THE MANAGEMENT OF THE IMPLEMENTATION OF QUALITY ASSURANCE POLICIES:
THE CASE OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)
IN SECONDARY SCHOOLS IN KWAZULU NATAL

By

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DECLARATION

I declare that "The management of the implementation of Quality Assurance Policies: the case of Integrated Quality Management System in secondary schools in KwaZulu Natal" is my own work and that all sources that I have used or quote have been indicated and acknowledged by means of complete references.

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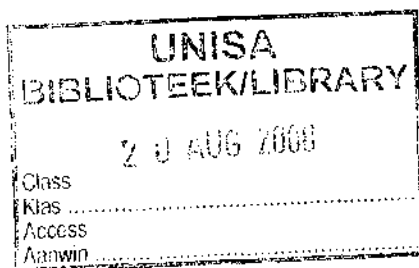
DEDICATION

This work is dedicated to my two sons (Ndumiso and Sipho Junior) and my daughter Siphokazi as well as to all the educators of the Republic of South Africa.

ACKNOWLEDGEMENTS

I would like to pass my sincere gratitude to the following people who helped me with my Masters Degree. They motivated, encouraged and supported me all the way. These are my family, my friends and my colleagues. To mention just a few:

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I wish them all well!

THE MANAGEMENT OF THE IMPLEMENTATION OF QUALITY ASSURANCE POLICIES: THE CASE OF INTEGRATED QUALITY MANAGEMENT SYSTEM IN SECONDARY SCHOOLS IN KWAZULU NATAL

SUMMARY

The purpose of this study was to look at how principals and educators managed and experience the implementation of Quality Assurance policies in secondary schools in KwaZulu Natal focusing on the Integrated Quality Management System that is currently in place.

This study was designed as a qualitative exploratory and descriptive survey. Data was collected in 2007 by visiting schools and conducting interviews with the principals and educators.

School managers fell into two groups. One group was positive about Integrated Quality Management System and other group negative.

Even though there were differences, all agreed that Integrated Quality Management System was good if it was to be introduced at a pace suitable to the educators. Educators preferred Integrated Quality Management System to systems that were not transparent. They then recommended that Integrated Quality Management System should not be linked to the educators' remuneration as this destroys what could be good about IQMS.

ABBREVIATIONS

QA	:	Quality Assurance
IQMS	:	Integrated Quality Management System
DAS	:	Development Appraisal System
PM	:	Performance Measurement
WSE	:	Whole School Evaluation
SDT	:	Staff Development Team
DSG	:	Development Support Group
SMT	:	School Management Team
SEM	:	Superintendent in Education Management
PL1	:	Post Level 1
HOD	:	Head of Department
INSET	:	In Service Education and Training
NGO	:	Non-Governmental Organisation
PGP	:	Personal Growth Plan
SIP	:	School Improvement Plan
SWOT	:	Strength, Weakness, Opportunities & Threats
KZN	:	KwaZulu Natal
ELRC	:	Education Labour Relations Council
DP	:	Development Planning
CE	:	Continuing Education
UK	:	United Kingdom
USA	:	United States of America
SA	:	South Africa
AAU	:	Academic Audit Unit
QIM	:	Quality Improvement Model
SGB	:	School Governing Bodies
SACE	:	South African Council of Educators
DP	:	Developmental Plan
M+3	:	Matric + 3 Years
OBE	:	Outcomes Based Education
RCL	:	Representative Council of Learners
OHP	:	Overhead Projectors

KEYWORDS

Quality

Management

Assurance

Integration

Evaluation

Appraisal

Assessment

Policies

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.   TITLE

The management of the implementation of Quality Assurance policies: the case of Integrated Quality Management System in Secondary Schools in KwaZulu Natal.

1.1. INTRODUCTION AND THE BACKGROUND OF THE STUDY

With the implementation of Integrated Quality Management System in schools, the researcher was reminded of Quality Assurance policies that have already been in place for quite sometime. The researcher chose to make a study on Quality Assurance policies as a broad system embracing Integrated Quality Management System. The study will look at how change is managed by school principals and teachers in schools and the researcher will look at the response of managers towards the implementation of these Quality Assurance Policies, as is the case of Integrated Quality Management System currently in place.

Quality Assurance Policies will be defined as a system meant to bring about quality education in schools, and other systems introduced to supplement it like Integrated Quality Management System, namely an Integrated Quality Management System will be looked at. Systems integrated in Integrated Quality Management System are:

DAS – **D**evelopment **A**ppraisal **S**ystem

PM – **P**erformance **M**easurement

WSE – **W**hole **S**chool **E**valuation

Apart from defining the systems above, the reasons why Quality Assurance was introduced in South African schools will be looked at, and, in chapter two, the introduction of Quality Assurance in other countries like Britain, the Netherlands, Australia and Sweden will be dealt with in detail.

With the aim of improving the quality of education in schools, Integrated Quality Management System was introduced, not to replace Quality Assurance but to strengthen its policies and principles. There were reasons why Integrated Quality Management System was introduced, integrating the already existing systems which were Development Appraisal System, Performance Measurement and Whole School Evaluation.

The development of these policies, focusing on how they are implemented in schools and how they are developed after being implemented, will be monitored in this study.

The main focus in monitoring the development of these systems will be on school based evaluation embedded in Integrated Quality Management System because evaluation and assessment seem to be the integral part of Quality Assurance policies

1.2. MOTIVATION FOR THE RESEARCH

1.2.1. Background on the education situation leading to a call for quality education

The reasons that led to a call for quality assurance will be looked, at as were put forward by Rees (2000:1-2). By this it is meant to show that teachers and principals can contribute positively to prevent a decline in the education standards, and a need to appraise them might arise by merely making the introduction and the implementation of Integrated Quality Management System effective. Rees (2000:2) mentions that the Amendment Bill on teachers' laws brought about dissatisfaction with regards to teachers' governance, being represented and safety and security measures. This Bill refers to teachers' incapability, misconduct and dismissible conduct.

Rees (2000: 2) elaborates on each of those complaints about teachers, and mentions that a dismissible conduct involved the following: bribes, fraud, sexual assault and other serious assaults. He also mentions that for misconduct teachers would face disciplinary proceedings. Misconduct involved the following offences: mismanagement of finance, damage to school property, endangering the lives of learners and other fellow employees at school, failing to carry out lawful orders, absenting oneself from work without a valid reason, sleeping on duty without authorization, being under the influence of intoxicating drugs or alcohol and falsifying records and other documents.

Looking at the above one wonders if there were teachers involved in these practices; the response of teachers was anger regarding all these accusations.

Rees (2000:2) stresses that it was observed that the teaching profession had declined, meaning that teachers were involved in the offences listed above. From what has been mentioned above it becomes clear that the quality of education did in fact decline and in such a way that measures have to be taken to develop and improve it. It is for this reason that this study will look at how the stakeholders experienced the implementation of measures to improve the quality of education that is Integrated Quality Management System. There has been a call for solutions; such problems could not be neglected whereby and the education profession is brought to disrepute. Nue as quoted in Rees (2000:2) called for a turn to high standards of ethical behaviour and demanded provincial sanctions on teachers who brought the profession down (Rees, 2000:1-2).

Rees (2000:2) also envisages that South African Council of Educators was called to discipline teachers who breech the Code of Conduct. Teachers needed to constitute a profession where honour and ethics were to be a priority.

Who then are the incapable educators? They are defined by Rees (2000:2) as teachers who are unfit for the duties attached to their posts and who do not carry out their duties effectively. The question at this point is "Who decides that one is unfit or incapable?" In the view of the researcher when one looks at the practices listed above for misconduct and dismissible behaviour one would know who is unfit for work, but there has to be an instrument to measure an educator's incapability for him/her to be declared unfit.

Rees (2000:1) says it is the employer who needs to assess the capacity of the teacher, take action against the teacher in accordance with the incapacity according to the Code and Procedure for poor work performance.

To bring back the dignity of the teaching profession Nue believes as quoted in Rees (2000:2) that professionals should welcome the critical analysis of their practice as a means to improve their work and to find joy and satisfaction in becoming really good. In Rees (2000:2) a call is made to take control of the standards for measuring the ability of a teacher to carry out his/her duties effectively and there has to be an honest way to measure a teacher against agreed criteria in order to limit the potential for abuse (Rees 2000:1-2).

1.3. FORMAL STATEMENT OF THE PROBLEM

How do principals and teachers in secondary schools in Pinetown district in KwaZulu Natal experience and manage the implementation of Quality Assurance in the form of Integrated Quality Management System in schools?

1.3.1. Sub Problems

Quality Assurance is an umbrella policy encompassing the policies meant to enhance education in schools. To arrive at the Integrated Quality Management System policy one needs to understand what Quality Assurance is, which is a broad policy targeting the development of the quality of education in schools. Chapter 2 will elaborate on Quality Assurance and look at an improvement model and a developmental plan in South Africa and other countries.

The study will tackle the following sub-problems:

(i)   What is Quality Assurance, its aims, principles and procedures? The study will also look at Quality Improvement Model and a development plan.

(ii) What is Whole School Evaluation, its aims, principles and procedures?

(iii) How does Quality Assurance relate to Whole School Evaluation?

(iv) What is Integrated Quality Management System and its purposes, its principles, background and implementation?

(v)   Management of change in the context of education in South Africa will be dealt with in Chapter 2.

1.4. AIMS OF THE RESEARCH

- To look at whether principals and educators see the introduction of Quality Assurance policies as a tool to improve the quality of education at school level and how it differs from Integrated Quality Management System which later integrated all the Quality Assurance policies.

- To see whether the use of school-based evaluation contributes to the improvement of quality education in schools.

- To look at whether Integrated Quality Management System has any effect on the improvement of education in schools.

- To discover what underpins Integrated Quality Management System, what informs it and what its purposes are and how it is received by the managers?

- To analyse the *modus-operand*i of Integrated Quality Management System breaking down the roles of the Development Support Group, Staff Development Team and the actual procedure involving educators' assessment.

- To look at what the policies of the Department aim to achieve by implementing Integrated Quality Management System and how managers felt when it was introduced.

- To look at the principles underpinning Integrated Quality Management System and how it was implemented in schools.

- To look at what the stakeholders (parents, principals, teachers and learners) in schools expect with the implementation of Integrated Quality Management System.

1.5. RESEARCH METHODOLOGY

1.5.1. Research design

After negotiating entry into school A and School B, making a formal request to the principals to use their schools as the research site, interviews were conducted with the principals and teachers of schools, aiming to find out how they experience the implementation of Integrated Quality Management System now that the baseline evaluation has been completed and the School Improvement Plan submitted to the district offices. How do they see Integrated Quality Management System in the future?. Is the entire process of evaluating educators effective in developing them and also in developing the whole school?

These interviews were conducted after the researcher had issued the consent form, stating all ethical rights. By this time the researcher had received letters from principals allowing her to use their schools as her research site.

Interviews were also conducted with the School Development Team these are educators who were also evaluated during the process to discover the difficulties and strengths experienced when Integrated Quality Management System was being implemented. How did they deal with the training and advocacy in schools and how the training was received by the educators? With the Development Support Group in these schools, it was aimed to find out how they see the effectiveness of the process in developing educators and the school as a whole. The Development Support Group is educators, peers and the seniors who awarded scores to the evaluated educators. Did the Development Support Group see Integrated Quality Management System as a fruitful tool to the development of educators? Interviews were conducted with individual educators and principals who had already been appraised and those that were still to be appraised.

Focus groups were chosen in schools and the developments were observed in the process of Integrated Quality Management System. A group of educators who had taken part in Integrated Quality Management System both baseline evaluation and summative evaluation, were interviewed on how they felt at first and what and who motivated them to take part in the evaluation process. Did the educators think it was effective enough that it could bring about the desired development in the schools and in education? How did they view the role of the Development Support Group and how did they find the feedback from the Development Support Group? After being evaluated did educators feel any positive changes or not, did Integrated Quality Management System help them to improve.

Educators who had not undergone Integrated Quality Management System, the baseline evaluation and summative evaluation were also interviewed to find out from them what their main reasons for not being evaluated were and what their future plans in this respect were. Would they take part in Integrated Quality Management System in future and how did they plan to make up for all the evaluations they had missed. Basically the researcher wanted to find out from them what their pre-evaluation ideas were on Integrated Quality Management System as an integral aim to improve their performance.

The broad aim is to find out how principals and educators experience the implementation of Integrated Quality Management System in school, which is a system encompassed in Quality Assurance policies.

1.5.2. In-depth interview

In-depth interviews were conducted with the principals and educators of School A and School B to find out how they view the future of the process of Integrated Quality Management System in schools. By now the schools had submitted their School Improvement Plan as an indicator that the baseline evaluation and summative evaluation had been completed. How did they plan to manage its implementation in schools so that it runs continuously, meaning it does not break but continues throughout the period it is planned to work.

1.5.3. Observation

▪ A follow-up was made with educators who had taken part in the Integrated Quality Management System process, to check on their feelings before they engaged themselves in the process, during the process and after the process of Integrated Quality Management System was completed.

▪ A follow-up was also made with the group of educators who at first were reluctant to take part in the first round of the Integrated Quality Management System and finally decided to take part in the process of it. What basically is the issue here is whether educators get involved in Integrated Quality Management System because they need a raise or because they feel the need to develop the quality of the teaching and learning in schools. How did they feel about this assessment?

1.6. **LITERATURE REVIEW**

The study first looked at Quality Assurance as an original tool that was meant to bring about quality teaching and learning in schools. As a result, different systems emanated and all these systems were introduced to work on the quality of education received by learners as delivered by educators in schools.

The study will also look at why Quality Assurance was introduced at a school level in this way, it will give clarity on what the Quality Assurance system is, this will be done by looking at its aims, principles and approaches. Lastly Whole School Evaluation will be looked at,

which is the integral part of the Integrated Quality Management System.

1.6.1. What is Quality Assurance?

Quality Assurance is defined by Ngwenya (2003:22) as systematic management procedures adapted to ensure the achievement of specified quality or improvements in quality to enable key stakeholders to have confidence about the management of quality and outcomes achieved. This definition is also reinforced in the Department of Education, RSA (2001a:03) which says that Quality Assurance represents a planned and systematic action necessary to provide confidence in the fact that the educator is meeting the expectations and is relevant to the needs of the learners. It further outlines that Quality Assurance refers to the schools evaluating themselves through management teams and designing programs anchored in school targets so that the school can improve itself. It requires a reliable and comprehensive data collection mechanism about all levels of the system. Quality Assurance is further defined in the Department of Education, RSA (2001a:34) as representing a planned and a distance learning systematic action necessary to provide adequate confidence that the education provided will meet the needs of learners, parents and the standards set. (Department of Education, RSA 2001a:1-34).

Quality Assurance involves the pro-active measures taken to avoid faults but how is it experienced by the stakeholders that are the principal and educators? Quality Assurance is action planned systematically and geared towards improving quality education in schools. The school has to generate the framework against which it will be able to measure and evaluate its progress.

1.6.2. Quality assurance in South Africa

There has been a call for Quality Assurance in South Africa and also in other countries. This will be dealt with in Chapter 2. Quality Assurance in South Africa was built around the concepts of transformation, equity, equality, development, efficiency and global competitiveness. The researcher believes that changing from an autocratic to a democratic South Africa called for a change also in the education system which demanded the concepts of transformation mentioned above. It is for this reason that the researcher wanted to look at how principals and educators experience the change. Were these policies felt as a tool to bring

about quality and develop educators or only a way of getting a raise? According to Ngwenya (2003:20) a change called for an end to punitive and judgemental approaches used in the apartheid system and a beginning of new approaches that were supportive and developmental. In South Africa Quality Assurance was driven by economic and political agendas and also a need to shift from the old evaluation approach used in the apartheid education system which was punitive and judgemental, to a supportive and developmental one of a democratic South Africa. Principals and educators are all part of this change. That is the reason why the study focused on how they experience the introduction of all these changes. Did these changes come as a threat or as a tool to help educators improve and develop the quality of education in schools? (Ngwenya, 2003:1-83)

These Quality Assurance policies focus on monitoring and evaluating an achievement, programme and service reviews, quality audits and accreditation. It is also stated in the discussion document on quality assurance of December 1998 that as a form of public accountability for the achievement of the learner outcome, learner assessment would become a key Quality Assurance strategic focus and priority. Doe, RSA (2001a:1-96) gives detailed definition on assessment which seems to be the key in the Quality Assurance approach. According to Doe, RSA (2001b:34) assessment refers to the gathering of information about learner attainment, the measuring of attainment and evaluation, and the instruments of testing attainment. Apart from the assessment, accreditation is also done to ensure compliance with predetermined standards as one way of assuring that learning sites can deliver a quality program and that certificates awarded would be recognised as having merit. The purposes of accreditation are said to be as follows: to force excellence in education and to develop criteria guidelines for assessing integrity. It is also to encourage improvement through continuous self-study and planning and to provide support and assistance to developing schools. Accreditation seems to be a key pillar in the establishment of Quality Assurance. Quality audits and school reviews are introduced to improve and develop schools as sites of learning, their focus is on the need to understand what the school is doing and what it needs to do to develop as a quality site for learning (Doe, RSA 2001b:1-96).

Principals and teachers at schools have the responsibility to manage Quality Assurance. Ngwenya (2003:25) outlines the responsibilities of Quality Assurance managers. He says managers need to be clear about the strategies, aims and operational objectives against which performance would be judged on the quality of teaching and learning. They need to be

familiar with procedures and processes by which quality and standards are assessed and monitored. Managers must be able to demonstrate how problems are identified and corrective measures taken within the school and how good practise is identified and disseminated. They also need to know how internal Quality Assurance procedures relate to external quality control mechanisms and how needs are prioritised. They need to know how staff contributions are rewarded and used as a basis for staff development, how outputs add as feedback to the institutions to make it better. Lastly they need to know how quality control and assurance procedures are monitored (Ngwenya, 2003:19-49).

In summary, Quality Assurance focuses on a continuous process based on product improvement.

1.6.3.   What is Integrated Quality Management System?

According to the Department of Education, RSA (2001b:30) IQMS is defined as an Integrated Quality Management System. It was informed by Schedule One of the Employment of Educators Act no.76 of 1998. The Department of Education needed to determine performance standards for educators in terms of which their performance would be evaluated. An agreement in the Education Labour Relations Council (ELRC) Resolution 8 of 2003 was reached to integrate programmes on quality management in education. Those programmes were Development Appraisal System (DAS) (28 July 1998). (Resolution 4 of 1998). Development Appraisal System was originally implemented with the aim to appraise individual educators in a transparent manner, determining areas of strength and weaknesses. A programme for individual development was drawn up.
Performance Measurement (PM) (10 April 2003, Resolution 1 of 2003), was aimed at evaluating individual educators for salary progression, grade progression, rewards and incentives.

Whole School Evaluation (WSE), (Resolution 1 of 2003), was aimed at evaluating the overall performance or effectiveness of the school and the quality of teaching and learning (Department of Education, RSA 2001b:1-96).

1.6.4. What is Whole School Evaluation?

Whole School Evaluation is defined by Van Niekerk (2003:165) as a collaborative, transparent process of making judgements on a holistic performance of the school that is measured against agreed national criteria. This definition is reinforced in the Department of Education, RSA (2001b:8) where Whole School Evaluation is defined as a cornerstone of Quality Assurance enabling schools to provide an account of the school performance and how it meets the national goals and needs of the public. According to Faulkner (2000:09) school evaluation was aimed at assisting the Quality Assurance process. It was established to improve report and monitor and evaluate publicly on the school performance. Its goals were to be predetermined and outcomes to be agreed upon. A school evaluation model was aimed at school improvement and accountability. He also points out that in the National Education Policy Number 27 of 1996 a Minister is mandated to direct that standards of education, delivery and performance be monitored and evaluated annually. The duty of South Africa, then, is to develop a new model for transforming the education system, so school self-evaluation was to be an integral feature of school improvement (Faulkner 2000:9-10).

There will now be looked at areas of evaluation for Whole School Evaluation as put forward by Faulkner (2001:9). They are as follows:

Basic functionality of the school
- Involves attendance rate, contact time and functional schooldays.

Leadership, management and communication
- Focuses on staff development, record keeping, administration and a Code of Conduct.

Governance and relationships
- This focuses on the School Governing Body training and it checks if the stakeholders are satisfied with the quality, efficiency and effectiveness of the education system.

Quality of teaching and educator development
- Its main concern is in what respect teachers are committed to their work and also calls for teachers to undergo in-service training to develop their knowledge and skills.

Curriculum provision and resources

- It monitors the use of resources by learners, checks the learner-educator ratio and educator qualifications.

Learner achievement

- The performance of learners is assessed on pass-rate and matric results.

School safety, security and discipline

- Deals with the safety of the learning atmosphere.

School infrastructure

- Looks at the facilities, whether a resource centre is in use, and private contributions.

Parents and the community

- Parents' occupation is the main focus in this instance.

These areas of evaluation are also dealt with in Doe, RSA (2001b:10-11) and also in Van Niekerk (2003:171) (Faulkner 2000:9-10). The focus would only be on the quality of learning and educator development and how educators experience the introduction of Quality Assurance to help increase development.

1.7. **ELUCIDATION OF THE CONCEPTS**

Integrated: The combination of three systems to bring about one effective system that will look into developing the educators.

Quality: Conformance to requirements, which the learners expect or whether the teaching is good or bad, characteristic of the products and services an organisation offers.

Quality Assurance: Systematic management procedures are adopted to ensure the achievement of specified quality or improvements in quality and outcomes achieved.

Management: The job of controlling and organizing the work of the school or the people who work in it.

Team: A group of people who work together to bring about betterment in education.

Evaluation: The assessment of educator's performance inside and outside the classroom through certain performance standards.

Development: The enhancement of educators in their teaching to bring about quality education.

Total: Everyone in school contributes in some way or the other to the success of the child at school.

Change: Process of analyzing the past to elicit the present actions required for the future, e.g. transformation from the apartheid education system to the present transparent, democratic education system.

1.8   **CHAPTER DIVISION**

Chapter one

- Overview of the study
- Research background
- Sub-problems
- Aims of the investigation
- Abbreviations
- Definition of terms

Chapter two

- Literature review: Quality Assurance in an international perspective, issues of a theoretical investigation of quality

- Integrated Quality Management System and forms of Quality Assurance policies in South Africa in the province of Kwa-Zulu Natal.

Chapter three

- Qualitative research methodology
- Case study: selected secondary schools in the Pinetown district in the Ethekwini Region and their experience of the implementation of the Quality Assurance in schools, a case of Integrated Quality Management System..

Chapter four

- Analysis and presentation of data
- Analysis on how principals and teachers experience the implementation of the Quality Assurance system in a form of Integrated Quality Management System.

Chapter five

- Summary and conclusion
- Recommendations based on findings.

CHAPTER 2

QUALITY ASSURANCE POLICIES THE CASE OF INTEGRATED QUALITY MANAGEMENT SYSTEM IN SECONDARY SCHOOLS

2.1.   INTRODUCTION

Chapter two will look at quality assurance, the term Quality Assurance will be defined according to different authors who have come up with their views on what it is, elaborated on the topic, looked at why Quality Assurance was implemented, and there will be also looked at Quality Assurance in South Africa and in other countries, such as Britain, Australia, United Kingdom, United States of America, Netherlands, Sweden and Wales. The need to bring about quality education in schools brought about a number of policies that were an attempt to get educators and principals to work towards attaining quality education in schools. These include policies such as Development Appraisal System, Whole School Evaluation and Performance Measurement. Lastly, to consolidate all these policies, an umbrella policy which is still in place currently in schools, the Integrated Quality Management System, will also be discussed briefly. The aim is to try to look at how educators and principals manage the implementation of Quality Assurance policies in schools. In this chapter, the management of change as a process significant in the implementation of the policies will be looked at to sum up the whole chapter. A conclusion will be drawn on all views mentioned in the chapter and a single aim will be identified as to why the Quality Assurance system was implemented and how.

2.2.   WHAT IS QUALITY ASSURANCE?

2.2.1. Fundamental theory of Quality Assurance.

Quality Assurance (QA) is defined by Ngwenya (2003:22) as a systematic management procedure adapted to ensure achievement of specified quality or improvements in quality to enable key stakeholders to have confidence about the management of quality and outcomes achieved. This definition is also reinforced in the Department of Education, RSA (2001a: 03)

which says QA represents a planned and systematic action necessary to provide confidence that the educator provided is meeting the expectations and is relevant to the needs of the South Africans. It further outlines that QA is about the schools evaluating themselves through management teams and designing programmes anchored in school targets so that the school can improve itself and it requires reliable and comprehensive data collection mechanism about all levels of the system. QA is further defined in Department of Education, RSA (2001a: 34) as representing a planned and systematic action necessary to provide adequate confidence that education provided will meet the needs of learners, parents and standards set. (Department of Education, RSA 2001a: 1-34).

Channon (2001:54) says one can only work towards quality by acknowledging the context of a particular school community. This means that the staff has to have a desire to strive towards achieving quality education (Channon, 2001:54-55).

Quality Assurance is an action planned system that is geared towards improving quality education in schools. The school has to generate the framework against which it will be able to measure and evaluate its progress. In Strydom (1997:15) Quality Assurance is said to be a system that calls for accountability and the enhancement of the programmes and the improvement of teaching and learning. He stresses the fact that Quality Assurance has a dual purpose which is quality improvement and quality assurance. This is also mentioned in Turner (2001:2-3) where he says that Quality Assurance is a process directed towards achieving the characteristics of the products and terms offered by an organisation (Strydom, 1997:1-590).

2.2.2. Why was Quality Assurance implemented?

After the apartheid education new policy initiatives were to transform the character of education and training provision in the country. This is according to Strydom (1997:36) who stipulates that provision was made with the introduction of Quality Assurance for equity and redress to eliminate the imbalances of the past. There is a shift from a closed knowledge system to a more open knowledge system. Changes are noted in curriculum relations and school functions. In many schools financial incentives and other steering mechanisms are seen as opposed to commanded measures of control and top down prescriptions that reigned during the apartheid era. Quality Assurance focuses on improvement and development rather

than punitive sanctions of the past and it was brought about by a demand for transformation and for public accountability. There exists a need in the education system to service the needs of society.

Strydom (1997:107) elaborates on the purpose of the Quality Assurance process. He mentions improving and promoting quality in higher education institutes, and programmes they have implemented as one purpose. Another purpose would be to provide assurance to the public regarding the achievement of an acceptable level of quality. Quality assurance also has to be provided to all stakeholders. Lastly, the institution will have to account to the state (Strydom, 1997:1-590).

Quality assurance came in as a new approach meant to improve institutions. The focus was now on the whole school and on teaching and learning. Attempts to bring about improvement were first made at a school level. School improvement is regarded by Turner (2001:57) as a distinct approach to educational change that enhances student actions as well as strengthening the schools' capacity for managing change. The researcher believes the aim is to raise student achievement. Approaches that were used in the olden days were meant to bring about innovations to schools and they used a top-down approach and focussed on the formal school organisation and curriculum. Now every school has to have a vision and to advocate principles to provide for a starting point. Self-evaluation has to be a tool used to embody core values about school improvement (Turner, 2001:57-58).

The process of school improvements requires the recognition of certain propositions suggested in Turner (2001:58), which are as follows: A need for a clear form on the internal conditions of the school. It also requires clear decisions about development and maintenance, the school needs to adopt external change for internal purposes. When the process of Integrated Quality Management System occurs to improve the school all levels of the school need to be aware and to take part. What people say about the performance of the school creates the energy for development. The language that has to be used is that of teaching and learning, which is the medium of instruction. It is agreed with Turner (2001:58) that without the involvement of all stakeholders in the school, it will not improve. Everyone needs to be part of the process and to be willing to experience change.

In Turner (2001:58) key principles guiding the process of improving the school are mentioned. He mentions manageability, coherence and consonance, how much can be achieved by managing the process, the need for a sequence which will ease the implementation and the extent to which internal priorities develop with external pressures for change (Turner, 2001:57-58).

Quality Assurance has a dual purpose namely to improve the school and also to account to society. To achieve these goals Turner (2001:57-58) cites the characteristics of effective long scale school improvement initiatives. He mentions a focus on specific outcomes which can be related to student learning. Putting theory into practice, this calls for people to put into action all the ideas they have. Teachers need to be developed, so there is a need to target staff development. The policy will need to be monitored and evaluated regularly (Turner, 2001:57-58).

Creese *et al* (2000:157) talks about teacher support teams which they believe are a way of supporting individual teachers who request support over a teaching concern relating to special education needs. This relates to IQMS because educators have to draw a personal growth plan evaluating themselves so when the DSG visits the educators they will try to develop him/her in the areas he/she presented as a problem in his/her personal growth plan. Educators are developed in order to improve the quality of teaching and learning. (Creese *et al; 2000:157-169)*

Creese *et al* (2000:158) state that teacher support teams were designed to give support and assistance to individual teachers, they address the neglected areas of school development that has a potential to enhance the working conditions of teachers. These developments involve the sharing of expertise between colleagues rather than teacher acting as experts to others. Learners are supported through supporting and developing teachers. These support systems are not intended to replace educators or to find faults in them but to develop them.

This is reinforced in UNESCO (2001:105), this paper looks at the support for teachers, it is mentioned that teachers need practical experience and knowledge together with ongoing support to help them embed effective techniques into their daily practice. Creese *et al* (2000:157-169)

2.2.3. How to assure quality education in schools / institutions

Crowther *et al* (2001:58) makes mention of the fact that the process of observation and development is undertaken by all teachers in order to manage their classroom effectively. They further state that some schools create an opportunity for teachers to observe each others performance. This is the case with IQMS; it depends on a relationship of trust and need not be complex. The process outlined by Crowther (2001:58) puts forward that one teacher plans and leads the lesson for a group of pupils while other teachers sit at the back of the classroom observing and taking down notes on the details of the practice with IQMS that the group of educators observing is called the DSG. At the end of the lesson all educators need to reflect upon what they have been observing. Crowther *et al* (2001:58-59)

Mention has been made earlier that Quality Assurance is not an invention of recent times; it has always been second nature for academic staff to take quality seriously. The difference is that previously quality was based on individual unstructured performance. Evaluations were carried out unsystematically. Quality Assurance is now based on internal and external analyses to bring about improvement. External assessment results in accreditation and accountability.

Vroeijenstijn (2004:68) says a Quality Assurance system model has to be as simple as possible. It has to be cost effective and trusted by all stakeholders. It has to contribute to the improvement of the school, and the people within the institution need to trust the system. Managers need not to impose it but everyone has to accept the system so that it can be fruitful in its functions.

Quality Assurance is seen as an important steering mechanism for the state and a valid response to demands for accountability. Evaluation in schools start with self-evaluation, followed by external review and it has to result in public report. One could conclude at this point that for self-evaluation to take place the school must formulate its purpose, mission and goals (Vroeijenstijn, 2004:65-93)

2.3.   QUALITY ASSURANCE IN SOUTH AFRICA

Why was there a call for Quality Assurance in South Africa and also in other countries? Quality Assurance in South Africa was built around the concepts of transformation, equity, equality, development, efficiency and global competitiveness. Changing from an autocratic to a democratic South Africa called for a change also in the education system which demanded the concepts of transformation mentioned above. It is for this reason that these will be looked at how principals and educators experience change. According to Ngwenya (2003:20) a change called for an end to punitive and judgemental approaches used in the apartheid system and a beginning of new approaches that were supportive and developmental. In South Africa Quality Assurance was driven by economic and political agendas and also a need to shift from an old evaluation approach used in the apartheid education system which was punitive and judgemental to a supportive and developmental one of a democratic South Africa. Principals and educators are all part of this change that is the reason why I want to research how they experience the introduction of all these changes in schools (Ngwenya, 2003:1-83).

Strydom (1997:40) looks at the trends in the South African system of higher education with the following principles guiding the transformation system. He makes mention of the fact that resources and opportunities should be provided on the basis of equity.

- He sees a need to redress all the inequalities of the past and to democratise the governance of the system and of the institutions.
- He sees another need for a balance in the development of human and material resources.
- Lastly, he believes that services and products of higher education should seek and maintain the highest attainable levels of quality.

A National Qualification Framework (NQF) has been put in place by the state which is a state-initiated, state-controlled and a state-co-ordinated system of Quality Assurance. It is said to be a framework for transformation, self-evaluation and accreditation based on performance indicators determined by institutions. External evaluation is conducted by a trained team. To ensure consistency in evaluation a pre-requisite for all institutions is a mission statement and goal-setting, to engage in self-evaluation (Strydom, 1997:1-590).

2.3.1. Quality Assurance in South Africa and its approach

According to Doe, RSA (2001b:32) Quality Assurance focuses on monitoring and evaluating an achievement, on programme and service reviews, quality audits and accreditation. It is also stated in Discussion document on quality assurance of December 1998 that as a form of public accountability for the achievement of the learner outcome, learner assessment will become a key Quality Assurance strategic focus and priority. This researcher according to Doe, RSA (2001b:34) assessment refers to the gathering of information about learner attainment, the measuring of attainment and evaluation, and the instruments of testing attainment which is what is used to test the attainment. Apart from the assessment, accreditation, which is an outcome of evaluation, is also done to ensure compliance with predetermined standards as one way of assuring that learning sites can deliver a quality programme, and that certificates awarded will be recognised as having merit. The purposes of accreditation are said to be as follows: to force excellence in education and to develop criteria guidelines for assessing integrity. It is also to encourage improvement through continuous self-study and planning, and to provide support and assistance to developing schools. Accreditation seems to be a key pillar in the establishment and success of Quality Assurance. Quality audits and school reviews are introduced to improve and develop schools as sites of learning, their focus being on the need to understand what the school is doing and what it needs to do to develop as a quality site for learning. (Doe, RSA 2001b:1-96)

2.4. **QUALITY ASSURANCE IN OTHER COUNTRIES**

According to Ngwenya (2001:23) Quality Assurance emerged in the 80's because of budgetary constraints, a perceived decline of standards in performance and institutional accountability. He looks at countries like Britain, the Netherlands, the United Kingdom, the United States of America, Wales, and Sweden which also introduced Quality Assurance to assure quality of education in schools. In Britain Quality Assurance mechanisms identified issues of accountability to students, a need to meet the needs of the employers and monitoring academic standards and financial accountability to Government. Don *et al* (1994:94) point out that the quality of teaching has been given a higher place on the formal agenda of the universities in Britain than it has ever had before. An Academic Audit Unit has gained a reputation in bringing about change in a constructive and unthreatening way. At this point

one would want to know whether the actions mentioned above have produced any changes or not. Don *et al* (1994:94) mention the fact that developments are powerful to have a lasting and not merely a temporary effect on the quality of teaching and learning (Don *et al*, 1994:1-264).

Looking at what is said above; Quality Assurance was introduced in other countries because there was a call to improve quality in education. It was used as a tool to improve and develop principals and educators; it was seen as an obligation for principals and teachers to engage in a process. What, then, are principals' and educators' experiences when introducing these changes? According to Tovey (1994:80) higher education was at the point of significant changes; there was an increase in student numbers and greater institutionalisation of forms of audit and assessment, so a distinction was to be made between control, audit and assessment.

At that time, in the United Kingdom universities there was no formalised consideration of quality so an Academic Audit Unit was introduced. This unit had to renew procedures used to secure academic standards and also to assess the extent to which these reflect best practise. It was also used to commend on good practise to universities at a national level and to review the role of external examiners. Lastly, it was to examine mechanisms of Quality Assurance relating to teaching and communication, staff development and assessment in schools (Tovey 1994:77-91).

In the United Kingdom the emphasis on Quality Assurance was on audit because even in its continuing education its emphasis is on audit and persuasion for quality. In the United Kingdom internal and external quality monitoring developed in response to political and economic changes, as is the case in South Africa. Strydom (1997:220) looks at the United Kingdom and makes mention of the fact that quality monitoring needs to result in action and be more than merely a fact-finding or paper pushing exercise. The stakeholders need to own the system (Strydom, 1997:6-340).

According to Tovey (1994:86) United States of America in the last decade had discussions around quality and continuing education. These discussions were on the need to clarify who defines quality, why and with what goals. They stressed the economical determination of quality and a need to analyse practise irrespective of the pressures of time, a need for staff development and lastly a need to accept the principle of lifelong learning. Freedman in Tovey

(1994:88) argues that technical developments on the basis of knowledge assure that education can no longer be restricted to a once only pre-career event. He further argues that quality should be adhered to as a means by which survival can be secured. He says that a goal for Continuous Education is to provide quality review and not to destroy the initiatives, and he gives five areas of practical action for education to continue. Firstly, one needs to examine new ideas with fellow staff. Secondly, there is a need for an input from those in the faculty to draw in a range of opinions. Thirdly, there is a need to include relevant people from the industries. Fourthly, evaluators should know who considers quality for his course. Lastly, there is a need for written guidelines (Tovey, 1994:77-91).

In the current development in the Netherlands educational policies and practises are defined basically within its context. There are discussions on quality in Dutch higher education, the Government wants to distance itself and place autonomy in the institutions themselves to work on their own mechanisms for quality. External review based on established procedures will serve to monitor practise (Tovey 1994: 77-91).

In the Netherlands the roles of the committee visiting the institutions are said to be accountability function and improvement function according to Don *et al* (1994:114). The visiting committee acts as a councillor where it views the institution as unique and takes the views, goals and aims of the institution as part of reference this is done to stimulate self awareness of the institution. Secondly, the committee acts as a colleague to an institution. In this way it has to give collegial advice to improve quality of teaching. Thirdly, the committee acts as an accountant, serving as an auditor, and scores the institution. In this way it serves the accountability function. Fourthly, the committee acts as a consultant producing individual reports, and develops an assessment framework before the visit. It encourages views suggested by the school. The committee, during the visit has to talk to internal and external people aiming to understand the functioning of the institution as a whole. The committee, in conclusion, has to determine the problem and its value and make suggestions for improvement to the institution. At the end it will need to issue a well-constructed and elaborative written report which will be sent to the institution. The final report helps educators and principals of schools to manage Quality Assurance through the Integrated Quality Management System process that is in place at the schools (Don *et al*, 1994:1-264).

A quality assessment framework is drawn up to satisfy three conditions in the Netherlands, which are firstly, why the committee came up with such a report. An assessment framework has to include the definition of quality, also to consider the mission and the goals of the institution, the curriculum, and the teaching and the learning process. Secondly, it also has to consider student guidance, student input and output. Thirdly, it also has to consider the structure and culture within the school (Don *et al*, 1994:1-264).

What has been discussed above according to Don *et al* is also supported by Strydom (1997:294) who says the stakeholders of an institution accept the evaluation of their work as a normal part of their professional existence. Managers become managers, not controllers, and there are internal and external judges involved. The main goal for quality assurance was to be introduced, according to Don *et al* (1994:111). Dutch universities were to increase the quality of education. This serves the improvement function and justifies the quality of the given education in the institutions. The second part serves the accountability functions. The process of Quality Assurance involves two phases in Dutch universities namely: Self-evaluation and external evaluation. With Integrated Quality Management System the school educators have to evaluate themselves with the help of their peers, then appoint a Development Support Group that will appraise an educator before the educators are evaluated by the external committee. This is reinforced by Don *et al* (1994:111) who point out that the Quality Assurance performance involves two phases which are self-evaluation and external evaluation. They further mention that the external committee judges the quality of the individual institutions and makes suggestions for improvement. In this way, rules for Quality Assurance are formulated for all parties concerned (Don *et al*, 1994:1-264).

According to Strydom (1997:340) there are three aims of evaluation, namely
- transparency
- accountability; and
- improvement.

There exists a need for improvement and for self-evaluation to make the process of evaluation transparent. There is also a need for accreditation to satisfy the demands for accountability. Lastly, external evaluation, data gathering and analysis are meant to provide the necessary stimuli for improvement (Strydom, 1997:06-340).

In Sweden measures to safeguard and stimulate quality are central at three different levels. Don *et al* (1994:135) mention that there is a need for an institution to build up its own quality assurance system. This will then be followed by a new national agenda which will be responsible for quality matters on the national level. Lastly, there has to be a new performance-based funding system consisting of three parts, based on the number of students, amount of student achievement and quality component. Don *et al* (1994:139) mention that the aim of the national agenda is to stimulate quality development in schools. The government will take the role of supervisor rather than that of controller. Quality Assurance will be controlled at the institution level (Don *et al*, 1994:1-264).

In Wales there is a great demand for accountability. Emphasis is on self-evaluation and self assessment. Strydom (1997:255) stresses that self evaluation and teamwork have been encouraged in an attempt to achieve ownership of systems and the improvement of quality. There is a great need to meet the demands of accountability and to demonstrate the achievement of quality improvement in the student and staff experience and in their learning and working environment (Strydom, 1997:06-340).

2.5 RESPONSIBILITIES OF QUALITY ASSURANCE MANAGERS

Principals and teachers at schools have the responsibility to manage Quality Assurance. Ngwenya (2003:25) outlines the responsibilities of Quality Assurance managers. He says managers need to be clear about the strategies, aims and operational objectives against which performance will be judged on the quality of teaching and learning. They need to be familiar with procedures and processes by which quality and standards are assessed and monitored. Managers must be able to demonstrate how problems are identified and corrective measures taken within the school and how good practise is identified and disseminated. They also need to know how internal Quality Assurance procedures relate to external quality control mechanisms and how needs are prioritised. They need to know how staff contributions are rewarded and used as a basis for staff development, how outputs add as feedback to the institutions to make it better, lastly, they need to know how quality control and assurance procedures are monitored.

In summary Quality Assurance focuses on a continuous process based on product improvement (Ngwenya 2003: 19-49).

2.6. QUALITY IMPROVEMENT MODEL FOR QUALITY ASSURANCE

The aim of this Quality Improvement Model is to clarify the vision and break it into comparable elements to set uniform standards and to establish a set of rules that all schools can assess themselves against. According to Doe, RSA (2001b:35) it also provides a basis for getting schools from where they are to where they want to be. It is a framework for measuring change which could be done through self-evaluation as its integral part. This is also reinforced in Doe, RSA (2003a:25) where five steps in the development of Quality Improvement Model are outlined. (Doe, RSA 2001b:1-96)

2.7. QUALITY INDICATORS FOR QUALITY ASSURANCE

Quality indicators refer to areas of quality improvement namely on how schools should operate. It focuses on the context of the school, which is basically outside the control of the school. Context one looks at the parents' occupation resources at home, as well as nutrition. Another context focuses on input which is school material, ratios in class, teacher's qualifications, in-service training, School Governing Bodies and resources. The next focus is on the process, namely how resources are utilised, what the functions of the School Governing Bodies are at the school, learners and educators attendance rate, record keeping, discipline and safety and functional school days. The last focus is on output, which is pass rate, dropout and the satisfaction of stakeholders with the quality, effectiveness and efficiency of the school (Doe, RSA 200b1:1-96).

2.8. QUALITY ASSURANCE AND DEVELOPMENTAL PLANNING

According to Doe, RSA (2001b:44) Developmental Planning is an integral part of the Quality Improvement Model and it shifts the Quality Improvement Model from a statement and makes it practical, in other words, it is what things ought to be and the way of getting to the

projected aim/mission of the school. It is based on the understanding of the school, its strengths and weaknesses. A school needs to have a mission, which states exactly what it wants to achieve. Then a plan is developed on what to improve, based on agreed-upon standards. In short, it is where the school is now, where the school wants to be in the future, what the problems are and the main focus. After a Development Plan has been put in place the school needs to implement it, then monitor and evaluate its development in order to be able to provide feedback. The importance of a Development Plan as outlined in Doe, RSA (2001b:21) is that it focuses on the learning achievement of all students. It also looks at the curriculum and assessment, the teaching, management and organisation of the school. So Developmental Planning allows for teachers and principals to have control over change thereby strengthening the partnership between the School Governing Body and the teaching staff (Doe, RSA 2001b:1-96).

2.9. HISTORICAL OVERVIEW OF DEVELOPMENTAL APPRAISAL SYSTEM

At this point the historical overview of Development Appraisal System will be outlined as put forward in Doe, RSA (1998:51). The years between 1985-1990 were difficult for inspectors to visit schools. A need was felt for an instrument to develop and appraise educators and had to be developed. All stakeholders, including the unions were to be involved.

Negotiations were held to address the principles, processes and procedures of Development Appraisal System. In 1994 an agreement was reached that Development Appraisal System was to be implemented. A pilot occurred which was a trial for Development Appraisal System in 1995-1996 and a report was released in 1997 of the findings on how Development Appraisal System was going to work. In Kwa-Zulu Natal the response was not good seeing that about 93 schools did not participate. On the 28th of July 1998 a final agreement was made with the Education Labour Relations Council (ELRC), which was reflected in Resolution 4 of 1998. Development Appraisal System was to be implemented in 1999 and review in April 2000 (Doe, RSA 1998:50-63).

2.9.1. Aim of Development Appraisal System

When Development Appraisal System was introduced, educators were told by principals and workshop facilitators, that it was aimed at facilitating the personal and professional development of educators in order to improve the quality of teaching practice and education management. This opinion is reinforced in Steyn (1997:69) who maintains that Development Appraisal System was intended to help individual educators with professional development, to review current practices and performance, to structure ways to improve these practices and performance, to set a specific achievable target and to identify training and support needing consideration.

Steyn (1997:70) also outlines the following reasons for appraising educators. It helps with the recognition of effective work, clarifies educator's role, gives feedback on performance and helps develop the whole school. In this way people would better understand the requirements of their job and be given support where necessary (Steyn 1997:69-88).

Furthermore as an educator the researcher also experienced a shift from a judgemental approach to a developmental approach, as was shown in Development Appraisal System. Instead of judging performance a developmental approach was put to place. Nobody had to find fault educators but everybody had to be positive. There was no need for negative reports in Development Appraisal System; the focus shifted to what the educator does right in building his strengths. An educator became part of the appraisal and contributed to the decision-making (Doe, RSA 1998:50-63).

2.9.2. Principles of Development Appraisal System

The first principle of Development Appraisal System put forward in Doe, RSA (1998:61) is that of transparency and development. In other words, Development Appraisal System was meant to depend on continuous support, developing weaknesses and entrenching strengths. It had to involve the academic and managerial staff, which meant that all the stakeholders at school were to take part. Educators were informed of all aspects of the appraisal process. The appraisees had to give an educator feedback and he had access to the report made about him (Doe, RSA 1998:50-63).

All the above changes were motivated by a transition from apartheid to a democratic period in South Africa. The Education Department also needed to uphold basic Human Rights that the Constitution affords to all South Africans. This new educator developmental appraisal system was designed to ensure that there was democratic participation in the appraisal process. An Staff Development Team (SDT) was selected to initiate the implementation of Development Appraisal System and also the selection of Development Support Group for an educator by the educator himself. These selections had to be done in the presence of all educators to ensure transparency. Steyn (1997:76) puts forward the steps to be taken in evaluating an educator, starting with the first step on an initial meeting, agreeing on time and place and what would be appraised and also the filling in of forms. After the initial meeting then follows a classroom observation then feedback given to an appraisee as soon after the observations as possible. Steyn (1997:76) points out that there was a need to avoid stereotyping, central tendency, leniency and the hallo effect (Steyn 1997:69-88).

2.10. WHOLE SCHOOL EVALUATION (WSE)

Whole School Evaluation is defined by Van Niekerk (2003:165) as a collaborative, transparent process of making judgements on a holistic performance of the school that is measured against agreed national criteria. It is a policy that came into place after Development Appraisal System. This definition is reinforced in Epochs (2001:8) where Whole School Evaluation is defined as a cornerstone of quality assurance enabling schools to provide an account of the school performance and how it meets the national goals and needs of the public. According to Faulkner (2000:09) school evaluation was aimed at assisting the Quality Assurance process. It was established to improve report, and to monitor and evaluate publicly on the school performance. Its goals were to be predetermined and outcomes to be agreed upon. A school evaluation model was aimed at school improvement and accountability. Faulkner (2000:09) also points out that in National Education Policy number 27 of 1996 a Minister is mandated to direct that standards of education, delivery and performance be monitored and evaluated annually. The duty of South Africa then is to develop a new model for transforming the education system, so school self-evaluation was to be an integral feature of school improvement (Faulkner 2000:9-10)

2.10.1. Background of Whole School Evaluation

With South Africa moving from an old paradigm approach where schools were told what to do and judged on what they did, to a new paradigm approach that required evaluation and joint collaboration judgement, Whole School Evaluation was seen as a tool to bring about improvements in schools. In the national policy on Whole School Evaluation the main goal was to assure the quality of the education system. Doe, RSA (2001b:6) states that Whole School Evaluation was built on interactive and transparent processes, it introduced effective monitoring and evaluation processes meant to improve quality and standard of performance. Whole School Evaluation was also based on self-evaluation, district based support, monitoring, development and external evaluation. It also called for the need to use criteria and performance indicators, to provide feedback to schools and to appraise educators. The researcher wants to make a follow-up on whether it did achieve its aims and whether principals and educators experienced its implementation in the way it was meant to be (Doe, RSA 2001b:1-96).

2.10.2. Aims of Whole School Evaluation

In Doe, RSA (2001b:7) it is stated that Whole School Evaluation was meant to complement quality assurance initiatives. It was designed to ensure that school evaluation is carried out according to agreed national models. It also sets up legal bases for the school, its purposes, what needs to be evaluated, who will carry out the evaluation and how it should be conducted. It was set to improve the quality of the education system in South African schools and to give equal opportunities to all children. Findings and feedback were to be given to the stakeholders. In short, the Whole School Evaluation had to recognise good schools and support under-performing schools. The above aims are reinforced in Faulkner (2000:9) where it says that Whole School Evaluation was meant to establish a system for monitoring and evaluating school performance on a continuous basis (Doe, RSA 2001b:1-96).

2.10.3. Principles of Whole School Evaluation

A school has to have a mission, which is to improve the education achievement of all learners. This looks at to what extent schools are adding value to learner's prior knowledge, understanding and skills. A responsibility is assigned to all stakeholders to improve their own

performance. Evaluation activities need to be open and collaborative, guidelines, criteria and instruments used to ensure consistency. Whole School Evaluation is also concerned with the inputs, processes and outputs. These principles are reinforced in Faulkner (2000:9) who also mentions that evaluation activities are to be characterised by openness and collaboration. He also says evaluation needs to be standardised and consistent and that stakeholders need to take the responsibility for the quality of their performance. Principals and educators are part and parcel of the system (Doe, RSA 2003a:1-22).

2.10.4. Approach for Whole School Evaluation

The Whole School Evaluation approach calls for a need of school-based self-evaluation and external evaluation by trained supervisors. The district has to grant adequate support to schools ensuring coherence and consistency. Lastly, written reports will be published on the performance of individual schools. The same processes are discussed in Faulkner (2000:9) which calls for a pre-evaluation, an external and post-evaluation report. Principals and teachers are at the core of all these measures implemented at schools, so the question is how do they experience it? (Doe, RSA 2003a:1-22)

2.10.5 Supervisory unit of Whole School Evaluation

This Unit has a right to enter the school and observe all its ethics. It has, though to abide by the school's Code of Conduct. The people involved have to be professional and communicate openly with the staff and the principal. The Unit will have to collect evidence on how teaching and learning was conducted and to analyse it. It has to provide clear feedback and be flexible to changes in the school. Evaluations are to be carried out with integrity, the staff and the principals be treated with courtesy and sensitivity. In response the School Governing Body, the principal and staff will have to be supportive, open and honest. Are the principals and teachers happy with this and how do they experience the barging in of people to evaluate them? (Doe, RSA 2003a:1-22).

2.10.6. Nine areas of evaluation for Whole School Evaluation

The following are nine areas of evaluation for Whole School Evaluation as put forward by Faulkner (2001:9) they are as follows:

Basic functionality of the school

- Involves attendance rates, contact time and functional school days.

Leadership, management and communication

- Focus on staff development, record keeping, administration and a Code of Conduct.

Governance and relationships

- This focuses on the School Governing Bodies training and it checks if the stakeholders are satisfied with the quality, efficiency and effectiveness of the education system.

Quality of teaching and educator development

- Its main concern is in what respect teachers are committed to their work and also calls for teachers to undergo in-service training to develop their knowledge and skills.

Curriculum provision and resources

- It monitors the use of resources by learners, checks the learner-educator ratio and the educator qualifications.

Learner achievement

- The performance of learners is assessed on pass rate and matric results.

School safety, security and discipline

- Deals with the safety of the learning atmosphere

School infrastructure

- Looks at the facilities whether a resource centre is in use and private contributions

Parents and the community

- Parents' occupation is the main focus in this instance.
- These areas of evaluation are also dealt with in Doe, RSA (2001b:10-11) and also in Van Niekerk (2003:171) (Faulkner 2000:9-10)

2.10.7. Framework for Whole School Evaluation

The framework for Whole School Evaluation as outlined in Doe, RSA (2001b:12) involves quality indicators, planning, processes needed to run the school effectively, teaching and learning and lastly learner progress and achievement. By looking at this framework this research will focus on the role played by the principal and educators in drawing the framework Whole School Evaluation. The framework has to have the following:

Quality indicators: covers input processes and outputs.

Planning: focuses on what needs to be done by the school and it's a guide that sets ways for development and growth.

Processes needed to run the school effectively:
- The school needs to build a relationship with the community.
- It needs resources to operate.
- Educators need to be developed
- Functional teams need to be established.
- The principal needs to be involved in decision-making.
- A time-table needs to be in place on the first day when school re-opens.
- There must be a Code of Conduct for the school.
- Educators need to follow a well-planned scheme of work
- Each school needs to have curriculum and assessment policies in place.

Teaching and learning: This is the core function of every school and has to be improved.

Learner progress and achievement: The progress and achievements of learners are looked at in Whole School Evaluation (Doe, RSA 2003a:1-22).

2.10.8. Performance rating of Whole School Evaluation

Faulkner (2000:10) looks at performance ratings for Whole School Evaluation which is a five-point scale ranging from excellent to unacceptable. The idea or performance ratings for Whole School Evaluation is also reinforced in Doe, RSA (2001a:6) which outlines a list of

these ratings: excellent, good, acceptable, needs improvement and needs urgent support (Faulkner 2000:10).

2.10.9. Evaluation process of Whole School Evaluation

The evaluation cycle begins with a pre-evaluation survey, requiring a detailed on-site evaluation and support. Secondly, a supervisory team looks at the general level of school functionality. This team is made up of accredited and trained supervisors who are experts in evaluating all types of schools. The number of supervisor's ranges from four to six and the evaluation is conducted in three to four days. At the end a report will be written and recommendations are given. (Doe, RSA 2003a:1-22).

There seems to be a need for both internal and external evaluation to bring about improvement in the quality of education. The issue of school-based evaluation is argued extensively in Nevo (1995:33). To conclude the part on Whole School Evaluation, there exists a need to recruit and train competent evaluators and district support teams. Principals and SMT's also need to be trained. This will enable the researcher to acquire information from them on how they felt having to play a major role in the development and improvement of the school (Nevo, 1995:30-59).

2.11. **DEVELOPMENT APPRAISAL SYSTEM AND PERFORMANCE MEASUREMENT**

Performance Measurement (PM) is for the purposes of pay and grade progression. Total scores need to be calculated and the final scores used will then arrive at an overall rating. Rating can be adjusted upwards taking contextual factors into consideration (Doe, RSA 2003b:6).

2.12. **PURPOSE OF ALIGNMENT**

The three programmes Development Appraisal System, Whole School Evaluation and Performance Measurement are put together and it is for this reason that the purpose of

alignment will be looked at, why the three programmes are put together as one system. It is to enable the different quality management system programmes to inform and strengthen one another and to determine a relationship among these programmes, according to Doe, RSA (2003b:06). The other reason is to avoid unnecessary duplication in order to optimise the use of human resources, to ensure that there is ongoing support and improvement and to advocate accountability. All three programmes are meant to remain intact (Doe, RSA 2003b:05-10).

2.13. WHAT IS INTEGRATED QUALITY MANAGEMENT SYSTEM ITS HISTORICAL OVERVIEW

IQMS is defined as an Integrated Quality Management System. It was informed by Schedule One of the Employment of Educators Act no.76 of 1998. The Department of Education needed to determine performance standards for educators in terms of which their performance would be evaluated. An agreement in the Education Labour Relations Council (ELRC) Resolution 8 of 2003 was reached to integrate programmes on quality management in education. Those programmes were Development Appraisal System (DAS) (28 July 1998). (Resolution 4 of 1998). Development Appraisal System was originally implemented with the aim to appraise individual educators in a transparent manner determining areas of strength and weaknesses. A programme for individual development was drawn up.
Performance Measurement (PM) (10 April 2003), (Resolution 1 of 2003), was aimed at evaluating individual educators for salary and, grade progression, rewards and incentives.

Whole School Evaluation (WSE), (Resolution 1 of 2003), was aimed at evaluating the overall performance or effectiveness of the school and the quality of teaching and learning.

2.13.1. Aim of Integrated Quality Management System

The aims of Integrated Quality Management System as put forward in Doe, RSA (2003b:06) are as follows:

- to ensure quality public education for all and to improve the quality of teaching and learning;
- to monitor and support schools providing facilities and resources from a departmental level and also providing training, motivation and empowerment to educators.

The aims of Integrated Quality Management System are reinforced in Doe, RSA (2003c:01) that the purpose of Integrated Quality Management System is to identify educational needs, provide support, promote accountability, monitor the schools' overall effectiveness and to evaluate educator performance. In other words, both these authors agree on one major aim of Integrated Quality Management System, which is to develop educators and to help them improve the quality of teaching and learning by providing regular support, training and motivation (Doe RSA 2003c:03-10).

2.13.2. Principle of Integrated Quality Management System

The principles of Integrated Quality Management System, according to Doe, RSA (2003c:06),
- to deliver quality public education, which will enable learners to have equal access to quality education;
- a need for Integrated Quality Management System to be understood, to be credible, valued and used professionally;
- a need for the formation of a positive and constructive system where performance will need to be improved;
- the fact that the people involved will need to be transparent and open during the entire process;
- to ensure fairness and ongoing support to educators and the school;
- a need for Integrated Quality Management System needs to provide and encourage directly.
    Doe, RSA 2003c:03-10)

2.13.3. The implementation of Integrated Quality Management System and its *modus operandi*

The following are the roles and responsibilities of all stakeholders:

The principal has an overall responsibility to ensure that IQMS is implemented effectively. He has to provide a copy to all the educators of the IQMS document and has to be responsible for the advocacy and training of educators. He has to organise a workshop on IQMS to facilitate the establishment of the Staff Development Team (SDT). He has to ensure fairness in the internal moderation and evaluation and send correct documents to the district office.

An educator has to evaluate himself to check on his strengths and weaknesses. It is also his responsibility to identify a Development Support Group and develop a Personal Growth Plan. He has to attend workshops and co-operate with the external Whole School Evaluation and to engage in feedback and discussion.

The School Management Team has the responsibility of informing educators of INSET programmes and also has to assist with the planning and implementation of IQMS. The school management team has to ensure that school self-evaluation is done in terms of Whole School Evaluation policy and in collaboration with the School Development Team.

The School Development Team has to have a Whole School Evaluation co-ordinator and also democratically elected members of the school management team. Post level one educators, up to six members, depending on the size of the school, should also form part of the SDT.

- The role of a School Development Team is to train all staff members on what IQMS is and how it should operate.
- The School Development Team acts as a co-ordinator and monitor and prepare the management plan for IQMS.
- The School Management Team has to facilitate and give guidance on how Development Support Group is to be established and also link Development Appraisal System to School Improvement Plan.
- The School Management Team liaises with the Department.
- The School Management Team monitors the effectiveness of IQMS and ensures that all records of IQMS are maintained.
- The School Management Team monitors must also complete documents on performance measurement and submit documents to the Department of Education.
- Lastly, the principal has to deal with grievances and ensure that the IQMS is applied consistently.

2.13.4. Responsibilities of a Development Support Group

- To assist educators with the development of the Personal Growth Plan.
- To work with the School Development Team responsible for evaluating an educator on baseline and summative evaluation.

- To verify the accuracy of the information provided for Performance Management.

All the stakeholders at school have a responsibility towards the implementation of IQMS and each has to fulfil it so that the process can achieve its aims. Since IQMS is a process of change in the Department of Education meant for all schools, the change process and the management of change will now be discussed.

2.14. CHANGE PROCESS AND THE MANAGEMENT OF CHANGE

For the processes and principles of IQMS to succeed there is a great need to follow recognisable patterns. This is put forward in Kingsley (1993:44). He also mentions that there is a great need to understand the individual roles and how they contribute to the organisation as a whole. The process of IQMS will need ongoing reflection and evaluation. Change takes time and it could be threatening, painful and difficult it is therefore important for the people involved to understand their roles (Kingsley 1993:44).

According to Kingsley (1993:44) people need to be willing to grow and develop for strategy of change to work. The openness of an organisation allows for it to develop and change. This is reinforced in Garret (1997:95) who believes that change would be managed if individuals understood the old state and the need to move to a new state. He identifies stages of change where he begins with immobilisation when an individual still does not believe but does get the picture of what change might be. When educators have been introduced to DAS, they might have an idea of what IQMS would be like. The second step is minimization, where people try to fit themselves or deny it. Some people will be willing to do IQMS; some will not like it as was the case in 2004 when IQMS was implemented. A third stage is that of depression, where individuals feel unhappy, confused and unappreciated but try hard to understand change. This is when educators receive their scores after they have been evaluated. The fourth stage is that of accepting or letting go, where individuals accept reality, namely, that with change there will finally be accepting because they have no choice. The fifth stage is testing, where individuals examine ways to work with change, discuss it with peers, try and talk about IQMS, look at the good and the bad side. The sixth stage is when they search for meaning. Their self-esteem starts to rise again and they understand new ways and see how they can use them. The last stage is internalising the way individuals adapt and

are willing to take part in IQMS and accept its procedures. The same will be the case with the implementation of IQMS. Educators will go through all these stages (Garret 1997:96-117).

For the implementation of IQMS Garret (1997:95-99) continues to mention that there is a need to understand the structure of the school, the arrangement of students, the responsibilities of the people involved, a better understanding of that policy at hand, the need to understand the cultural dimension of the school and the interpersonal relations. This would help in the introduction of the change process and also in its development. The manager would have to plan for the introduction of a new policy beforehand by consulting with every stakeholder at school. He will need to consider their views, and the implementation of the policy could be effective. Stakeholders need to have some input and also participate. If the principal sees educators participating and giving suggestions this could be indicative that the policy or change could be successful.

Garret (1997:107) states that once the need for a change has been felt and an idea welcomed there is a need to develop the staff, and build a culture of readiness for change. In this way stakeholders are getting ready for change that is when they try out solutions. People get committed to change. They move to a stage called firing. Once they start shaping ideas and forming a vision, they become involved and take part and increase their knowledge. They move to a third stage called aim.

Kendall (1989:23) puts forward strategies for managing change. What a manager needs is to give careful preparation time and get everyone involved. He lists six stages. These also apply in the implementation of IQMS.

- The manager needs to check the state of the school, be clear about the aims and purposes of change or a new policy, clear about the roles and responsibilities, which, in this case, is IQMS.
- The manager has to work out a staff development programme related to the prepared change, which is the implementation of IQMS. He has to work out skills required, who to train and how to train.
- The manager will need to know the information needed to make decisions to implement a policy or change the manager is faced with the challenge to be well versed about the new policy (IQMS) and be positive about it for the people to accept it.

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- The staff will need to accept change, be involved and properly trained.
- The manager needs to keep the school flexible and introduce change.
- Lastly, there is a need to evaluate the programme underway. In other words the manager needs to know and be well versed on what the new policy is all about (Kendall, 1989:23-30).

Since IQMS is directed at school improvement and effectiveness. It promotes affective teaching and learning. The focus on change which is how IQMS improved the culture of learning and teaching and the whole school development when it was introduced at school.

Van Niekerk (2003:115) looks at the contextual factors influencing the education system; these could also have influenced the introduction of IQMS in schools. These include the external environment, politics (democracy), historical factors, the change in the education system and policies from the past to the present, demographic factors, compulsory education for all, economic factors, the need for skilled workers, science and technology, new discoveries affecting education, socio-economic factors, the multi-cultural nature of the population and school as well as the religious factors. In other words, the managers need to know how to handle change and manage it on a continuous basis. There ought to be no need for a top-down approach. All stakeholders will need to take ownership of the process, which is IQMS, since they are the people who will make the process possible. The manager has to be aware that there could be problems, like, for instance, putting theory into practice but he has to design a strategy on how to put theory into practice, he has to make use of the ideas received at the workshops and training classes. There will, however, be a need for practical guidelines and training and there will also be a need for support from the educational authorities. If change is poorly communicated and not understood by the stakeholders, it tends to be over-demanding and unclear and when brought about in without consultation, it could be a failure. (Van Niekerk 2003:115).

Van Niekerk (2003:121) looks at the pre-requisites for the successful management of change:
- people need to understand the actual situation, the people involved and the place where that change is going to take place. In this case the school where, IQMS will be implemented.
- Need for feasibility, lack of clarity will create insecurity
- Change needs to be sold and promoted. IQMS has to be sold and promoted by

inspectors, unions and Department representatives; it has to marketed to the educators.

- There is need to reflect the needs of the community.
- Schools need to be flexible.
- Schools need to provide quality service.
- Need for rational and pro-active approach.
- Teachers need to be willing to participate in the change process. (Van Niekerk 2003:121)

The school manager manages IQMS, which is a change in the approach of developing teachers at school, He needs to head change and give direction by motivating people. He has to be responsible and participate in decision-making and develop people in the school. He will need to promote initiatives, allocate resources and train employees, also to be aware of all actions and stages of IQMS undertaken, and lastly, will reward good performance. Principals are expected to monitor, design, implement and provide ongoing evaluation and commitment.

2.15. CONCLUSION

To conclude it has to be pointed out that to bring about quality improvement in an institution requires good leaders who are prepared to change and accept transformation within the school / institution. There also exists a need for well-planned processes, and a follow-up has to be made when these processes have been implemented. How successful was their implementation and what was the reaction of the stakeholders towards these changes? There is also a need for continuous improvement. Without good human relations quality assurance processes will not work. This system requires a significant degree of interaction among academic staff. When the process has been implemented there is a need to observe how far staff members seek out the best practices and work together in teaching and learning, assuring quality and improving the school. The staff members have to feel accountable to one another, quality assessing mechanisms and teaching and learning.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1.   INTRODUCTION

Chapter three will focus on the aims of qualitative thinking and the characteristics of qualitative research. This will be followed by an explanation of the process and procedures in qualitative research in general and what the researcher has to do. Once the role of the researcher has been identified there will be looked at the strategies associated with qualitative thinking and this will direct the researcher automatically into designing a qualitative research design. It will be important at this point to look at the types of data collection which requires a closer look into the fieldwork and field-notes taken by a qualitative researcher in the field. A qualitative researcher will need to be conversant with the ethics of qualitative research, and it is for this reason that chapter three will look at ethical considerations in qualitative research. It will then look at data analysis taking into consideration validity and reliability, also referred to as trustworthiness. Since data sampling and the development of codes and patterns will help the researcher in analyzing the data it is important to look at data collection, code development and data recording, to conclude chapter three.

3.2.   QUALITATIVE RESEARCH

3.2.1. General principles

According to Creswell (2003:197) qualitative research takes place in a natural setting and a researcher is the primary instrument in data collection. He goes on to make mention of the fact that data obtained from this kind of research has to be descriptive and reported in words rather than in numbers. Qualitative research requires one to focus on peoples' perceptions and their experience and the way they make sense of those experiences. What is said above is also reinforced in Sherman and Webb (1988:15) that qualitative research is concerned with human behaviour and experiences associated with their context. They further acknowledge that a qualitative inquiry means research with intent or an objective in mind. The context of

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the inquiry is natural meaning they are to be taken as they are found (Cresswell, 2003:207).

Sherman and Webb (1990:15) define qualitative research as a direct concern with experience as it is 'lived' or felt or undergone by people of that particular setting. Its aim is the discovery of their insights focusing on a setting as it is found. The aim of a qualitative study is understanding experience as natural and contextual as possible, as its participants feel it or live it. Qualitative inquiry aims at understanding a united experience which knows and understands behaviour in a particular context better, how the parts of a whole relate to each other.

Qualitative research is also referred to as qualitative inquiry (Sherman and Webb, 1988:44) aimed at clarifying the situation or the field, interpreting the situation and grasping tensions created by problematic situations. Experiences are shared as a whole not in isolation from the past and the present (Sherman and Webb, 1990:1-140).

Bogdan and Biklen (1992:29) confirm all that Sherman and Webb (1988:15-44) had to say and that is also mentioned in Creswell (2003:197) that qualitative research has the natural setting as a direct source of data and that the researcher is the key instrument. A researcher makes use of notepads, videotapes, charts and diagrams to capture data. Researchers go to a particular setting under study because they are concerned with the context. The best way to understand an action is to observe it in its setting, where it occurs, and also, the setting has to be understood in the context of its history, that is, the history of the institution. Cresswell (2003:197) goes on to mention that qualitative researchers assume that human behaviour is influenced by the setting in which it occurs. So far we have learnt that qualitative research is descriptive and that data is collected in the form of words, not numbers. Bogdan and Biklen (1992:49) say that the goal of qualitative research is to better understand human behaviour and experience, grasp processes by which people construct meaning and to describe what those meanings are. A researcher has to try and interact with new subjects in a natural setting in an unobtrusive and non-threatening manner. Subjects should not be treated as a research subject because they react as research subjects and do not do what they normally do. (Bogdan and Biklen (1992:1-197)

Why then do we conduct a qualitative research? Henning, Van Rensburg and Smit (2004:1) look at the purpose of the research that will have the most influence data collection. They

also look at the role of the researcher which is to observe the activities in the area, interview people who live there and look for social issues beyond the security mechanisms. They call this a qualitative study. As a researcher looks at the data he has to find ways of thinking about its meanings. Throughout the process the researcher has to clarify his theoretical information, document it, develop and refine the topic, document data and refine his understanding of theory. Henning *et al* (2004:4) go on to mention that a qualitative researcher researches the qualities of people, what they are, what they appear like and what they mean, find out how humans interact and why these interactions follow a certain pattern in different settings. He tries to find out what happens and how it happens and why it happens that way. They mention that variables are not controlled; they are given freedom and allowed to develop naturally in their actions and representation in the case of this study the variables would voice out their feelings on IQMS or QA policies. Qualities are examined for better understanding and explanation. The researcher has to observe the setting, observe conversations and what is used, how they interact, needs to listen to their talk and other social gatherings, needs to conduct interviews with individuals and with groups of people (Henning, *et al* 2004:1-198).

The researcher, in this case, is the main instrument of research and makes meaning for free engagement in the project and the meanings which will be presented are findings. This opinion is reinforced in Henning *et al* (2004:10) who say that one needs to be theoretically equipped to get to understand the lived experiences of the context. A researcher needs to capture rich data regarding peoples' conceptual frameworks and the lived experiences. In short in the case of this study, is IQMS practiced at school and how does it make people feel? The instrument of research in the qualitative research is the human mind. When a researcher embarks on a study he becomes one of the members of that community and develops skills as an instrument (Henning; *et al* 2004:1-198).

According to Tesch (1990:44) using a qualitative method of inquiry is a way of conducting naturalistic inquiry. It has a human being as an instrument, makes notes in an unstructured fashion and reflects upon the information. Humans are a major form of data collection (Tesch; 1990:44)

This research study will be based on qualitative thinking since it requires a deeper understanding about human behaviour, how principals and educators experience and manage

the implementation of QA policies in schools, this is the case of IQMS in secondary schools in KZN (Pinetown District). Principals and educators of the schools will act as subjects, since they are to describe their experience in their own setting. Schools will be investigated and the responses of the educators and principals to the introduction of new QA policies and experiences and how they manage IQMS will be looked at. Since the study will focus on two schools, it is appropriate, at this stage, to mention that the study aims at taking a close look at what the attitude of principals and educators to IQMS.

The literature covered so far indicates that data in a qualitative research are gathered through observation, artifacts, document studies and interviewing. As the study develops the researcher will try to find out how often educators and principals engage in the IQMS process and how much they know about this newly introduced policy. This will give answers as to what their attitude on the implemented policy is. The intention is to attempt to find out what the actions of the principals and educators in the schools are concerning IQMS practices, what they think about it and what they feel while engaged in it. The study will look into what principals and educators know about IQMS, and how it is utilized to bring about change in schools.

3.2.2. Qualitative research design or strategies of an inquiry

Cresswell (2003:14) discusses strategies associated with qualitative research. He looks at phenomenological research where a researcher identifies the essence of human experience concerning the phenomena described by participants in the study. According to Cresswell (2003:15) the researcher brackets his experiences in order to understand those of the participants in the study. This notion is reinforced in Macmillan and Schumacher (2001:36) that a phenomenological research describes the means of the lived experiences. It collects data on how individuals make sense out of a particular experience or situation. The aim is to transform lived experiences into a discipline of its essence in such a way that the effect of the text is meaningful (Cresswell 2003:1-207).

This study will focus on the strategies relevant to the research question, such as exploratory, descriptive, and contextual design. Schools will be studied in their natural setting over a prolonged period of time, while collecting data. Principals and educators will be participants since they are information rich and the success and failure of IQMS lie with them. Principals

and educators will be observed relating to the policies introduced and what their attitude was prior to its implementation and after it was implemented. The study will explore a period dating back to the time when QA policies were introduced up to when all these policies were integrated and termed an Integrated Quality Management System, while exploring the principals' and educators' attitudes, responses and reactions to the implementation of IQMS or QA policies. Comparisons will be regarding data collected from school A and school B to make sense of the research question being studied. The information collected from the participants will have to go hand in hand with what they do. The principals and educators both communicated their experiences verbally. The researcher will be observing if what they say is what they do. The study will compare information captured from principals and educators in school A with that in school B.

3.3. PROCESSES AND PROCEDURES IN QUALITATIVE RESEARCH

A simplified overview of the qualitative inquiry procedure, as put forward by Mason (1996:69), mentions that the researcher needs to assemble the big research questions which the study is designed to explore. The researcher has to break down and sub-divide the research questions into mini research questions. For each mini research question the researcher has to start to develop ideas about how it might be possible to get all the relevant issues in an interior situation. The researcher will need to cross-reference all levels of the questions and start to develop ideas about the information collected through the interviews and produce some kind of a guide to the key issues developed and types of questions that need further clarity

In Lawrence (1997:335) the processes and sequence of a qualitative research is studied by looking at the passage of time as an integral part of qualitative research. Qualitative research looks at the sequence of events and pays attention to what happens first, second and third. It examines a set of cases over time. A conflict emerges and social relationships develop. The researcher determines process and cause relations and also notes what is occurring at different points in time and recognizes that when something occurs it is often important (Lawrence, 1997:327- 441).

In Marshall, Gretchen and Rossine (1989:46) the logic and rationale for qualitative research is looked at in detail. They envisage that a researcher needs to develop a justification for the choice of the qualitative approach, why the research question will be addressed in the real setting using an exploratory approach that stresses the importance of the context setting and subject form of reference. Sites are selected that provide the greatest potential for revealing cultural transformation in response to the programmes at hand.

Data collection consists of structured and unstructured interviewing and observation in the situations. Periodic site visits are to be made that allows to track change processes over time and to generate detailed knowledge of each setting. A researcher, according to Marshall *et al* (1989:48), needs to get beyond the surface of the culture of the setting to observe behaviour and to become familiar with key actors. He will need to understand the framework with which subjects interpret their feelings and actions. Field study research explores the processes and meanings of events. In short the researcher determines what situations to observe, when to interview and what to ask (Marshall *et al*; 1989:43-175).

Marshall *et al* (1989:53) also look at the researcher, deal with site and sample selection, researching managerial role including entry into a site, reciprocating and ethical considerations, research strategies, data collection techniques, data analysis strategies, management plan, time and feasibility (Marshall *et al*; 1989:43:175)

In this study the researcher will be looking at how principals and educators manage the implementation of QA policies, the case of IQMS in secondary schools in KZN, Pinetown District. The researcher will rely on interviewing as a primary method of data collection and reflect on recent behaviour of the principals and educators. The focus will be on an account of events as participant observer, including the introduction of IQMS, training and advocacy responses of educators and their interpretation of the introduced change and how the principals and educators have negotiated with the sources of change to create an emergent improvement orientation. In this case it would be the SEM of schools and also the union representatives. The study will focus on the human behaviour as influenced by the setting that is a school where the IQMS policy is introduced.

It will be of an advantage to the researcher because she is also part of the community that is School A where she will be conducting her research. The researcher will have a better

understanding of the framework with which the principals and educators interpret their feelings and actions. She intends to look at the following sub questions. What QA is, its aims and principles, what the Quality Improvement Model, Developmental Planning and Whole School Evaluation its aims and principles are, how QA relates to WSE, what IQMS and its purposes, its background and principles are. Lastly, the researcher will look closely at the implementation of QA policies the case of IQMS in this school A and how change is managed.

For the field of study the research will explore the processes and meanings of events as they unfold to principals and educators management of IQMS policies.

3.4.   SELECTING THE SITE

3.4.1. Gaining entry and permission to conduct a study (Research)

According to Schumacher and McMillan; (2001:432) choosing a site is a negotiation process to obtain freedom of access to a site that is suitable for the research problems and feasible for the researchers of time, mobility and skills. A researcher, in this case, shall obtain information in advance through informal channels; he will identify a possible site and enter into a contract with a person who can grant permission for the research. He has to prepare a brief written statement that specifies the site, the participant and activities, length of time for the entire study and the research role (Schumacher and McMillan; 2001:1-498).

Lawrence (1997:350) defines a site as a context in which events or activities occur. He also mentions that one needs to consider three factors that are relevant in selecting a site, and those are the richness of data, unfamiliarity and suitability because he believes it is easier to see cultural events and social relations in a new site. He mentions that gaining access into a site could be an issue or a problem because there are gatekeepers (Lawrence; 1997:327-441).

Marshall *et al* (1989:57) say that in selecting a site the researcher needs to visit the community and establish contacts with several leaders. Site selection has to be planned around practical issues such as the researcher's comfort, ability to fit into some role during the participant observations and access to a range of sub-groups and activities. They make it

clear that selecting a site is selecting a setting in an organisation of a certain group of people and those people act as subjects in the research. An ideal one would be where entry is possible where a researcher can devise an appropriate role to make continuity of the presence of a researcher for as long as necessary. All this is guided by the researcher's questions (Marshall *et al*; 1989:45-175).

A researcher, according to Schumacher and McMillan (2001:431), needs to obtain formal permission to conduct a qualitative study. This is reinforced in Marshall *et al* (1989:63) that researchers need to prepare and develop roles to ease entry. They need to plan for appropriate entry and also need to prepare adequate plans for dealing with resistance, testing and screening. A researcher, in negotiating entry, requires time, patience and sensitivity to the rhythms and norms of the group. In gaining access, the first problem one gets is gaining permission to conduct a study. A researcher needs to adopt an overt research study and make his interests as a researcher known and seek the co-operation of those to be studied. A researcher, according to Bogdan and Biklen (1992:81), needs to know about the hierarchy, that is, the authority of the institution and its rules, and needs to find a name of a receptive and helpful person. A researcher is advised not to be formal in asking for permission and start researching as this could distract the subjects in giving her/him information. Make clear what it is he is going to do, whether he/she is or not going to disrupt and what it is that he is going to do with his findings, why he chose that site and what he will get from it. A researcher will need to be persistent, flexible and creative (Bogdan and Biklen; 1992:1-198).

Entering a site requires a plan of action needed to negotiate access and relations with members. Negotiation will occur with each new member until a stable relationship develops to gain access, develop trust, obtain information and reduce hostile relations.

According to Lawrence (1997:353) a researcher must decide how much to disclose about himself and the research project needs to build trust, and needs to ensure that the focus remains on events in the field and what to disclose to gatekeepers.

He also mentions that when entering the field a researcher needs to present herself/himself, so that the people will be free to talk to him/her, who he/she is, what type of a person he/she is and would like to be. He/she also needs to get along with the subjects in the field, build rapport, try and forge friendly relationships, share the same language, laugh and cry with

them and go beyond understanding the subject's apathy. To do all of that a researcher needs sound skills and personal charm. In short, without good relations between the subject selected and a researcher the study will be impossible (Lawrence, 1997:327-441).

Bogdan and Biklen (1992:86) look at the first days of a researcher in the field. They mention that they can be rough and a researcher needs to have a sense of humour and be prepared to make mistakes. In the case of an institution where a researcher is a member, becoming a researcher might change the relations between him and the subjects. A qualitative researcher needs not to take what happens personally; needs to have someone to introduce him; and nothing much will be accomplished on the first day. A researcher will need to remain passive, meaning not to do a lot of talking, be friendly and adjust his behaviour to the task of a researcher so as to get the subjects talking. A researcher's dress code means a lot to the subjects and also he needs to take notice of where he puts the field notes and develop a code to ensure privacy (Bogdan and Biklen 1992:1-198).

In this research study two sites will be chosen, one will be a school where IQMS and QA policies are in place and effectively put into practice, where educators and principals manage the implementation of these policies. This site will be termed school A. A second site will be where IQMS is less practiced, where the principal and educators seem to lack understanding of what IQMS is as a result of which the implementation of QA was never a success. This will be termed school B. School A is an institution where gaining access will not be a problem since it will be where the researcher is also a member of the community and relates well with the manager of the school. Site B, which is school B, might present problems since IQMS is not actively practiced and not well understood by the principal and educators. It is likely that they will think that the researcher is sent by the Department of Education to check on their progress. Regardless of this the researcher is prepared to attempt gaining entry into their school. The aim of this study will be to find out how principals and educators feel about IQMS and whether they have noted any change since it was implemented. Gaining entry into the site is a negotiation process. The researcher intends negotiating with the managers of the two sites that she has chosen in order to obtain freedom of access to the site as she believes are suitable for the research project.

The researcher is exposed to site A and she has more information through being a member of the school. The second site is a school nearby about which the researcher has heard a lot.

The researcher meets with some of the educators from this school for moderation purposes. They belong to the same cluster and have one co-ordinator. She is well informed about site B since usually on their way to school they chat about problems experienced and also share some of the good points.

The researcher has identified two schools to act as site A and site B and she has written letters requesting permission from principals to conduct her research. She has prepared a written statement specifying her site, her participants and the activities to be conducted during the research study. The researcher will inform her participants of the length of the entire study which she believes will not take less than four weeks. She intends providing information about her as a researcher, and how she intends using the data and also that she will protect the rights of her participants. The researcher also intends making her participants aware of the research ethics before she enters the research field and establishes a research role.

Once the researcher enters the site she will try by all means to establish good relations with everyone at the site. She will help them realize that she respects their feelings and that their input is all that will make her succeed and she relies on them for the success of her research. The researcher will maintain confidentiality and trust throughout the data collection period. Sub-cases of data will be related to the total context of the phenomena studied. In choosing the site she made it a point that she chose persons, schools and events where IQMS is practiced since they will give her fruitful data. She wrote to principals since they are information rich.

3.4.2. Ethical considerations in a qualitative research

According to Lawrence (1997:376) a direct involvement of a field researcher in the social lives of other people raises many ethical dilemmas. There may be no trust between the researcher and the society. In this case an overt research is recommended. A researcher may learn intimate knowledge from the field that is given in confidence. The researcher also has a moral obligation to uphold the confidentiality of data; he has to keep information confidential from others in the field. It is the duty of the researcher to build trust and rapport with the participants and not become involved.

Lawrence (1997:376) also mentions that it is easy for the researcher to study those people without power in society, because the elites can block access and have effective gatekeepers. The knowledge that the researcher obtains and his reports, he does not have to publicize, amongst others secrets, and so doing violate members' privacy and their reputations. What the researcher has learnt needs to remain a secret (Lawrence, 1997:327-441).

What has been discussed in Lawrence (1997:37) above is also confirmed by Marshall *et al* (1989:66) it is important for the researcher to develop trust and co-operation in the study. A researcher needs to take time and visit sites for a number of times. Confidentiality will be the only feature that will enable data collection. He needs not force people to take part in research but encourage them to volunteer in spending their time on a research project (Marshall *et al,* 1989:45:175).

Ethical considerations in fieldwork are also discussed by Mason and Bramble (1989:353) who also agree with the authors who have been cited above. They put forward the argument that the rights of people who participate as subjects in the research must be made known to them. Subjects need to be protected and they also need to be exposed to research risks. They go on to mention that for the research to have value, the researcher has to be responsible for his subjects. The investigator is responsible for his actions so as to enable the subjects to provide informed consent and show willingness to take part in the study after being informed of all aspects of the research that might influence the decision. Mason and Bramble (1989:361) continue to look at the rights of the subjects that they need to make a decision about participating. The participants should not be misled. In short, subjects are protected by the researcher from any harm, danger and discomfort. They do need to be aware of risks. Mason and Bramble (1989:360) also mention that subjects should be assured that they will not be identified throughout their performance or the nature of their participation. The information about subjects would be confidential (Mason and Bramble, 1989:339-366).

According to Mason (1996:79) in conducting a qualitative inquiry in an ethical way a researcher needs to think when he asks about private matters, procedures etc, how he asks it, what he lets his interviewee tell him, whether and how he can guarantee confidentiality and the anonymity of the interviewee. The researcher needs to consider whose consent to ask because the interviewee, may reveal information about third parties whose consent the researcher did not ask. He needs to ensure that he has the informed consent of the following:

people participating in the interview, are they going to answer all questions asked, is the researcher given the right to use the data generated through the interview in ways which he sees fit, is he given the right to interpret and analyse the data and make comparisons with data generated through other interactions. Is he given the right to publish and reproduce the data and the analysis or pass those rights to the others? Mason (1996:99) stresses that a researcher needs to gain informed consent in the use of documents and visual data. (Mason, 1996:1-176).

The issue of ethical consideration in a qualitative research is also reinforced in Henning *et al* (2004:72) who say that any informed consent needs to be given to a researcher by a respondent. This consent needs to be accompanied by a letter in which organizations also give their consent for the use of their sites, and guarantee anonymity. The respondents need to know that their privacy and sensitivity use will be protected and what would happen to the information. A researcher remains accountable for the ethical quality of the inquiry and should take great care as she collects his/her data. The researcher has learnt that assuming that one has requested to use a site and not to request subjects will lead to a failure in the study. Consent will need to be granted even by the people to be interviewed (Henning, *et al* 2004:1-176)

Schumacher and McMillan (2001:420), when looking at the research ethics in fieldwork maintain that a researcher gives assurance of confidentiality and anonymity after they have been given permission to enter the field. They also describe their intention to use data, in order to fulfill their promises. Each new member has to be informed of the purpose of the research because this encourages free choice of participation. The researcher needs to explain time required and establish working relationship and also need to plan how to handle the development of the setting and the participants should not be identifiable in print. A researcher needs to disguise the features of the setting, he/she needs to code names of people and places and ensure confidentiality and protect people's privacy (Schumacher and McMillan, 2001:1- 498).

Bogdan and Biklen (1992:53) mention the fact that subjects need to enter a research project voluntarily, understand the value of the study and the dangers and obligations that are involved. The researcher should protect the subjects from any risk. Such an informed consent has to be confirmed by a signature. The researcher needs to protect the subjects from harm so that they are not embarrassed. A researcher needs to treat the subjects with respect

and seek their co-operation in the research. In the final report the researcher has to tell the truth when he writes up and reports his findings (Bogdan and Biklen, 1992:1-198).

In this study the researcher will make sure she writes official letters requesting entry into a site stipulating her intentions for the study and also the rights of the selected site members, that is the principals and educators of school A and school B.

In responding to the letter requesting permission to use a site the researcher will make sure that the selected schools sign the consent form acknowledging that they, agree to allow her to conduct the study in their schools. She will guarantee her participants confidentiality, that the names of their schools and principals and educators will remain anonymous and that the information will not in any way be used to harm them or bring the names of the schools and those of the principals and educators into disrepute.

This study will keep referring to the participants and sites as school A and school B. Principal A and principal B, teacher A and teacher B to protect their names.
Throughout the study the researchers intends treating all her participants with dignity and respect and protect them from any risks and dilemmas. This she believes will enable the participants to trust her as a researcher and be willing to open up and do 90% of the talking revealing their social world. The privacy and secrets of the participants will not be publicized in order not to violate their reputation. No participants will be forced to take part. The researcher will mention to them that should they feel insecure at any time they have a right to withdraw.

3.5. DATA COLLECTION METHODS IN QUALITATIVE RESEARCH

3.5.1. Sampling

According to Mason (1996:121) the purpose of sampling in qualitative research is to help provide the researcher with the data he will need to address his research question. It implies that selections other than the ones a researcher used would have been possible. A researcher needs to have and to demonstrate a clear rationale for his choices and he also needs to work out in what way and on what basis data generated from his sample signify the wider

population in which he is interested. In an empirical study the population involves people, groups or countries, organizations and social practices that a researcher is interested in. There are different types of sampling namely strategic, theoretically and sampling representationally. Mason (1996:123) also mentions that an aim for strategic sampling is to produce, through sampling, a relevant range of content which would enable the researcher to make strategic and possible cross-contextual comparisons and build a well-founded argument. A sample encapsulates a range of experiences, characteristics, processes, categories and examples. Theoretical sampling is concerned with constructing a sample which is meaningful theoretically and empirically as it builds certain characteristics which help to develop and test the researcher's argument. Sampling representationally, a sample represented characteristics in simpler patterns to the total patterns studied. Lastly, is sampling illustratively which gives an illustration of how it would be like in a wider population (Mason; 1996:1-173).

Mason (1996:127) also looks at how one organizes sampling. One needs to decide what to sample whether people, organizations, texts, settings, objects, events or happenings. Then one will have to decide when and where to sample whether to consider time and space or the experiences of a particular group. The researcher has to think whether sampling categories were defined in place, space and location. A researcher also has to decide how many to sample. It is advisable to select a small sample. As long as that sample size will help a researcher understand the process and he needs to ask why he has to make comparisons and the process of sampling is ongoing.

A researcher has to ensure that organising sampling practice one needs to be strategic. In this case theoretical or purposive sampling is a set of procedures where the researcher manipulates data generation, analyse theory and sampling activities interactively during the research process to a much greater extent than in statistical sampling. Sampling intended to facilitate a process whereby researchers generate and test theory from the analysis of their data rather than using data to test a pre-existing data theory. A qualitative researcher has to work out when to make sampling decisions and also when to stop sampling since it is an ongoing process. A researcher needs to have a sampling frame, which is a source from which he can select his smaller sample, even though there might be difficulties. On the hand it could not provide enough relevant information, so that the defining characteristics of the frame might be specific in ways which are not helpful to your research, and it may not be available at all (Mason; 1996:1-173).

Lawrence (1997:370) also confers with what has been said by Mason (1996) that a field researcher has to get a general picture and by focusing on a few specific problems, decide on a question and develop a hypothesis after being in the field. A field researcher will sample by taking a smaller selective set of observations from all possible observations. Theoretical sampling is guided by the researcher's development theory. He has to sample types of events and locations, types of people and contexts of interests. This is also reinforced in Marshall *et al* (1989:58) that a researcher should start with the setting because that is believed to be the most concrete then look at events that occurred in these settings, then the actions. There is a great need for making logical and rationale sampling (Lawrence, 1997:327-441).

According to Schumacher and McMillan (2001:400) purposeful sampling means selecting information rich cases for study in depth when one wants to understand something about those cases without needing to generalize in all such cases. It is done to increase the utility of information obtained from samples. The researcher searches for information rich key informants, groups, places and events to study. Sampling begins with selecting a site and a site should have events that can be studied. A researcher will need to examine every participant, group, setting, event and any other relevant information. He/she could also divide a population by the number of years of service and group them together; this is called maximum variation sampling. There is also network sampling where each successive participant or group is named by a preceding group Schumacher and McMillan (2001:404) give guidelines for sample size. A researcher needs to know the purpose of the study. He also needs to know the focus of the study. This will enable the researcher to choose the primary data collection strategy. He will then check if the informants are available and check whether the information is becoming redundant or not (Schumacher and McMillan, 2001:1-498).

For this study the researcher will select two schools and refer to them as school A and school B. School A will be where IQMS is practiced actively and school B will be where it is less used. From each school she plans to interview principals since they are rich in information. After she has conducted individual semi-structured interviews with the principals she will select two educators from each school. Again she will conduct one to one interviews with them. The aim is to get as much information as possible. The researcher also plans to consult the principals to identify those educators they believe could help her. Alongside these interviews she plans to observe all the activities related to IQMS taking place in school A and

school B. She will observe a group of only five educators in each school to make it easier for her to get enough information. Sampling is all about choosing a small group of people who are rich in information and whose information will help your study develop successfully.

3.5.2. Interviews

3.5.2.1. General principles

A number of data collection types are discussed in different literature studies. Out of many the researcher will only tackle those that are relevant to her study; those are interviewing participant observation and observation.

Bogdan and Biklen (1992:96) describe an interview as a purposeful conversation between, two people with an aim to get information. It is used to gather descriptive data in the subjects own words. An interview can be used in two ways. One, as a dominant strategy in data collection and the other that it can be employed in conjunction with particular observation. A researcher believes that she needs to build a relationship that will make it conducive for the respondent to trust her, get to know each other and the researcher to inform the subject of her purpose as a researcher and assure him of confidentiality. The progress of an interview has to be reassuring and supportive and the subject has to play an important role in defining the context of the interview. The subject has to be at ease and talk freely about his/her point of view and produce rich data. A researcher has an obligation to listen carefully to what people say (Bogdan and Biklen;, 1992:1-198).

Interviewing is commonly used in qualitative research; it could be an in-depth interview, semi-structured or loosely structured forms of interviewing. This comes from Mason (1996:62). He looks at the core features of interviewing, it is an interactional exchange of dialogue, could be a one on one interview or large group interview or a focus group interview. It is an internal style where conversations are made for the purpose of gaining information. He goes on to say meaning and understanding are created in an interaction, between a researcher and subject.

In an interview process, according to Mason (1996:63), one would want to use interviewing since it is a commonly used and recognized form of qualitative research method. Also because the researcher's ontological position suggests that people's knowledge, views, understanding, interpretations, experiences and interactions are meaningful properties of the social reality which the research questions are designed to explore. A researcher should have an epistemological position which allows that a legitimate or meaningful way to generate data on these ontological properties is to talk interactively with people, ask the questions, listen to them to gain access to their accounts and articulations or to analyse their use of language. From what Mason (1996) has cited above it is clear that the interview method depends on peoples' capacities to verbalise, interact, conceptualise and remember facts about their environment. An interview is said to be a social situation. An interviewer, in this case, has to conceptualise himself as an active and reflective participant in the process of data generation and needs to be a neutral data collector.

A respondent has to control the interview but to gain this, a researcher has to plan who he wants to interview, how he will gain access to that person and be well prepared to gain the relevant data. (Mason; 1996:1-173)

Mason; (1996:69) outlines a simplified overview of the qualitative interview procedure. He says a researcher needs to assemble the research questions which the study is designed to explore, break it down into sub-questions or mini-questions and needs to develop for each sub- question ideas about how to get to relevant issues in an interview situation. The researcher will need to cross-reference all the levels and develop ideas about the format of the interview. A researcher has to produce a guide even though a session is said to be flexible. A researcher has to work out whether he wants to include standardized questions covering possible topics adequate in explaining the research question at hand.

A researcher has to work out where to begin what to ask, access the relevance of the interaction to get the best of the interview. Also how you as a researcher phrase questions, what words to use and what kind of manner to adapt.

At this point Mason (1996:74) looks at the way a researcher should relate to the interviewee. A researcher will need to be sensitive to the needs and rights of the interviewee. A researcher has to develop a high level of intellectual and social skill, he has to listen and try to interpret,

check if what he is getting is relevant to what he wants. A researcher has to be alert, keep an eye on the matter, make notes and record them more importantly, listen to what the people say and remember every word. To achieve the balance between what is said and what is captured through interviews one needs to observe the verbal and non-verbal cries about the social situation and recognize when an interviewee becomes bored, tired, angry, upset or embarrassed. Finally a researcher has to decide what counts as data, concentrating on utterances (Mason, 1996:1-173).

What has been discussed by Mason (1996) above is reinforced by Lawrence (1997:371) that a field interview is a joint production of a researcher and a member. A member is an active participant. It occurs in the field and involves one or more people; it involves a mutual sharing of experience. A researcher again has to build trust because the focus is on the member's perception and experience. Gaining trust occurs in a series over time and cannot be done overnight. A researcher needs to build rapport. A field interview is a special event closer to a friendly conversation. There are different types of questions: descriptive questions to explore the setting, structured questions to help analyse data, and contrast questions prolong on similarities and differences between elements in categories. An ideal informant is an interviewee who is familiar with the culture and is currently involved in the field. In summarizing this, Lawrence (1997:370) states that a researcher needs to allow for privacy.

Marshall *et al* (1989:23-108) also reinforce what has been put forward by Mason (1996) and Lawrence (1997) above, how an interviewee should relate to the research and vice-versa (Lawrence, 1997:327-441).

Henning *et al* (2004:50) also have an input to make, they also believe that the main aim of an interview is to find out what individuals think, feel and do and what they have to say. The interviewer looks for what people have to say about their feelings, experiences and thoughts. In an interview, the interviewer has to control the interview in order not to let the respondent deviate from the topic. He does not however have to pose leading questions. The researcher has to guide the interview without interference. An interviewee has to give a true and real subjective version of facts, opinions, feelings and experiences. They stress that an interview is a communicative event. The main aim is to engage in a speech but more chance to be given to a respondent. This study, in allowing for individual and group interviews, aims at getting a grasp of all the information at hand about how principals and educators manage the

implementation of IQMS. An interview is a way of finding out about social activity, how the social groups organize their lives around concepts, purposes and values, beliefs, ideals, theories and notions of reality. Shared symbols are also looked into like language, symbols, identity and membership (Henning *et al*, 2004:1-176)

Henning *et al* (2004:66) go on to look at the relationship between the interviewer and the interviewee, reinforcing what other authors have mentioned that the researcher takes the lead and controls the interview. It is a planned conversation between partners. There is a need for a two way communication; the two parties need to be engaged in a democratic process. An interview has to progress according to a plan. The process has to be managed by the researcher but the flow of the talk is not to be controlled. One party will ask questions and record, and the other party will provide answers to questions asked.

The process of the interview begins with the researcher finding the respondents and setting up the interview in accordance with the overall research design. The researcher needs to conduct and record the interview, also to reflect on the interview and to take down notes or analyse and interpret data.

In an interview the researcher has to consider gestures, facial expressions, tone of voice and body language. There is a need for Recorders, audio recorders and a notebook and a suitable private venue. The researcher also needs spare batteries and a signed consent form. Looking at what Henning *et al* (2004:66-77) discuss it seems as though the interview session begins with the setting of frame where a topic and the aim of the interview is clarified. The respondents have to be furnished with the interview questions to reflect on for quite some time. Clarifications have to be made in the process of an interview. From time to time it has to be checked there is a common understanding between the two groups. The researcher has to expand on the topic and on concepts used by the interviewee. Towards the end the researcher has to round off by asking if there was anything that the respondent still wanted to add (Henning *et al*, 2004:1-176).

In this research the problem is the management of the implementation of QA policies, the case of IQMS – KZN, Pinetown District by the principals and educators. In her interviews with participants, the researcher will outline her main problem and make it clear to them what her intention is and the kind of information she needs from them. She will break-down her

main problem into sub-problems. Throughout the process she will try to find out if her participants know what QA is, its aims and principles, what WSE is, its aims, and also its principles. I will look into how QA relates to WSE according to the participants experiences. I will also find out how they relate to IQMS, its purposes, principles, background and implementation to QA policies. The main issue at hand is finding out how principals manage and experience change in the form of IQMS.

In short, the aims of this research are to look at reasons why IQMS was introduced as a tool to improve quality in education at school level and whether it was understood at that level. The researcher will look at the use of school based evaluation as a tool to improve the quality of education in schools. The researcher would also like to find out whether self-evaluation and external evaluation does make a difference in the educators teaching history.

The main aim is to impart what underpins IQMS through the observations and interviews the researcher will conduct at the sites, what informs IQMS and what its purposes are. Observing educators will enable the researcher to analyse the IQMS modus operandi. She will look at the principles underpinning IQMS and what all the stakeholders expect from the implementation of IQMS. Automatically the findings will unveil whether the aims of the Department were achieved or not in the schools.

3.5.2.2. Individual interviews

In this study interviews were used as the basic data collection strategy. Individual, semi-structured in-depth interviews were conducted with the principals of schools A and B. The researcher built trust and developed rapport by introducing herself and also by stating the aim of the study. The researcher also informed the participants of their rights in the entire process: that the information they give would be treated as confidential and that they would remain anonymous. Participants gave their consent.

Educators and principals of Schools A and B, who were involved in Quality Assurance policies and IQMS specifically, in schools, were individually interviewed. The focus of this individual semi-structured interview was on how the educators managed the implementation of IQMS in schools, since it is a new policy meant to bring about change. How did they manage and experience its development and its contribution, how it aids the development of the entire school, governance, communication, security and leadership etc? Two teachers or

managers from schools A and B were interviewed (excluding the principals?). Notes were taken down and the entire process was recorded. Therefore a tape recorder was used making sure that the batteries were in good working order.

3.5.2.3. Focus group interviews

Since QA policies are a group effort the researcher engaged in focus group interviews, five teachers or managers from school A and five from school B were selected. A venue was chosen that was conducive to conducting a group interview. Open-ended questions were posed to the educators to allow for a flow in the ideas about how they managed the implementation of IQMS in their schools. The interview lasted approximately an hour. This period of time was considered to be sufficient to get rich data from the participants.

For this study interviews were held with principals and educators since they have been selected based on the fact that they are the information rich people. Principals were the first people to be exposed to IQMS when they were called for training by the SEMs and the unions. It is their duty to deliver new policies to the educators at school where they will need to implement these policies and carry them out successfully and effectively. Both principals and educators are to abide by the norms and rules of the Department and run the school smoothly. The purpose of the study was to find out how advocacy and training were conducted in schools, what the reaction of principals was and how it influenced the teachers; also what the response of the educators were to IQMS.

3.5.3. Observation

Having looked at interviews as a data collection method, the researcher proceeded and looked at participant observation as another means of collecting data. Patton (1990:24) recommends the use of a combination of data types because he feels they increase validity, as one type can compensate for the other observation provides a check on what is reported in the interview (Patton, 1990:1-347).

Mason (1996:84) discusses participant observation, namely that a researcher might want to observe because he is interested in the setting itself and also in a wide range of dimensions of the social world like conversation, language and style of behaviour of the subjects. He also

considers observation as a useful technique to arrive at particular information. He needs to ensure that he is aiming at relevant data. A researcher will need to take roles in the setting, and he will need to manage the relationships he develops in the field, taking note of all he considers being relevant to his study. Mason (1996:1-173).

Henning *et al* (2004:81) confirms that participatory observation means participating in the actions of the people in the research setting and getting to know their way of doing things. As the researcher observes, he takes notes and decides when to participate. An observation has to be focused on the research questions being studied (Henning *et al*, 2004:1-176).

Schumacher and McMillan (2001:41) mention that participant observation is an interactive technique of participating to some degree in naturally occurring situations over an extended period of time. The researcher, in this case, is a direct eye-witness of everyday accounts, sounds, actions and the setting (Schumacher and McMillan, 2001:1-498).

In this study, observation as a data collection method would also bring about more ideas on how the principals and educators manage and experience the implementation of IQMS in schools. Since the researcher also belongs to school A it would be easy to observe the behaviour and body language of educators and principals when they engage in the IQMS policy proceedings.

The observation was dated back to advocacy and training conducted in school. The researcher is an HOD of the language department and a DSG member of eight educators which comprises of one peer, an appraisee and an immediate senior. The observation would also focus on educators requesting peers to be part of their DSG and the response of those requested, and also whether the right procedures were followed and how people conformed to the entire IQMS process. Classroom presentations were attended and requests were made to be present again when feedback was given to the educators who were appraised. The focus was directed towards the attitude as reflected by interactions and body language in the classroom, and also on what the follow-up measures would be looking at, namely whether both parties understood IQMS as a tool meant to develop or merely as a means to get a salary increase at the end of the year. With educators in the department the researcher acted as a participant observer, not merely observing at a distance but being involved, and also by making comments. She also went to the classes to appraise educators and also to be appraised

by the DSG. It would be easy to figure out whether educators, when appraising their colleagues, were honest and whether they aimed at developing an educator. In a participant observation it is easy to capture the word of both the appraised and the appraisee and to look at the effect of IQMS in the school. What is the mood of the school and the attitude of the people? Are they sad or excited about taking part in IQMS?

3.5.4. Field notes as participant observer

Cresswell; (2003:79) says that a qualitative researcher collects data by going to the subjects and spending some time with them. Sites are places where subjects do what they normally do. Subjects then confide to the researcher and the researcher has to build trust by making clear that they will not use what they find to demean or hurt people. In this way researchers join the world of the subjects, at the same time detaching themselves from it. The researcher keeps a written record of what he has collected and learns from the subjects. A researcher goes to the field as a visitor who does not know and is willing to learn. He has to win the acceptance from people in the field (Cresswell, (2003:1-207).

Cresswell (2003:106) also mentions that what happens in the field is written down; people are described as objects, places, events activities and conversations. The written account of what the researcher learns, sees and experiences is part of the qualitative study. Field notes involve all the information collected through interview transcripts, documents and statistics. Field notes also involve impressions, smell, sight and extra remarks. Field notes show two worlds, a descriptive one where the picture of a setting is captured, and a reflective one where the frame of mind is observed (Cresswell, 2003:1-207).

Writing field notes also is a process; a researcher has to get to the task right away and is not expected to talk about observations before they are recorded. He needs to find a quiet place to record and set aside adequate time to complete the notes, start by jotting down the notes and going through the course observations chronologically and adding what has been forgotten. It is laborious, but a researcher has to do it. The information above is reinforced in Patton (1990:239) that field notes are descriptive and need to be dated and recorded. A researcher needs to record where the observation took place, who were present, what the physical setting was, what sound interactions occurred and which activities took place. Since field notes contain what people say, questions are important. They also contain the feelings, reactions

and reflections about experiences observed by the researcher. Field notes contain the ongoing data that are being collected. They are said to be a fundamental data base of qualitative research. In this study field notes were also taken covering peoples' experiences as data for the research question (Patton; 1990:1-347).

Lawrence (1997:349) mentioned that a field researcher has to be directly involved in the everyday activities and observe. Data have to be produced in the form of extensive written notes and have to be the result of the observation of ongoing social processes. The researcher has to be directly involved. Participant observation would be employed in this study as another data collection method. A field researcher needs to be well prepared and enter a site selected after gaining access to it, establish relations and adopt a social role. He has to watch, listen and collect priority data (Lawrence,1997:327-441).

In this study all the information that would be presented by the participants were taken down. The picture of the setting would be shown, whilst at the same time taking note of all that the participants said. All the activities related to IQMS in schools A and B would be taken down as notes. The notes would cover the experiences of principals and educators as data for the research question.

3.6. TRUSTWORTHINESS OF THE RESEARCH

Reliability, according to Lawrence (1997:368), includes what is not said or done but is expected and anticipated. It depends on the researchers' insight, awareness and questions. It addresses the question whether research observations about a field or member are significant and whether the process do fit together into a coherent whole. It looks at members and events from a different angle. Behaviour that misleads the researcher, hesitation and lies could be obstacles to reliability. Lawrence (1997:369) also looks at validity: ecological where a social world described has to match the real world; natural listening, which involves a total detailed description of how the project was conducted; member validation where results are taken back to the members; competent inside performances (Lawrence, 1997:327-441).

What is said by Lawrence (1997:327) is also confirmed in Schumacher and McMillan (2001:407) namely that validity refers to the degree to which the explanation of a

phenomenon matches the realities of the world. They continue to mention that it is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher. Both need to agree on the description and composition of events. One would claim validity on data collected and techniques for analysis used, prolonged field sites, language, participant observation, recorded data, review etc (Schumacher and McMillan; 2001:1-498).

Sherman and Webb (1990:80) also discuss validity and reliability in a qualitative research. They refer to collected data that have to be authentic and accurate and have to represent reality. Validity refers to the degree to which participant observation achieves what it purports to discover (Sherman and Webb, 1990:1-140).

In this study as an observer the researcher believes it would be possible as a researcher to form valid and accurate conclusions, because the researcher has established sufficient rapport and trust with the participants. Participants have to be allowed to do the talking. The researcher would not control the flow of the discussion but only guide them. All the responses would be coming from the participants explaining their experiences about their implementation and the management of IQMS. Reliability refers to the understanding of meaning of the observed socio-cultural experience being part of the natural setting, which would enable the researcher to better understand. There seems to be a need to repeat observations through prolonged involvement in the culture studied. The researcher would focus on individual educators and principals rather than on a group of educators. Participants would be involved in reconstructing the events recorded by the researcher as the observer.

The researcher intended focusing on the main problem throughout the research, which is to see how the principals and educators manage and experience the implementation of IQMS. She studied the context of the participants. She also checked the accuracy of the findings. This was done through making interpretations of data collected. It would be her duty as a researcher to identify and document biases, values, and the personal interests of the participants. It would be her duty also to provide statements about past experiences that would act as background data through which participants could better understand the topic.

The participants would have to know the site was chosen, as well as all the activities that were going to take place at the site. In the first place the researcher would have followed all the

steps required for gaining entry into the site. She would write a letter to the manager of the site and await a response. In the letter she would state her intentions, why she wanted to conduct her study at the site, what she intended doing and what the role of the people would be she would be working with and what their rights are. She would enter the site prepared. She would know the background and how she needs to appear regarding the dress code and behaviour. She would plan how to deal with resistance. She would be patient and give herself time to negotiate entry into the site. She would make sure she gains the trust and acceptance and also the co-operation of the participants. She would have to explain her role as a researcher and also what she expected from them. She would have to be at the site for most of time, and also ensure confidentiality in the data to be collected. She would have to develop good relations with the participants so as to allow for the development of confidence in her. The participants would have to provide informed consent that they were willing to take part in the research after she had informed them of all the aspects of the research that might influence their decision. She would provide all the information about the study so that the participants may make a decision about participating. She would not mislead the participants. She would assure the participants that they would not be identified and that their information would remain confidential. After data collection it is the researcher's duty to tell the participants the truth. As an inquirer she would ask questions and the participants would have to respond to those questions. The aim would be to describe and explore what goes on in the field, and to discover everything related to the main problem. This kind of research seeks to understand. She would create images people would find interesting and meaningful. As an educator herself she had experienced IQMS and its implementation. She also experienced her problems and her own ideas on how she thought it should be utilized as a tool to develop educators. She would reflect on how she should collect data, and also on methods, procedures and strategies she should use in the study. She would also reflect on the frame of mind of the participants, for example, their religious beliefs, cultural background, and position in society. She would have to clarify certain points of her discovery. The researchers' field notes would describe how the observation took place, who were present, what the physical setting was, what social interactions occurred and what activities took place. Apart from this she would include in her field notes not only what people said but also her feelings, and her reactions to the experiences. She would also include the personal meaning and significance she assigned to what occurred. In this way she would be engaged in analysis and interpretation and be giving insights into the data collected. She would reflect and think about the data collected. Her participants would be free to use the language they prefer. She would

look at how the participants use language to present themselves in a certain way. She would also observe non-verbal communication, focusing on social interactions among members on the site. She would look at how members on the site make sense of their interactions with one another. She would prefer that they use English, since from Grade 10 -12 everything there is done in English. The majority of people she would be working with are Zulu speakers. The area where both schools are located is inhabited by Zulu speaking people whom the mother tongue is Zulu of all the learners, and 99% of the educators. The participants might be comfortable using Zulu but because the setting is at the school, they might use English. Also, the questions will be phrased in English. The researcher spent at least three weeks at each school and she made use of more than one method, such as individual and focus group interviews, and participant observation, she used more than one method, called triangulation.

3.7.   DATA PRESENTATION, CODING AND ANALYSIS

Cresswell, (2003:192) discusses generic steps in analyzing data. A researcher needs to organize, read and prepare data for analysis then begin a detailed analysis. To code the data one needs to follow the eight steps given by Tesch (1990:142-145) which are: getting a sense of the data, picking an interesting interview and making a list of all topics. The researcher will then need to abbreviate the topic as codes and write codes next to the appropriate segments of the text. He will then need to find the most descriptive wording for the topic and turn those into categories. Once a final decision has been made the researcher needs to alphabetize the codes. Once data material belonging to each category has been assembled in one place, the primary analysis could be performed.

In short, Cresswell (2003:194) states that a researcher needs to use a coding process to generate a description of the setting or people, as well as the categories or theories for analysis. This description has to be represented in a qualitative narrative chronologically or a presentation of a research model or deal with each participant or a drawing of a research site. (Cresswell; 2003:1-207).

Bogdan and Biklen (1992:154) describe data analysis as a process of systematically searching and arranging the interview, transcripts, field notes and other materials that were accumulated to increase an understanding of the data. A researcher has to make sense out of the collected data and to interpret it. Bogdan and Biklen (1992:155) further envisages that a researcher

needs to force himself to make decisions that narrow the study, which is what Cresswell (2003) calls coding.

They say a researcher needs to form analytic questions and plan data collection sessions in the light his observations. They then need to make comments about ideas generated, and write memos about what the researcher observed. Ideas tried out on subjects need to be explained while still in the field. One may make use of visual devices. Bogdan and Biklen (1992:164) lists the types of codes a researcher may use in categorizing data process codes, authority codes, method codes, relationship and social structure codes determine situation and perceptions held by the subject (Bogdan and Biklen, 1992:1-198).

In this study, after collecting information it was rigorously analysed. The data were transcribed from a tape recorder, then common themes identified and coded them at the same time categorizing them into different groups. The researcher believed looking for the commonality would enable her to present data and to analyse it see Chapter 4. The researcher planned not to have breaks in between so as to make a thorough follow-up and analysis of data collected. The researcher used more than one method, called triangulation until the data were saturated. All the key events, attitudes, strengths and weaknesses of the whole process were examined where she grouped similar categories under one common category were examined. The findings will be discussed in Chapter 4.

3.8.   **CONCLUSION**

Chapter 3 covered the general principles of qualitative research as an inquiry chosen by the researcher for the study. It looked at the processes and procedures in qualitative research relating it to how the researcher planed her study. It covered what literature had to say about selecting a site and how she intended going about selecting a site, gaining entry and permission to conduct her study. Chapter three also discussed ethical considerations that a researcher has to take note of in conducting research. It also covered what the researcher intended doing   A researcher has to read the rights of the participants and she has to guarantee their anonymity. This would help in that there would not be major dilemmas in the process of the inquiry. Chapter 3 further looked at data collection methods in a qualitative research. Data collection methods for example interviews, participant observation and also the

taking of field notes and recording the interviews were employed. It also looked at the validity and reliability of data to be collected and lastly how data would be presented, analysed and interpreted.

In chapter four the focus will be on the discussion, presentation and analysis of the data.

CHAPTER 4

DISCUSSION OF DATA-COLLECTION AND ANALYSIS:
PRELIMINARY FINDINGS

4.1. INTRODUCTION

Chapter four deals with data presentation, coding and analysis. Before the researcher engaged in the presentation of data she started off by making a comparative analysis of the two schools, the reason being to explain what the study revealed in terms of the influence/ impact of the IQMS on the functionality of the schools. The intention was to look at the following:

- the background of the schools and of the community where they are situated. This would help to understand the effect of IQMS development;
- the environment of the schools, whether they are conducive for teaching and learning to take place;
- the mood of the school, whether educators are free to conduct their lessons, also whether the learners have freedom of speech, movement and access to resources available at the school;
- the school premises and buildings, whether the school had enough buildings to accommodate the learners;
- safety and security;
- the schools' infrastructure and services since these are important for the functioning of the school. The school has to have electricity and water. Apart from what was mentioned, the school has to have toilets for both educators and learners. The researcher looked at whether these schools do have playgrounds to cater for sports and other extra-curricular activities.

The other focus was on teaching methods. The researcher looked at the educators' qualifications and the teacher-learner ratio, at the teaching methods employed and how effective the uses of the resources provided by the schools were. Were these resources easily accessible to all educators? The researcher then looked at the implications of having qualified and non-qualified educators.

Towards the end of the comparative analysis the researcher looked at the organisation of the school and discipline. This required her to look briefly at the Code of Conduct of each school. Lastly, the researcher looked at the strengths and weaknesses pertaining to the extent to which IQMS has contributed towards the functionality of both schools that had been chosen for the research study.

4.2. THE SCHOOL AND THE BACKGROUND OF ITS COMMUNITY

The researcher observed that the community where schools A and B are situated is a rural community. It is made up of a small group of people who went to school who are literate, but most of the people in this area are illiterate. What is interesting about the parents is that they are willing to open doors for their children to go to school and be educated. This transpires in the enrolment in school A which has 780 learners enrolled for 2007, school B has 282 learners.

The researcher was told that a rich family from the area donated two classrooms which were the first classrooms built to start school A in the area. One of those classrooms is utilized as a computer laboratory and the other is used as a resource centre. School A has now developed and expanded meaning everything needed for the school is provided by the subsidy from the Government. An audit is done to check if there is no misappropriation of funds. These funds are meant to be used for learning resources and not for renovating the school. The money received from the Government is used to buy furniture, to service the school machines, to buy more resources and for the equipment of the school. Both schools A and B are no fee schools. School A seems to be receiving a lot of money because of the large enrolment and a wide curriculum. School A can pay for every need for teaching and learning. The number of learners enrolled in the school plays a major role in determining the amount allocated to each school.

School A is known to produce good results and it is very popular with the parents. In 2004 the pass rate was 74%, in 2005 it went up to 77% and in 2006 it went up to 78%. School B got 95% in 2004; and in 2005 47% and in 2006 dropped to 26%. Both schools have in their vision to better the pass rate of the school. School A has targeted 85% and thereafter the goal is 100%. Since School B received a rate below 60% it automatically felt under the Matric

Intervention Programme initiated by the Department of Education. In 2007 they are hoping to get a pass rate of above 60%.

School A is also known for its good reputation and its development. The curriculum of the school is very wide, offering a variety of elective subjects. There is a Technology Department that offers the current learning areas that are in demand in the workplace. They also have Hospitality Studies, Consumer Studies, Technical Drawing, Dramatic Arts, Technology, Arts and Culture and Tourism. There is also a Science Department that offers Maths, Maths Literacy, Biology, Physical Science, Agricultural Science, Information Technology and Computyping. The Commerce Department offers Economics, Business Economics and Accounting. The Human Social Sciences Department offers History, Geography and Life Orientation. The Language Department offers IsiZulu and English. School B has three departments, one for Commerce another for Languages and one for Technology.

School B has been known for committing irregularities like allowing learners to continue writing their Grade 12 final exams even after time has elapsed, also allowing learners to bring material to class related to the subject they are writing and admitting learners without producing proper documentation, e.g. the progress reports. The Departmental officials now monitor the school strictly during examinations. As a result learners have been leaving their schools to join a class that they do not qualify to do. The school has a bad reputation. At that stage it did not have a principal. The new principal has just been appointed; he has only been there less than two years and is trying to rectify all the irregularities and mishaps that were taking place in the school.

School A has functional units running at the school for instance there is a Child Well-being and Development Unit that caters for the needs of the children and develops their well-being. There is also an Information Technology unit that is responsible for developing learners' computer skills. People from the community attend Information Technology classes after school for community outreach purposes. The most popular project that invites visitors and sponsors to the school is the 'Biogas' project that produces gas that was used in the Domestic Science Room before Eskom installed power. Another project is Permaculture, now known as the Environmental project. In school B there is Sethani, a child development and a peer educator project that has just been introduced.

During the history of school A no strikes were mentioned. For learners there is a suggestion box where they can voice their grievances, and the principal attends to those problems every week. The school also sticks to the instructional time stipulated by the KZN or National Department of Education, those hours are 7 hours a day whereas, in school B there has been the tendency to leave school early. Most of the time you find learners loitering all over the area before the stipulated end of the school day.

4.3. THE SCHOOL ENVIRONMENT

A proper culture of teaching and learning has been adopted in school A. Functional teaching and learning is the order of the day. Teachers go to their classes to teach period after period and learners co-operate and sit attentively in class waiting for the teachers. Though there seems to be problem with punctuality. Some of the learners report at least 15 minutes after the stipulated time, which is 7.45am. When one educator was asked about this the researcher was told that the learners' live long distances from school, they have to walk many kilometers to school. In school B measures are under way to develop culture of teaching and learning. They also have the problem of punctuality, learners report late for school and leave before the time.

In school A educators do their teaching properly, which means that they know the reason why they are at school, which is to teach the children. Children respond positively and agree to be taught by the educators. In school B there has been de-motivation on the side of educators since the school has been enrolling learners who are de-motivated.

The environment is conducive to teaching and learning in School A. The school is big; it accommodates all the learners that are enrolled in it. The buildings seem to be in good order; more classrooms are built to accommodate even more learners. In school B there are only a few classrooms, they are not enough for the learners enrolled in the school. Both the schools are well painted and fenced and look attractive. The buildings are in good order and there are no leaks, no cracks on the walls and no broken windows. The atmosphere in the school is good; there seems to be good relations between the teachers and the learners, and among all the stakeholders of the school.

All the resources are available in school A, teaching proceeds undisturbed. Sometimes there are visitors, the sponsors of the school who contribute towards its development. School B still lacks resources: they do not have a telephone, and the photocopy machine has just been bought. The caretaker of school A takes good care of the school, helped by the learners who take turns to pick up papers. But in school B there is no caretaker, so they make use of the learners to clean the school-grounds.

For school A, rubbish bins have been provided to place litter in and are situated in all the corners of the school. Learners are dressed neatly in their school uniforms. School B still has a problem with the school uniform, different coloured shirts are worn.

In school A the mood is always welcoming and positive. Everything seems to be done willingly and no one shows signs of being stressed or forced to do his/her work.

4.4. BASIC INFRASTRUCTURE AND SERVICES

School A has electricity supplied by Eskom that runs through all the learning sites, classrooms and also the administration block. Before Eskom installed power the school used solar energy. The panels were donated by Mangosuthu Technikon. There is also a water supply system controlled by Umgeni Water under Metro Municipal Offices. There are three taps around the school which are easily accessible to the learners. In the Domestic Science room are also taps and sinks.

The school also has enough classrooms for the number of learners enrolled for 2007. The school requested the KZN Department of Education to add classrooms in 2002; it is only in 2006 that the building of five classrooms that were promised was started. The construction started in November 2006 and according to the plan the classrooms should be completed by July 2007. There are about 16 old classrooms. The total number of classrooms will be twenty one by the end of 2007. The school soccer grounds are also to be improved. The grounds for volleyball, tennis and netball will also be upgraded. The same development includes the building of the toilets for the school: three toilets for boys and three toilets for girls will be built. All these are half way done and by July they ought to be functioning. The school had old toilets that were built to cater for the Biogas project, and there are about

sixteen; eight for boys and eight for girls, still functioning properly. These old toilets are not going to be destroyed but will run alongside the new ones. Two pit toilets were destroyed to be replaced by the six new ones. Under the same project the school will be fenced right around; this means that the old fence will be removed and new concrete poles will be used to fence the school.

In stark contrast, to School A, School B uses the electricity card system; and the school has no running water; the number of classrooms is 7 there are only two blocks, one used to be an Administration block but it has now been converted into classrooms. There are 5 toilets and the school is fenced right around for security purposes. In comparison to School A, the infrastructure of School B lags behind. Furthermore, there are quite a number of developments taking place in school A. Umgeni Water made a donation towards upgrading the school; under construction is the science laboratory and a school library. The school had an old Science laboratory but after the number of learners enrolled in the school increased that laboratory was used as a classroom. A classroom that was used as a library had to be converted back into a classroom to accommodate learners. The project was expected to end by 30 March, but in April they are still fixing the roof. Hopefully by the end of April it will be finished and officially opened.

4.5. **IMPLICATIONS**

Having the basic infrastructure in school A and school B implies normal and proper functioning of the schools. A proper infrastructure makes it possible for a school to run smoothly without any disturbances; namely of computers, overhead projectors, a scanner and other electrical equipment. An institution cannot function without water. There is sufficient water in School A and the taps are located where they are easily accessible. This lessens problems, which could hinder the normal functioning of the school. Since the curriculum of school A covers Hospitality Studies and Consumer Studies the availability of water make it easy to conduct practical lessons, because cooking requires water.

The construction of more classrooms for school A means that the school would not have a problem regarding space. There are enough classrooms to accommodate all the learners enrolled in the school The library and the laboratory were also under construction which

meant that the school had the main resources needed for it to function properly. Educators could integrate their learning areas easily using information from the computers. These would develop learners academically. There were also developments meant for extra-curricular activities, e.g. sports. The upgrading of the soccer field and the building of the new grounds would motivate learners to engage in extra-curricular activities. The availability of infra-structure meant the smooth running of the school without any obstacles that would hinder the learners' development. The number of toilets was enough to accommodate all the learners, the new toilets would add to the already existing toilets. All the needs of the learners were catered for in school A.

School B still needed to upgrade the infrastructure to cater for the needs of the learners and educators to allow for the proper functioning of the school.

4.6. SCHOOL PREMISES AND BUILDINGS

School A has sixteen old classroom, three classrooms are for grade eight, three for grade nine, three for grade ten, four for grade eleven and two for grade twelve. The school consists of six blocks, one block has five classrooms, and the second block has three classrooms, a computer room plus a staffroom. A third block has two classrooms for grade ten; the fourth block has two classrooms, one for grade twelve and one grade ten classroom. The fifth block does not have many classrooms, one for grade twelve and a class used for split lessons. The last block is an administration block, where there is a resource centre with photocopying machines and a scanner.

The resource centre is occupied by the Deputy Principal and one HOD for Commerce who is in charge of the machines and helping the educators with papers that needed to be run for each subject. The Principal's office is located opposite the resource centre, and at the back is the HOD's office. On the left wing of this block is a Domestic Science room with all the kitchen equipment like stoves, refrigerators, microwave ovens, kettles, etc. By July, school A would have two more blocks that are still under construction. One of those blocks has the laboratory and the library and the second block has five classrooms. The total number of classrooms will be twenty one by July 2007. There is also a technical drawing room for technical drawing learners and their instructor.

The buildings of school A are made of blocks and concrete bricks; they looked very strong. The roof is of corrugated iron and it seems durable. There are windows and ventilators all around the classroom to provide fresh air. The school is fenced right round with wire for the safety of the learners and educators, with one gate into the school with a security guard.

In comparison with School A, School B has fewer resources and is small. School B has only two blocks, one block is for grade 10, 11 and 12 and the other block is used for grades 8 and 9; there is no administration block. The educators use the grade 8 classroom as the staffroom, as well as the principal. The buildings look very strong and are made of blocks and painted in peach. The school is fenced right round, as was mentioned earlier on. The roof looks durable and is also made of corrugated iron.

4.7. STAFF TEACHING METHODS

4.7.1. The staff and their qualifications

All the educators teaching in school A are qualified; their qualifications range from a matric plus three (3) [M+3] training and those with a Masters Degree. Each educator has majored in his particular subject. School A offers five streams, namely commerce, science, languages, technology and human sciences. Educators' majors are in line with the subjects offered in the stream. There are few cases where educators take filler subjects which they did not major in. With the new learning areas like those for the OBE Curriculum, educators have been thoroughly workshopped so they know exactly what to teach and to how to teach it. The same goes for school B. all educators are well qualified, they are all above M+3; they have also majored in the subjects they teach. The school has three official departments that of languages, technology and commerce; and also subjects for technology, but because of the low enrolment rate there is no HOD for this department.

4.7.2. Characteristics of learners

The learners of school A are very co-operative. The school has a suggestion box where they can voice their grievances in a polite way and also make suggestions on things they would like to see happening in their school. Learners look motivated and they are inspired by their

parents at home, who, even though they did not go to school are supportive of their children, and they intervene should the need arise.

What is striking is that this is not a rich community but the learners are always in full uniform. Educators do not face problems of learners who are out of uniform. This helps in identifying who belongs and who does not belong to the school. Learners also seem disciplined. Areas that need to be developed a little are punctuality and the doing of homework. Learners travel long distances to school, but this does not excuse the rate of late-coming.

Educators only complained of homework not done. This has been an issue that influenced the pass-rate of the school. The school has not reached 100%. The major reason is that, no matter how hard parents support their children, since they are not educated themselves, it becomes difficult for them to monitor their children's homework.

School A also offers a unit that takes care of the well-being of a child [the Child Development and Wellbeing Unit]. Learners do make use of this unit; most of the orphans get grants through this system. Some have even been referred to the rehabilitation centre for substance abuse on grounds of the intervention of this unit.

When comparing School A to School B, it was discovered that School B learners have been reported as being undisciplined; there have been reports of misconduct. They also wear their school uniform but not properly; and they also have a problem with punctuality. Learners report late for school but have a tendency of leaving school earlier than the appointed time.

4.7.2.1.   Teacher–learner ratio

In school A most of the classes consists of 60 or more learners. It is only the grade 10 classes that have 50 or less learners in the classroom. The numbers are huge, but they are hoping for the best after the completion of the new blocks in July. The Department of Education has calculated the number of teachers against that of the learners enrolled in the school, which is 1:35, but because the school does not have enough floor space at the moment each classroom accommodates more than 35 learners. The school will not have this problem after the completion of the new blocks with five classrooms.

In school B there are about 70 to 73 learners in each classroom; there is a problem of floor space because the number of learners enrolled is 282. Grades 11 and 12 have two divisions and there are about 39 to 42 learners in the junior classes.

4.7.3. Teaching methods

The group discussion methods interspersed with the teacher centred methods were used in both schools A and B. An educator delivers the subject matter and clarifies the important facts about the day's lesson. After this learners are divided into groups and by the end of the lesson learners have to report back to the class on their findings that were tackled in the groups. Sometimes educators use telling methods. An educator gives the facts; learners are expected to grasp what they were told by the educator and ask for clarity where something is not clear. This method is still necessary because one of the assessment instruments for IQMS requires an evaluation of how well an educator delivers the matter and how well he/she knows it. Some educators use the question and answer method. Learners are led by the questions to evoke thinking skills from them. They are challenged and need to discover the information on their own. Lessons given to learners move from the known to the unknown in order to make them aware that what they do not know relates to what they know. An integration takes place between the known world and the unknown world. A lot of networking takes place within the school since all the subjects relate to each other meaning each learning area has to integrate with one or two other learning areas. Educators of the same subject or department often share the load. One educator covers one part of a particular subject while the other covers a part he was conversant with.

Educators often go out to other schools to ask for help in subjects like biology and physical science, which are believed to be bringing down the pass rate of the school. Expect educators from other schools who produce good results (100%), are invited to come and render help.

Giving learners the chance to report back during the lessons enables them to express themselves and develop their communication skills and also helps in developing their critical thinking skills. The educator needs to understand and know his subject matter, since IQMS requires from him to be conversant with his subject. The telling method enables the DSG to test how good a teacher is in delivering the subject matter. The teacher exposes his

understanding of the subject matter when he/she uses the telling method. Group discussion develops teamwork in learners. Listening skills, communication skills and thinking skills are developed. Human relations are also developed. This was the case in both school A and school B because, since the two schools belong to the same cluster, they attend the same workshops where they are developed, mostly on the new ways and methods of teaching.

4.8. ORGANISATION OF THE SCHOOL

In school A, at the top of the organogram, is the principal of the school who is a man. He is an instructional leader accountable for everything that happens around the school. The immediate senior of the principal is an SEM. Following on the principal the deputy principal who is female, she is in charge of the reports made by the HODs and which are presented to her quarterly. She is the immediate senior of the HODs in the school. She is also accountable for everything that takes place in the school when the principal is not in.

The school has five HODs for all five streams that the school caters for. This is in line with the number of HODs required by the Department of Education and Culture, which is five HODs in the enrolment of learners more than 780 in school; there is an HOD for languages, one for commerce, one for technology, one for science and humanities. All five of the HODs are responsible for managing the educators work, collect educators' reports and develop them where necessary. They moderate the work and examination papers. Should they fail to be able to render help they seek help from outside, that is, they network with educators from other schools. After the HODs are the educators who like all others [HOD, Deputy Principal, and Principal], are responsible for sustaining the culture of teaching and learning in the school. They are to teach learners, prepare schemes of work, guide learners and help them when the need arises; they also attend to the personal needs of the learners. The hierarchy from educators range from top to bottom, to include the RCL [Representative Council of Learners]. From the RCL a committee of learners is elected and two from that committee are elected to sit on the School Governing Body.

A school is not complete without representatives from the parents. There are nine parents who form part of the Governing Body and a committee is also elected where a chairperson and a secretary are selected. Two educators also form part of the Governing Body and one

non-educator representative. The School Governing Body is made up of nine parents, two learners, two educators and one non-educator staff members. The school relates to the parents by inviting them to check the work of learners and, also, when general meetings are called.

For school B at the top of the organogram is a newly appointed principal. There is no deputy principal because the school has few learners and do not qualify for a deputy principal. After the principal are two HODs, just appointed for commerce and languages. Then follows the educators, the RCL, the SGB and the learners, and lastly, the parents of the school learners.

4.8.1. School time-table

During the researcher's stay at the two schools, she observed that School A starts at 7.40am. Learners go for assembly and prayer. At 7.55 they move into the classrooms for a register period of 10 minutes. Classes start at 8.05. The day is divided into six (6) periods, three (3) before break and three (3) after break, until 14.20. After that there is study time. The school breaks at 14.45. In School B starts at 7.45 and at 11.00 there is a break which is 45 minutes long and the school closes 14.45.

4.8.2. Discipline

The learners and educators in School A looked disciplined. There is no use for corporal punishment in the school. Should learners commit misconduct, they are asked to clean the school after instructional time under the supervision of an educator, and this usually takes less than 30 minutes.

There were no reports of substance abuse in the school. Those that are found to be addicted to substance abuse are attended to. Traces show that they engage in this abuse after school, over weekends and with friends at home. Though the school has a problem of late coming, learners do not leave school before the instructional time has elapsed. Educators also observe the seven (7) hours of instructional time through the six (6) periods which are an hour long. Break is about forty five (45) minutes long with thirty (30) minutes study time.

Learners seem to know the channels of communication. Any problem is at the beginning attended to by the RCL, then the grade educator, then the grade mentor, from there the HOD, the deputy principal and lastly the principal, who decides whether to involve the parents

before the problem aggravates. In comparison, School B reports about learners behaving rudely. Learners behave any way they like. For the past years there has been no discipline in the school. One educator believes that the learners are taking advantage of the new principal. The problem was said to be caused by the fact that the school admitted de-motivated learners, learners who were expelled from other schools because of misconduct. The principal himself is blamed by the educators for being negligent in tightening the rules of admitting the new learners into the school.

4.8.3. Resources

School A is well resourced; the books and stationery are sufficient for all subjects. There are machines to run papers for extra information. The library will be effective soon and the laboratory too. For Technical Drawing there is equipment that is needed for the subject. For Hospitality Studies and Consumer Studies there is a Domestic Science room with stoves, about eight of them, six electric ones and two gas stoves, in case of the electricity running out, there are two refrigerators, two microwave ovens, two electric kettles and all other utensils used in a kitchen or a restaurant. There is a computer laboratory with about 45 computers, 20 of these were donated by Dell Company. There is an internet facility in the school. Apart from learners who are doing Computer Studies as their major subject, all the other learners have access to the computer for Computer Literacy Skills. There are television sets, one in the Domestic Science Room, one in the Staffroom, one in the office and one in the old laboratory. Sentech donated a satellite dish to the school.

When comparing School A to School B, School B still lacks resources: there is a telephone installed for the school but the school needs to buy a box, there is a photocopy machine and there are 2 computers. A lot still needs to be acquired for School B. A major problem faced by the school is that of a place to keep all the valuable equipment. All the machines are kept at a neighbour's house.

The briefing just outlined about the school would help the researcher in her report on the data collected. For IQMS to be effective there is a need to look at the school in general so as to see whether it will be effective or not. The background of School A and School B will have a great impact on the data collected during the interview sessions.

4.9.   SUMMARY OF THE DATA COLLECTED BY MEANS OF INTERVIEWS AND OBSERVATIONS

4.9.1.   Interviews with the principals of school A and school B

Individual in-depth interviews were conducted with both the principals of School A and School B. Permission was received to make use of the schools as research sites

The interview with the principal of School A took place at midday on the 09th of July 2007. The interviews were disturbed since after the appointment was made the unions called on a general strike for all educators. This made it impossible to start with the research. On the day of the interview the principal of School A was formally dressed with a jacket and a tie, and this is how he appeared most of the time. He looked like a manager of an institution. After all the ethical rights and issues were explained to him and a request to use a tape-recorder was made, the principal agreed to be part of the process and preferred to use English as a medium of communication.   The principal was offered the choice to use the language he felt comfortable with, English or IsiZulu. He signed a consent form indicating all his ethical rights, protecting him against being hurt and promising confidentiality in the use of information gathered and that the names of people and places would not be disclosed.

The same was done with the principal of School B. The only differences were that on the day of the interview with him he was dressed casually, (as opposed to headmaster of School A who was formally dressed) and during most of my visits to the school he was dressed informally. This is so because he is younger than the principal of School A. In School B the tape recorder could not be used because there was no electricity. All the notes had to be taken down in writing. This was done with his help because he repeated each and every point we made. He also signed a consent form.

4.10.   DATA-ANALYSIS AND EMANATING BROAD CATEGORIES

After the interviews with the principals and educators of School A and School B the ideas were grouped into categories. The following categories emerged:

- the management of the implementation of IQMS;
- feelings about change;.
- attitudes and responses of educators and managers;
- feelings about the IQMS introduction process;
- perception on the effectiveness of IQMS.

The sub-categories which were then worked out were the results and expectations of educators. The general comparison between the experiences of both schools, indicated at
- similar ideas about IQMS;
- differences on opinions of IQMS;
- suggestions to improve IQMS.

With the interviews the following categories were identified:
- attitudes towards QA policies;
- feelings about IQMS;
- comments on procedures of IQMS;
- impact of IQMS on teaching and learning;
- relationship between infrastructure and IQMS;
- suggestions for improvements.

The following sub-categories emanated from the broad categories:
- shared ideas;
- differences of opinions;
- educators suggestions.

4.10.1. The management of the implementation of IQMS

To implement IQMS in schools two educators from each school were sent for training and advocacy on IQMS and had to come back and cascade the information to the other educators, like choosing the SDT and the DSG in the school. The schools got help from the information brought back by those two educators. Principals encountered difficulties in implementing IQMS in school but had no choice but to implement it. One principal said, "At this stage IQMS is not well managed but we are trying in spite of all difficulties. I was still at another school when IQMS was implemented and I remember that it was really difficult to implement

IQMS. The most difficult part was with the final scores. When an educator was shown his/her scores he/she tended to believe that the DSG was depriving him/her of money compared to the person who would be given higher scores. But if there is an incentive attached to IQMS we as principals need to develop educators for better service delivery, effective and efficient teaching in the classroom. We need to make sure that a learner needs to get the best profit as a beneficiary, and put aside the money issue."

4.10.2. Feelings about the new changes

IQMS brought about a feeling of confusion and most of all it was a lack of understanding of what IQMS was. Clarity was only brought when educators went for the workshops on IQMS. Otherwise everybody was doomed as to what kind of an animal IQMS was. It is now seen as a positive tool to develop educators, which has been accepted by them. It is a developmental process eradicating secrecy and confidentiality because, after the evaluation, the DSG sits with an educator to report back. Should there be a loophole the DSG has to make corrections and develop the educator concerned. There is transparency in the new system. One principal said "At first everybody was doomed as to what kind of an animal IQMS was but now educators have accepted it and see it as a tool to develop their teaching and learning skills. What is done by the DSG should be done by the SEM. The load of the SEM has been reduced and there is little assistance the DSG receives from the SEMs."

4.10.3. Attitudes and responses of educators and of managers

IQMS is an integrated system in all respects. Communication channels are opened and it is meant to be transparent. Once human relations are developed in the school IQMS becomes very helpful, since it requires an ongoing communication between the educator being evaluated and the Development Support Group. IQMS looks at the institution as a whole where activities observed within the classroom and those outside the classroom are evaluated by the DSG. There has been a shift from QA policies in the development system. IQMS unlike the QA policies involved money. Managers feel that even though IQMS meant well, the involvement of scores shifted the focus from development to pay progression. This transpired from what one principal who said:

"I believe that IQMS does not help in the real development of an educator because of the scores. The DSG tends to give high scores even if an evaluatee does not deserve it to avoid

animosity and to maintain the friendship. Educators were not well trained. I still believe it was not right that money was involved in this IQMS process. As a result the purpose has not been achieved, which is to develop a teacher. An educator is given 4 by the DSG which is the highest score that they do not deserve. The score says an educator is well developed. Then, who will want to develop somebody who is well developed. Even Naledi Pandor will agree with me on this."

From what he said it becomes clear that the aim of IQMS was to develop but, instead, it has discouraged educators. If only the money issue was hidden from the educators IQMS would have worked better. A principal further made this comment,

"There is a feeling with educators that if one wants to help, he/she is undermining the educators' capability to teach. IQMS evoked a negative response in educators. Educators tend not to be aware of the fact that even President Thabo Mbeki needs to be assisted, since no one is perfect. There are conflicts in schools because of IQMS scores." No mention of a specific school was made.

He went on to say,

"I would like to make the following recommendations: for the school to be effective as an organisation it needs or it depends on the hands of leadership and the management of the school working together. The principal and the SMT need to cite the importance of the school as an organisation talk and instill the issue of helping one another. All educators will need to be open to the team members and also need to improve quality services to learners and share common objectives. The principal and the team need to devise a strategy whereby every member have the objectives of the school in mind. They should all know where the school is heading and render help. There is a need for a commitment on the part of everyone to improve the standard of the school. There exists a need for the school to be known nationally objectives have to be clear to everyone. Oneness is important, the sharing of common objectives and also knowing what you want to achieve in the end."

4.10.4. Feelings about the IQMS introduction process

The educators accepted IQMS after they heard that their unions had also signed for it. They all became positive and were no longer afraid of IQMS. It was co-ordinated in the school and all the educators were informed that they would be evaluated and assessed.

One principal said, *"The implementation of IQMS did not take a step acceptable to all*

stakeholders. It was introduced at a national level and was delivered to the unions and the unions themselves did not consult the people at grassroots level, people like myself and you. There was no thorough training. Educators like myself were given a booklet to go and read at home and after that schools had to form structures like SDT and DSG. I feel that even the people who had to train other educators were not fully trained. I reckon black African school educators were poorly trained. I am not sure of Model C schools. Schools were rushed into getting this 1% of money. So, for me, IQMS was a national thing. The unions were given a mandate to carry over and drop it to the educators. The implementation and training was very poor. As a result, at school educators think of this 1% instead of being developed. Some of those who had received their notches in their levels did not get this 1% then "Why do I have to do it if I am not going to get anything?"

4.10.5. Perceptions on the effectiveness of IQMS

The researcher learnt that there seems to be a slight improvement in educators, brought about by IQMS. There are no huge improvements. Some people accepted the fact that they needed to be developed. So there is an effect on some people. People visit each other on the day of the evaluation and then rush into scores to get the 1%. But this 1% acts as a motivation to some educators. Apart from being developed, educators also need the 1% promised by the Department of Education. As a result a great change has been observed in the educators' performance. This is now the third year since IQMS was implemented in schools. One principal said *"IQMS has contributed to the basic functionality of the school, since the DSG looks into all the activities covered by an educator in the school under the seven performance standards for the educator, ten and twelve for the HODs, the Deputy Principal and the Principal."*

4.10.5.1. Results

For some schools there is an escalation in terms of school results. Educators are doing their work. Educators do IQMS for money and also for development; they are fully engaged in IQMS since it involves pay and salary progression. One principal said, *"My school received a 73% passrate in 2004, 77% in 2004 and 78% in 2004 which shows that there is an escalation in the results, to the advantage of the school."* For other schools IQMS has not brought much change. One principal kept quiet at first and finally said, "It is going to be difficult for me to

answer that question because I was not at the school when it started. It would have been better if I was stationed at one school I would have been able to comment. I do not know about any changes brought about by IQMS in the school where I am now. I have spent two years in a new school and still have not noticed any changes. IQMS has not done anything."

4.10.5.2. Expectations of educators

In one school the principal proudly said that they are meeting all expectations of the Department since IQMS have been implemented. He mentioned that two post level 1 educators have been promoted to being senior educators. But another school the principal said, *"I am expecting the Department to invite people and train them for IQMS and that all schools be monitored and trained at different levels, including the principal. This is going to help in that the department will know the educators expectations and so will the educators. Billions of rands were spent on booklets to read at home. There has been no thorough training on how to implement IQMS and what to expect. The department is paying people for nothing. IQMS scores are not a reflection of the school. Educators get 90% but the results in the end are less than 50% in most of the schools."*

4.11. GENERAL COMPARISONS BETWEEN THE EXPERIENCES OF BOTH SCHOOLS

4.11.1. Similar ideas about IQMS

The principals both agreed on the fact that training was conducted for the educators. There were facilitators who were trained prior to the workshops for the educators and schools were expected to send representatives to be trained and to take the information back to schools.

They also agreed on the fact that IQMS was a tool meant to develop educators and that it is school-based. The SDT and the DSG were to be chosen by educators for each school.

IQMS differed from other QA policies since it offered a 1% pay increase after the submission of the scores. Those scores determine whether an educator qualifies for a pay or a salary progression.

Looking at these interviews principals of both schools agreed that the unions were also part of the process of implementing IQMS in schools. They were aware and took part in training the educators.

What the researcher perceived to be the most important point which these two principals agreed on was the fact that for IQMS to be effective management needed to develop good relations among educators in the school. This was so, because if an educator has to evaluate and assess you, you have to have good human relations.

4.11.2. Differences in opinions on IQMS

After I looking at the similarities in the opinions of the principals the researcher then looked at their differences in opinions on the implementation of IQMS. The principal of School A seemed to be focused and believed his educators had a positive attitude towards IQMS. He believed the training was sufficient for the educators. Whereas, the principal of School B believed that IQMS brought about a negative attitude in educators, since it undermined their capability when they were to be assessed by a peer.

Secondly, they differed on the fact that the principal of School A had observed a change in the basic functionality of the school and also in the educators. He saw IQMS as an effective tool in developing educators. On the other hand, the principal of school B believed IQMS had brought animosity and hatred among educators who could not accept the low scores awarded to them by the DSG. He said IQMS only took place efficiently on one day. After that educators forgot about IQMS, so no change whatsoever had been brought about by IQMS.

Thirdly, the principal of School B believed that those educators who engaged in IQMS did it for 1% which was remuneration after IQMS scores had been forwarded to the district office. The principal of School A, apart from the incentive attached to the IQMS process, believed it also developed educators in totality inside and outside the classroom. "IQMS contributes to the readiness at all times. Everybody develops his/her performance, looks at all the activities being performed at school and tries to contribute to the basic functionality of the school as a whole."

Fourthly, the principal of School A honestly believed that the unions were part of the process of planning for IQMS. That brought about positive results in the acceptance and implementation of IQMS since educators relaxed after hearing that the unions were also involved. The principal of School B believed that IQMS came from above. It was dropped to the unions and they had to transfer it to the educators.

The principal of School A believed that IQMS brought about good human relations, whereas the principal of School B believed that IQMS brought about animosity and hatred among educators because of a raise in their salaries as a result of scores submitted to the Department.

4.11.3. Suggestions to improve IQMS

Most of the recommendations came from the principal of School B who said that the Department needed to train people at the grassroots level thoroughly. The Department needs not to have given people books to take home and read, because that did not bring about any practicality in the IQMS implementation process.

He also recommended that the Department should not have said anything about money as an incentive because this is what made the educators fight over the scores.

He stated that it would be better for the SMT to plan together, lead and set objectives and share them with their educators in order for IQMS to be successful. He further recommended that the SEM needs not transfer the load of assessing the educator to the DSG but should be part of the process himself.

The principal of School A had one good recommendation namely that educators need to be motivated by creating a good teaching and learning environment and good human relations among them to allow IQMS to take place effectively.

4.12. **INTERVIEWS WITH EDUCATORS**

Three educators from each school were interviewed. Those educators formed part of the five educators who were observed and interviewed during the data collection period. All the

ethical issues were explained to the educators and they agreed to help with the information that was needed after that they signed the consent forms. A request to use the tape recorder was granted at School A since school B did not have electricity. They agreed to be taped and opted for English as a medium of communication. The discussion fell into the following categories:

4.12.1. Educators attitudes towards QA policies

Responses received from some educators were positive and it showed they were positive about the process. They wanted to learn and be developed. One said, "I am positive about IQMS and also all the other policies brought about by the change in the education system of South Africa. During the period of democracy there is transparency and IQMS is trying to bring back the culture of teaching and learning, IQMS came along with FET and all these are tools to bring about a positive outcome in the Department of Education. The problem with IQMS lies with the duration of its training. No educator can rely on a 3 – 4 hours of thorough training. Educators were workshopped, but not enough. I reckon the principal of my school has more leadership skills applies these skills in his planning, controlling, leading and organizing of implementation of IQMS. The principal of my school plays a role in motivating us as educators. The problem is that he cannot remunerate educators. That is for the Department to do. He appraises us as educators. I believe that this could be the reason why we took IQMS positively."

One educator said *"I was intimidated by IQMS at first but later understood it. After the workshops I felt comfortable, free and relaxed. I feel the workshops were enough and successful because we know what is expected of us."* On the other hand, some educators felt no thorough training was made and that, practically speaking IQMS is impossible.

One educator said, "*IQMS does not have a problem at all. I only foresee problems with IQMS when it is applied to its fullest practicality.*" QA policies were not given a chance. The educators were not given enough time to engage in training for IQMS. I recommend that the change has to be very slow as it seemed very fast. In theory IQMS is good, but practically it is not good at all. I would also suggest that for IQMS to succeed it still needs a lot of practicing and workshopping. It should have been introduced step by step and should have been developed from the older policies." The researcher noticed that, according to this

educator, IQMS took its footing as if it was not related to QA policies. The steps that he was talking about were to train the SMT first thoroughly, then all the stakeholders in the school. He reckons IQMS became a burden to people and people wanted to leave the Department because they saw themselves as failures. He even said it would have been wise if the department introduced IQMS at college level so an educator should know what to expect. For him the Department imposes it on people without giving them enough clarity on the policy.

During the interview with the educators some said they were not satisfied with IQMS and they had a negative attitude towards it. One educator said, *"IQMS undermines my capability as an educator. I believe I was trained at college and after college I upgraded myself. A colleague and a friend will not refuse me good scores. For me IQMS does not serve its purpose. I feel I am good at teaching and would not have become an educator if I lacked the skills. I would be happy if IQMS was also done by experts, e.g. subject advisers, lecturers or the SEMS. A friend is like a sister to you and will never let you down."*

Educators felt inferior before the learners when they were being observed. It took educators back to their college days when they were engaged in their crit lessons. For this educator, IQMS underestimates an educator in the presence of all learners. Once a DSG offers less scores this could bring about a quarrel over scores could mean that they are refusing you money. The introduction of money as an incentive made IQMS more difficult and would create enemies. This is how some of the educators felt about IQMS.

Educators also made mention of the fact that IQMS would not work effectively since it is only a one day activity where an educator prepares teaching aids to impress the DSG. An educator cannot be developed in one day. They suggested that class visits should be conducted throughout the year and that IQMS should be brought to an end. Subject advisers should take over in the development educators.

4.12.2. Feelings about IQMS

"One educator said, *I feel happy as IQMS encourages educators, I am also worried that educators are evaluated only in one day. I would suggest that IQMS be conducted every day. Educators should not prepare a lesson for just one day to please their DSG. In that way IQMS does not reflect the performance of the educators. I would also suggest that educators*

need to be motivated, be given certificates and be praised. This would help develop educators and make IQMS successful. Before imposing policies on people the Department of Education should first consult with people at the grassroots level, and pay educators more, because 1% was not enough."

Other educators felt IQMS is good because of its transparency compared to other policies that were brought into place. An educator has autonomy over the whole process; he/she calls meetings and sets dates for assessment. She is in charge of the whole process.

The Department, according to the educators, needed to develop QA policies instead of introducing something totally new. Educators know they are expected to teach and do not need an instrument to measure how good they teach.

IQMS made educators feel as if they were not teachers in totality, as if they lacked something. IQMS, according to the educators, came as if the Department wanted to upgrade the educators whereas educators did not lack knowledge of their subjects. Educators know their strengths and weaknesses and can develop themselves. Learners also help in developing educators, since they also comment on the educators' ability to teach. An educator does not need IQMS but needs to identify a problem that he/she has and try to find a solution.

What is striking is that some educators were not clear about IQMS. They were never involved in the process and only heard about it, but from what they heard and saw other people doing they believed that IQMS would not produce the targeted results if it is done only for one day. There are educators who had just been appointed to schools and the schools have never inducted them on IQMS.

4.12.3. Comments on the procedures of IQMS

Educators did not have a problem with the people who come to evaluate them. They say the DSG comes to develop them, they sit at the back and take down notes and at the end meet with them and show them their loopholes. IQMS only gives problems to people who do not do their work. Those people feel uncomfortable as they do not want to accept other peoples' suggestions on how to teach. Most educators are positive about IQMS, and benefit from it. The educators who enjoy IQMS believe that being visited gives an educator confidence on

how well she can present the matter to the learners. They do not see a reason why IQMS would intimidate educators. One educator said, *"I do find the process easy and I know why the people visit me in class. I attended the workshops and understood what I had to do and what the role of the DSG was."*

Another educator said, *"IQMS allows an educator to develop himself. The DSG is involved in developing educators and the process of IQMS is transparent. An educator works with the people around him or her. The only problem is that people are doing it as a must since it involves remuneration. I do admit that at the beginning IQMS was interesting but it is now boring."*

Some educators also believe that IQMS is like instruction from the employers to the employees that has to be carried out. It is part of an educator's job description to partake in IQMS because at the end he/she will be remunerated through the rating scores that the DSG gives him / her. Educators also feel that they do not have a problem with IQMS. They have a problem with the person who gives them 1 out of 4. They also said that they are clear about the whole process starting with their evaluation, followed by peer assessment, and then classroom assessment by the DSG and the reporting at the end.

4.12.4. Impact of IQMS on teaching and learning

After the introduction of IQMS it appears as if functioning of the school has improved learners' performance and behaviour because of the dedication on the side of educators. They come to school early and attend lessons during instruction time and leave school at 2.45pm. IQMS has improved the culture of learning and teaching.

Educators come to school prepared for their work, even if it is an observation lesson. Educators do not seem reluctant to go to their classrooms. Their files are also always up to date and most of them are positive about IQMS.

One educator said, *"We are willing to try out new suggestions after attending observation lessons."* There are those educators who are resistant, those who insist that an educator knows that being professional, circles around preparation, assessment and teaching. This educator said she is aware that educators bring teaching aids and prepare lessons before going

to class, which is what IQMS develops in some people. She said she only observed changes in a period of two weeks when educators were still busy with IQMS. After that things went back to normal. She believes this is so because people fight for good scores.

4.12.5. Relationship between infrastructure and IQMS

From the interviews it was gathered that educators believe that there exists a close relationship between the infrastructure and IQMS in schools. Some schools do have a good infrastructure like OHP, stationery, a library, furniture, electricity, water supply and enough floor space, whereas other schools do not have these. Educators feel that the Department should support the school. She said if a school has internet, it helps learners to find information. The area where the school is situated in the rural areas present a problem and it takes time for the technicians to come and fix the machines. Even the size of the classrooms which allows for group discussions, is a necessity.

One educator said, *"We have a problem with the stationery. Our school is really struggling when it comes to infrastructure. It does not have a staffroom, so official documents get lost and we have to re-do things. Six rooms are not enough for the learners enrolled at the school."* He further mentioned that the development of the curriculum brought about problems because there are split lessons. If you are in a Grade 12 class, and one group is doing one subject, the other group has to go outside and learn under the trees. He said *"I would like the Department to provide three more classrooms for split lessons. Electricity was installed, but its not working. The school does have a photocopy machine and it's kept in a neighbour's house. The school does not have money and educators have to dig deep into their pockets. The community is very poor. We as educators end up using our money which we should be enjoying with our families. There is no water at school".* Educators say that they swear that the Education Department is very poor. They will not encourage their family to become educators because when becoming a teacher now, one applies for poverty. They say even transport to the schools is another problem that affects educators. It is too expensive. The infrastructure in the school is discouraging because there are not enough desks. Educators cannot do group-work. There is also a shortage of teaching aids, Mathematics books are not available.

4.12.6. Suggestions for improvement

Educators will be encouraged to partake in the IQMS process. Principals are to find means of getting incentives for the educators and not wait for the Department of Education to reward the educators. Things like certificates, trophies and presents need to be offered to educators. Educators also need to be praised; acknowledge the good work done by an educator just to motivate him/her, and show appreciation as far as possible.

One educator said, *"I will motivate my educators to take part in IQMS and make them see it as a tool to develop them, not something to torture them."* She went on to say, *"I will try and help educators deal with the problems in the school in a positive way. I will make sure that all educators are well trained and see the need to do IQMS, to share my vision with the educators and to encourage them to be involved in IQMS, not only for the submission of the final scores but throughout the year. I will make sure that my educators work as a team, come up with innovations and develop an understanding between the educators in school."* Educators who are negative about IQMS said they will implement IQMS to avoid answering a lot of questions to the Department. They will do only what they are expected to do by the department for the school to function properly. This does not mean they see IQMS as a valuable tool meant to develop educators. They still see it as a waste of time. They sounded very angry that the Department demands a lot from educators and yet give nothing in return. They believe educators are not compensated for their hard work. They are stressed since they are the only ones who work the required hours and at the end of the day they have to take work home. When they have to be paid, the Department doubts their work. One said that she was now looking for a job that will treat her like a normal human being. In teaching she has to be engaged in IQMS to be recognized as a good educator.

Even those educators who are negative about IQMS saw the need to do what is expected from them by the Department. They are scared that if they were principals and went against the rules of the Department they would be suspended and the schools would be closed.

4.13. **SUMMARY**

Educators recommended that the Department has to initiate more workshops because people lacked understanding of IQMS. Two to three days of training were not enough and educators could not be convinced in such a short time. New educators needed to be inducted every year to assist educators to understand IQMS better. The training had to be done every year.

The training was not sufficient. This was the general cry from educators. It was not given enough time to sink in as IQMS is done only for the submission of scores at the end of the year for pay progression. They also see IQMS as a burden. They have no choice but to do it. Scores make educators quarrel because of their annual increase depending on the submission of the scores. The comments do develop educators, but scores create animosity between educators, since an educator awarded a low score believes that the other one is refusing him/her a chance to get money.

The money issue involved in IQMS destroyed what could have been good about IQMS. Most educators are not interested in developing their skills but want to get an increase through the scores that will be given to them by their DSG members.

Educators complained that the facilitators themselves did not know anything about the matter they delivered and that they did not make a follow-up to check if what they said to the educators had any influence. It was as if the Department was pushing a policy to the educators that they themselves did not understand.

The interview with the educators went well as they commented at the end of the interview that they were afraid at first. They agreed to use the tape recorder but were scared of the interview, but as time went by they got used to it and relaxed and gave the researcher all she asked and needed from them. They felt happy that they were chosen to be interviewed and they would contribute by voicing their points of view.

What made them happy was the trust the researcher gave them by engaging them in the study.

One educator always wanted to cough out everything about the Department and its new policies through this interview. She got a chance and told the researcher how she felt. She

always wanted to talk but did not know whom to tell and was happy that she delivered the message that future generations will read about where she drew a clear picture about how she felt about IQMS.

Others helped even though they did not know much about the policies of the Department of Education and they wanted to try and see if they could answer the questions.

4.13.1. Shared ideas

Educators shared their common ideas. They all agreed on the fact that IQMS was a tool developed from QA policies meant to develop and empower educators.

They also agreed that they were taken to centres where they were trained on what IQMS was and what was expected from them by the Department - They were clear and conversant with the roles played by all stakeholders in the IQMS process. IQMS had brought about minor changes for some and for others major changes. Some educators mentioned that at first they were scared of going to the classroom with the DSG but now they are confident. They were reserved before but now they were confident about their work and were always ready to be evaluated.

Educators also agreed that the only problem lay with the scores, as they all wanted to be given high scores for the pay progression at the end of the year.

Educators also believed that having good infrastructure at the school enables IQMS to proceed in a proper way and helps in the process of developing teachers. A school with good infrastructure, water, electricity enough floor space, enough teachers, resources and equipment, a school library, and enough furniture like School A sends a positive message with IQMS because everything is accessible to them.

Educators from School A and School B agreed that they would implement IQMS in their schools as it is part of their job description. Every educator had to engage in IQMS. Those negative and those positive about IQMS agreed that the Principal has to implement IQMS in the school and that this would help the school to function in a normal way like all the other schools.

Lastly, even though all educators agreed that they did receive training, they also agreed that it was not enough, and it was not given a chance to sink in to the people. It needed to be introduced step by step. Lastly, they both agreed on the involvement of money in IQMS namely that it destroyed what could have been good about IQMS because people demand high scores for money.

4.13.2. Differences in opinion

Even though there were similarities in the views of educators on IQMS there were also some differences. Differences were more pertinent when comparing the views and attitudes of educators from School A with those from School B separately. Educators from School A showed a positive attitude towards IQMS. Seemed as though it came down to an environment that was conducive to learning and teaching and where assessment and evaluation had been conducted by the SMT that is the Principal and the HODs. The comment received from the educators from School A said they were positive and happy about IQMS and saw it as a tool to develop educators. They pointed out that before they started with IQMS they were scared and not confident, but after the process they felt confident and that IQMS changed them from being reserved educators to those who were confident about what they were to do. They also said that the comments at the end helped them a lot. Knowing the role of the DSG helped the educators because at the end they did want to improve.

Educators from School B shared a negative attitude towards IQMS. They viewed it as something that was meant to undermine the educator. They believed they had had enough crit lessons at college. They said educators felt inferior in front of the learners in the presence of the DSG and demanded that the Department should put its trust in educators since they are professionals. They did not see IQMS as a tool to develop educators but as part of their job description; something all educators have to do. They were angry. They said that they could not accept low scores at the end of an observation lesson since IQMS is all about getting a raise at the end of the process. They believed a person should be given high scores so he could get the money. If there are sections of his/her teaching that needed to be improved, then let the DSG make those comments, but do not refuse him/her good points.

Something else that evoked such an attitude in educators of School B, has to do with the problems of infrastructure in the school. Since School B did not have enough classrooms they

could not conduct group discussions; the school did not have electricity for Biology, Science and Technology lessons, so it became difficult for the educators to conduct experiments. The school did not have water; they relied on neighbouring houses to supply them with water. The school does not have burglar bars. The school kept machines with one neighbour. There were not enough desks; educators did not have a staffroom and even the principal had no office.

Another difference lay in the issue of training. For School A there had been a series of workshops organized by the SMT, apart from the workshops that were organized by the unions and also by the Department of Education. The SDT of School A also organized internal workshops with the help of the principal and HODs.

Educators from School B felt that the training was not sufficient. They only went for the workshop that was organized by the district and which was not fruitful. One educator suggested that if only the Department workshopped all stakeholders step by step starting with the Principal of the school and the SMT, then the educators, before implementing it, and then give it a chance to sink in and allow people to absorb the whole IQMS process. Another educator even mentioned that if the school lacks managers who could develop it, it becomes difficult for them to deal with the changes taking place in the Department.

4.13.3. Educators suggestions

Educators from both School A and School B made recommendations regarding aspects they believe could have been done differently. They could have accepted IQMS positively. Both educators recommended that training for IQMS should be conducted every year to help develop new educators.

Secondly, IQMS should not be a one day activity but should take place continuously, as it was planned beginning with self-evaluation, followed by peer evaluation, and lastly the observation by the DSG.

Thirdly, they recommended that the Department should play a major role in helping the schools with IQMS. They urged the Department to go to the extent of organizing transport for educators, taking them from their schools to the workshop centres.

Fourthly, they recommended that IQMS should not have been linked with the educators' remuneration since the focus of IQMS has now moved away from developing educators to getting the 1% that was promised. Also, that the Department should provide services, otherwise educators would leave. Those newly appointed educators had big expectations about the Department of Education, but the changes were frustrating them and they were disappointed.

Educators also recommended that IQMS should be conducted by the SEMs or the examiners and the subject advisers not by the people around them. They believed if people from outside were brought in as early as during the classroom observation, the IQMS process would be fair. Educators believed that in theory IQMS was good, but they foresee problems if it is applied to its fullest practicality.

It would also have been better if IQMS was introduced at college level. It would have been well understood by all, and educators would be ready for it.

4.14. OBSERVATION SUMMARY

The researcher also observed sessions on IQMS lessons. She was a DSG to educators in her department. She was happy. It was interesting that she was busy with her research the SEM called educators who formed part of the schools SDTs to encourage them to facilitate the process of IQMS. He also introduced new forms to be used then and gave them the new guide used to help educators develop through IQMS.

The SDT of School A called a meeting with all the educators of which the researcher was also part. They encouraged educators to take part in IQMS and to know that it was meant to develop educators, not undermine them. They also showed all the educators the form that needed to be followed, outlining the process of IQMS, starting with self-evaluation to peer evaluation, then the first meeting of an educator with the DSG, then the observation lesson and a second meeting with the DSG. What the researcher observed was that the SDT encouraged educators to continue with IQMS and helped them to understand the process better. School A is a well organized school, so the team did not encounter problems with addressing the educators.

School B did not call a meeting to give a report back to the educators and when the researcher spoke to an educator who was interviewed he said for them IQMS was paperwork; all the papers would be ready for final submission.

The researcher attended quite a number of classrooms conducting IQMS. What she observed in those classrooms where she was an observer was that the DSGs sat at the back of the classroom looking serious and ready with their pens and forms that contained the performance standards the educator was evaluated against. All educators looked formal and presentable, or different to what they usually look like.

The performance standards include the following:
1. creation of a positive learning environment;
2. knowledge of curriculum and learning programmes,
3. lesson planning, preparation and presentation;
4. learner assessment / achievement;
5. professional development in field of work / career and participation in professional bodies;
6. human relations and contribution to school development;
7. extra-Curricular and Co-Curricular Participation.

One of the performance standards requires DSG members to check if the educator is conversant with the subject matter and whether he has a lesson plan. The researcher also observed the clarity of the lesson and the motive behind presenting that lesson to the learners. The educator being observed provided a file with the lesson plan, mark sheets and exercises. These helped the DSG to judge the educator against the requirements stipulated in the instrument.

The book with all the rules and the performance standards is called an instrument. The response of the learners indicated how well they grasped the lesson. The researcher also observed the arrangement of the classroom. For one educator the lesson was going to need group work, so the classroom was divided into four groups. The educator at first showed signs of being scared, but relaxed after a lesson was introduced. The learners, on the other hand, tended to be passive at first but when they realized that a DSG had only come to

observe the educator they relaxed and started answering questions when asked. The educator who was observed handled everything in a natural way.

When the educator had to discipline a learner he/she did that in an acceptable way. Educators the researcher observed were moving up and down between the rows to make sure that she reached everyone and that no one attended to his/her own business while the lesson was in progress.

The DSG at the back took down notes as an educator was teaching, rating the educator's performance between poor and excellent. The DSG needed to write comments on how to improve where an educator needed improvement. These comments helped at the end to remember everything and to be able to help and develop the educator. The role of the DSG was not to interrupt but to observe, to sit quietly and not to disturb the class. The DSG left the classroom at the end of the lesson leaving behind the educator with his/her learners to set future appointments and plan homework activities.

When the researcher was an observer she remained behind after the DSG had left. What she experienced was something she had never thought of, which was, learners and the educator started laughing and asked their teacher how they behaved. It was as if the educator and the learners discussed before the observation lesson and made promises not to misbehave. Learners wished the educator good luck. In the other case again when the researcher was an observer she left with the DSG and the educator and went straight to the HODs office for the comments and report-back.

A place used to meet with the educator after an observation lesson. It had never been an open area where everyone could listen to what the DSG and the educator were discussing. The educator was protected and respected.

Cases differed. In one case the educator and the DSG were happy and there was no tension; they praised the educator, and then started concentrating on the lesson. They all discussed scores and agreed on the common scores by the peer, an evaulatee and the immediate senior. In other cases an educator was tense as if he/she was waiting for his/her sentence but would accept what the DSG said and ended up being happy. The researcher never observed a case where both parties did not see eye to eye.

All these meetings ended with a promise to go back to check whether the suggested solutions and developments could be implemented. Comments made by the DSG related directly to the instrument used to appraise educators. Scores were awarded after educators had reached a mutual understanding among themselves. The researcher has also never observed lessons where an educator had contextual factors that needed to be considered during the process of evaluation. No educator reported problems before going to class for an observation lesson.

At the end to find out what would eventually happen with the scores after they had been submitted to the principal by the DSG. He told me the scores would then be submitted to the district office. The principal told me that he did not have a say in the final scores brought to him. The whole process was handled by the DSG.

The researcher could not observe lessons in School B since the teachers told me they were not planning to do IQMS.

4.15. CONCLUSION

The researcher learnt that both principals and educators as managers of schools encountered problems with the training and advocacy of IQMS but they try to do their best to make it work since it was adopted by the union and the Department was expecting them to engage in IQMS. She also learnt that IQMS brought changes in other schools, more for those educators who took it positively. For those who did not accept it, it has not helped them at their schools.

IQMS is seen by other educators as a tool to develop them but there are those educators who still feel it is an effort by the Department to undermine them.
Educators seem to be aware of all the procedures followed during IQMS. They understand why they are assessed but because it involves a percentage incentive it is hard for them to accept it fully. Without good infrastructure IQMS is doomed to fail. That is a belief and an experience shared by educators. Regardless of all the hardships educators said they are willing to try it out even for not wanting to lose their jobs. It seems as though IQMS and its procedures will be developed so as to accommodate all, if educators come up with their complaints.

CHAPTER 5

OVERVIEW OF THE INVESTIGATION, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1.   INTRODUCTION

Chapter 5 deals mainly with an overview of the investigation, findings and recommendations on how to manage IQMS in the secondary school level. At the end some questions will be raised for further research on this matter.

5.2.   OVERVIEW OF THE INVESTIGATION

The title of this study is "The management of the implementation of Quality Assurance policies, the case of Integrated Quality Management System in Secondary Schools in KwaZulu Natal Pinetown District. This topic was chosen because the researcher was bothered by the changes taking place in the Department of Education which were a result of changes brought about by a shift from an apartheid era to a democratic era in South Africa. When IQMS was implemented the researcher was reminded of the QA policies that had been in place, like the WSE, DAS and PM that were not effective. The question that crossed the researcher's mind was why IQMS was introduced and where did it differ from other attempts by the Department of Education to improve the quality of the education system.   The researcher felt the need to study IQMS in line with QA policies. What the researcher observed was the fact that IQMS was not developed and implemented to replace QA policies but to strengthen and develop it. The study was narrowed a problem, namely "How do principals and teachers in secondary schools in the Pinetown District in KZN experience and manage the implementation of QA in the form of the implementation of IQMS in schools?" as stated in Section 1.3.

To arrive at IQMS policies one needed to understand QA policies. All these policies focussed on the development of an educator's quality of teaching based on the school evaluation. The researcher then in chapter 1 looked at the sub-problems like what QA is, its aim and principles, what WSE, its aims and principles and policies are. How does QA relate to WSE?

What is IQMS and its purposes, principles, and background and implementation? Lastly, the management of change [Section 1.3.1].

All these sub-problems were covered in the literature review in chapter 2 in order to gain a thorough understanding of what exactly the researcher is dealing with in this study. The researcher did a thorough literature research noting that not much has been covered by the authors on QA and IQMS policies since these are new policies.

The researcher aimed at looking at the reasons why QA was introduced, how school-based evaluation is used as a tool in WSE to improve the quality of education. She stated the aims of the study in Section 1.4 namely what really underpins IQMS, what its *modus operandi* is, what the Department aims to achieve by implementing IQMS and what the principles of IQMS are. Lastly, the researcher aimed at looking at what the stakeholders, more especially the managers of schools, the principals and educators expected with the implementation of IQMS. This part was covered in chapter 4 where she really got to talk to the principals of two schools in the Pinetown District in KZN on their experiences and understanding of IQMS in relation to QA policies [See Section 4.10]. She conducted in-depth interview with the principals and educators of these schools, people who are at present undergoing the process of IQMS. She stayed at the schools for a period of three months to investigate everything that could help her understand what improves the quality of education and also what hinders progress in the education system. She observed lessons where the IQMS evaluation process took place in the classroom.

Chapter 2 focussed on the literature review of the study the researcher had chosen on the management of QA policies, the case of IQMS in KZN schools in the Pinetown District. She read and reported on literature covering what QA is, where she looked at fundamental theory of QA why it was implemented and how it was used to assure quality education in schools [See Section 2.2]. In Section 2.3 she then looked at QA in South Africa as compared to QA in other countries. By studying QA she was able to point out the responsibilities of QA managers, models of improving QA indicators for QA and lastly QA and developmental planning. The researcher hoped this would tackle the first sub-problems which was what QA, its principles and policies are. Since QA was introduced in the form of three systems namely DAS, WSE and PM. She discussed these systems which were later integrated into IQMS. She looked at the aims and principles of DAS, also of the WSE background, its aims,

principles and approaches. Chapter 2 also looked at the nine areas of evaluation, its performance rating framework and the evaluation process of WSE. Lastly, it looked at PM in relation to DAS.

The researchers' study had aimed at looking at the case of IQMS in Pinetown District KZN secondary schools so she had to shift her focus to the purpose of alignment of the 3 systems of IQMS which is DAS, WSE and PM [See Section 2.12]. The alignment of these three systems brought about a policy called IQMS. She then discussed what IQMS is and its historical overview, looked at its aims, principles and implementation and its *modus operandi* as discussed in Section 2.13. At this point she felt the need to briefly outline a change process and how the principals manage this change. This concluded chapter 2.

Chapter 3 was based on a research design of the study as to what kind of research the researcher employed in collecting data from her participants. She started off by looking at the general principles of qualitative research which was chosen for the study. She planned to conduct her research in a natural setting with her as the primary instrument in collecting data. Her study aimed at giving a report on her investigation in words, not in numbers [See Section 3.2]. The information at her disposal, according to a qualitative research, was to be taken as found. The researcher aimed at understanding the experiences of people in their natural and contextual settings. She planned to use a tape recorder and a notepad to gather as much information as she could. She opted for an exploratory, descriptive and a contextual design. The plan was to study the schools chosen over a period of three months. Educators and principals were selected purposefully to be her primary participants on the basis of them being rich sources of information.

The processes and procedures followed were to assemble research questions and to break down the research questions into mini research questions. The researcher intended conducting structured interviews and observations during her site visits. The aim was to understand the subjects, their feelings and actions and to explore the process and meaning of what was going on around the school pertaining to IQMS. She focussed her study on the account of events as a participant observer looking at the introduction of IQMS training and advocacy, the responses of educators and principals and how they interpret and the introduced change.

The researcher looked at what one needed to do in order to gain entry onto a site, the fact that one needed to ask for permission to conduct a study, that one needed to negotiate entry onto a site and had to present yourself in order to be allowed to enter the site.

Letters were written to two schools requesting permission to enter the site. All what is required from a qualitative researcher is to respect the feelings of the subject at the site and an understanding that success relied on the inputs by members of that particular site. The researcher was aware that she needed to keep information confidential and build trust. She had to do this to allow the subjects to give information on what she intended gaining from them. The subjects were to sign a consent form that they were aware they were not obliged to take part in the study and that they are helping out of their own free will.

The researcher then looked at all the possible data collection methods, sampling and interviewing. She looked at the general principles of interviews, also what a one to one interview is and how it differs from a focus group interview. She then looked at what observation is and how to go about observing situations on your site as a researcher.

Lastly, the researcher looked at the fieldwork, how a researcher collects data from the participants; the need to gain acceptance from people in the field. She was aware that the researcher needed to take down notes on what he/she sees, learns and experiences.

Chapter 3 also looked at the trustworthiness, the accuracy and authenticity of the data collected. It also covered data presentation, coding and analysis. [See Section 3.7] This was to be dealt with in chapter 4 where from all the interviews conducted as a researcher she had to pick interesting parties and make a list of topics. These topics changed into categories.

In short, chapter 3 looked at the general principles of qualitative research as an inquiry chosen by the researcher for her study. It looked at the processes and procedures in a qualitative research relating it to how I planned to conduct my study under the research question which said "How do principals and educators manage and experience the implementation of IQMS in schools?" It covered what the literature has to say about selecting a site and how she intended to select a site, gain entry and permission to conduct research in the two schools. It did not ignore ethical considerations that a researcher has to take note of. Major dilemmas would be avoided by reading the rights to the participants, not disclosing their names and

guaranteeing anonymity. They had to sign a consent form. Chapter 3 further looked at data collection methods, the interviews, observation and the liability of data collected and how it has to be presented, analysed and interpreted.

Chapter 4 was planned to focus on data collection and analysis. It looked at a comparative analysis of the two schools which were the research sites. It looked at the following: the background of the schools and of the community where they are situated; the aim was to better understand the effect of the schools' background and community in the quality of teaching and in the school development [See Section 4.2]. It then looked at the environment of the school regarding teaching and learning. The school premises and buildings were studied thoroughly, namely whether they are enough to accommodate learners enrolled at the school. It looked at the safety and security at the school, the school infra-structure and the implications of having and not having all that was mentioned above in Sections 4.4 and 4.5.

Chapter 4 also focussed on the teaching methods, learners of the school and the resources, in Section 4.6 and 4.7. Lastly, the researcher looked at the organisation of the school and the at the school.

The researcher conducted in-depth individual interviews with the principals and educators of the two schools, during her stay at the school she read the ethical rights to them and explained that they needed to sign a consent form. She interviewed the principals, took down notes on what they were saying while at the same time she recorded the interviews. With School B she could only take down notes but could not use a tape recorder since the school did not have electricity. To the principals the researcher posed seven questions which served as a tool to gather as much information from them as she could.

The data the researcher collected through note-taking and tape recorded interviews which were transcribed, were grouped into similar ideas, developed topics or themes. From these topics she came up with the following broad categories:
- the management of the implementation of IQMS;
- feelings about changes;
- attitudes and responses of educators and managers;
- feelings about the IQMS introduction process;
- perception on the effectiveness of IQMS.

The researcher followed the same procedure with the educators, after posing the seven questions. She was able to gather as much information from them as possible. She allowed the educators to be free as much as possible and showed them that she trusted them fully. She transcribed the information and arranged it into similar ideas, and came up with the following broad categories:

- attitudes towards QA policies;
- feelings about IQMS;
- comments on procedures of IQMS;
- imposing of IQMS on teaching and learning;
- relationship between infrastructure and IQMS;
- suggestions for improvement;
- shared ideas;
- differences of opinions;
- educators' suggestions.

The researcher made a report on the lessons she observed on IQMS lessons where she was an observer and those where she was a participant observer. She did this to make sure she understood the process of IQMS and also to get firsthand experience on how educators experienced and engaged themselves in IQMS. She wanted to note how the stakeholders related to one another during these lessons, and to observe the behaviour of the learners and the role of DSG. The major interest lay on the procedure followed during classroom evaluation and also outside the classroom evaluation.

She also wanted to experience the attitude of educators when awarded scores and to find out if IQMS was really taken as a tool or instrument to measure the development of an educator in delivering quality education and whether IQMS is seen as a tool to develop educators, or merely an element used by the Department of Education to remunerate the educators.

5.3. FINDINGS

During the investigation she came up with the following findings, gathered from the principals and educators as managers of schools is, namely:

5.3.1. Management of the Implementation

Regarding the management and implementation of IQMS the school managers know what IQMS is and through training they seemed conversant with the procedures and processes embedded in it. They know what underpins IQMS and how it emerged as a result of the failure of the implementation of QA policies that came before it. Regardless of the fact that educators claim to have been trained by facilitators, they themselves were not sure of IQMS but they all agree that the training sessions did take place. Educators and principals agreed that the implementation of IQMS was difficult since they had to arrange to go back to their schools and retrain themselves. The union representatives also had to give a hand in training the educators and principals on IQMS.

In schools IQMS was introduced and implemented as a tool meant to develop educators' and the quality of teaching and learning. It is an attempt by the Department of Education to better the education system. In the process of implementing IQMS some educators thought they know about it; they have not as yet accepted it, as a result it is not conducted in their schools.

5.3.2. Feelings about changes brought about by IQMS in schools

Educators feel that IQMS cannot function if the environment of the school is not conducive to teaching and learning, and also if the discipline is lacking in the school. It can also not function if the safety and security measures are not in place. It also cannot succeed if the infrastructure presents a problem; this includes stationery, shortage of buildings, sports grounds, lack of water supply, electricity and furniture. In order for IQMS to be effective everything needs to be in place.

Some educators feel that the fact that IQMS is seen as an instrument used to remunerate educators and judge their capability is an insult. Educators feel undermined and their capabilities underestimated by a 1% pay much as some educators look at it as an insult. Some

feel IQMS does help. They feel IQMS should not have involved money but should have focussed on developing the educator. IQMS needs to be reintroduced from an angle that is not going to involve money. It should not be linked to the educators' remuneration. Educators feel IQMS should have been introduced at college level to allow educators to learn about it before they get to experience it at school.

5.3.3. Attitudes and responses of educators and managers on the introduction and implementation of IQMS

Educators and principals feel that a positive attitude towards IQMS could contribute to the basic functionality of the school and could also improve the school's results at the end of the year. Those persons negative towards IQMS see it as just a part of their job description. This is to say, IQMS works well with those educators who look at it positively and understand it as a tool meant to develop them and to enhance the education system. For educators who view it from a negative angle, IQMS undermines their capability and a 1 % pay increase is seen as an insult. Some educators tend to be negative when they know they will be evaluated by their peers and prefer to be evaluated by the SEM, Subject Advisors or examiners.

5.3.4. Perception on the effectiveness of IQMS

Some educators believe IQMS to be good in theory but anticipated it to fail practically because of the money issue. Lack of infrastructure discourages an educator's involvement in the IQMS process. IQMS is perceived to be a good tool only if the Department can provide services and develop the infrastructure. It also would be well understood if the training could be conducted every year and a follow up is made. Educators believe the training cannot be done as a one day activity and left in the hands of the educators to develop it and to make it work. The introduction and implementation of the IQMS has to be a joint attempt by the Department of Education and the school on a continuous basis in order to make it effective.

5.4.   RECOMMENDATIONS

▪   IQMS needs to be re-introduced from another angle to the educators to evoke a positive attitude.

- Training of educators has to be a joint attempt by the Department and the school to make it effective.
- IQMS should not be linked to the educators' remuneration. If it is it has to be a good percentage because 1 % is discouraging.
- The Department should provide services if it wants to have IQMS to work in schools.
- IQMS has to be conducted by the SEM, examiners and subject advisers and not by their colleagues.
- IQMS needs to be introduced at college level. Let people learn about it before they come to experience it at school.

5.5. QUESTIONS FOR FURTHER RESEARCH

- What should the Department of Education do to encourage all the school stakeholders to see the need and the effectiveness of IQMS and be fully involved in developing the quality of education?
- What role should be played by the educators bringing about a positive effect in IQMS?
- How can the SGB help the principals and educators in making IQMS work at school?
- What role should be assigned to the SGB to make it part of the IQMS process?
- What role could be played by the SEM in trying to improve the level of involvement in IQMS?
- What measures can the Department of Education take to improve or to sustain IQMS in schools?
- How could the principals and educators manage the process of IQMS in schools?
- How could the Department of Education manage the conflicting ideas with educators about IQMS?
- What measures could be taken by the Department of Education or school managers to make the assessment of educators in and outside the classroom by their colleagues through IQMS process more realistic?

5.6.   CONCLUSION

All the problems and sub-problems that were identified were answered and dealt with in the research study. The researcher also did a great amount of literature study on QA policies even though much is available on IQMS except the instrument, the booklet used by educators. The type of research that was chosen which is qualitative research enabled the researcher to gather and report on data collected through the investigation. The investigation was interesting in so far as the educators were free to talk about how they felt about IQMS and how they tried to manage it. The aims stipulated in chapter 1 were fulfilled through a series of investigations, literature review and a research design.

Chapter 5 rounded off everything about the study on how principals and educators managed and experienced the implementation of QA policies, the case of IQMS in KZN secondary schools in the Pinetown District."

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