talk so that the participants were free to tell what they knew and observed with regard to IQMS. Regular visits by the researcher to schools were to make the participants to feel free and open. Furthermore, the information to be collected was made anonymous (Leedy & Ormrod, 2008:136). Good relationship makes the research much easier because the participants tried their best to give information openly during the interview. The participants were given the assurance that the information would be private and confidential. Hence, at the end of all the efforts of creating good relationships by the researcher with the participants, the investigation of the implementation of IQMS started.

3.5.5 Efforts in dealing with threats to the validity and reliability of the study

3.5.5.1 Reliability

Reliability of the study lies on the focus given to the implementation of IQMS method, sampling method and procedure, and data collection method which includes interview guides, observation and documentary analysis as Anderson, in Phendla (1995:39), elaborates. The researcher used more than one method in collecting data, and interviewed more one persons. The data are accurate responses of the two primary schools, the educators and principals with experiences of more than five years. Given the same conditions as the one above, this case study sought its applicability to other similar situations or settings. Reliability of this study was guaranteed by the following reasons:

- ❖ Questions were written down and read directly to all the participants;
- ❖ Results were discussed with the participants at a meeting after clarifying interviews; and

- ❖ The researcher was familiar with the situation because she works in the area where the research took place.

3.5.5.2 Validity

Anderson (in Phendla, 1995:39) approaches validity as a construct derived from a given case but which has a potential generalizability to other situations and settings. The external validity of this study is not to generalize findings, but to form a specific interpretation of events in two selected primary schools around Limpopo. Accurate information from the data given by the respondents was recorded to curb the threats.

When the reports were finalized, the researcher got back to the participants and checked whether what has been recorded was what members have actually said. The interviews were tape-recorded so that responses could be referred to more than once. Some statements were quoted word for word to avoid misinterpretation. Therefore, the researcher was able to deal with the threats to the reliability and validity in the collecting of data.

3.6 EXPERIENCES IN THE FIELD

Problems experienced in School A

Problems experienced in School A were that educators were afraid to talk because they thought this research is going to be communicated to the principal or the circuit manager. Some educators, when meeting them at school they came on dragging their feet and said that the research was wasting their time because they were busy doing preparations for the next day.

Problems experienced in School B

Problems experienced in School B were that the principal was not found when visiting the school for the first time. This was properly communicated with him about the visit through the letter. He was also reminded of the meeting and further phoned him whereby a date and time were set by him. The deputy principal did not want to welcome me. She wanted to take the matter to the SGB to get permission.

However, after long deliberations and discussions about the letters the researcher wrote concerning this study she welcomed me.

Reliability and validity also contribute to the authenticity of the findings of this study; this was to minimize errors and biasness in this study.

3.7 CONCLUSION

In this chapter, the researcher outlined the research methodology and what type of research design was followed. Also the researcher clearly outlined the area where the research was conducted, the sampling method and the data gathering strategies relevant to mass information associated with the topic of investigation. Summarily, this chapter tells the what, where, how parts of the research study. Reasons for choosing particular research methodologies were clearly outlined.

CHAPTER 4

SCHOOL PROFILES AND DATA ANALYSIS

4.1 INTRODUCTION

This chapter focuses on School Profiles, general overview, and the presentation of data. Thus, schools profiles were categorised in Schools A and B, and in each school the researcher discusses general information, pupil profile, teacher profile, physical resources and facilities, mission and vision statement, development plan, discipline and policies of the school were checked. In the presentation of data, it is explained how data are analysed in interview, observation and documents.

As Leedy and Ormrod (2008:160) have indicated, there is no single correct way of analysing data in qualitative research. The researcher chose to analyse the data by using the data analysis spiral, based on Creswell (2007) using the following steps:

4.2 PROFILESOFTHESCHOOLS

4.2.1 School A

General Information

This is a quintile four public school. It caters for learners from Grade R to Grade Six. It is located at a township. It has been upgraded from the junior primary school to the senior primary school some two years ago. Most of the families are well to do, with a background of education, but some learners are coming from the nearby settlements which we normally call informal settlement where most parents cannot read or write. The parents of learners from the nearby settlements are usually difficult to contact, because they have the belief that the school will be in charge of everything that happens at school. The support staff has a complement of five, two security guards and three cleaning personnel paid by the department. Learners' safety is their priority at the school, hence there is a security guard at the gate that is paid by the department and the school is well secured. The outlook of the school is beautiful, especially when you pass by the road.

Pupil Profile

The school has enrolled five hundred learners, who are always in clean full uniform when they come to school.

Teacher Profile

The school has eleven educators: Ten females and one male.

Physical Resources and Facilities

Not enough facilities were observed. Classes are enough to accommodate all learners. Chairs and tables are available though some are not in good condition. Near the gate, there are toilets which are old. These toilets are not enough for the number of learners that are there at school, some toilets have leakages. The school had requested donation to build toilets, but it has failed to collect enough money as people and companies are reluctant to donate. There is a shortage of water at the school as it is in other places of South Africa. When there is no water at school, toilets are not used therefore learners had to use the surrounding bush as to relieve themselves. There are some taps outside where learners wash their hands and drink when water is available. The school is well paved and flowers are planted.

There are trees around the school, some are fruit trees while some are used for shade. There is no vegetable garden. The surroundings of the school are clean and well-kept, but the yard is so small that a normal soccer ground would not fit. The only ground the school has is so small that it is only good for the junior school learners. The netball ground for girls is available, but other sports ground like volley ball, athletics and cricket are not there. The classes are well kept, no windows broken, though the classes are old, some are strong. The office of the principal is so small that it can only accommodate four people at a time. On top of that, the office has big cracks on the wall that it can collapse at any time. Office furniture is not in good condition because is old.

There are two computers which are used by all the staff members including the principal. No administration clerk to help in typing and all related matters for administration. There are two photocopiers, one standard and one big. There is a

telephone line which is functioning well. There is no library, but a classroom is used to store some old books. There is no laboratory.

Mission and Vision Statement (Appendix K)

Well-developed mission statement.

Development Plan (Appendix L)

The school has a development plan that intends to do a lot of projects for the coming three years.

Discipline

According to the researcher's observation the school has discipline. During breaks learners play away from the classrooms, but always run back to classes the moment the bell rings. Educators also get to their classes in time and promptly start teaching. All learners were in full uniform and clean. Few learners were absent that day, learners are allowed to be absent only if they are ill and have to present a doctor's letter as a proof. No bullying during breaks and in classes. The noise in classes was minimized though they said that learners must learn by talking.

Polices

The policies available at the school in Educational Management and Development file are as follows: school policy, School Governing Body, Code of Conduct for learners, Code of Conduct for educators, Admission, and Language Policy, Safety Policy, HIV and Aids Policy, Finance Policy and HAC policy. The Circuit Office needs to see all policies drawn at schools, for the smooth running of the school. This helps each school to be up to date with policies. In IQMS, the following documents were found: School Management Plan, year programme, list of evaluation dates, personal growth plan and Self-Evaluation forms.

4.2.2 School B

General Information

This school is also a public school which is in quintile two. The Department of Education has been funding the school for the past year. It starts from Grade R to Grade four. It is called the junior primary, because it caters the learners who are still young. The school is situated in a rural area and an informal settlement. Most of the families are from Mozambique, and live in squatter camps (Swartz, 2010 and Panday et.al. 2009). Most of the parents are not working; few are working at the nearby township. Ninety-nine percent of the parents are illiterate and it is a poverty-stricken village.

The school is fenced. There is a beautiful gate and the security that controls the incoming visitors and the outgoing visitors. The security is paid by the government. The school has many classrooms. It is a big junior primary. The buildings are new; the old ones had been demolished. There are few shortages of furniture for learners, and they have been helped with the donation of furniture from Germany.

Pupil Profile

The enrolment of the school is eight hundred and seventy four learners. Some learners wear full uniform, but some wear torn out uniform, and unwashed.

Teacher Profile

The school has twenty-eight educators, twenty-four females, four males.

Physical Resources and facilities

In School B many classes had been demolished and the new ones erected. The school was initially built with mud. But now it is changed to a new and attractive one. The school premises are big and fenced. The yard has long grass where snakes can hide, but near the classes the grass is cut short. There are no sports facilities near the school except the netball ground. Learners travel a long distance to the community ground where they do their sporting activities. The chairs inside the classes are not enough as some learners sit on the broken chairs which are completely unusable. Some of the furniture is not found in South Africa, and the researcher was told that it was a donation from Germany. There are two

photocopiers and four computers. There is no staffroom; some educators use the computer- room as their staffroom. The office of the principal is well equipped, with tiled floor, though one cannot be satisfied with her/his needs wants. Learners are using pits toilets and employ certain chemicals to melt the dirt and bad smell. The school has no library and laboratory. Old books and stationery received are kept in the class Cardboards.

There is a kitchen where they cook for learners. The volunteers who are in charge in the Nutrition Programme are six. They have full uniform and the hygienic conditions are being observed. Telephone line is available. There are support staffs paid by the Department of Education, two cleaners and two security guards. There is running water which is used to water the vegetable garden and flowers.

Mission and Vision Statement (Appendix M)

The school has a mission statement which is well developed.

Development Plan (Appendix L)

The school has a good development plan where they intend to have completed some projects in the near future.

Discipline

There is discipline at School B. Educators honour their classes and that causes learners to run to the classes when the bell rings without being forced. During teaching periods, there is no movement of learners going to toilets. The noise is moderate, though the lower primary learners are learning through singing and reciting.

Policies

The policies available at the school in the Educational Management and Development file are as follows: school policy, school governing body, code of conduct for learners, code of conduct for educators, admission, and language policy.

4.2.3 General

The difference between the two schools is that School A is situated at the township and School B is situated in a rural area. What the researcher observed in terms of the facilities and infrastructure, is that the rural school is better than the township one. Due to the money of norms and standards funded by the Department of Education, the rural school is funded well by the department, while the township school is funded less by the Department of Education. The Department of Education said that the parents are working and educated, thus they can afford to pay their learners education. The principal of School A is trying her best to request donations to renovate the dilapidating infrastructure; hence the toilets are under construction.

4.3 PRESENTATION OF DATA

The researcher organised the data by breaking large bodies of text down into smaller units. Miles and Huberman (1994: 10) refer to this as data reduction, which is the process that occurs continuously throughout the time of study. The researcher perused the entire data set several times in order to get a sense of what it contained as a whole, and jotted down some points, a process which Miles and Huberman cited as simplifying patterns (data display). The researcher integrated and summarized the data by constructing tables. In documents data were analyzed by conclusion drawing and verification (Miles and Huberman, 1994: 11).

The researcher carefully analysed data of participants interviewed at schools and government officials and a series of observations when visited the Schools A and B. However, the responses are outlined in Tables 4.3.4 and 4.3.5 for educators, school development teams and principals. Table 4.3.6 outlines results of a government official from Department of Education in the Limpopo Province. Some of the transcripts are included in the appendices (Appendix B). A total number of thirteen interviews were conducted in the Nkowankowa Circuit, Mopani District. Interviews lasted twenty minutes each and all the transcripts were included.

The researcher had begun with a large body of data and through inductive reasoning, sorted and categorized it and gradually break it down to a small set of abstract, underlying themes as pointed by Leedy and Ormrod (2008:160), Stake (1995:72) and McMillan and Schumacher (2008:497). In this study, qualitative data analysis is primarily an inductive process in organizing data into categories and identifying relationships among categories. The data collected through interviews and observations were classified and categorized from the research question under study.

4. 3. 1 Observation

Through observation the researcher found that some educators were afraid to talk the truth, especially discrediting the department and their superiors. It was observed that some are not conversant with IQMS, especially principals who are supposed to support educators and the SDT. In the school where the principal was not found, it was observed that he was afraid to take responsibility and accountability on the implementation of IQMS. The researcher found that little had been done concerning support and training for the newly introduced policy. When observing the school surroundings, buildings and the day-to-day running of the school, it was found that the schools were doing well.

4.3.2 Interview

Through interviews the researcher found that there is a gap between the Department of Education and the schools in the implementation of IQMS. The training which the educators and principals received was not enough. Resources which are to be used at schools were inadequate. Support from the department to the principals and educators are not regularly done. Because of the little support that they are given, they try to implement IQMS at school. This is because they found that there is monetary benefit attached to IQMS and realise the importance of IQMS. Challenges are many, especially in the implementation of a new policy, IQMS. These challenges are caused by inadequate training, support, resources. This caused the implementers to view IQMS as something that will give them large sum of money rather than developing instruments.

4.3.3 Documents

Through documents the researcher found that all the policies and the necessary documents for IQMS were available in both schools. It was found that some of the IQMS documents were not properly completed.

4.3.4. RESPONSES OF THE PARTICIPANTS IN SCHOOL A

THEMES	STAKEHOLDERS			
	EDUCATOR 1	EDUCATOR 2	SDT	PRINCIPAL

Trainings	<p>Q: Do you think the training of implementing of IQMS received was adequate?</p> <p>A: The Training was not enough because it helped us to realize our weaknesses concerning teaching and we excel in areas where we have strength.</p>	<p>Q: Do you think the training of Implementing of IQMS received was adequate?</p> <p>A: Training is there but we hope if we have training of IQMS continuously, not when we are to be evaluated for the instrument.</p>	<p>Q: Do you have trainings?A: The training is not adequate. There should be lots of workshops that will enable educators to understand IQMS well. In training they should explain clearly all the performance standards. The department must explain clearly what to do and how to implement IQMS.</p>	<p>Q: Did you receive any training for the implementation of IQMS?</p> <p>A: Yes, all educators been trained by the SDT. We as principals we have been trained for a day.</p>
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THEMES	STAKEHOLDERS			
	EDUCATOR 1	EDUCATOR 2	SDT	PRINCIPAL

Support	<p>Q: Do you receive enough support from your DSG?</p> <p>A: The DSG of our school support us if we have problems. They explain to us clearly what is expecting from us as educators. If we have a problem of scoring, they explain to us clearly.</p>	<p>Q: Do you receive enough support from your DSG?</p> <p>A: Yes, our DSG support us, but the Department they don't support us.</p>	<p>Q: Do you get any support from the Department?</p> <p>A: No, educators don't take IQMS as development instrument, but they need money only. They take IQMS as money giver. And they said the money given by the Department is not enough that is why they don't take IQMS to be serious</p>	<p>Q: Is there any monitoring from the Department?</p> <p>A: No monitoring for IQMS from the Department. At school we do monitor because we are checking the performance of educators.</p>
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THEMES	STAKEHOLDERS			
	EDUCATOR 1	EDUCATOR 2	SDT	PRINCIPAL

Resources	Q: Do you have resources at your school?	Q: Do you have resources at your school?	Q: Do you have resources at your school?	Q: Do you have resources to implement IQMS?
THEMES	STAKEHOLDERS			
	EDUCATOR 1	EDUCATOR 2	SDT	PRINCIPAL
	A: There are not resources which helps us to perform our duties well. We have problems when coming to some Textbooks and the other aids which help us to teach.	A: We have little resources that we use at this school. We have only two photocopiers that only help us to make some copies because we don't have enough Textbooks. Only manuals are distributed to our schools.	A: Resources are not enough at our school because you find that we have only two photocopiers, when they are broken there is a problem. No sports field and teaching aids.	A: Yes, the resources are available and enough. Is for us to use the resources we have in a correct manner, for the benefit of our learners.

<p>Benefits /What educators gained in IQMS</p>	<p>Q: What benefits did you get since IQMS started?</p> <p>A: We benefited a lot. We know all the performance standards. As educators we know what to do in our teaching profession We do the introspective ourselves without the help of the principal. We know that learners with problems are to be helped with sympathy.</p>	<p>Q: What benefits did you get since IQMS started?</p> <p>A: We know all the performance standards and actual doing of all the performance standards. Learners work more than the educator in the class and outside the class so that the outcomes of all the performance standards are mastered in that learning area.</p>	<p>Q: Is there any change since IQMS started?</p> <p>A: All educators are familiar with the instruments. The only thing they are bored by class visit. When there is money given to educators, there are fuses because everyone needs the money. It doesn't matter; they are doing the right or wrong things, only money needed because it is from the government.</p>	<p>Q: Is there any change since IQMS started?</p> <p>A: Competency amongst the educators has improved. Because of ratings in each performance standards, every educator wants to get high scores. Hence every educator tried to keep their profiles in a good way.</p>
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THEMES	STAKEHOLDERS			
	EDUCATOR 1	EDUCATOR 2	SDT	PRINCIPAL
Constraints	<p>Q: What are the constraints in the implementation of IQMS?</p> <p>A: I'm not comfortable when fellow educators do the class visit and evaluate me. If educators from other schools could do the assessment to the educators for another school, this we can say, there is a true reflection of what is happening at schools. Because you find that they give you scores which you don't deserve, because of jealousy.</p>	<p>Q: What are the constraints in the implementation of IQMS?</p> <p>A: Studying the manual and all the performance standards, it is time consuming because you have other work to do.</p>	<p>Q: What are the constraints in the implementation of IQMS?</p> <p>A: Challenges are there but mine are positive ones. IQMS helps us to choose from the wrong to the right. It develops us as educators, it is not a fault finding instruments if we can do it as was designed for. But the negative site is that it disturbs the smooth running of the school when it comes to the evaluation program. It is time consuming and educators become nervous when they are being assessed.</p>	<p>Q: What are the constraints in the implementation of IQMS?</p> <p>A: There are some challenges for example, educators give themselves higher ratings meanwhile their performance is low. They are not fair of their weaknesses. The DSG is not fair of their ratings. The peer does not develop their peers, but give them higher marks. The main problem is the policy that says that the ratings do not go down but it must be up or at the same level. Educators do relax knowing that the scores won't go down.</p>

4.3.5 RESPONSES OF THE PARTICIPANTS IN SCHOOL B

THEMES	STAKEHOLDERS			
	EDUCATOR 1	EDUCATOR 2	SDT	PRINCIPAL
Training	<p>Q: Do you think the training of implementing of IQMS received was adequate?</p> <p>A: The training was adequate.</p>	<p>Q: Do you think the training of implementing of IQMS received was adequate?</p> <p>A: We don't have enough raining because we have only three days' workshop by the Department of Education.</p>	<p>Q: Do you have training?</p> <p>A: Training is not enough; at least if there will be training once per quarter.</p>	<p>Q: Did you receive any training for the implementation of IQMS?</p> <p>A: No because of the three educators who have not yet been trained. Yes we have been trained once as principals for the period of 3 days.</p>
Resources	<p>Q: Do you have resources to support you at school?</p> <p>A: The resources which we have at our school are computers and photocopiers which help us to make copies of the lessons.</p>	<p>Q: Do you have resources to support you at school?</p> <p>A: No, we don't have resources at our school, the foundation phase have no Xitsonga reading books, and Life skills materials in Xitsonga.</p>	<p>Q: Do you have resources to support you at school?</p> <p>A: The resources are inadequate; we cannot say the computers and photocopiers are the resources. We need things which will help us to teach effectively.</p>	<p>Q: Do you have resources to implement IQMS?</p> <p>A: As the school, we are trying to buy the resources but it is not enough. The Department of Education should provide the resources to help the schools The schools spending more than with papers and the machines for photocopying.</p>

THEMES	STAKEHOLDERS			
	EDUCATOR 1	EDUCATOR 2	SDT	PRINCIPAL
Support	<p>Q: Do you receive enough support from your DSG?</p> <p>A: The DSG helps us. If we ask questions to them they answer.</p>	<p>Q: Do you receive enough support from your DSG?</p> <p>A: Support is there from the school.</p>	<p>Q: Do you get any support from the department?</p> <p>A: The support is not enough that is why the educators don't take IQMS seriously.</p>	<p>Q: Is there any monitoring from the department?</p> <p>A: Yes, there irregular monitoring from district and national levels. They did visit our school.</p>
Benefits/What educators gained in IQMS	<p>Q: What benefits did you get since IQMS started?</p> <p>A: We know to do Lesson Plan, Work schedules. We know how to present a lesson in an OBE way. And everything we teach, we teach according to the assessment standards. We know how to records all the</p>	<p>Q: What benefits did you get since IQMS started?</p> <p>A: The Development support group and the Staff Development Team helped to develop me in the areas which I needed support. And I know that in IQMS, you learn from others and not be selfish.</p>	<p>Q: Is there any change since IQMS started?</p> <p>A: No, educators don't take IQMS as developmental instruments, but they need money only. They take IQMS as money giver. And they said the money given by the Department is not enough that is why they don't take IQMS serious.</p>	<p>Q: Is there any change since IQMS started?</p> <p>A: Yes, it revived the educators and knows what they are supposed to do. They do the preparation and realized that each lesson must have resources to help the learners to understand. Because of IQMS, it has increased the teacher performance and every educator remembers that they are at school for teaching learner to be a responsible citizens. Educators participate in all activities without</p>

	assessment standards.			being forced. Lastly, they improve themselves by studying to increase their knowledge.
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THEMES	STAKEHOLDERS			
	EDUCATOR 1	EDUCATOR 2	SDT	PRINCIPAL
Constraints	<p>Q: What are the constraints in the implementation of IQMS?</p> <p>A: I can say challenges have got good and bad things. I will dwell most in good things that IQMS have taught me. It helped with up to date work. I have confidence with all I'm doing. I've improved my knowledge in teaching. And I realized that there is competition in teaching amongst educators.</p>	<p>Q: What are the constraints in the implementation of IQMS?</p> <p>A: We have overcrowded classes. The resources are not there in our school. The Learner Teacher Support Materials are not enough and at the foundation phase there are no text books. Our learners are taught in their mother tongue in the foundation phase but no Tsonga books are being delivered by the Department of Education.</p>	<p>Q: What are the constraints in the implementation of IQMS?</p> <p>A: There is a problem of lack of cooperation from the educators. Educators don't understand IQMS at all. There is a hidden ignorance amongst educators and them. We thought we shall get enough support from the SMT, we therefore realized that SMT is not well equipped with the implementation of IQMS.</p>	<p>Q: What are the constraints in the implementation of IQMS?</p> <p>A: Challenges are the resources which are limited. No papers and ink for the machines. No typist at our school and IQMS is time consuming.</p>

4.3.6 RESPONSES FROM GOVERNMENT OFFICIAL

	STAKEHOLDERS
THEMES	GOVERNMENT OFFICIAL
Training	<p>Q: Are all stakeholders adequately trained?</p> <p>A: - Not adequately trained - New principals are not trained Not understanding of this policy Attitude count amongst the principals and educators</p>
Monitoring	<p>Q: How do you ensure that there is monitoring in the implementation of IQMS?</p> <p>A: If they followed the steps and requirements of IQMS If they have established management program on the IQMS Basic evaluation has been done Understanding the criteria, what they wants PGP have be followed and SIP have be done that lead to develop the educator If the educators have been developed and the program of development have been drawn Reports written on IQMS This will show that IQMS is properly monitored</p>
Resources	<p>Q: Are schools having resources for the implementation of IQMS?</p> <p>A: This depends also on the nature of Principal the school found with. The money allocated to schools is the one which will buy the resources. The Department is only giving the Textbooks and the Learner Teacher Support materials and computers at some selected schools. I agree that, t it is not enough, there should be TV's, Laboratories, and more aids to facilitate the process of teaching. The money sometimes is too little to do all the processes that are necessary at schools.</p>
Improvements on educators	<p>Q: Is there any improvement in the schools you have visited so far?</p> <p>A: Some yes and no, it depends on the type of management the school has. Other schools really are trying their best to implement IQMS. This was seen by the discipline and the policies the schools have. On the other hand some schools have no order; no policies are drawn to run the school.</p>

Constraints	<p>Q: What are the constraints in the implementation of IQMS?</p> <p>A: Lack of motivation on the side of educators.</p> <p>The way it is implemented it is incorrectly implemented because they implement with a negative mind to get a reward instead of competency.</p> <p>Lack of understanding of what IQMS is and what they should do.</p> <p>Lot of work that it implies lead to tire some on the side of educators.</p> <p>Lack of dedication on the side of their work, they just need money as a result there is a lot of cheating.</p> <p>The salary one notch that the department promised educators is not enough and it makes them reluctant to the implementations of IQMS.</p> <p>Lack of vision by the educators. IQMS goes hand in hand with the vision if you know the vision you will implement to the best knowledge.</p>
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CHAPTER 5

INTERPRETATION

5.1 INTRODUCTION

This chapter interprets and gives results from interpretation. The interpretation is from interviews held with educators, SDTs, principals and departmental officials and the observation. First in the table are the responses from the educators, follow SDT and, lastly, the principal. The responses are arranged from the themes that were in the interview schedule (Appendices 4.3.4, 4.3.5 and 4.3.6).

Data from observation helped the researcher to reconcile the findings from the schools and participants. It also confirms the findings by other researchers. Through observation the researcher was able to reconcile what is happening in a daily situation and if of teaching and learning is taking place effectively and efficiently. Again, it helped the researcher to find out if IQMS is being implemented fully.

5.2 RESULTS FROM INTERVIEW

The data were analysed on the basis of the researcher's questions, the literature study and data at the researcher's disposal. This was done in order to break up data into manageable themes, patterns, trends and analysis as Mouton (2001:108) puts it. The data are analysed according to the following themes:

5.2.1 School A

Training

Educators number 1 and 2 responded in the same way by saying that the training was not good enough, but Educator number 2 further hoped to find continuous training "*we hoped for continuous training*" From the assessment of the two educators in School A it seemed training was only done when they wanted to be evaluated, actually this does not give educators time to prepare themselves.

The School Development Teams' (SDT) response was that training was not enough. SDT explained fully that they wanted detailed workshops which would enable educators to understand and implement IQMS correctly. The explanation of the performance standards in the workshops could offload the burden which educators are facing today. SDT further suggested that there should be lots of training to explain clearly all

the performance standards. The SDT and the educators concurred in their responses; because enough training could break the ice that existed some years ago, problems could be solved in workshops.

Furthermore the principal of School A responded by saying that all educators received training done by SDT, but the principals were trained once “*we have been trained for a day*”. The question that arises from this statement is that, if principals have been capacitated once for a day, will they be able to train educators on the ground? The answer to this statement is clear and straightforward that if the principal, who is responsible for the development of educators is not clear of what is taking place in IQMS, the school cannot properly implement IQMS.

From the findings, the conditions to support educators during the implementation of IQMS have been shown to be thinly present in schools: the question therefore arises: *Are principals capacitating and empowering educators in making the IQMS effectively implemented?*

A proper balance must be struck between the implementation process and support, and ensure that principals and educators, as the agents of policy implementers be supported as well. They are supposed to be trained and empowered in any aspect relating to IQMS policy and its approach. In many instances of the interviews, educators felt that they were not properly trained or empowered in matters pertaining to the implementation and the ratings of scores. They indicated that training was for three days only and that was not enough. Some educators suggested that training should be a continuous process to enable all stakeholders to be familiar with IQMS. This statement is supported by Huberman (1992:22) when he said that training needs to ensure that everyone is familiar with and understand the instruments that are being used. SDT and educators indicated by saying that principals do not help them interpret the performance standards in IQMS policy “*the DSG for our school support us...*” Educators maintain that principals were not organizing internal IQMS workshops in their schools because they too have no knowledge of how IQMS works and operates.

The SDT responded by saying that the training was inadequate. There should be lot of workshops that will enable educators to understand IQMS well. During the training, they should explain clearly all the performance standards. They must explain how to evaluate one another. The biggest challenge was that educators chose peers who would not bring the correct scores to their fellow peers. Some indicated that there should be training once per quarter. This study found that some principals were trained for a day while others were trained once for a period of three days, some years back, and the new educators were not

yet trained, as the department was not seemingly supportive. This could be seen by not having enough training that could help them to support educators.

As a result, one respondent asserted the SDT, responded by saying that there was no support from the Department of Education. This means there was no training that the Department of Education offered for the implementation of IQMS, hence no support by the principals to the educators. And if there was no training, what happened to the implementers on the ground?

Support

The two educators responded in the same manner as the Developmental Support Group (DSG) supported them. The differing issue with SDTsaw the efforts of their SDTs but realized each school was doing what it thought was right and good. The response from the principal indicated that there was no monitoring from the department. If the government officials who were monitoring IQMS were not visiting schools to see if educators were implementing the instrument or not, why was the IQMS documents distributed to schools? *“No monitoring from the department. At school we do monitor...”* This also indicated that there was a lack of commitment by the Department of Education.

Sagor and Barnett (1994:72) suggested that principals are supposed to engage themselves in supporting the instructional efforts of educators in different actions, while at the same time building their own credibility as variable sources for teaching. Principals, as leaders and managers of schools, should reflect the direct and indirect supportive behaviour to their subordinates in IQMS. This suggests that principals should support educators’ efforts by directly working with them on instructional matters and equally important they have to create a climate where they and SDTs feel appreciated for their instructional efforts and can spend the majority of time teaching learners and enjoying their work (Sagor& Barnett, 1994:72, 74 and 75). By creating the climate, the researcher meansthat the situation must be conducive for teaching and learning by means of support at all levels.

The data collected reflect that principals could not offer direct support because they lacked knowledge of different situational techniques of IQMS policy, lacked the ability to clearly articulate their knowledge in IQMS matters. Findings show that principals could not offer much support because they received poor training, as a result of lack of sound IQMS information by facilitators in seminars they attended. Little was done in monitoring the implementation of IQMS, because of the insufficient training.

Principals are also supposed to model and nurture a collegial learning environment in which they and educators interact and discuss their learning activities as Sagor and Barnett (1997:74) suggested. At schools under investigation, educators and SDTs asserted that principals did not bother to hold internal meetings to discuss IQMS matters. One of the roles of principals as suggested in the study was that they should provide an open, friendly and supportive environment to educators.

Resources

This concept is relatively wide but the study discusses it in the context of school facilities and educational materials. This is the indirect supportive behaviour that should help educators to develop instructional efforts to offer IQMS effectively and efficiently as suggested by Sagor and Barnett (1994:74, 75).

Educator number 1 responded by saying that “*there were no resources that helped educators to perform their duties well*”. The school must have resources that enable educators to do their work effectively and efficiently. The problem of textbooks must be addressed by the Department of Education, that each school be supplied with the textbooks required. Educator number 2 had a similar vision, but hers was that the resources were little, and was referring to the two photocopiers and some limited textbooks. When checking the resources at School A, it needed more resources that would help educators to impart what they have to the learners and to help learners to understand the matter clearly.

The SDT responded by indicating that “*only manuals were distributed to schools*”. It seems the SDT was not clear about the resources she was talking about. The IQMS manual could be referred to as a resource alone, there must be documents that supported both educators and learners so that teaching and learning could be effective.

While the principal in School A responded by saying that the resources were available and enough, to the principal it was up to the school to use the resources for the benefit of the learners. The principal was then silent on the resources she was referring to; she did not give an example of the resources. And this clashed with what Educator number 1 was saying that there were no resources.

In some schools, the classrooms were overcrowded and educators were failing to create space enough for effective when teaching and this was confirmed by principals in their interviews. The overcrowded classes are caused by shortage of staff in some schools. Such factors are demoralizing the spirit of educators and

principals. The day-to-day running of the schools is detrimentally affected. The Department of Education does not acquire resources for educators to implement the IQMS approach effectively and efficiently. Evidence generated in the findings support the afore-mentioned statement by indicating that school libraries are not richly stocked with materials or no libraries at all. It is attested that principals do not allocate financial resources to develop educators professionally. In an interview, the educators raised overcrowding and poor facilities as factors that hampered the proper and normal implementation of IQMS. Educator number 2 cited that “*we don’t have enough Textbooks*”. This loudly calls for the Department of Education to supply Literacy, Numeracy and Life Skills materials in Xitsonga, which will help and benefit learners to improve in mastering their mother tongue in the Foundation phase.

Benefits/What educators gained in IQMS

In response to this question, both educators seemed to have benefited during the IQMS implementation. Educator number 1 proclaimed that she knew all the performance standards, and they taught without someone telling them to do their job. And they helped learners with barriers with sympathy. Educator number 2 shared the same sentiments with regard to all the performance standards. The only difference was that, the performance standards were not mastered by learners, but were mastered by educators who transferred them to the actual doing, thus was the actual implementation of IQMS. If it can be reasoned well, the knowing of performance standards is not checked by their superior, but themselves that is why they praise themselves that they know and it has helped them.

The SDT responded by saying that “*all educators were familiar with the instruments*”, but she further pointed out the frustration that educators face during class visits. According to this SDT, the incentives should be given without any measurement that the Department of Education is putting across to educators. SDT emotions were rising when citing this statement.

The change that Principal of School A realized was that competency amongst educators had improved. This means that each educator was playing her/ his role correctly. There is a competition of educators to get high scores every year, hence this illustrates productive competition. This helps educators to implement IQMS in a proper way, by trying to keep their profiles in a good way.

Educators responded by saying that they have benefited a lot since IQMS started. They know all the performance standards, which lead them to know what to do in the teaching profession. They do the introspection themselves without the help of the principal. Some educators confirmed that the STD and the

DSG helped them to develop educators in the areas which they needed support. And they further know that in IQMS, one should learn from others and not be selfish.

As mentioned earlier, IQMS is seen to be associated with remuneration than as developmental instrument; hence the main benefit that educators were looking for was remuneration. The response which also came from one of the educators was that when one was remunerated, it created tension at the school level, because everyone needed to be remunerated. Educators responded by saying that they were now aware of the performance standards, which are very crucial for the success of the lessons and the Personal Growth Plan helps them to introspect and evaluate their work.

Challenges

Dryer (1995:45) asserts that if the implementation process is not well planned and structured, effective management of change may give way to ad hoc adjustments and short-term strategies for coping with a subsequent dilution of policy efficiency. In other words, the implementation process need to be educator-supportive and educator- friendly or else the desired outcomes may not be realized, therefore challenges arise

Educator number 1 said *“I’m not comfortable when fellow educators did the class visit to evaluate me”*. It will be better if the seniors and curriculum advisers do the evaluation, sometimes there will be a true reflection of what is happening at schools. Really, in most cases, some educators are awarded scores that they do not deserve. This happens because you choose a peer who is not performing well as you do hence club together so as to give each other high scores. This usually happens to problematic educators. While Educator number 2 said that *“it was time consuming to study the manual and mastering all the performance standards”*. By implication this educator wanted to tell that she was lazy to read all the seven performance standards as all are work related. There is nothing that is taken from outside the teaching field. IQMS need photocopiers that are functioning well. Schools do not have such photocopiers and computers *“The Department of Education only gave the school one computer”*, and as such it becomes difficult indeed to do ones work effectively.

The principal of the school and Educator number 1 share the same sentiments about what educators do. Awarding themselves high scores that they do not deserve in order to get remuneration is a challenge. Their peers do not develop them, because they are swimming in the same pool of underperformance. The main problem is the policy that says, the scores of the educator do not descend, rather ascend or stay the same.

This is problematic to the SDT and their DSG; because you can find that the educator had relaxed the following year and is supposed to get high scores.

5.2.2 School B

Training

Educator number 3 said that training was adequate, but she did not explain how adequate it was. Educator number 1 differed with Educator number 2 by responding that there was not enough training. *“We have been trained for three days by the Department of Education”*. More training was needed to master all the scoring skills of the performance standards and the instrument itself.

In response to this question, the SDT said training was not enough for the implementation of IQMS. If there was training once per quarter, the SDT realized that enough training could bring change to the implementation of IQMS. That is, where they learn new tricks and the new terms of the programme. In workshops, you ask questions and get clarified, some come with the challenges that affect them and get clarified too. The main purpose of the training is to have common understanding, clarify the matter and understanding of implementation.

The principal of School B did not compromise, said *“no, because of the three educators who had not yet been trained”*. The question then arise, who train educators? It seems the principal in that school does not know who trains educators. Educators are trained by the SDTs and their SMTs. Principals have been trained once for the period of three days, which means since then there was no training. Hence, this leads to disaster in the implementation of IQMS as principals are almost equally ignorant.

The government officials also indicated that the training was not enough for the schools to grasp the implementation process. The department had failed to train the stakeholders to implement IQMS. Principals themselves confirmed that they failed in their capacity as principals to empower and capacitate educators in the implementation of IQMS. Little had been done about the training of educators and SDTs. In the interviews with the principals, they outlined that they were willing to offer help and support to educators but barred by challenges they cited, which were:

- ❖ Lack of knowledge;
- ❖ Logistical problems of different schools, e.g., shortage of physical human resources;
- ❖ Lack of support from the government, for example, inadequate training and follow-ups from part of the government during the implementation process; and

- ❖ Resistance by veteran educators as human instinct always dictated status quo in every new situation or challenge.

It thus suggests that one cannot train or empower the next person if he/she is not well informed or is ill-informed. Support needs to be effected as well. For IQMS implementation to take its course as planned, educators' energy and commitment need to be harnessed and supported in the interest of quality desired outcomes or set objectives. Stoffel (2001:1) asserts that the implementation of any policy, if not sufficiently educator-supportive and educator-friendly, will be just a fulfilment but not proper implementation that will bear fruits in the near future.

Support

The two Educators number 1 and 2 responded saying that *"they get support from theSDT and the school"*. This is what is wanted in order for the IQMS to be implemented effectively and efficiently. There must be a flow of information from top to bottom. No stakeholders should be skipped or left behind with the information of the implementation of IQMS; therefore this will lead to the full implementation of IQMS. Support is the key to success. The SDT realized that because of not getting enough support from their superiors, educators were reluctant about IQMS. This indicates that IQMS is not taken seriously at schools. But in the same school, educators were claiming the same support which they get from it. However, SDT do not realize the support from their SMT.

The principal of School B had a visit from the district and the national Department of Education, once since IQMS started *"Yes there is irregular monitoring from the district andnational levels"*. This could be due to the fact that their hands are full as manifested in the shortage of staff on the part of the department, particularly at district level. At the circuit level, they are the ones who must be on the supportive side of the schools. Pertinent to this, there is no staff at the circuits employed, only the nomination of cluster coordinators from the existing principals. These principals are just taking the information from the district official to the fellow principals and they are not paid for. The national department can visit the schools once in a decade is fine. Therefore, if there is no support staff at the circuit level, it leads to the improper implementation of IQMS.

Resources

With regard to this issue, the Educator number 1 said *"the resources we have at school are computers and photocopiers which help us to make copies of the lessons"*. With these resources, schools try their best to make teaching and learning accessible to learners. The educator seemed satisfied by the resources that were at school. The response of the Educator number 2 to the question of resources was a *"no"*. Schools were

not supplied with Xitsonga materials, especially in the Foundation Phase. The inadequate supply of reading materials in Xitsonga which is a teaching language in the Foundation Phase created problems. Learners had to read and see Xitsonga books, but they were not supplied by the Department of Education. In Life Skills, educators had to translate from English to their mother tongue. Learners had to learn by seeing the pictures than words, but this is not the case in the Foundation Phase. Educator number 1 and 2 differ in seeing the resources that will help them to implement IQMS. Educator number 1 concentrates on computers and photocopiers, while Educator number 2 concentrates on Textbooks for Xitsonga in the Foundation phase.

The SDT of School B said that there were insufficient resources in that school. *“Theresources are inadequate”*, educators need something which can help to develop them properly in teaching learners. They want resources that can help them to perform to the best of their abilities. She further said that learners lack interest in learning. This is always the case, where the school had no resources, like our public schools, most of the learners lose interest in learning. However, model c schools have all the resources for teaching and learning.

In School B the principal responded by saying that as a school they were trying to buy the resources, but they were not enough. The principal agrees with educators and the SDT that schoolshave not enough resources. The principal further said that they had spent more than expected on papers for photocopiers. The department and the schools are expected to provide all the materials and equipments for the day’s activities, and maintain the routine of teaching and learning (Bruce, 2006:240).

Benefits/ what educators gained from IQMS.

The response for Educator number 1 to the question posed was that there were some benefits since they implemented IQMS. Some of the benefits realized are: How to do the three levels of planning, presentation of lesson plan in an OBE way, teaching according to the assessment standards and recording. Educator number 2 benefited by developing in areas of weaknesses which needed support and it also taught how to work in teams, again it also helped to copy from others *“you learn from others andnot be selfish”*. The two have the same sentiments regarding the improvement in terms of curricula activities.

For the SDT and educators remuneration was uppermost in mind.The researcher did not know whether the question was understood or not, it seems the SDT was remuneration oriented rather than work improvement. She angrily projected that the incentives given by the Department of Education were not enough.

The principal of the school realized that there was change in terms of IQMS implementation. Educators were motivated and teaching and learning was taking place. Lesson Plan, together with the teaching aids and other resources are being used; hence the performance of the educators had improved. Again, educators changed their old way of doing by participating in all the activities without being forced. Those who were not studying were encouraged to study further because IQMS encourages further development and to develop others. But that were not the only benefits in IQMS, it must develop a teacher as whole to be able to teach properly. Schools must be conducive for learning and teaching.

Challenges

Evidence generated from the research findings explicitly affirm that lack of support hampers the implementation of IQMS policy. Principals are failing to encourage participation in staff development due to the insufficient training; hence some stakeholders under this case study attested that principals were failing in their duties to provide helpful feedback and suggestions of the workshops and meetings held regarding the implementation of IQMS policy. Principals and educators shift the blame to government for failing to accomplish its role properly. This is due to the fact that the policy agents and implementers, educators, SDTs and principals were not properly trained and informed.

The SDT response was in two fold, the positive and the negative. The positive, IQMS helped her to choose the right from the wrong. She further elaborated that it develops educators, while it is not a fault finding instrument. And that is what this instrument is all about, that is the development of educators. While the negative part is that it disturbs the smooth running of the school when coming to the assessment part of educators, hence it is time consuming. The essence of the matter is that IQMS assessment is done throughout the year, so that the school must not feel the pressure of over loading.

The SDTs responded by saying that the negative side effects was that it disturbed the smooth running of the school when it came to summative evaluation. It was time consuming. Furthermore, there was a problem with lack of cooperation from some educators. There is hidden ignorance amongst educators and their peers. The SDTs thought they shall get support from the SMTs, they realized that they were not well equipped with the implementation of IQMS. Government official during the interview responded by saying that there was lack of motivation on the side of educators; this brings lack of understanding of what IQMS is all about. There is lot of work that leads all the stakeholders to be tiresome. IQMS is implemented, incorrectly because educators do it with a negative mind that is to get a reward instead of competency. Despite the negative feelings, there is also a positive feeling amongst SDTs that they regard IQMS as the instrument that develops them as educators and not as a fault finding instrument, if it is applied as intended.

Krammer (1995:155) revealed that the success of IQMS policy depends mostly on the quality of management in school set-up. This refers to the principals as school managers and the educators as classroom managers. Poor management leads to ineffectiveness and inefficiency of the implementation process. Educators thus need to be continuously and deliberately involved in decision about the nature of the support needed and the overall development of the program. The educators' morale needs to be boosted. Krammer (1995:155) further asserts that educators and principals, as well as the State, could handle and enhance managing the school and paving a way towards the proper implementation of IQMS with ease on condition that the following questions are answered:

- ❖ Where do we start?
- ❖ What do we want?
- ❖ How do we implement it?
- ❖ How will we measure the implementation?
- ❖ How will we solve problems that prevent or hamper the implementation?
- ❖ What will we do next?

If the above-mentioned questions are answered in good faith and proper management of IQMS is followed, the South African IQMS policy and its approach would be simple to flow and implemented correctly.

5.3 CONCLUSION

There was no proper training for schools from the department to schools. Thus, the interpretations of the performance standards were not clear. Continuous trainings were needed. The support they were supposed to be assisted with, were in vain. The principals and the SDT were failing to help fellow educators to implement IQMS properly. It was also found that the resources were not enough. The problem of textbooks at the Foundation phase written in Xitsonga were not available, only books which were written in English, hence they are learning in their mother tongue. As IQMS is associated with remuneration, it was hard for educators to relate it was for developmental. Challenges were encountered because there was no one to support the schools from the department.

CHAPTER 6

FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter was about the interpretation and responding to questions. This chapter is about the findings and recommendations. It follows the following patterns; training, support, resources, benefits/what educators gained in IQMS, and constraints/ challenges that are faced with in the implementation of IQMS.

6.2 FINDINGS

It is found that there is a gap between the Department of Education and the people on the ground that is the policy makers and the policy implementers. These are the Department of Education and the schools (principals and educators) being the custodians of change. The flow of information from top to bottom was not done and it seemed there was nobody doing follow-up. There is inadequate training, support, resources and these lead schools to have challenges rather than enjoying the implementation of IQMS. The findings of the study reveal that there is still disillusionment on the side of all the participants with regard to IQMS implementation.

6.2.1 Training

It was found that the training was not adequate for all the principals to understand the implementation of IQMS effectively and efficiently “*we have been trained once as principals for the period of three days*”. This is contradictory to sentiments of Fullan (1996) who says there is a need for clarity in training. If principals did not understand how the policy should be implemented, there will be no flow of information from the policy makers to the policy implementers (Huberman, 1992). The principals were supposed to train educators and SDTs thoroughly, but this was done to fulfil the process and not in line with what Plimley and Bowen (2006) concluded that the final standard is about helping by training and supporting others to fulfil their roles effectively. Some of the SDTs were not even trained; they only attended meetings for the submission of summative scores to the Department of Education “*the training was not adequate*’. In the Collective Agreement No. 8 of (2003), it is stated clearly that training must be done for every stakeholder to be familiar with the instruments. But you find that schools bunk the work and try to do the six month work in one week, therefore, the forging of scores becomes the order of the day.

6.2.2 Support

If principals are not well informed and there is no support rendered to educators, therefore, the implementation of IQMS will be hampered, as Plimley and Bowen (2006) cited. In the light of all stumbling blocks faced by all stakeholders during the implementation process, they put the blame to the Department of Education “*no monitoring for IQMS from the Department*”. This is in line with what Sagor and Barnett (1994) and Benson (2005) stated about the support of educators in chapter 5. The participants maintained that the government was failing in its duty to make IQMS a workable entity. The SDT confirmed that the department did not train them properly and hence, they are unable to offer support that is due to their subordinates “*the support is not enough that is why the educators don’t take IQMS seriously*”, and is in line with what Stoffel (2001) said in chapter 5. They maintained that this problem is compounded among others by factors like:

- ❖ Insufficient background in IQMS policy by all stakeholders, who are the implementers as in line with Bush and Middlewood (1997);
- ❖ Insufficient support materials, in the Foundation Phase;
- ❖ The attitude of stakeholders who always resist, in the introduction of any new policy and their view to maintain status quo as in line with Van der Westhuisen (2007);
- ❖ Insufficient support, by the SMT and the government officials; and
- ❖ Shortage of educators, which results in overcrowded classes.

6.2.3 Resources

The concept is relatively wide but the study discussed it in the context of school facilities and educational materials. Resources are the directive supportive behaviour that should help educators to develop instructional efforts to offer IQMS effectively and efficiently. The responses of educators and principals indicated that schools were not staffed with the resources that are relevant to teaching and learning. It was told that there were insufficient resources at schools as said by the participants “*there are no resources which help us to perform our duties well....only two copiers*’. For the schools to run smoothly and normally, there must be enough resources as it is in line with what Fullan (1996) said. The well-resourced schools make teaching and learning easier. One photocopier and a computer cannot be regarded as resources alone; there are some other resources that can help to implement IQMS. “*Textbooks for the Foundation Phase in Xitsonga and Life skills were written in English*”; they were not available in Xitsonga, this disagrees with Bruce (2006) in chapter 5 when cited that the department are expected to provide all the materials and equipments for teaching and learning. These are some of the resources that can build a learner from the Foundation Phase and they learn in mother tongue. Lack of resources is demoralizing educators and

principals; the day-to-day running of the schools is detrimentally affected. The funding from the department is not enough because it is divided rather than coming in a large sum.

6.2.4 Benefits / what educators have gained in IQMS

The responses showed the researcher that the little knowledge that educators and principals have, helped them to learn something new which they disregard as nothing “*we know the entire performance standards and the actual doing of it*”. It was found that performance standard number five to number seven were not taken into consideration in the teaching field. The way all the performance demands, it therefore helped to change their attitude and their behaviour on the work place. This is in line with what Rose and Howley (2007) cited that some educators are benefiting. Time management is the key to success. This was one important aspect that they have mastered and this is in line with what Dalin and Rolff (1993) stated in chapter 2. Responses show that, for most educators, IQMS is an instrument that is aimed at remuneration than as an instrument for developing them. The African National Congress in the seventh Limpopo Provincial Conference (2011: 82), Action Plan to 2014 said that for some years, the IQMS has been under review, largely in order to examine how educators’ development decisions can be kept professional and are not unduly influenced by salary matters. This review process has led to a proposal for limited policy changes and for a rebranding of the LQMS. Proposed changes are expected to be implemented starting in 2012.

6.2.5 Constraints

The findings of this research reflected the constraints and challenges experienced by schools in the implementation process of IQMS, and this is in line with the questions asked by Steyn and Wilkison (1998), with regard to lack of problem-solving skills, poor networking and communication skills which create problems. These challenges are exacerbated by the inability to clearly articulate the skills and knowledge; lack of knowledge of different instructional techniques; and incapacity to help teachers to align their personal classroom goals with the school’s vision.

The respondents reflected that the departmental officials were failing in their capacity to establish proper networking or communication machinery that could help in addressing the challenges that are at schools for the proper implementation as it is in line with Fullan (1996) and Huberman (1992), Rose and Howley (2007) and Van der Westhuisen (2007) “*lack of understanding of what IQMS is and what they should do*”. This calls for principals to engage in the following exercise: (a) establish networks with other schools and institutions not just for financial assistance but also for capacity building and empowerment, (b)

communicate with all stakeholders in matters pertaining to the implementation of IQMS policy and (c) any other policies, so that they could help educators to solve any challenges related to IQMS.

In the interviews held with the schools under study, both regrettably said that very little was done in the implementation of IQMS. They stated that the problem was compounded by the fact that they had not received enough training that would make it easy for them to monitor the implementation of IQMS. Educators' responses also confirmed the afore-mentioned statement by indicating that principals did not render support. The implementation of IQMS cannot be realized, unless educators, SDTs, SMTs and principals are properly trained and supported, and sense of ownership of the process is developed.

6.3 CONCLUSION

This research has examined some of the many experiences and challenges faced by schools in the implementation of IQMS policy and its approach. To a greater extent, the findings reflected that support is not adequately offered to educators and principals. This research was conducted with the view that support serves as the most fundamental aspect or tool in implementing any policy or programme. Hence, this study found that IQMS is partially implemented.

This is confirmed by Mahlangu (2009:1) in his foreword saying that the Integrated Quality Management System (IQMS) policy has been introduced into our education system some five (5) years ago. However, the implementation of this policy in our schools is a challenge. Reports of school visits by the National Department of Education (NDoE) IQMS External Moderators and provincial IQMS officials indicate that schools are at various levels with regard to the implementation of IQMS. Some schools are indeed at full implementation. These are mainly former Model C schools and a very good number of primary schools. In general, secondary schools are struggling to implement the programme. However, there is a high positive correlation between schools that perform excellently in Grade 12 examination year after year and schools that implement the IQMS policy fully.

Furthermore, the same school visit reports indicated that most of our schools implement IQMS policy partially; and yet others are implementing the policy poorly after all these years of training and conducting workshops. In the Action Plan to 2014, the National Officials found that in 2009 to 2010 period, only seven percent (7%) of schools visited could be considered as having fully implemented the IQMS. As performance agreements or schools principals rolled out, it will become important to monitor the presence and quality, both the schools and in the districts offices, of the actual agreements as well as the supporting documents in the implementation of IQMS (2011: 100). Again, the same tendency can be identified,

namely, that there is a high positive correlation between dysfunctional secondary schools as classified through Grade 12 examination results and poor IQMS implementation. The positive correlation coefficient between poor IQMS implementation and poor learner performance is extremely worrisome.

6.4 RECOMMENDATIONS

The following are recommendations to be considered by the Department of Education with regard to the implementation of IQMS. These recommendations are believed to be the remedy for the problems and challenges facing the implementation of IQMS:

- ❖ Principals should be kept abreast of all developments in IQMS, i.e., they should be the first people to know how to implement it as the agents of policy change and hence they will be able to assess, evaluate and offer the necessary support due to educators;
- ❖ The facilitators (trainers) must have been thoroughly trained in order to be able to advocate and convey detailed information to the trainees about IQMS and its nitty-gritty;
- ❖ The curriculum advisors, education specialist and circuit managers should be versatile in any matter pertaining to the newly introduced policy in order to effect proper and appropriate support to their subordinates, i.e., principals and educators as Pratt (1980) cited;
- ❖ Relevant and adequate materials should be supplied to schools in time, for example, mother tongue text books in the Foundation Phase;
- ❖ Educators should be provided with release/ time to attend workshops/courses/ in-service trainings/ cluster meetings and/or conferences pertaining to IQMS;
- ❖ The Department of Education should employ more IQMS oriented officials to supplement those already in the field because IQMS demands more commitment and effort;
- ❖ The department should budget enough money to subsidize schools and to purchase supporting materials needed in IQMS;
- ❖ The time frame set for workshops/courses and/or in-service trainings of IQMS should be prolonged to allow enough time to grasp the new information and the implemented strategies thereof;
- ❖ Training should be according to the different steps throughout the year and the steps be followed strictly, not the one which educators receive for the 3 days that year. There must be continuous training systematically from the Foundation Phase, through Intermediate Phase to Senior Phase; and
- ❖ Motivation from the Department of Education, by giving them what they are supposed to earn, is very important. The cost of living is very high and since the inception of the democratic government there is no motivation in terms of salary.

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APPENDICES

Appendix A:INTERVIEW SCHEDULE

All the questions were based on the following themes:

- ❖ Training
- ❖ Support
- ❖ Resources
- ❖ Change and Improvement
- ❖ Challenges

EDUCATORS

1. Can you tell me about the training received for the implementation of IQMS?
2. Can you describe the support received from your Developmental Support Group?
3. Tell me about the resources you have at school?
4. Please elaborate on the benefits you received since IQMS started?
5. What are the constraints in the implementation of IQMS?

SCHOOL DEVELOPMENTAL TEAM

1. Can you tell me about the training for IQMS?
2. Tell me about the resources you have at school?
3. Can you describe the support received from your Department?
4. Please elaborate on the benefits you received since IQMS started?
5. What are the constraints in the implementation of IQMS?

PRINCIPAL

1. Can you tell me about the training received for implementation of IQMS?
2. Can you explain to me about the monitoring from the department?
3. Tell me about the resources you have to implement IQMS?
4. Please elaborate on the change since IQMS started?
5. What are the constraints in the implementation of IQMS?

GOVERNMENT OFFICIAL

1. Are all stakeholders adequately trained?
2. How do you ensure that there is monitoring in the implementation of IQMS? Please elaborate.
3. Do schools have resources for the implementation of IQMS?
4. Please explain if there any improvements in the schools you visited so far?
5. What are the constraints in the implementation of IQMS?

Appendix B: TRANSCRIBED RESPONSES

EDUCATORS

1. Do you think the training of implementation of IQMS received was adequate?
 - 1.1 The training was enough because it helped us to realize our weaknesses concerning teaching and we excel in areas where we have strengths.
 - 1.2 Training is good but we hope if we have training of IQMS continuously, not when we are to be evaluated for the instrument.
 - 1.3 The training was adequate.
 - 1.4 We don't have enough training because we have only 3 day's workshops/training by Development Support Group. We need more time so that we are conversant with the instrument.
2. Do you receive enough support from your SDT?
 - 2.1 . The SDT of our school support us if we have problems. They explain to us clearly what is expected from us as educators. If we have a problem of scoring, they explain to us clearly.
 - 2.2 . Yes, our SDT support us, but the department they don't support us.
 - 2.3 . The SDT helps us. If we ask questions to them they answer
 - 2.4 . Support is there from the school
3. Do you have resources at your school?
 - 3.1 There are not resources which helps us to perform our duties well. We have problems when coming to textbooks and the other aids which help us to teach.
 - 3.2. We have little resources that we use at this school. We have only two photocopiers that only help us to make some copies because we don't have enough textbooks.
 - 3.3. The resources that we have at our school are computers and photocopiers which help us to make copies of the lessons.
 - 3.4. No, we don't have resources at our school, the Foundation Phase has no Xitsonga reading books and Life Skills materials in Xitsonga.
4. What benefits did you get since IQMS started?
 - 4.1 We benefited a lot. We know all the performance standards. As educators we know what to do in our teaching profession. We do the introspective ourselves without the help of the principal. We know that learners with problems are to be helped with sympathy.
 - 4.2 We know all the performance standards and actual doing of all the performance standards. Learners work more than an educator in the class and outside the class so that the outcomes of all the performance standards are mastered in that learning area.
 - 4.3 We know how to do Lesson Plan, Work Schedules. We know how to present a lesson in an OBE way. And everything we teach, we teach according to the assessment standards. We know how to records all the assessment standards.
 - 4.4 The Development Support Group and the Staff Development Team helped to develop me in the areas which I needed support. And I know that in IQMS, you learn from others and not be selfish.
5. What are the constraints in the implementation of IQMS?
 - 5.1 I'm not comfortable when fellow educators do the class visit and evaluate me. If educators from other schools could do the assessment to the educators for another school, this we can say, there is a true reflection of what is happening. Because you find that they give you marks which you don't deserve, because of jealousy.

- 5.2 Studying the manual and all the performance standards, it is time consuming because you have other work to do.
- 5.3 I can say challenges have got good things and bad things. I will dwell most in good things that IQMS has taught me. It helped me with up-to-date work. I have confidence with all I'm doing. I've improved my knowledge in teaching. And I realized that there is competition in teaching amongst educators
- 5.4 We have overcrowded classes. The resources are not there in our school. The Learner Teacher Support Material is not enough and at the foundation phase there are no text books. Our learners are taught in their mother tongue in the foundation phase but no Tsonga books are being delivered by the Department of Education.

SCHOOL DEVELOPMENT TEAM

1. Training

- 1.1 The training is not adequate. There should be lots of workshops that will enable educators to understand IQMS well. In the training, they should explain clearly all the performance standard. The department must explain clearly what to do and how to implement IQMS. They must explain clearly how to evaluate on educators. And educators, in most cases, choose peers who don't know anything.
- 1.2 Training is not enough; at least, if there will be a training one per quarter.

2. Support

- 2.1. No support from the department.
- 2.2. The support is not enough, that is why the educators don't take IQMS to be serious.

3. Resources

- 3.1. Manuals were distributed to schools.
- 3.2. Not enough resources. We need something that can develop us properly. We have insufficient resources at our schools. We want resources that can help us to perform to the best of our abilities. Because of the lack of resources, learners lack interest in learning.

4. Is there any change since IQMS started?

- 4.1. All educators are familiar with the instruments. The only thing they are bored by class visit. When there is money given to educators, there are fuses because everyone needs money. It doesn't matter; they are doing the right thing or wrong things, only money is needed.
- 4.2. No, educators don't take IQMS as developmental instruments, but they need money only. They take IQMS as the money giver. And they said the money given by the department is not enough, that is why they don't take IQMS serious.

5. What are the constraints in the Implementation of IQM?

- 5.1 Challenges are there but mine are positive ones. IQMS helps us to choose from the wrong to the right. It develops us as educators, it is not a fault finding instrument if we can do it as it was designed for. But the negative side is that it disturbs the smooth running of the school when it comes to the evaluation programme. It is time consuming and educators become nervous.
- 5.2 There is a problem of lack of cooperation from the educators. Educators don't understand IQMS at all. There is hidden ignorance amongst educators and peers. We thought we shall get enough support from the SMT, we therefore realized that SMT is not equipped with the implementation of IQMS.

PRINCIPAL

1. Did you receive any training for the implementation of IQMS?
 - 1.1 Yes all educators have been trained by the STD. We, as principals, we have been trained for a day.
 - 1.2 No, because of the three educators who have not yet been trained. But we principals have been trained once for the period of three days.
2. Is there any monitoring from the department?
 - 2.1 No monitoring for IQMS from the department. At school, we do monitor because we are checking the performance of educators.
 - 2.2 Yes, there is irregular monitoring from district and national levels. They did visit our school.
3. Do you have resources to implement IQMS?
 - 3.1 Yes, the resources are available and enough. It is for us to use the resources we have in a correct manner, for the benefit of our learners.
 - 3.2 As the school, we are trying to buy the resources but it is not enough. The Department of Education should provide the resources to help the school. The school is spending more than necessary with papers and the machines for photocopying.
4. Is there any change since IQMS started?
 - 4.1 Competency amongst the educators has improved. Because of rating in each performance standards, every educator wants to get high scores. Hence every educator tried to keep their profiles in a good way
 - 4.2 Yes, it revived the educators and knows what they are supposed to do. They do the preparation and realized that each lesson must have resources to help and learners to understand. Because of IQMS, it has increased the teacher performance and every educator remembers that they are at school for teaching learners to be a responsible citizens. Educators participate in all activities without being forced. They lastly, improve themselves by studying to increase their knowledge.
5. What are the constraints in the implementation of IQMS?
 - 5.1 There are some challenges, for an example, educators give them higher rating (scores) meanwhile their performance is low. They are not fair of their weaknesses. The STD is not fair in their ratings. The peer does not develop their peers, but give them higher marks. The main problem is the policy that says that the ratings do not go down but it must be up or at the same level. Educators do relax knowing that the scores won't go down.
 - 5.2 Challenges are the resources which are limited. No papers and inks for the machines. No typist at our school and secondly IQMS is time consuming.

DEPARTMENTAL OFFICIAL

1. Are all the stake holders who implement IQMS been trained?
 - Not adequately trained.
 - New principals are trained.
 - Not understanding of this policy.
 - Attitude count amongst the principals and educators.
2. Is there any support to schools?

There is no proper support. This is caused by the shortage of IQMS officials. This can be seen at schools during our visit if principals, SDT and educators:

- If they followed the steps and requirements of IQMS.
- If they have established management programme on the IQMS.
- Basic evaluation has been done.
- Understanding the criteria what it wants.
- PGP have been followed and SIP has been done that lead to develop the educator.
- If the educators have been developed and the programs of development have been drawn.
- Reports written on IQMS.

This will show that IQMS is properly monitored.

3. Are there enough resources at schools?

This is a difficult question to talk about. The answer can be yes and no, the reasons being that in some yes schools:

- Text books are available for both learners and educators.
- Educators are enough.
- Good machines for making copies.

In some no schools the reasons being that:

- No chairs at some schools.
- No enough Text books.
- Photocopying machines have no inks because there is no money to purchase the inks.
- Classes are overcrowded.
- Shortage of staff.

4. Is there any improvement at schools you have visited?

Yes, Improvement is partially seen at some schools, but to other schools they still need support.

Improvement can be achieved if we, as department can put our effort in training:

- Enough training will lead to the success of implementation of IQMS.
- Training should be according to the different steps. It must be a thorough training for the whole year not for 1 or 3 days training. It must be continues training step by step, from the foundation intermediate and Senior Phase. IQMS needs thorough training. Motivation from the department by giving them what they are supposed to earn. Cost of living is very high and since the democratic government there is no motivation for the department in terms of salary.

5. What are the constraints in the implementation of IQMS?

- Lack of motivation on the side of educators.
- The way it is implemented it is incorrectly implemented because they implement with a negative mind to get a reward instead of competency.
- Lack of understanding of what IQMS is and what they should do.
- Lot of work that it implies lead to tire some on the side of educators.
- Lack of dedication on the side of their work, they just need money as a result there is a lot of cheating.
- The salary one notch that the department promised educators is not enough and it makes them reluctant to the implementations of IQMS.
- Lack of vision by the educators. IQMS goes hand in hand with the vision if you know the vision you will implement to the best knowledge.

Appendix C: REQUEST LETTER TO CIRCUIT MANAGER

P.U. BUX 232
LETABA
0870
18 AUGUST 2008

Ref: MhanganiM.E.
Persal no.81 077041
Cell: 072 527 1960

The Circuit Manager
NkowankowaCircuit
Department OfEducation
Private Bag X 1413
Letaba
0870

Madam

Application to conduct research on IQMS: District and circuit level.

1. I hereby apply to undertake the above mentioned study.
2. My topic of research is: **The implementation of Integrated Quality Management System at Nkowankowa Circuit.**
3. I am a part time student who is being paid by the bursary of the Department in the University of Limpopo.

I hope my application will be taken in to consideration.

Yours Faithfully

.....
MHANGANI ME

Appendix D: REQUEST LETTER TO PRINCIPAL & SGB

PO Box 232
LETABA
0870

20 Apr 2009

Ref: MhanganiME
Persal No: 81077041
Cell: 0725271970

The Principal and SOB
Banana Lower Primary School
Private Bag x: 436
Letaba
0870

Dear Sir

APPLICATION TO CONDUCT RESEARCH ON IQMS AT YOUR SCHOOL

1. I hereby apply to undertake the above mentioned study at your school.
2. My topic of research is: **The implementation of Integrated Quality Management System at Nkowankowa Circuit**
3. I am a part-time student at the University of Limpopo;
4. I hope my application will be considered.

Your Faith fully
Mhangani ME

•

Appendix D: REQUEST LETTER TO PRINCIPAL & SGB

PO Box 232
LETABA
0870

2

20 April 2009

Ref: Mhangani ME
Persal No: 81077041
Cell: 0725271970

The Principal and SGB
Nkowankowa Primary School
P.O. Box 92
Letaba
0870

Dear Sir

APPLICATION TO CONDUCT RESEARCH ON IQMS AT YOUR SCHOOL

1. I hereby apply to undertake the above mentioned study at your school.
2. My topic of research is: **The implementation of Intergrated Quality Management System at Nkowankowa Circuit**
3. I am a part- time student at the University of Limpopo.
4. I hope my application will be considered.

Yours Faithfully
Mhangani ME

Appendix: E: PERMISSION GRANTING LETTER
FROM CIRCUIT MANAGER



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Private 8ag X1413
LETA8A
0870
Tel. No. 015 303 1725
Fax.. No 015 303 1539

REF. 81077041

ENQ. BALOYI A.

DATE: 17 MARCH 2009

APPLICATION TO CONDUCT RESEARCH ON IQMS: DISTRICT AND CIRCUIT
LEVEL

1. The above mentioned matter refers.
- 2 Your application to conduct research on IQMS within the District and Circuit level permission is granted
- 3 We wish you the best during your research
- 4 Your cooperation is always appreciated.

CIRCUIT MANAGER

/ab

Nkowankowa Circuit



DEPARTMENT OF EDUCATION - MOPANI DISTRICT

MARIVENI PRIMARY SCHOOL

P.O. Box: 8

LETABA, 0870

tEL: 01 5 345 1 604

CELL: 0829735332

F AJC 0866099208

EMIS No: 915530747

EMAIL: mC3rivenipschool@webmail.co.La

pcmboweni@webmail.co.za

MARIVE CLUSTER MEETING REPORT FOR THE PERIOD OF MAY/JUNE 2009

This report will try to unpack all the activities that the aforesaid coordinating structure has participated in our school cluster for the period under review.

We attended three meetings in which the following were discussed:

- IQMS
 - Support from the upper level of management should continue and be intensified,
 - Monitoring & Evaluation Unit should convene for a where updates and developments with regard to IQMS in a developmental and marketable way,
 - Encouragement from cluster to manage time allocated to IQMS to avoid late submission,
 - Chairpersons & Secretaries SDT were roped in the cluster meeting which were convened to deC31 with the matter and *they* should provide areas from which they encounter challenge/s,
 - IQMS is ongoing process in our cluster, twining of schools (Petanenge & Zivuko, Malwandla & Tito, Marito & Mariveni)
 - Identify whom to invite when encountering challenges,
- Monitoring & Evaluation Unit be devolved to circuits for close monitoring and evaluation,
- Cluster & School Management Plan should be done in which we will envisage to continually mentor each other in broad themes and perspectives that will enhance managing our institutions better if not best.

We believe the report has successful high lighted progress and challenges in our cluster.

IQMS CLUSTER COORDINATOR'S MEETING

CIRCUIT:
Coordinator:Nkuna**JM**

DISTRICT:MOPANI

Minutes of a cluster Coordinator's Meeting held as follows:
VENUE: Banana Primary School
DATE: (Thursday) 20 August 2009
TIME: 12:00 – 16:00

AGENDA:

	ITEM	FACILITATOR
1.	Opening	Mhangani ME (Mariveni)
2.	Welcome	Banyini NEJ (Banana)
3.	Introduction	Nkuna JM (Coordinator)
4.	Attendance Register	Gogela B (Hudson Nsanwisi)
5.	Extracurricular Activities	Nkuna JM (Coordinator)
6.	IQMS	Nkuna JM (Coordinator)
7.	NSNP	Nkuna JM (Coordinator)
8.	Foundation for Learning Campaign	Nkuna JM (Coordinator)
9.	CASS and CTA Strategies to Improve Results	Nkuna JM (Coordinator)
10.	Templates for Schedules	Nkuna JM (Coordinator)
11.	Circuit Management Team	Referred to Services Meeting (Circuit Manager)
12.	Programs for Circuit Meetings	
13.	Memorials Services	
14.	Vacant Posts	
15.	EMD	Nkuna JM (Coordinator)
16.	Closure	Nkuna JM (Coordinator)

1. MrsME MhanganiOpened the meeting in a word of prayer
2. MrBanyiniwelcomed the officials to Banana Primary School. Thehost school .
3. MrNkunamade all necessary introductions. He indicated that MsGogela had been requested from the Hudson Ntsanw'isiCluster to attend the meeting and take minutes. 'The Cluster Coordinators welcomed his initiative.
4. Attendance Register

No.	NAME of OFFICIALS	INSTITUTION	CLUSTER	SIGNATURE
1	Nkuna JM (Coordinator)	Ritavi SP	Hudson Ntsanwisi	
2	Mhangani ME	Malwandla	Maiveni	
3	Mokhari SS	Masungulo	Bankuna	
4	Banyini NEJ	Banana	Banana	
5	Gogela B (Secretary)	Hudson Ntsanwisi	Hudson Ntsanwisi	

.....
NKUNA JM (Coordinator)

.....
GOGELA B (Secretary)

5, EXTRA.CU RRICULAR ACTIVITIES:

Observations:

- The itinerary for Sporting Codes within the Circuit appears to be non-functional
- The Circuit Office seems to be focusing on Athletics only and there is no visible organized program for any other sporting code,
- The Cut-Off elates for different Sporting Codes are not clearly communicated to schools,
- There seems to be no proper communication system between the Circuit Office

Resolution:

6. IQMS

Reports from Cluster Coordinators:

- Generally, the IQMS is unfolding as per Management Plan
- The SDT induction workshop that was promised by the District Office is still pending.
- One of the Clusters is experiencing management problems with some colleagues not being fully cooperative and supportive. The Coordinators request an urgent intervention form the Circuit Office.

Resolution

- The IQMS Management Plan will be adhered to with military precision.
- Regrouping of schools within clusters might be considered if the problems within any specific cluster cannot be amicable resolved.
- There is a need for peer development especially in Financial Management.
- The Banana Cluster's strategy to maximize participation of School Managers within the Cluster was well appreciated and will be adopted by all clusters.
- Cluster Coordinators will draw up and submit detailed reports to MrNkuna. The reports must indicate clearly all IQMS related activities that have been undertaken as well as dates on which those activities were done. The following submission dates have been earmarked for the month of August 2009.

CLUSTER	DATE
Bankuna	(Wednesday) 26/08/09
Banana	(Thursday) 27/08/09
Mariveni	(Thursday) 27/08/09
Hudson Ntsanwisi	(Tuesday) 01/09/09

- Custer Coordinators will sure that all schools within their clusters use proper templates for the final IQMS submission on (Friday) 09/10/09.

.....

.....

NKUNA JM (Coordinator)

GOGELA B (Secretary)

7. NSNP

- School Managers were not involved in the streamlining of the NSNP Programs
- This oversight has rendered the programs impractical.

Resolution:

- The One Helper for every Two Hundred Learners ratio (1:200) needs to be reviewed.
- Schools will be encouraged to establish vegetable gardens.
- Each school will manage own program

8. FOUNDATION FOR LEARNING CAMPAIGN

- The campaign focuses on Grades 3 and 6 learners only.
- The competitions will focus on THREE themes;-Reading(Gr 3– Xitsonga +) English; Gr. 6 - English + Xitsonga), Counting and Writing.
- There will be a competitions in each cluster levels
- Each school must bring one learner per category and each competitor will have three minutes to impress the adjudicators.
- Assistance will be requested from Senior Secondary School Colleagues as well.

VENUE: BANKUNA SENIOR SECONDARY SCHOOL								
DATE: (Friday) 1/09/09			DURATION: 8:00 – 13:00 (5 Hrs)					
CLUSTER	No. OF SCHOOLS		Expected No. of Participants					
			Reading		Counting		Writing	
	Grade 3	Grad 6		Time		Time		Time
Bankuna	3	3	6	18	6	18	6	18
Banana	4	3	7	21	7	21	7	21
Hudson Ntsanwisi	2	2	4	12	4	12	4	12
Mariveni	4	4	8	24	8	24	8	24
TOTAL	13	12	25	75	25	75	25	75
DURATION FOR WHOLE COMPETITION				75+75+75 = 225 MINUTES (3.75 Hrs)				

9. CASS, CTA, ANALYSIS OF RESULTS

- Results that are obtained from analysis of results can be used as valid tools to assess the level of learner achievement in school only if assessment tasks are standardized

Resolution:

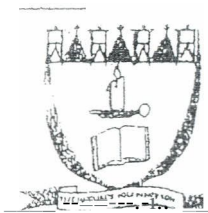
- The Circuit Office must establish a Task Team for CTA's and Examinations

10. ITEMS 12, 14, 15, 16

These items were referred to the next Service Meeting.

11 CLOSURE

- The meeting was closed in a word of prayer.



DEPARTMENT OF EDUCATION - LIMPOPO--PROVINCIAL

NKOWA-NKOWA PRIMARY SCHOOL

P.O. BOX 92
LETABA 0810

MOPANI DISTRICT
NKOWAKOWA CIRCUIT

EMISNO:
0915531436

TEL:
0153031305

Ref: IOMS

Enq: MTHEMBI ME

Date: 03 May 2009

Mhangani M.E

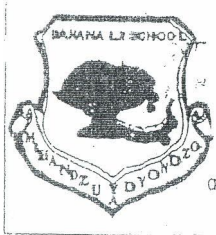
APPLICATION TO CONDUCT RESEARCH ON IQMSIN NKOWANKOWA PRIMARY SCHOOL

1. The above matter refers
2. Your application to conduct research on IQMS in our school, permission is granted.
- 3 We wish you best in your research and we herewith attach our mission, vision and developmental plan of our school.
4. Your cooperation is always appreciated

Principal: Mthembi ME

Date: 03/05/2009

Appendix H: PERMISSION GRANTING LETTER FROM SCHOOLS.



GRADUATE : NIKOVANKOWA
DISTRICT : MAFIPANI

DEPARTMENT OF EDUCATION- UMPOPO PROVINCE

**BANANA LOWER
PRIMARY
SCHOOL**

EMI S~.n

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015303

07.1

Ref: IQMS

Eng.: Banyini N E J

Date: 03 May 2009

Mhangani ME

**APPLICATION TO CONDUCT RESEARCH ON IQMS: BANANA PRIMARY
SCHOOL**

1. The above matter refers.
2. Your application to conduct research on IQMS in our school, permission is granted
3. We wish you best in your research.
4. Your cooperation is always appreciated

Principal
EJN Banyini

A. IQMS REPORT - NKOW ANKOWA CIRCUIT 2010

1. CO-ORDINATORS

2. aNkuna M. J
- b BanyiniNEJ
- c. MhanganaM.E
- d Mkhari S. S

3. MEETINGS WLRE HELD AS FOLLOWS

- 2.1_ 22 January 2010 - academic season planning
- 2.2. 03 March 20 10-lau0lling of cluster and circuit FFLC committees
- 2.3. 05 May 2010 –Circuit FFLC Campaign
- 2.4. 07 *July* 2010- Moderators Itinerary
- 2.5. 21 October :2010- Verification by Dr A, T Mdumela
- 2_6. 15 November 2010 - Circuit verification
- 2.7. 16 November 2010 - Provincial verification

3. CLUSTER MODERATIO: 15.11.2010

- Time scheduled was 15h00 at the circuit manager's office
- School files were submitted in dribs and drabs.

4. CHALLENGES

- 4.1. Principals did not audit the files before submission for cluster moderation
- 4.2. Files were not sent for control by the circuit manager.
- 4.3. Evaluation of some principals on performance standard 1-4 created problems because they do not offer any LEARNING AREA

B. PROVINCIAL MODERATION 16.11.2010

1. It was meant for Nkowankowaand MafaranaCircuits
2. Xihokoand NwanedziCircuits joined because of challenges they had during their moderation

C. TIME - TABLES

- Most schools had classroom- visit time tables for summative evaluation
- All the educators were evaluated as per time-table

1. DSG REPORT'S

- In most schools rawscores and final scores were entered in the DSG's reports
- But in some DSG's report there were no recommendations for Development, more specially in reports of educators who scored less than 4

2. PCPS

- All educators in all the schools had completed their PGP's
- Recommendations for development were transferred to PG's
- The P G's were used to develop the SIP's

3. COMPOSITE- SCORE SHEETS

- In most schools the score were correctly transferred from DSG's reports to the composite sheets
- But in some schools the scores in DSG's report did not tally with composite sheets.

4. SCHEDULE OF EDUCATORS PERFORMANCE

- In most schools the scores were correctly transferred from DSG's report to the schedule
- All post level 1,2,3 and educators performance were captured in the correct and relevant schedules

5. SNAP SHOTS

- In most schools snapshots were available
- But in some schools the snapshots were incomplete

6. MINUTES

- In most of the schools minutes were not done for individual teachers

- There were pre- evaluation and post evaluation minutes.

7.RECOMMENDATIONS

IQMS management plan should be monitored by principals.

Appendix J: SDT MINUTES

MINUTES OF THE MEETING HELD ON 28 MAY 2009

SDT MEEENG

C

AGENDA

1. Opening: co-coordinator
2. Roll call and apologies
3. Welcome and remarks: co-coordinator
4. **BOD**
- 4.1. Challenges that we encounter when implementing IQMS
- 4.2. Way forward
5. Closure

MrsMarholeni from MariveniSchool opened with a prayer
There were apologies from Petanege Junior and Tito Mboweni
MrsMhangana welcomed all tile members of the SDT and remarked briefly that the main objective for this cluster is to have a common understanding of the IQMS hence the clustering of these schools.

1. Challenges that we encounter when we implement IQMS

- Many educators don't want to implement IQMS
- Some educators give themselves high-scores
- Some educators also quarrel with. their DSG

2. WAYFORWARD

- There must be internal workshop where educators would be capacitated concerning IQMS and this is the responsibility of SDT
- The SMT should execute its responsibilities e.g. monitoring and supporting educators and implementing the class vvisit programme on a regular basis so that the educators would get used the idea.
- The self-evaluation form should be completed by all the educators and be moderated, before the classroom observation
- The DSG should work together with theSDT and the SMT.
- The PGP should also be completed by all the educators
- The SDT and the SMT should hold meetings regularly

3. CLOSURE

- MrsMarholeni closed with a prayer

ANKOWANKOWA SCHOOL CODE OF CONDUCT FOR LEARNER

L INTRODUCTION

According to the South African school Act, " *The main focus of the Code of Conduct must be positive discipline, it must not be punitive and punishment oriented but should facilitate constructive learning* "

Constitutional ly, learners have the right to education. Recognizing that effective, skills - based, holistic education depends on a school environment in which there is a culture of learning and teaching The right to education cannot be separated from the responsibilities of educators, parents and the wider school community

Nkowanwa strive to promote a professionally maintained educational environment which is founded in non - violence, and which upholds the principles of consensus, co - operation and tolerance.

VISION STATEMENT

The development of a whole child with lifelong potential and integrity, thus our motto " The Future Foundation "

MISSION STATEMENT

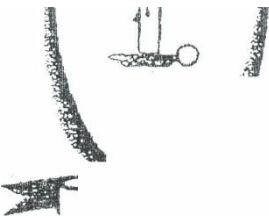
- Our mission is to produce confident and competent learners
- To prepare leaders to become responsible and valuable learners of the society.
- To provide a progressive education in a caring Christian environment
- To treat every learner as a unique individual.
- To produce children who can communicate freely in both their mother tongue and English
- To empower teachers as well as their learners.

4. AIM OF THE CODE OF CONDUCT.

The aim of the code is to maintain the disciplined and purposeful school environment that exists at this primary school. It is dedicated to the maintenance and improvement of the quality of the teaching process, through the refinement of the culture of effective- learning and teaching as espoused by our Mission statement.

Appendix L: SCHOOL DEVELOPMENT PLAN

DEPARTMENT OF EDUCATION UMPOPO PROVINCE



NKOWA-NKOWA PRIMARY SCHOOL

P.o. BOX 92

MOPANI DISTRICT

EMIS NO:

TEL:

LETABA 0870

NKOWAKOWA CIRCUIT

0915531436

015 303 1305

SCHOOL DEVELOPMENT PLAN FOR 2009 TO 2011

2. School infrastructure	To facilitate effective School administration By establishing an Admin block	Apply for school Renewal with Department of Education		Securing funds and Drawing plans	Building completed. Admin Block & toilets Finished and functioning
		Apply for adoption to neighboring businesses and sponsorship opportunities extending same to the lotto board for sponsorship			
	To facilitate effective Security at the gate. To avoid congestion in classes	Apply for assistance From Dept. of public Work for labour Apply for furniture Supply through the Dept. of Education	Build security office at gate	Security office Complete and functioning	
3. Leadership Management and communication	To establish the SMT As fully functional Management measures	Ensure that SMT Meets weekly and Keep proper record of its meetings.	SMT meets and Established proper Record keeping of agenda's and	SMT maintains Meeting system SMT maintains	SMT maintains Meeting system SMT maintains

To implement effective curriculum management measures	Departmental Head <i>Develops</i> monthly Supervision cycle.	minutes Class visits and control of educators. Planning and learner's work takes place monthly	Cubiculum Management system	Curriculum Management system
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16/02/09

Adopted by the SGB on (date)

.....

Signed (SGB Chairperson)

..j

BANANA PRIMARY SCHOOL

***SCHOOL DEVELOPMENT PLAN
(SDP)***

FOR 2009 TO 2011

3.4 Quality of teaching and learning and Educator Development	<p>a. To encourage the Educators to consult the latest Journals, Periodicals and Articles to supplement the Text Books knowledge when preparing lessons and during lesson presentation</p> <p>b. Encourage the Educator to further their studies in order to be abreast with the latest development.</p> <p>c. To avail the School Funds for Educator Development e.g. Attending workshops organized by NGO's and the Department of Education and organized Motivational Speakers to encourage the Educators</p>	<p>Rich lessons content and quality teaching</p> <p>To encourage and ensure that all the Educators are fathering their Studies in their areas of specialization</p> <p>To ensure the expansion of the Educators knowledge horizons.</p>	<p>Restoration of the Culture of Teaching and Learning.</p> <p>95% of the Educators would have achieved additional qualification beyond REQV 13.</p> <p>Improved Educators knowledge level.</p>	<p>Maintenance of the Culture of Teaching and Learning</p> <p>95% of the Educators would have achieved additional qualification beyond REQV 13</p> <p>The school to have highly qualified Educators.</p> <p>Improved Educators knowledge level.</p>	<p>Maintenance of the Culture of Teaching and Learning</p> <p>Entire staff to be abreast with the latest Educational Development and highly qualified and competent.</p> <p>Improved Educators knowledge level.</p>
3.5 Curriculum provision and resources.	a. To utilize the Government Allocation for Norms and	To ensure that the Educators have the necessary resources for	Availability of Resources for Curriculum	Availability of Resources for Curriculum	Availability of Resources for Curriculum

	<p>Standards for School Funding to provides resources.</p> <p>b. Apply for funds from Donors and Sponsors for Curriculum Development.</p> <p>c. To upgrade the standard of our school library to the level of media and information centre.</p>	<p>Curriculum implementation.</p> <p>The school will be the centre of Academic excellence.</p> <p>Draft a Funding Proposal to Donors and Prospective Sponsors to secure funding for Curriculum Development.</p> <p>To install computer system in the school library so as to provide for curriculum needs and resources.</p>	<p>Development.</p> <p>School be used as the Model School for a Standardized Grade R Class.</p> <p>Funding Proposals and applications will be send out.</p> <p>School to be used as a multi-purpose centre by both school community and the Mokgoloboto village.</p>	<p>Development.</p> <p>Schools in the vicinity to be referred to Sebone for observation and Demonstration lessons. Funding Secured.</p> <p>School to be used as a model library.</p>	<p>Development.</p> <p>Schools in the vicinity to be referred to Sebone for observation and Demonstration lessons.</p> <p>The School to gain National recognition in terms of the Model Grade R Class.</p> <p>Improved and Standardized Curriculum</p> <p>Entire Sebone and Mokgoloboto seen as reading.</p>
3.6 Learner achievement.	a. To improve the Foundation Phase Numeracy and Literacy results by 30%	<p>Implement Foundations for Literacy.</p> <p>Purchase and use appropriate supplementary LTSM. Assist the Educators to understand and teach towards relevant.</p>	Grade R-3 Numeracy and Literacy shall have been improved to at least 40%	Grade R-3 Numeracy and Literacy shall have been improved to at least 50%.	Grade R-3 Numeracy and Literacy shall have been improved to at least 60%.
	b. To make the entire school premises to be accessible to learners with disabilities in	<p>Assessment Standards</p> <p>Engage the services of the Department of</p>	Ramps built to allow wheelchairs access to all buildings.	Do maintenance and regular checkup of all ramps to safety.	Do maintenance and regular checkup of all ramps to safety.

	<p>order to comply with White Paper No. 6 on Inclusive Education.</p> <p>c. To improve the Intermediate and Senior Phase performance quality assured products will be sent to the feeder schools</p>	<p>Public Works and Donor Funders to install ramps and toilets for learners with disabilities.</p> <p>Encourage Library usage as a resources centre.</p>	Improve by 50%	70% Improvement	80% Improvement
3.7 School Safety Security and Discipline.	<p>a. installation of the Palisade Fence throughout the school premises for School safety and security reasons.</p> <p>b. Ensure effective discipline by drawing the Learner and Educators code of Conduct.</p> <p>c. Displaying a Bill Board showing the don't from both the Learners and Educators at the entrance gate.</p>	<p>Utilize the Government Allocation for Norms and Standards to install the Palisade Fence and Gate.</p> <p>Each SMT member to keep the Disciplinary register.</p> <p>Ensure that every person entering through the school gate knows the do's and don't upon arrival at Sebone Primary School.</p>	<p>Learners, Educators and School Properties/Assets will be guaranteed.</p> <p>Improved Discipline at school.</p> <p>Improved Discipline at School.</p>	<p>Learners, Educators and School Properties/Assets will be guaranteed.</p> <p>Improved Discipline at school.</p> <p>Improved Discipline at School.</p>	<p>Learners, Educators and School Properties/Assets will be guaranteed.</p> <p>Improved Discipline at school.</p> <p>Improved Discipline at School.</p>

3.8 School Infrastructure	<p>a. To engage in the Fund Raising Strategy to facilitate the establishment of the School Administration Block.</p> <p>b. To raise funds geared towards the construction of the NSNP kitchen, store room for tools and store room for books.</p> <p>c. Construct the multi-purpose centre/Hall on the rock next to the school</p> <p>d. Construct car shades and parking area.</p>	<p>Apply for the Administration Block from the Department of Education.</p> <p>Draft a Funding Proposal to Donors and Prospective Sponsors to secure funding for the School Administration Block.</p> <p>Visitors and educators cars are to be secured.</p>	Funding Proposals and applications will be send out.	Funding Secured, Building Plans Drawn and the Project tick start.	<p>Building completed.</p> <p>Administration Block furnished and fully operational.</p>
3.9 Parents and the Community	<p>a. To develop the sense of ownership for the school by the parents and the community by encouraging the rendering of voluntary service to the school (“Letsema”).</p> <p>b. Parents and Community Development through ABET Classes.</p>	<p>Organize facilitators from NGO’S Municipality and Government Departments to address issues that affects the parents and community e.g. HIV/AIDS, Child Abuse, Family Violence, Drugs and Alcohol Abuse etc.</p> <p>Parents and community are encouraged to attend ABET Classes in order to fight illiteracy</p>	<p>Parents gradually introduced to sense of ownership for the school.</p> <p>Parents statistics for ABET Classes enrolment improve by 50%</p>	<p>Parents developed spirit of ownership for the school.</p> <p>Parents statistics for ABET Classes enrolment improve by 60%</p>	<p>Parents developed spirit of ownership for the school and more concerned about the education of their children.</p> <p>Parents statistics for ABET Classes enrolment improve by 70%</p>

Appendix M: VISSION AND MISSION

THE VISION OF BANANA PRIMARY SCHOOL

We at Banana Lower Primal) school are committed to develop pupil-

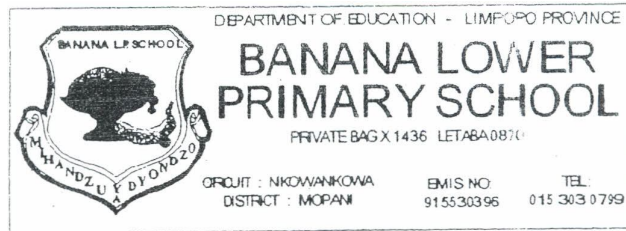
Who:

- are cognitively developed
- have respect for themselves, their teachers and others have a positive self-concept and are confident
- accept responsibility for themselves and their studies can communicate effectively
- have developed strong moral and spiritual values.

THE MISSION STATEMENT OF BANANA PRIMARY SCHOOL

To achieve our vision the school is committed to the following:

- encouraging parental involvement
- implementing the curriculum as determined by the department providing quality education
- encouraging responsibility towards the environment, community and themselves



3. Vision

We at Banana School are committed to develop pupils

Who:

- ∴ Are cognitively developed.
- ∴ Have respect for themselves, their teachers and others.
- ∴ Have a positive self- concept and are confident.
- ∴ Accept responsibility for themselves and their studies.
- ∴ Can communicate effectively.
- ∴ Have developed strong moral and spiritual values.

4. Mission

To achieve our vision the school is committed to the following goals:

- ∴ Encouraging parental and community involvement in the activities of the school.
- ∴ By implementing the curriculum as determined by the department.
- ∴ Encouraging responsibility towards the community and environment.
- ∴ Developing learning programmes, work schedules and lesson plans that are aware of the context in-which the children grown up .
- ∴ Provide quality education.