

# **EDUCATORS' PERCEPTIONS OF QUALITY ASSURANCE IN EDUCATION**

by

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*TO WHOM IT MAY CONCERN*

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**EDITING OF DOCTORAL THESIS**

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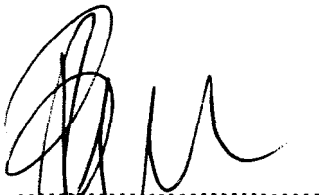
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"I declare that this thesis '*Educators' perceptions of quality assurance in education*' represents my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references".



.....  
R. B. Soman

Kwadlangezwa  
09 January 2006

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This work is dedicated to my parents

**Brijlal and Jumnee Soman,**

and to

Buena, Keegan, Kapish, baby Santhilal, Chante, Yeshaav, Akira,  
Deshaan, Tenisha, Akisha, De'aan, Shiven, Shivani, Serushka,  
Candice, Joash, Darius and Amira

**may this inspire you to study.**

**CONTENTS: CHAPTERS****EDUCATORS' PERCEPTIONS OF QUALITY  
ASSURANCE IN EDUCATION****CHAPTERS**

<b>CHAPTER 1</b>	<b>ORIENTATION</b>	<b>2</b>
<b>CHAPTER 2</b>	<b>LITERATURE REVIEW</b>	<b>13</b>
<b>CHAPTER 3</b>	<b>PLANNING OF THE EMPIRICAL RESEARCH</b>	<b>51</b>
<b>CHAPTER 4</b>	<b>PRESENTATION AND ANALYSIS OF THE RESEARCH DATA</b>	<b>80</b>
<b>CHAPTER 5</b>	<b>SUMMARY FINDINGS AND RECOMMENDATIONS</b>	<b>122</b>
<b>LIST OF SOURCES</b>		<b>138</b>

# **CHAPTER 1**

## **ORIENTATION**

<b>1.1 INTRODUCTION</b>	<b>2</b>
<b>1.2 ANALYSIS OF THE PROBLEM</b>	<b>3</b>
<b>1.3 STATEMENT OF THE PROBLEM</b>	<b>5</b>
<b>1.4 HYPOTHESES</b>	<b>5</b>
<b>1.5 ELUCIDATION OF CONCEPTS</b>	<b>6</b>
1.5.1 Gender	6
1.5.2 Educator	6
1.5.3 Principal	7
1.5.4 School policy	8
1.5.5 Perception	8
1.5.6 Development appraisal	9
1.5.7 Performance Measurement	9
1.5.8 Whole School Evaluation (WSE)	9
1.5.9 Integrated Quality Management System (IQMS)	10
1.5.10 Quality Assurance (QA)	10
<b>1.6 AIM OF THE RESEARCH</b>	<b>11</b>
<b>1.7 METHOD OF RESEARCH</b>	<b>12</b>
<b>1.8 FURTHER COURSE OF THIS STUDY</b>	<b>12</b>
<b>1.9 SUMMARY</b>	<b>12</b>

## **CHAPTER 2**

### **LITERATURE REVIEW**

<b>2.1</b>	<b>INTRODUCTION</b>	<b>14</b>
<b>2.2</b>	<b>QUALITY ASSURANCE PROGRAMMES</b>	<b>15</b>
2.2.1	Development Appraisal	16
1.	Development Appraisal Structures	18
2.	The Teacher Evaluation Instrument	31
3.	Implementation Process of Quality Assurance	43
2.2.2	Performance Measurement (PM)	45
2.2.3	Whole School Evaluation (WSE)	47
<b>2.3</b>	<b>SUMMARY</b>	<b>49</b>

# CHAPTER 3

## PLANNING OF THE EMPIRICAL RESEARCH

<b>3.1 INTRODUCTION</b>	<b>53</b>
<b>3.2 PREPARATION FOR AND DESIGN OF THE RESEARCH</b>	<b>53</b>
3.2.1 Permission	53
3.2.2 Selection of respondents	54
<b>3.3 RESEARCH INSTRUMENT</b>	<b>55</b>
3.3.1 The questionnaire as research instrument	55
3.3.2 Construction of the questionnaire	57
3.3.3 Characteristics of a good questionnaire	59
3.3.4 Advantages and disadvantages of the questionnaire	61
(1) Advantages of the written questionnaire	61
(2) Disadvantages of the written questionnaire	64
3.3.5 Validity and reliability of the questionnaire	66
(1) Validity of the questionnaire	67
(2) Reliability of the questionnaire	69
<b>3.4 PILOT STUDY</b>	<b>71</b>
<b>3.5 ADMINISTRATION OF THE QUESTIONNAIRE</b>	<b>73</b>

<b>3.6 THE PROCESSING OF DATA</b>	<b>74</b>
3.6.1 Descriptive statistics	74
3.6.2 Inferential statistics	75
3.6.3 Application of data	76
<b>3.7 LIMITATIONS OF THE INVESTIGATION</b>	<b>76</b>
<b>3.8 SUMMARY</b>	<b>78</b>

# Chapter 4

## PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

<b>4.1 INTRODUCTION</b>	<b>80</b>
<b>4.2 DESCRIPTIVE STATISTICS</b>	<b>80</b>
4.2.1 Gender of respondents	81
4.2.2 Age of respondents	82
4.2.3 Years of teaching experience	83
4.2.4 Qualifications of respondents	84
4.2.5 Phase of teaching	85
4.2.6 Class sizes	85
4.2.7 Classifications of school	86
4.2.8 Post levels	87
4.2.9 Location of schools	87
4.2.10 Training	88
4.2.11 The educators' perceptions of the effectiveness of the teacher evaluation instrument	89
4.2.12 The educators' perceptions of the effectiveness of the implementation process of Quality Assurance in schools.	99
<b>4.3 INFERENTIAL STATISTICS</b>	<b>105</b>
<b>4.3.1 Variables</b>	<b>105</b>
(1) Independent variables	105
(2) Dependent variables	106
(3) Hypotheses	106
4.3.2 The Chi-square ( $X^2$ statistical test of significance)	107
<b>4.4 TESTING OF HYPOTHESIS</b>	<b>120</b>
<b>4.5 SUMMARY</b>	<b>121</b>

# CHAPTER 5

## SUMMARY, FINDINGS AND RECOMMENDATION

<b>5.1</b>	<b>INTRODUCTION</b>	<b>123</b>
<b>5.2</b>	<b>SUMMARY</b>	<b>123</b>
5.2.1	Statement of the problem	123
5.2.2	Educators' perception of quality in education	123
5.2.3	Planning of research	126
5.2.4	Presentation and analysis of research data	126
5.2.5	Aims of study	127
<b>5.3</b>	<b>FINDINGS</b>	<b>127</b>
5.3.1	Findings from literature review	127
5.3.2	Findings from descriptive statistics	128
<b>5.3.3</b>	<b>Findings from inferential statistics</b>	<b>130</b>
<b>5.4</b>	<b>RECOMMENDATIONS</b>	<b>131</b>
5.4.1	Teaching time	131
5.4.2	Educator development	133
5.4.3	Further research	135
<b>5.5</b>	<b>CRITICISM</b>	<b>136</b>
<b>5.6</b>	<b>FINAL REMARK</b>	<b>137</b>
<b>5.7</b>	<b>LIST OF SOURCES</b>	<b>138</b>

## LIST OF TABLES

- TABLE 1** Amalgamated definition of quality assurance.
- TABLE 2** Frequency distribution according to the gender of respondents.
- TABLE 3** Frequency distribution according to the age of respondents.
- TABLE 4** Frequency distribution according to respondents' years of teaching experience.
- TABLE 5** Frequency distribution according to the qualifications of the respondents.
- TABLE 6** Frequency distribution according to the school in which the respondents teach.
- TABLE 7** Frequency distribution according to the average number of learners in classes of respondents.
- TABLE 8** Frequency distribution according to the classification of the respondents' schools.
- TABLE 9** Frequency distribution according to the post held by respondents.
- TABLE 10** Frequency distribution according to the location of the school of the respondents.
- TABLE 11** Frequency distribution according to training in the implementation of the quality assurance process at the respondents' school.
- TABLE 12** Frequency distribution according to educators' perception of effectiveness of the evaluation instrument used in the quality assurance process.
- TABLE 13** Frequency distribution of educators' perceptions of the effective implementation of the quality assurance process.

- TABLE 14** The statistical relation between the respondents' gender, age, qualification, phase they are teaching and their perceptions of the effectiveness of the educator evaluation instrument used in the quality assurance process.
- TABLE 14.1** Relation between the respondents' gender and their perception that the educator evaluation instrument will be effective if it helps them to identify learners' weaknesses.
- TABLE 14.2** Relation between the phase the respondents teach and their perceptions that the educator evaluation instrument will be effective in the motivation of learners.
- TABLE 15** The statistical relation between the respondents' gender, age, qualification, phase they are teaching and their perceptions of the effectiveness of the implementation of the quality assurance process.
- TABLE 15.1** Relation between the phases in which the respondents are teaching and their perceptions that the implementation of the quality assurance process will be effective if the school management team provides professional development.

## LIST OF FIGURES

**FIGURE 1** Relation between the respondents' gender and their perception that the educator evaluation instrument will be effective if it helps them to identify learners' weaknesses.

**FIGURE 2** Relation between the phase the respondents teach and their perceptions that the educator evaluation instrument will be effective in the motivation of learners.

**FIGURE 3** Relation between the phases in which the respondents are teaching and their perceptions that the implementation of the quality assurance process will be effective if the school management team provides professional development.

## **ANNEXURES**

ANNEXURE A Questionnaire

Annexure B Letter requesting permission to undertake the research  
and letter granting permission to conduct the research

Annexure C Educators Law & Handbook  
Educators Employment Act 76 of 1998  
ELRC resolution No. 8 of 2003

## SUMMARY

The aim of this study was to investigate educators' perceptions of quality assurance in education. During the quality assurance process educators are evaluated on the quality of their delivery inside and outside the classroom, in order to assess whether successful educational outcomes are achieved. Successful educational outcomes are dependent upon empowering, motivating and training educators. Quality assurance seeks to manage and support these processes.

The evaluation process is essential to any ongoing effort to improve the teaching profession. Evaluation is part of the educational process, based on sound performance standards that are congruent to the delivery of quality education. The evaluation process is transparent, accountable, supportive, developmental and inclusive. There are three programmes, which together form the Quality Assurance. Each of these programmes has a distinct focus and purpose, and together they monitor the performance of the education system and develop the educator. These are:

- Development Appraisal.
- Performance Measurement.
- Whole School Evaluation.

The Developmental Appraisal process appraises individual educators in a transparent manner with the view to determining areas of strength and weaknesses. The Performance Measurement process uses scores achieved during the teacher evaluation exercise to evaluate individual educators for salary progression, grade progression and rewards and incentives. The

Whole School Evaluation process, which is an external process, evaluated the overall effectiveness of the school.

The empirical investigation commenced with a self-structured questionnaire which was distributed to educators. The data obtained from the completed questionnaires was processed and analyzed by means of descriptive and inferential statistics. The following are some of the recommendations made:

- The educator evaluation instrument must focus on teaching time.
- The quality assurance process must focus on developing the educator.
- Further research should be conducted on the role of quality assurance in educator career paths.

# **CHAPTER 1**

<b>ORIENTATION</b>	<b>PAGE</b>
<b>1.1 INTRODUCTION</b>	<b>2</b>
<b>1.2 ANALYSIS OF THE PROBLEM</b>	<b>3</b>
<b>1.3 STATEMENT OF THE PROBLEM</b>	<b>5</b>
<b>1.4 HYPOTHESES</b>	<b>5</b>
<b>1.5 ELUCIDATION OF CONCEPTS</b>	<b>6</b>
1.5.1 Gender	6
1.5.2 Educator	6
1.5.3 Principal	7
1.5.4 School policy	8
1.5.5 Perception	8
1.5.6 Development appraisal	9
1.5.7 Performance Measurement	9
1.5.8 Whole School Evaluation (WSE)	9
1.5.9 Integrated Quality Management System (IQMS)	10
1.5.10 Quality Assurance (QA)	10
<b>1.6 AIM OF THE RESEARCH</b>	<b>11</b>
<b>1.7 METHOD OF RESEARCH</b>	<b>12</b>
<b>1.8 FURTHER COURSE OF THIS STUDY</b>	<b>12</b>
<b>1.9 SUMMARY</b>	<b>12</b>

# CHAPTER 1

## ORIENTATION

### 1.1 INTRODUCTION

Newspaper headlines such as “Teacher way off the mark,” “The class of 2004 deserves better” (Pather, 2004: 8) are imploring the South African education community to reflect on the quality of current education provision in the country. As a result, the focus on quality assurance systems and educator perceptions’ thereof are long overdue. The South African education system has for some time been under suspicion with regard to the quality of teaching and learning and the high failure rate. The perception is that the education system has not embraced universally accepted standards: “Our academic standards are also like a mirage, the nearer you come to them the further away they seem to be” (Makgoba, 2004a: 15). This kind of perception leaves the educator in a perplexing situation, as do their perceptions of quality assurance education. How can an educator measure or embrace a concept without full knowledge of what it entails?

The legacy of apartheid could be blamed, but 10 years later it can be reported that insufficient progress has been made in terms of delivering quality education. Learner failure rate is high and teachers lack essential qualifications and skills. The lack of management skills and capacities as well as the lack of teacher commitment do not provide a positive perception of quality assurance amongst educators.

After much negotiation between teacher unions and the Department of Education at the Education Labour Relations Council (ELRC) on 28 July 1998, it was agreed that it was now compulsory for educators to be appraised. The

Development Appraisal System became mandatory and schools had to implement the development appraisal. Educators perceived this exercise as a waste of valuable time. Whole School Evaluation implemented in 2001 was designed by the Education Department, claiming to be a collaborative and transparent process for effective monitoring and evaluation of schools, yet educators perceived this to be an intrusive process. This forced the Department of Education and teachers to finalize a Collective Agreement on 27 August 2003. The purpose of the agreement was to align the different quality assurance programmes and implement an Integrated Quality Management System (IQMS), which includes (ELRC, 2003a:1-7):

- Development Appraisal (DA),
- Performance Measurement (PM), and
- Whole School Evaluation (WSE).

The main objective of this agreement was to ensure quality public education and to constantly improve the quality of teaching and learning (ELRC, 2003a:1). Whilst the Department of Education conceded that there was a need for empowering, monitoring and training educators, the final delivery of the IQMS policy left educators to question the seriousness and commitment of the Department of Education in implementing and monitoring quality assurance in schools.

The implications are that all stakeholders must take the responsibility for enhancing the monitoring of the quality of teaching, as the learners need to be assured that they are receiving the best quality education. This will ensure that everyone takes ownership of implementing quality service delivery.

## **1.2 ANALYSIS OF THE PROBLEM**

Teaching can be the most powerful source of energy in the educator's life or the biggest drain imaginable (Eade, 2004:2). Much of the difference in its effect has to do with the educator's perceptions and attitudes to his work.

The educator's perceptions on quality assurance may be shaped by a myriad of reasons, some of which are:

- The Department of Education's efforts to implement various quality assurance models has not been a thorough exercise. According to Daugherty (1996:83) for an institution to function effectively all stakeholders should be directed towards a shared vision, goal or objective through both short and long term strategic planning. This lack of direction has created a negative impact on well thought out policies.
- With Development Appraisal in quality assurance, educators may find the seven performance standards (Annexure C) to be far too demanding especially when working with a new curriculum, large class sizes, lack of infrastructure and resources.
- When it came to Performance Measurement in quality assurance, educators treated this mechanism with a great deal of suspicion because "the department had reneged on compensating a backlog pay dating back to 1996" (Zondi, 2004:5). There exists a perception amongst educators that salary can only be negotiated through strikes rather than on the delivery of quality education.
- Educators perceived Whole School Evaluation to be an intrusive exercise. This has been largely due to the department's inability to prepare schools for the exercise.

Based on the above reasons there is a great reluctance on the part of educators to embrace quality assurance in education.

### **1.3 STATEMENT OF THE PROBLEM**

The problem that will be investigated in this study pertains to educators' perceptions of quality assurance. This study attempts to find answers to, *inter alia*, the following:

- What are educators' perceptions of quality assurance in education?
- What are educators' perceptions of the evaluation instrument used in the quality assurance process?
- What are educators' perceptions of the implementation of the quality assurance process?

### **1.4 HYPOTHESES**

According to Sinclair (1995: 830) a hypothesis is a proposition made as a basis of reasoning without the assumption of its truth, and a suggestion made as a starting point for further investigation for facts. Forming a hypothesis according to Nault (1997:407) requires talent, skill and creativity. Scientists base their proposed explanations on existing information. They strive to form hypotheses that help explain, order, or simplify related facts. They then use experimentation and other means to test their hypotheses.

According to Rosnow and Rosental (1996: 407) a hypothesis is defined as a premise or supposition that organizes facts and guides observations. In the formulation of the hypothesis, an experimental design is used in which the difference between the researcher's sample statistics (also known as the "group control") is assessed. If the difference between the researcher's sample statistic and the hypothesized value of a population parameter is zero, this hypothesis is referred to as a null hypothesis. In behavioural research, the statistical hypothesis is in most instances a null-hypothesis, expressed as "Ho". A hypothesis in which there is a difference between the researcher's sample

statistic and the hypothesized value of population parameter is known as a general hypothesis and is expressed as  $H_i$ .

The researcher's hypothesis for this study is formulated in which a statement of an unknown parameter is known and is as follows:

- A relation exists between educators' perceptions of quality assurance in education and the effectiveness of its implementation.

For the purpose of this study, the research hypothesis is formulated as a null hypothesis ( $H_0$ ) as follows: there is no relation between the educators' perceptions of quality assurance in education and its effective implementation.

$H_i$  = A relation exists between educators' perceptions of quality assurance and its effectiveness or a relation exists between educators' perceptions of quality assurance and the successful implementation thereof.

## **1.5 Elucidation of concepts**

In the interest of clarity, certain concepts in this study need to be elucidated.

### **1.5.1 Gender**

Gender is understood as the way in which women and men are construed from birth and throughout their lives by the institutions of family, civil society and the various state institutions to adopt female and male identities. In this study all reference to any gender include reference to the other gender.

### **1.5.2 Educator**

According to the (DoE 2002a: 3), an educator means any person who teaches, educates or trains other persons at any institution or assists in rendering

educational services or education auxiliary or support services provided by or in an education department. It would mean that practitioners outside the school do not fall within this description. The educator is characterized by the following traits:

- Educators design the learning programme and construct a learning environment that leads learners to success.
- The educator interprets learning programmes, setting sequence and pace in a manner sensitive to different learners.
- The educator is a leader, administrator and manager making decisions appropriate to the level, and demonstrates responsiveness to change.
- The educator is a scholar, researcher and lifelong learner. The educator is a critical, committed and ethical individual developing and empowering the environment for the benefit of the learner.
- The educator is an assessor with a well grounded knowledge base in different subjects and learning areas.
- An educator is more than a teacher of a subject as he seeks to impart to the child qualities that will enable him to reach responsible adulthood (Maharaj, 2004:6).

For the purpose of this study the educator is viewed as a classroom practitioner as well as a catalyst for change.

### **1.5.3 School principal**

According to the South African Schools Act, Act 84 of 1996 (DoE, 1996a: 27), a "Principal" means an educator appointed or acting as a head of a school. A head of an institution can be a person in charge of a work site where the educator is based for the purposes of his work, for example the principal of a school. According to the Personal Administration Measures document (PAM), Educator's Employment Act, Act 76 of 1998 (DoE, 1999: 113), the principal is

tasked with managing the personnel at the school, providing professional leadership, supervising work, observing class teachers, responsible for staff training programmes, workloads, appraisal and assessment. For the purpose of this study the school principal is seen as an initiator of total quality management by providing a structured, systematic, educational delivery system and a strategy to address and uphold quality in education.

#### **1.5.4 School policy**

School policies are developed to guide school management teams in the management of human and material resources. They are developed to cover a wide range of issues (DoE, 1996b: 17). A policy is a general guideline for management when making decisions and sets parameters for such decisions. School policies designed through consultation grants the educator the autonomy to contribute meaningfully to his self-development. Such a policy allows a school to develop and articulate a vision, live the vision and plan within the vision.

#### **1.5.5 Perception**

Perception means becoming aware of one's surroundings through one's senses. Perception is, however, more than just awareness. It is only when sensory awareness results in an inner experience, which includes thought and language, that perception has taken place. As a didactic principle, perception implies that teaching can be successful only if representative facets of reality are placed within the perceptual reach of the learner. In other words, the teacher attempts to present abstract concepts to the learner in the form of concrete and observable examples (Naicker & Waddy, 2002:15). For this study, perceptions will focus on educators understanding and attitudes towards quality assurance.

### **1.5.6. Development Appraisal**

The purpose of Developmental Appraisal (DA) is to appraise the individual educator in a transparent manner with a view to determining areas of strengths and weaknesses and through consultation draw up programmes for the individual's development (ELRC, 2003a: 1-17). The notion of appraisal is a more developmental approach as opposed to a judgmental one. The aim of Developmental Appraisal is the personal and professional development of educators in order to improve the quality of practice and education management (Naidoo, 2004:15). According to Wilson (1998:82) self-evaluation is a means of improving quality in education. Self-evaluation will help the educator realize the kinds of intervention he/she may require.

### **1.5.7. Performance Measurement**

Performance Measurement (PM) is a tool used to evaluate individual teachers for salary progression, grade progression, and affirmation of appointment, rewards and incentives (ELRC, 2003a: 1-17). Performance Measurement tools further expands addressing salary progression and grade progression. The intention of this exercise would be to make the teaching profession more lucrative. Being lucrative means offering adequate salaries and conditions of work (Van Leeuwen, 2004:24). For this study, Performance Measurement will be investigated to see if it does address the educator's perception of Performance Measurement as a tool in the quality assurance exercise.

### **1.5.8 Whole School Evaluation**

The National Policy on Whole School Evaluation (WSE) in 2002 introduced an effective monitoring and evaluation process that is vital to the improvement of qualities and standards of performance in schools (DoE, 2002a: 1-8). The

approach is advocated according to which schools are evaluated against clear and open criteria (Hay & Herselman: 2002; 241). School assessors would guide schools on how to evaluate their performance. It is anticipated that the self-evaluation process will play a key role in the quality assurance process at the school, which leads to the raising of standards and improving learner achievement. For this study, the key focus will be on the educators' perception of Whole School Evaluation as a quality assurance tool and whether educators would perceive it to be a developmental rather than an intrusive exercise.

### **1.5.9 Integrated Quality Management System (IQMS)**

This is an effort by the Department of Education and organised labour to align the different quality management systems, which includes Development Appraisal (DA), Performance Measurement and Whole School Evaluation. (KZNDoe, 2005: 1-7). The main objective of this exercise is to ensure quality public education for all and to constantly improve the quality of learning and teaching. For the purpose of this study the educator's perception of the effectiveness of IQMS needed to be assessed.

### **1.5.10 Quality Assurance**

In order to address the formulated aims of this study it is appropriate to determine what quality assurance is and which mechanisms and procedures exist to assist in the processes that are intended to enhance the quality of teaching and learning (Hay & Herselman, 2002:241).

There have been various definitions of quality assurance. According to Smit, Wilkenson and Buchner (2000:184) an amalgamated definition of quality assurance can be portrayed in the following table form that will provide a "working definition" for the purposes of this study:

**Table 1 Amalgamated definition of quality assurance**

Policies	that will	ensure	that the quality of	teaching	is	maintained
Attitudes		assure		scholarship		
Means		confirm		education		
Actions		guarantee				
Procedures		demonstrate				
A system		certify				
Attention						

According to Smith (1996:62) the meaning of quality expounded by policy makers will condition the development of the education system. The programmes DA, PM, WSE should push the education system towards the assumptions and beliefs they embody. That which is measured is likely to become what matters (Smith, 1996: 21).

For this study it is essential to investigate whether quality assurance in education was developed in response to demands for accountability in education from parents and politicians or educators themselves.

Educators' perception of quality assurance will be shaped by accountability to the state, their employer, their profession and their customers, the parents (Hayward & Steyn, 2001:103).

## **1.6 AIMS OF THE RESEARCH**

The aims of this research are:

- To pursue a study of relevant literature in order to establish how educators perceive quality assurance.
- To undertake an empirical investigation into educators' perceptions of the effectiveness of the teacher evaluation instrument and the implementation of the quality assurance process in education.

- To make certain recommendations that may serve as guidelines to develop educators who experience problems with the implementation of quality assurance.

## **1.7 METHOD OF RESEARCH**

Research with regard to this study will be conducted as follows:

- A literature study of available, relevant literature.
- An empirical survey comprising a self-structured questionnaire to be completed by educators.

## **1.8 FURTHER COURSE OF THIS STUDY**

Chapter 2 will deal with a literature research on quality assurance in education.

Chapter 3 will explain the research methodology utilized.

Chapter 4 will consist of the presentation and analysis of the research data.

Chapter 5 will provide a summary, findings and recommendations.

## **1.9 SUMMARY**

An explanation of the problem, statement of the problem and the aims of the study were presented in this chapter. The method of research was explained and certain relevant concepts were elucidated. In conclusion the further course of the study was provided.

## **CHAPTER 2**

<b>LITERATURE REVIEW</b>	<b>PAGE</b>
<b>2.1 INTRODUCTION</b>	<b>14</b>
<b>2.2 QUALITY ASSURANCE PROGRAMMES</b>	<b>15</b>
2.2.1 Development Appraisal (DA)	16
(1) Development Appraisal Structures	19
(2) The Teacher Evaluation Instrument	30
(3) Implementation Process of Quality Assurance	43
2.2.2 Performance Measurement (PM)	46
2.2.3 Whole School Evaluation (WSE)	47
<b>2.3 SUMMARY</b>	<b>49</b>

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The main objective of quality assurance in education is to ensure quality public education for all. Secondly, to constantly improve the quality of learning and teaching. The Department of Education has the responsibility of providing primary facilities and resources to support teaching and learning. Successful educational outcomes also depend upon empowering, nurturing and training educators. Quality assurance seeks to monitor and support these processes. Evaluation of programmes and practice is essential to any ongoing effort to improve any profession. Evaluation is thus a critical aspect of the educational process (ELRC, 2003a:8).

In the world of trade and industry, it is easy to define the quality of a product or service. To determine quality in education is not so easy, as in education there are no simple end products (Hay & Herselman, 2002:7). According to Harvey (1995b: xii) educators feel that education is an ongoing transformation process that continues to make an impact long after any formal programme of learning has been completed.

Therefore the concept of quality assurance needs to be discussed and understood, and facilitators and managers at schools need to have a clear view

as to where they are going, before ownership can be taken of teaching and learning (Hay & Herselman, 2002: 239).

## **2.2 QUALITY ASSURANCE PROGRAMMES**

The Department of Education has introduced three quality assurance programmes, which need to be in place in order to enhance and monitor the quality of education (KZN DOE, 2005:1). These programmes are:

- Developmental Appraisal.
- Performance Measurement.
- Whole School Evaluation.

Each of these programmes has a distinct focus and there should be no contradiction between them. The programmes are implemented in an integrated way to ensure optimal effectiveness and co-ordination of the various programmes. The manner in which these programmes are implemented will shape educators' perceptions of quality assurance in education. Smout (2002:19) maintains that in the ideal situation the above policies will be effective if it has the following characteristics:

- It is based on sound and clearly stated concepts and objectives.
- It allocates responsibility.
- It is rooted in the nature of the instructions.
- It is developmental rather than competitive.
- It is honest, reasonably transparent and not threatening.
- It includes multi-year cycles of activity.
- It is developed through consensus.
- It uses peer assessments to evaluate judgments.
- It is adequately reasoned.
- It is flexible and regularly reviewed.
- It states clearly the manner and frequency in which implementation of the policy will be evaluated.

However, educators would have a negative perception of the policy if the following key factors were not addressed (Van Leeuwen, 2004:24):

- Involvement of teacher organizations.
- Successful planning, implementation and monitoring of genuine reforms.
- Reforms that will work with professionals.
- Reforms cannot be imposed from above.
- Political leaders need to commit themselves when they speak about the vital importance of education in the knowledge society of the 21st century.
- Government must be prepared to break out of the paradigm of budget cuts.
- Government must respond positively to the need for proper resource allocations in education.
- Government must be willing to work constructively with teachers and other relevant stakeholders.
- Government must make serious commitments to support the essential stakeholders of education - qualified and dedicated educators.

It is evident that only with time and mutual understanding between the state and educators, will the successful implementation of quality assurance in education be achieved.

### **2.2.1 DEVELOPMENTAL APPRAISAL**

The purpose of Developmental Appraisal (DA) is to appraise individual educators in a transparent manner with the view of determining areas of strength and weaknesses and to draw up and implement programmes for individual development and growth (ELRC, 2003a:3).

According to Hay and Herselman (2002:239) the ideal situation would be for school principals to be involved in the quality assurance process at all levels.

Educators should be engaged in a process of self-evaluation in order to ensure quality in their teaching and learning. Certain quality assurance mechanisms and procedures should be established at school in order for all stakeholders to take responsibility for their own quality improvement, by being more accountable to achieve the required results in teaching.

Vroeijenstijn (1995:33) proposes that to ensure the efficiency of a quality assurance system, it should be an internally driven process. Educators would have a negative perception of the process if it is externally driven and this could impede the success rate of the exercise. Thus, an approach towards development will obviously have to be in co-existence with an external quality assurance system.

The task is not intended to implement a prescriptive developmental system, which would create negative educator perceptions, rather to develop, by means of a participatory and comprehensive approach, a system that will be owned by all. With such an approach both those who manage (Principals and Heads of Department) and those who are managed (e.g. educators) will be made aware of their responsibilities with regards to establishing quality in their management and teaching functions.

Developmental Appraisal is not about complying with the expectations of quality audits and inspections, but should focus on integrated aspects of work, teaching and general performance of educators. Therefore, in order not to create a negative perception amongst educators that Development Appraisal focuses on accountability and is an "add on" process, it should rather focus on self-evaluation. Continuous self-evaluation, however, is a key element of this process. Kells (1990:35) confirms this by stating that schools that are more regulated by external bodies are more vulnerable to external environments. Vroeijenstijn (1995:33) maintains that if the quality assurance process is primarily externally driven then the developmental appraisal process will become a window dressing exercise. Developmental appraisal is thus crucial in

educator development, which could lead to a greater literacy level, alleviate poverty and reduce social economic problems.

According to Hawes and Stevens (1990:8-9) educators claim that the main reasons for neglecting quality at schools are:

- There is a lack of expertise regarding teaching and management of effective teaching.
- Incompetencies, e.g. not completing the matric syllabus, becoming an embarrassment to policy makers.
- The large proportion of learners who cannot read the textbooks that are provided.
- Lack of specific equipment, e.g. laboratory equipment.
- Large number of learners in classes
- The overloaded curriculum with inappropriate learning needs.
- The fact that only a quarter of the children finish primary school.
- High drop out rate amongst learners.
- Not enough money is spent on primary education.
- Limited access to pre-schooling.
- The concept of quality and how to achieve it are exceptionally complex and difficult.
- Any form of developmental exercise at school is a window dressing exercise.

In the final analysis it is how the Department of Education implements the Developmental Appraisal (rather than its contents) that will impact on how educators perceive this exercise (Wright, 2003:10).

## **1 Developmental appraisal structures**

As is the case with any policy, structures must fit in with the institutional culture, even though the staffing, learners and resources may vary considerably across the education sector. Key elements of quality assurance structures that have evolved are very much the same (Smout, 2002:19). The Department of Education perceives that the key functions of the Development Appraisal structures are, *inter alia*, the following (KZN DoE 2005:1):

- To identify needs of educators, schools and district offices for support and development.
- To provide support for continued growth.
- To promote accountability.
- To monitor on instructions overall effectiveness and evaluate on educators' performance.

Wright (2003:1) says that an important aspect of the quality of teaching derives not only from the way a subject is taught in a department, but from the way that teaching is supported by the administrative procedures of the institution. Educators will have a negative perception of the process and the process will be unsuccessful if different individuals and structures failed to work closely together for a holistic review of teaching and on teaching administration. Based on this argument, the role of the different individuals and structures in education and administration needs to be investigated. The intention of the exercise would be to ascertain the impact they have on educators' perceptions of quality assurance in education. According to the Department of Education, the Developmental Appraisal structures are (KZN DoE, 2005:15):

- The principal.
- The educator.
- The school management team.
- The staff development team.
- The development support group.

- The district and local office.

According to the ELRC (2003a: 6) educators would perceive these individuals and structures negatively if:

- The process was unfair and there had been sanctions against the educator in respect of his performance before providing ample meaningful opportunities for development and growth.
- The process was subjective, and lacked transparency and open discussion.
- Instruments were not used professionally, uniformly and consistently.

### **(i) The principal**

The principal has the overall responsibility to ensure that quality assurance is implemented uniformly and effectively at the school. Therefore the principal's perception of quality assurance and his approach to this exercise will determine and shape educators' perceptions. It is clearly evident that the principal's behaviour as a manager has a direct impact on staff performance, productivity, satisfaction and turnover (Eade, 2004: 1-7).

Traditionally it was assumed that only top managers had the competence to make decisions and staff were hired to do what managers told them (Frazier, 1997: 21).

However, with Developmental Appraisal the principal would have to workshop his staff, clarify areas of concern and facilitate the formation of the Staff Development Team in a democratic manner. This clearly demonstrates a move away from traditional authoritarian models of decision making towards a more collegial relationship between the school principal and staff (Blasé & Blasé, 1997: 139). An empowered organization is becoming the new paradigm.

According to Steyn (2000:61) the all powerful principal is giving way to a situation where staff members are making meaningful decisions in schools.

Educators' expectations of the principal's responsibility are not always met. Reasons for this are, *inter alia* (Frazier, 1997:105; Daugherty, 1996:83; Steyn, 2001a:272):

- Educators have a negative perception of the quality assurance process.
- Educators failed to take ownership of the final document, as everyone did not participate in the development exercise.
- Educators are not directed towards a shared vision, goal or objective, which should have been done by the principal through both short term and long term strategic planning.
- Educators lack ownership of the quality assurance process and thus the exercise is meaningless to them.
- Changes have been demanded by the principal and Department of Education, but as educators did not really buy into it, the lack of ownership led educators to sabotage the process.

According to Sallis (1997; 78) educators feel that quality assurance is a meaningless exercise if the principal fails to transform the school as an organization into something more participative. This transformation will encourage shared responsibility and encourage independent thinking that will create an interactive working environment.

Whilst the transformation process will encourage principals to empower the staff and support them in the classroom, the demands in the school require a different focus at different levels at different times by different individuals. The school principal has to be concerned with educational growth. This careful act of balancing transformation with the best product delivery and quality education is only possible when everybody in the school develops particular attributes that

focus on leadership, planning, teacher empowerment, teamwork, continuous improvement, and continuous training (Steyn, 1998:267).

The principal's key role in this exercise would be for moderation of evaluation results in order to ensure fairness and transparency (KZN DoE, 2005:2). This is perhaps the single most important function that a principal will perform in determining an educator's perceptions of quality assurance in education. Educators would have a negative perception of the moderation process if the principal does not strike the right balance of respect, integrity, fairness, incentive and development to motivate the educator to produce quality delivery of the curriculum. The principal's inability to inspire trust, loyalty, commitment and collegiality amongst educators will create a great deal of educator dissatisfaction and lack of co-operation and the principal could risk burn-out (Eade, 2004:1-7).

## **(ii) The educator**

For the educator at school, the developments at the national level of quality assurance imply that many new requirements are to be met. This will pose many challenges which most staff might hesitate to accept in the light of the challenging contexts in which they have to function (Fourie & Alt, 2000:116).

The following are the functions that the educator must perform in the quality assurance programme (KZN DoE; 2005:2):

- Undertake self- evaluation of his performance.
- Identify his personal support group – Development Support Group (DSG).
- Develop a Personal Growth Plan (PGP).
- Co-operate with the DSG and an external Whole School Evaluation team.
- Attend in-service education training and other programmes in terms of areas identified for development.
- Engage in feedback and discussion.

- Serve as a peer on a support group, as a peer evaluating a colleague, or as a peer assisting in the development of a colleague

These various functions that the educator is required to perform will largely shape his perceptions of quality and impact directly on the school.

Trowler (1998:113) maintains that there are four responses of educators towards change: sinking, swimming, coping and restructuring. Educators can move from one category to the next in their professional lives, restructuring in some areas and using coping strategies in others. Some academics however, represent very defined examples of individuals who are firmly in one or another of these categories and have very little contact with others.

The four responses (sinking, swimming, coping and restructuring) can be used to best describe educators' perceptions of their role in the quality assurance exercise. Educators could experience a feeling of inadequacy or failure and thus engage in conformity, ritualism or even retreatism in order to cope. The intensification of the teacher's workload, decline of resources, de-skilling in some cases, increase in decline sizes of the workforce and general degradation of the labour process have led to weariness, disillusionment and even physical illness for these educators.

However, some educators may manage to survive at school because they find the new innovations as opportunities for leadership, promotion and the prerogative of being able to develop in their own fields of teaching (Trowler, 1998:116).

More negatively, many educators develop coping strategies (Herselman, Hay & Mbokodi, 2000:26) to deal with their new environment, particularly the administration side of some new programmes, increasing class sizes and declining resources base which together resulted in increased workloads.

Examples of coping strategies adopted amongst educators include, *inter alia*, (Trowler, 1998:116):

- Some educators retreat from innovation in some areas in order to be able to cope with the pressing demands that the quality assurance process requires of them.
- Some educators started the "work to rule", for example calculating the number of books, assignments and tests they had to mark, the amount of official work time they had available for the task and would then try to finish it as soon as possible.
- Other educators would deliberately make themselves unapproachable to learners and their teaching and assessments very difficult, in order to reduce the intolerably great demands made upon them by the greatly increased number of learners in the class and the quality assurance process.

### **(iii) The school management team**

The school management team is not an elected body but consists of members by virtue of their office, or position in school. They form a key link between the evaluation process and the development process. The school management team is perceived by the educators to be a "mechanism of coercive accountability" as they have a centralized control within the schools (Wright 2003:1). The key functions of the school management team are (KZN DoE, 2005:5):

- To inform educators of in-service training and other programmes and ensure that educators attend.
- To shape the school's self-evaluation ensuring that it is done in terms of the Whole School Evaluation policy and in collaboration with the staff development team.

- To realign the entire quality assurance process to the mission and vision of the school and Department of Education.

The school management team serves a dual purpose, in that most school management team members serve on the staff development team and thus serve a crucial function in helping mature professionals to review themselves through professional development and organizational democracy (Schon, 1987:15).

Educators tend to perceive the school management team with a certain degree of non-collegiality as there is a perception that they tell educators what to do and expect them to comply (Eade, 2004: 1).

Educators perceive the school management team to serve the function of enhancing quality of education through coercive managerialism as well as disguising the quality assurance process as that of organizational democracy (Wright, 2003:1). Possible reasons for this negative perception of the school management team by educators are, *inter alia* (O'Neil 2002; Wright 2003:1; Smout, 2002: 43/44):

- The school management team does not allow for the "view from below" as an approach to improving quality in education.
- The Department of Education has prescribed the work and performance of educators and schools, required conformity to frequent demands to record and report, set targets for work to be judged against performance indicators and subjected educators to regular ranking and restructuring.
- In contrast to DoE's publicity campaign, propagating the aims of public accountability, the real aim of this exercise is perceived as a move towards centralized government control of schools.
- In addition, these mechanisms are perceived as coercive, having centralized control within the school with a new elite school management team and quality assurance policies and procedures

which limit professional autonomy and stifle creativity, arguably the very ingredients crucial for successful teaching and learning.

- The school management team is actually “policing” the policy and quality assurance practices. This policing by the school management team actually induces fear and tension amongst educators. The fear of being revealed as a “poor teacher” results in educators playing the system by manipulating the learner’s results. This window dressing results in the system failing as the school management team will have no area to develop the educator.
- It has been noted that the pressures at national and provincial levels have resulted in school management teams being forced into adopting internal operating modes from the business sector. Unfortunately, corporate management styles sit uncomfortably with traditional modes of education management. Protecting the individual’s right to develop curricula and teaching according to his own understanding of the discipline is thus in tension with the need for efficiency, and throughout, all too often evaluation is part of this process.

#### **(iv) The staff development team**

The staff development team is a more democratically organized structure consisting of the principal, Whole School Evaluation co-ordinator, elected member of the school management team and an elected level one educator. Whilst the school management team creates a dynamic change in the direction of organisational democracy, a perception exists amongst educators that it also creates greater ownership amongst all stakeholders (Wright, 2003:1). The staff development team supports the idea that decisions that incorporate the ideas of a group of people are vastly more superior to a single viewpoint of one person

imposed on the rest of the group (Eade, 2004: 1 – 7). The staff development team has the following responsibilities (KZN DoE, 2005:6; Massey 1996:2):

- Managing the Integrated Quality Management System process and ensuring the consistency and fairness of the process, as well as the accuracy of special as well as overall rating of educators.
- They effectively serve to review the teaching and learning quality process at school.

During the review process the staff development team will collect data, which will be used to develop a school improvement plan as well as assist with quality enhancement of the school. According to Massey (1996: 2) the review focuses on, *inter alia*:

- How are learning programmes improved?
- Curriculum design: by what process are programme curriculums designed, reviewed and improved?
- Pedagogical design: by what process are the methods of teaching and learning decided and improved?
- Implementation quality: a process related to how well the staff performs their teaching duties.
- Outcome assessment: how do staff, the Department of Education and the institution monitor learner outcomes and link outcome assessment to the teaching and learning process?
- Resource provision: are the human, technical and financial resources needed for quality made available when and where needed?

There is a need for a dialogue approach to develop holistic improvements to teaching and learning, as educators perceive that where leadership is shared, teams can be more effective than an organization which is dominated by a single individual (Swift, Ross & Omachono, 1998: 82). Educators agree with Lewis (1993:12) that with the formation of a staff development team, teamwork will be given an essential component of quality management, which is a radical departure from the traditional paradigm of a top down approach.

This has led educators to feel that the staff development team will ensure that the ability to make decisions is widely distributed amongst staff members regardless of their position in schools. The staff development team will have to focus on creating a sound balance between emphasizing accountability and at the same time stimulating improvement. It is evident that an overemphasis of either one will limit the other and quality assurance can become a mere paper filling exercise.

Possible reasons as to why the educators' expectations of the staff development team are not always fulfilled are (Wright; 2003:2):

- There is a growing concern amongst educators that with the auditing of the learning and teaching process there will be an additional focus on continually enhancing the auditing quality, rather than improving the educator.
- The staff development team will apply performance indicators in a mechanistic way and expect unquestioning compliance from educators. The staff development team's failure to avoid mechanistic application of quality assurance procedures will have educators finding that the only change from the past is that, instead of outsiders applying the quality assurance mechanism, it is now implemented by their own managers. In this case, an audit will be perceived as a top down imposition to coerce staff to what is called " a generic compliance culture."
- Assessment is focused primarily on a department's discipline specific and aspects of teaching and learning. These departmental activities are often strongly influenced by the school's core administrative functions and management policies, over which the educator has little, if any, say.
- A widening gulf exists between educators and managers, as the staff development team does not have a holistic approach to teaching and learning.

- Managers fail to understand the perspectives of educators, which have led educators to believe that they are victims of the review process rather than owners of the process.
- The review process fails to instill a dynamic intuitional change in the direction of dialogue and trust but rather gets educators to feel they have been coerced.

### **(v) The development support group**

The development support group as its name suggests is selected in order to assist the educators. The development support group should consist of the educator's immediate senior and one other educator (peer). The peer must be selected by the educator on the basis of expertise that is related to the prioritized need of the educator (KZN DoE, 2005:4). It is important that the peer has the confidence and the trust of the educator, as he will offer constructive criticism as well as support and guidance. According to Creasey (2001:18), peer observation of teachers by their colleagues while they are teaching is a powerful mechanism for securing improvement in the quality of teaching. The ideal situation would be for teacher observation by peers to be a development activity in which peers can openly discuss strengths, weaknesses and developmental priorities without the feeling of being judged.

Wright (2003: 1) argues that educators perceive the development support group as the centralized government control of professional organisations. In addition, the development support group is perceived as a mechanism of coercive accountability. O'Neil (Wright 2003; 1) argues that these accountability procedures would be perceived by educators to undermine the very trust that quality assurance is aiming to restore amongst educators. Wright (2003; 1) goes on to say that this exercise damages the trust between colleagues.

The composition of the development support group has created tension amongst educators as they feel that the mandatory inclusion of a member of management as part of their development support group is a form of coercive management. This has led educators to feel that the development support group may not be the democratic structure that they were led to believe and the reasons for this are, *inter alia* (Harvey, 1995a:29; Newton 2000:27; Trowler 1998:28 & De Vries 1997:53):

- The implementation of a quality system carries with it implied criticisms of the quality of the educators' work and a lack of trust.
- The support group to secure change may use a range of negative reinforcement tactics. These include threats such as penalties from teaching quality assessment, increased central monitoring, increased pressure to conform and appealing to rules and regulations.
- Managers do not trust the educators to deliver quality education, because managers feel that educators must earn trust and they (managers) are there to guard them.

It can therefore be argued that the development support group will not produce quality outcomes of "intuitional effectiveness" where such systems are generated safely or primarily in response to external assessment and accountability. The development support group creates a picture that it is a mechanism of collaborative culture – where collaboration is spontaneous, voluntary and unpredictable. However, educators perceive the development support group to be more a mechanism of contrived collegiality - which is administratively regulated, compulsory, predictable and implementation-orientated (Herselman, Hay & Mbokodi, 2000:28).

## **2 The teacher evaluation instrument**

The instrument introduced for the evaluation of educators consists of twelve performance standards. Four of these standards evaluate educator performance in the classroom and eight evaluate performance outside the classroom. However, the number of performance standards to evaluate the educator outside the classroom, differ for educators of different post levels (KZN DoE, 2005: 2). Melck (2001:2) points out that this model for evaluation was designed to introduce accountability in public sector institutions and improve the levels of service delivery. These developments are accompanied by an increasing emphasis on efficiency, effectiveness and productivity in emulation of private sector managerial practices.

According to Smout (2002: 29) educators in the first instance feel if data is to be compared across institutions there is bound to be definitional ambiguities. Furthermore, some aspects of performance may be fairly assessed in quantitative terms, others are not. There is always the danger of trying to quantify the immeasurable. Educators feel that schools generally balance inefficiencies in one activity with efficiency in a complementary activity, e.g. poor extra-curricular activity may be complemented with excellent academic performance. However, performance standards make no provisions for trade-offs.

Finally, educators feel that a fair interpretation of performance standards cannot be achieved without the reference to the context of the particular institution (Fourie & Alt, 2000:117).

For the purpose of this research it is essential that the performance indicators in the evaluation instrument be analyzed and the educators' perception on each standard be ascertained. After all, the entire quality assurance process in educator evaluation evolves around the use of the instruments and the scores derived from the instrument.

According to an agreement reached on 27 August 2003 between the Department of Education (employer) and the employees' representatives in this instance (Teacher Unions), it has been agreed that the following performance standards would be used to evaluate a level one educator (ELRC, 2003a: 1).

## **i The teacher evaluation instrument**

### **a Creation of a positive learning environment**

In the ideal situation the learning environment is created by mutual interest and enthusiasm between teacher and learners. Learners expect to work hard at valid and satisfying tasks as a result of open and critical discussion based upon rich and diverse learning materials. The classroom atmosphere encourages the exchange of ideas, questions and experiences and learning is understood as a co-operative and productive activity. Learning opportunities take place at different levels at the same time (Butler, 1999:49). It needs to be recognized that the circumstances teachers find themselves in are not ideal. Many teachers are struggling to cope and morale is low. There are several reasons for this (Miller, 2004:17; Biyela, 2004:17 & Pieterse, 2004:16):

- In some areas there are no classrooms, no infrastructure and few or no resources. Although the negotiated average for class size may officially be between 30 and 40, there are many teachers who face classrooms filled beyond capacity, with more than 60 learners.
- Another area that compromises educators was the government's resolve to reduce the public service from 1.1 million to 700 000 in three years, starting in 1996. The Department of Education took up the challenge enthusiastically and reduced the number of teachers by 60 000 by the end of 1996, reducing the teacher force from about 460 000 to an estimate of 360 000 today. The right-sizing process was accompanied

by a redeployment exercise, which left many teachers demoralized and insecure.

Based on the above argument, the majority of public school educators cannot create a suitable environment and climate for teaching and learning for the following reasons (Hay & Herselman, 2002:239; Zille, 2005:29; Bolowana, 2005b: 6; Cronje, 2004:5):

- Teachers and learners have reached high levels of frustration as the lack of water and proper sanitation in most schools has left the educator and the learner unable to cope with conditions that are not conducive for either teaching or learning.
- There is no learner discipline and much time is wasted, as learners do not accept discipline, because they perceive any form of discipline to be humiliating. Since the barring of corporal punishment teachers say their hands are tied when it comes to discipline in the classroom. Educators are asking where the line should be drawn as to what is acceptable when it comes to other forms of discipline. How far can a teacher go?
- Schools are not free of obvious discrimination as there are vast inequalities that exist between rich and poor schools. The consequence of this is that in some areas class sizes get even bigger and the workload of teachers even heavier. The Department of Education in an endeavour to transform education, has transferred large numbers of previously disadvantaged learners to former Model C schools. This has hampered the transformation process instead of improving it.

One of the biggest concerns regarding the new curriculum is the fact that educators with excessive numbers of learners in especially the foundation phase cannot create an environment conducive to teaching and learning. Although most classrooms are not built to accommodate more than 30 learners, classrooms are packed without much space to move around.

## **b Knowledge of the curriculum and learning programmes**

In the ideal situation the educator's knowledge and experience of the learning area, which is presented to learners in ways, which produce learning, arouse interest, involvement, questions and critical thinking. This relies upon the teacher being properly trained and qualified to teach in the desired learning area or subject (KZN DoE, 2005:8).

The introduction and implementation of a new curriculum in 1998 (Curriculum 2005 with its embedded outcomes-based approach) has caused a great deal of uncertainty amongst educators. The possible reasons for these uncertainties are (Khumalo, 2004:33; Hay & Herselman, 2002:239; Miller, 2004:7; Biyela, 2004:17; Pieterse, 2004:16; Yutar, 2004:9; Makgoba, 2004b:7; Bolowana, 2005c:6; Zondi, 2004:1; Bubenzer, 2004b:16; Zille, 2005: 29; Cele, 2004:2):

- Outcomes-Based Education (OBE) required a different and a new approach to learning from teachers and added a new vocabulary to teaching and learning.
- Little training was done, giving rise to a host of concerns and uncertainties.
- Outcomes-Based Education (OBE) was introduced in an unprecedented rush and teachers are struggling to make sense of a poorly designed curriculum. The critique against the haphazard implementation was confirmed by the committee appointed by the minister of Education, Kader Asmal, who questioned the effectiveness of Curriculum 2005.
- When Curriculum 2005 was introduced, the Department of Education was left with a shortage of course material. The lack of learner and teacher support materials or the late delivery thereof, was of serious concern considering that this had a serious bearing on the outcome of the matric results at the end of the year.

- The implementation of the Revised National Curriculum Statement in 2002 did not assist with promoting the quality of teaching and effective learning to take place in schools.
- Training of teachers was particularly poor and served to perpetuate old misconceptions of the curriculum, as well as create new ones.
- Recording and reporting on learner progress has become an administrative nightmare.
- The workload of educators increased enormously.
- There are many educators who are unqualified and it is not known what exactly their development needs are.
- The closure of colleges of education and the amalgamation of it into universities does not help the teaching profession. It remains to be seen whether universities which are not necessarily geared for teacher training, will produce better teachers than those of former colleges specializing in teaching.
- The foundation phase educator, who functions as the extension of the mother, can hardly give quality time to each learner in large class sizes, let alone provide quality education.
- To exacerbate the problem, there is evidence that both teachers and learners battle in their second language. Most schools opted for English as a medium of instruction even though English is not the spoken language of the school. In practice the actual medium of instruction is the children's home language. Teacher fluency in English is a severe problem in most schools and this has impacted on learner competence in the language. Teachers needed to be assisted with intervention programmes that would provide them with various strategies of teaching English as a second language.
- It is obvious that the strain on the system will be immense and the implementation of the new Further Education and Training curriculum could fail dismally if the current inputs are not managed and properly resourced. One of the major reasons for this state of crisis is the rushed

implementation of new policies without adequate preparation, adaptation and teacher buy-in.

- Finally the quality of educational provision is crucially influenced by the quality of teacher training and support. The decline in the educator's knowledge of the learning area and meaningful learning strategies is a part result of the lack of teacher preparation as well as the lack of teaching/learning support materials to cope with the shift towards Outcomes-Based Education (OBE) and the new Further Education and Training curriculum.

### **c Lesson planning, presentation and learner assessment**

There is an expectation that the teacher has an excellent grasp of the learning area and is highly skilled at ways to fulfil the needs and expectation of learners. Each lesson has strong link with those before and after, and learner involvement is an integral part of their own educational development. Learners emerge with a broad and confident understanding of the learning area at their level (KZN DoE, 2005:13).

The teacher uses the assessment of learners creatively so that it serves many constructive purposes. The educator sets high achievable standards consistent with levels and abilities of learners. Learners receive constructive feedback as a consequence of continuous assessment. The educator keeps complete and comprehensive records of learners' progress (KZN DoE, 2005:15).

Whilst developed countries concentrate on the improvement of the quality of education offered in schools, in South Africa more attention is needed on improving the pass rate in schools. Poor learner performance in examinations and assessment represents a challenge to all South Africans. Educators encounter various challenges, which may negatively impact on their ability to deliver lessons as expected as well as performance related assessments, which

would provide an insight into individual learner progress. These challenges are *inter alia* (Legotlo, Maaga, Sebego, Van der Westhuizen, Mosoge, Niewoudt & Steyn, 2002:113; Ferguson & Roux, 2002:274; Adams & Bolowana, 2005:3):

- Many learners do not have all the required textbooks and sometimes classes of 60 learners are required to share five copies of a textbook. Learners depend on written notes provided by the educator. The lack of basic instructional aids, such as chalkboards and exercise books, is very high and leads to complex problems of low morale and lack of commitment. Most learners do not do their work because they do not have textbooks, writing material or even teachers.
- Learning and teaching aids such as posters, charts, audiotapes, and copywriters are not available in most schools.
- Some facilities are clearly inadequate and poorly maintained, whilst overcrowding in most schools is a serious problem.
- Often more than 60 learners are crammed into one classroom because of a shortage of qualified educators and/or classrooms. These conditions lead to other problems such as vandalism, theft and socially unacceptable behaviour.
- Educators do not have sufficient time to complete the whole syllabus as classrooms are shared due to the lack of classrooms.
- Many educators are poorly/inadequately trained or under-qualified. Educators who are not qualified in the learning areas like Physical Science, Biology, Mathematics and Accounting are forced to teach these subjects to complement their teaching loads. The educators experience severe difficulties and are bound to confuse rather than teach the learner.
- Inadequate teacher preparation and general limited academic background to a large extent contribute to poor teaching and learning at schools. Many educators are themselves products of a bad education system.

- Educators often argue that some learners are ill-disciplined and difficult to work with. This affects the relationship between educators and learners, especially when uncontrollable learners in the classrooms intimidate educators and other learners. Such learners deliberately ignore instructions from educators; they leave the classroom during lessons, come to school late and disappeared before noon. The atmosphere of no work is the order of the day, and expecting learners to perform is impossible.
- Lack of respect for educators is the main cause of discipline problems in the classroom. Learners may refuse to carry out any instructions, while most learners abuse their so-called "rights". Educators are unable to get learner co-operation, more especially after the abolition of corporal punishment. This situation has lead educators to spend more time on disciplinè issues; as a result learners relax and neglect their schoolwork.
- The level of learners' disruptive behaviour is increasing and this has impacted negatively on their commitment to work. Learners ignore instructions of educators and promote a culture of no work.
- Learners are de-motivated because they do not have textbooks or educators even if they wanted to learn. This has lead to the decline in the value of education amongst learners. The lack of job opportunities and high rates of unemployment amongst educated people is de-motivating to learners, for instance the many teachers who are unemployed, which encourages learners to overlook the value of education.
- Educator morale is very low as shown by the high rates of absenteeism and truancy. When educators are late or absent from work, teaching time is reduced. Classes left unattended disrupt any form of learning in classes with teachers. Occasionally learners are left without educators for days. The use of the educator present to serve relief during his free time frustrates and stresses the educator. This has lead to educators with good attendance records being absent out of sheer frustration.

- There is no substitution for educators who go on leave. In most schools one or more educators apply for sick leave or maternity leave and there are no substitutes. As a result learners are without educators for more than three months. When an educator returns to school he is left to fill large gaps in the syllabus, at the expense of quality delivery.
- Principals are highly restrained by policies and collective agreements made at higher levels. This has led to the principal having very little impact on delivery in the classroom as they do not have control over agreements that influence the day to day running of the school. Principals do not have signed collective agreements and this has led to principals not implementing new policies, which impacted on service delivery.
- Many schools do not have clear policies relating to instructional programmes, such as classroom visits, homework policy, or comprehensive subject policies that include policies on assessment and computation of marks.
- Supervision of instruction is somehow not effectively carried out. The moratorium on class visits makes it almost impossible for heads of department to help educators.
- The unavailability of subject advisors makes it difficult for the available person to visit schools on a regular basis. These officers do not meet the expectations of the educators. Resource constraints affect the professional support negatively.
- Although mother tongue instruction is justified, learners in most schools are taught through a foreign medium of instruction. This makes the understanding of complex concepts more difficult. Learners struggle to understand the language and therefore cannot understand the subject matter.
- The current promotion criteria for learners can be seen as automatic promotion. Some learners are promoted from one grade to another grade, although they have not mastered the basic skill and knowledge.

In the higher grades these pupils cannot cope with the work. Therefore understanding and carrying out instructions become more difficult as the learner progresses towards grade 12. This problem points to issues in the introduction of change in the curricular and examination format, and inadequacy of the in-service training received.

- Inadequate parental involvement in their children's work, passively complaining and waiting for the educator to do all the work merely limits the amount of work an educator can achieve with the learner.

The remaining three performance standards can be grouped together as they focus on educator development outside the classroom. These standards may be evaluated on a continuous basis over a period of time and involves observation by the development support group and provision of documentation and other information by the educator (Reddy, 2004:7).

#### **d Professional development in field of work career and participation in professional bodies**

There is an expectation that the educator will use all opportunities to become familiar with fresh and further thinking in a number of educational areas. The educator is expected to use the experience of implementing new thinking to report to colleagues and the Department of Education on the effects of such new approaches to education in an actual school situation (Butler, 1999:50).

#### **e Human relations and contribution to school development**

The educator is expected to have an excellent and professional relationship with most members of the school community. The relationship should:

- be regarded as open, honest and accessible and offer advice and criticism without causing offence or discomfort;

- be very supportive of colleagues and learners and;
- enjoy confidence of parents and members of the community (Butler, 1999:50).

### **f Extra-curricular and co-curricular participation**

In the ideal situation the educator makes maximum use of after-school hours for cultural, sporting and instructional purposes. The educator is expected to play a leading role in encouraging staff and learners to arrange extra-curricular activities. He often participates in school and department meetings after hours and assists with organizing meetings of the school community available to learners and parents in the afternoon (KZN DoE, 2005:21).

According to Jansen (2001:242) every education policy document contains powerful images of the idealized educator. Whether explicit or implied, whether conscious or unconscious, policy makers hold preferred and cherished images about the end user of an education policy, i.e. about the teacher. More often, however, the policy image is conveyed through drastic role changes for the educator without addressing the educator directly.

However, educators believe that their capacities are related to the way they are developed politically, professionally and emotionally given the conditions of their work which can be further expanded (Jansen, 2001: 243; Loock and Grobler, 1997:36; Van Wyk, 2004:50):

- Educators lack the capacity to handle the emotional demands expected of them by new policies in the context of existing stresses and pressures. The teacher also has to deal with the emotional trauma of learners with HIV and AIDS, and who have parents or siblings dead or dying of the disease.

- Educators generally have a shallow understanding of the principles of Curriculum 2005. This is largely due to poor training and support services provided by Department of Education. The miscalculation was to think that a teacher lacking professional confidence and falling short of the required subject matter competence could be shifted to the margins of a large overcrowded classroom and serve as a facilitator.
- The changes in the political mood and educational aspirations inevitably influenced attitudes towards subject advisory services. Subject advisory services were often perceived to be concerned with bureaucratic efficiency and social control, rather than effective management and professional development at school level. Presently subject advisers are orientated towards the narrow objective of improving grade 12 examinations results.
- In respect of greater community involvement the personal and support skills of the educator relative to interpersonal skills needs to be given more prominence. Educators do not have the capacity to deal with parents, especially in the content of their large class sizes and poor working conditions.
- As there is a limited representation of educators on the school governing body, the perception may be created that their input into school governance is undervalued. School governance was introduced with insufficient school-level preparation which, for many educators, appeared to be a "top down state instruction". Whilst considerable consultation exists between the principal and the school governing body, very little or no consultation exists between the school governing body and the educators. Educators serving on the governing body do not play a meaningful role.
- There is an increasing demand made on educators to obtain thorough academic and professional knowledge. They are required to keep abreast with new developments. This is a very expensive exercise and most educators cannot afford the courses offered. There is a need for

regular in-service training and preparing educators for life-long learning. There is a need for the Department of Education to provide financial aid for every teacher wishing to study.

- The imposed educational change prescribed for the educators' participation in extra-curricular activities is too ambitious and far-reaching for educators to cope with, even in cases where educators claimed to fulfil the requirements. They belonged to historically advantaged schools and received additional remuneration to perform these tasks. The problems facing the educator in the historically disadvantaged schools are: Firstly, the class sizes are too big to design any meaningful extra or co-curricular activity. Secondly, most schools do not have sports fields to offer sporting opportunities to the learners. Thirdly, most educators commute over long distances to school, and they would need to leave school timeously in order to get back home. Finally, the educator's safety after hours cannot be guaranteed. The Department of Educations' failure to provide a safe working environment for educators means that extra-curricular activities after hours at those schools are non-existent.
- Even in cases where educators claimed that they performed extra-curricular activities, it often became evident that their claims do not correspond with the expectations of the performance standards.

### **3. The implementation process of quality assurance**

According to Frazier (Steyn,2000:272) the implementation of the quality assurance process may be easier if everyone feels they have ownership of the final product and if everyone participates in its development. This is confirmed by Daugherty (1996:83) who believes that for a school to function effectively; all stakeholders should be directed towards a shared vision, goal or objective which is done through both short and long term planning. What is required,

however, is that school management teams, the staff development teams, the development support groups and the educator should encourage ownership of work by educators (Steyn, 2001a: 17).

The manner in which the evaluation process is undertaken is critical. An external review group may be seen as a threat to the educator and will often be met with resistance. In contrast, self-evaluation allows those most affected to put forward their own views and propose their own solutions which are likely to be far more enthusiastically accepted than solutions imposed from above (Smout, 2002:56).

If the Department of Education wants to know what is going on in a school there are three possible approaches: ask the staff of the school, ask the learners or call on an external group to conduct a review. Whilst it is generally accepted that learner opinion should be tested, this sort of input is limited and most learners are not in the position to comment on most of the activities of the school. Sending in the external team is a top down approach, which creates a 'them and us' situation. It immediately puts the educators on the defensive and in a reactionary mode. In this situation most educators will do their best to maximize strengths and gloss over weaknesses and play the rules of the game to their best advantage. Faced with an external group, educators close ranks in defence. This creates a situation, which stifles growth amongst educators and inhibits innovation (Wright, 2003:5-8).

Educators feel that self-evaluation is the evaluative process most likely to produce results. The perception of "doing it to ourselves rather than having them doing it to us" is what makes the difference. Educators will still maximize strengths, but when faced with weaknesses really only have two options: either to be honest about them or to hide them. The latter course of action lays the educators open to ridicule when their evaluation is subject to a development support group evaluation. In any event, it is unlikely that the senior management team does not know an educator's weakness, as educators

rarely attempt to hide areas, which require support and development. The approach is to demonstrate a knowledge and understanding of weak points, to be able to explain and justify the situation, and to show that they are capable of proposing realistic solutions. Educators are aware that solutions they propose are the ones most likely to be supported by the development support groups as well as the staff development team. The senior management team in turn, are aware that the educators will put extra-ordinary effort into making their own solutions work. Imposed solutions at best receive lacklustre support and may even be 'white anted' (Smout, 2002:55-57; McDonald & Roe, 1984:13-16).

Without a self-driven approach towards quality assurance, schools will hardly get the co-operation and/or motivation to implement a quality assurance system. Self-evaluation is a process undertaken by educators or the school in order to reflect on their activities, achievements of objectives and performance for the purpose of facilitating improvement or planned change (Hay, 2003:137).

Self-analysis is a widely used methodology because of cost effectiveness and more importantly, because of the high degree of ownership and acceptance. When the quality assurance process results in improvement of educators, self-evaluation is a very crucial step in the school improvement plan. Self-evaluation during the whole school evaluation process with the aim of developing and improving the quality of teaching and learning involves not only the school management team and educators at the school, but all stakeholders. (Smout, 2002:56-58)

Herselman, Hay and Mbokodi (2000:14) maintain that to ensure the efficiency of a quality assurance system it should be an internally driven process. Such an approach will obviously be in co-existence with the external quality assurance system.

### **2.2.2 Performance measurement (PM)**

To make quality assurance a reality throughout the system, it is vital that a culture of accountability is restored. The culture needs to be sustained through the schools on an ongoing monitoring and evaluation mechanism that focuses in a holistic way on education provision, process and outcomes (Herselman, Hay & Mbokodi, 2000: 15-17)

Since performance measurement is used to determine pay and grade progression it must be used to evaluate the performance of educators within a school year. There exists an expectation for an educator to (KZN DoE, 2005; 22-24):

- Reflect critically on his own performance and to set own targets and timeframes for improvement. The educator takes control of improvement and is able to identify priorities and monitor his own progress.
- Resolve any difference that may exist between the evaluation scores of the development support group and that of the educator.
- Obtain a score of 51% to receive a 1% salary progression and obtain a score of 72% over three consecutive years in order to achieve a grade progression.

It is clear that despite all efforts to find common ground, negotiations on issues of pay and grade progression have failed to make the teaching profession attractive for, *inter alia*, the following reasons (Van Leeuwen, 2004:248; Pandor, 2005:18;):

- An unacceptable salary adjustment offer of 1% from the employer despite attempts by labour to find common ground.
- Increments for the years 2005-6 and 2006-7 limited to inflation with no real increase or attempt to address the apartheid wage group.

- The gradual and unilateral reduction of benefits (currently only one third of educators enjoy medical aid and housing allowance). The Department of Education has used delaying tactics in this regard – locking parties into interminable meetings of task teams over a three-year period without tangible proposals emerging.
- The Department of Education has failed to successfully train personnel in the implementation of the Quality Assurance, especially in the area of implementation of pay progression.
- Educator salary backlogs from 1996 to 2002 were only resolved in 2005. However, this only came after months of bitter dispute and protest action. This matter is not fully resolved, as many disputes and disparities exist in the implementation of the collective agreement.
- The claim by the National Minister of Education of a new career path structure for teachers allowing for better promotion opportunities has never been discussed or even offered to educators.
- The payment of higher salaries for recruiting so called scarce skilled educators is totally unacceptable as every educator is a key skill needed in the delivery of quality education.
- Full cost bursaries are offered to a limited number of educators (only the under qualified educators).

The status of teachers should be commensurate with the needs of education and should be assessed in the light of educational aims and objectives; it is important that the proper status of teachers should be acknowledged. The teaching profession has to be attractive, as being attractive means offering adequate salaries and better conditions of work (Spady, 2005: 15; Grey, 2005:19; Hay, 2003:135-138)

### **2.2.3 Whole School Evaluation**

The main objective of Whole School Evaluation is to assess the effectiveness of the entire system and the extent to which the vision and goals of the education

system are being achieved. In addition to measuring performance, the approach for Whole School Evaluation is developmental and the evaluation should include highlighting strengths as well as specific areas in need of further development for each school that is evaluated (KZN DoE 2005:31).

Educators feel that a considerable amount of tension exists when dealing with accountabilities and improvement goals of external Quality Assurance programmes. The problem arises with the process reviews as well. The nature of the conflict is highlighted by the following scenarios (Massey, 1996: 8-12; Wright, 2003:5-8; Fourie & Alt, 2000:122-123; Coetzee & Le Roux, 2001:209-211; Mc Donald & Roe, 1984:6-8):

- Assessment is performed directly by a government unit: peers are not involved or are insufficiently involved to provide credibility; points of view from outside the school dominate.
- The system relies heavily on performance indicators, which may rise, but do not answer quality questions.
- Educators are concerned that some performance indicators and assessors' judgments do not reflect academic values and the realities of teaching performance; worse, that they reflect political and ideological positions.
- The resulting 'compliance culture' will reflect a 'we-they' attitude, rather than a joint ownership of quality assurance and improvement. There is a danger of information being withheld as far as possible, and efforts will be made to "maximize the indicators" while defending the status quo rather than seeking improvement.
- Ironically, the attempt to maximize accountability actually reduces the amount of real accountability in the system. The effects on improvement are disastrous.
- This 'top down' audit system has generated a gulf between the school and the Whole School Evaluation team, with a lack of communication, mutual understanding and trust. It is possible that the school

management team will simply internalise the Whole School Evaluation team's methods and style of quality assessments. In that case, teaching staff will continue to experience assessment as an imposition with the simple difference that, instead of being conducted by outside 'peers' it will now be implemented by the senior echelon of their own school's managers.

- The effects of internalising quality review procedures may be to increase the power of school principals and members of the school management team and widen the gulf between them and the teaching staff which may result in increasing conflict and unrest.
- Educators will probably have to continue to demonstrate their 'performaty' through paper trails.
- The gulf of understanding between the school management team and educators may well continue, as will the burden of paper work for educators, and its disconnection from the delivery of quality education.

A dialogue approach to quality enhancement within an institution, which takes on board the perspectives from below incorporating educators' aims and their experiences, is important. How developmental procedures and policies affect the teacher workloads must be always be considered. This would result in a very different dynamic for school improvement than that likely to ensue from the top down imposition of Whole School Evaluation (Wright, 2003:7).

## **2.3 SUMMARY**

During the quality assurance process educators will be evaluated on the quality of their delivery inside and outside the classroom, to assess whether successful educational outcomes are achieved. The main purpose is to evaluate teachers and to provide support and opportunities for development and to assure continued growth. Successful educational outcomes will be examined by

investigating the empowerment, motivation and training of educators by the Department of Education. The key purpose to examine Development Appraisal Structures is to assesses the impact they have on educator perception. The quality of teaching and learning and educator development is the aspect that the various structures will be looking at. The main purpose is to evaluate overall quality of teaching. In examining the teaching and resources, evaluators will assess the quality of teaching and how it can be improved through the overall development of the educator.

The main purpose to examine and comment on the evaluation instrument is to determine the role it plays on educators' perceptions of performance standards. Assessing the knowledge, skills, attitudes and values that learners have acquired does this. For effective delivery of quality education, the school environment must be conducive to learning. In this regard schools must have the necessary infrastructure; learners must be disciplined, adequate human and material resources and continuous training of educators teachers must be provided. Educators should be engaged in a process of self-evaluation in order to ensure quality in their teaching and learning.

The key purpose of examining performance management is to assess educators' perceptions of salary and grade progressions. In this regard educators' perceptions of career paths and salaries will be examined. The main purpose of examining Whole School Evaluation will be to determine educators' perceptions of the external review process.

The next chapter deals with research method used and how information was gathered from the respondents.

## **CHAPTER 3**

<b>PLANNING OF THE EMPIRICAL RESEARCH</b>	<b>PAGE</b>
<b>3.1 INTRODUCTION</b>	<b>53</b>
<b>3.2 PREPARATION FOR AND DESIGN OF THE RESEARCH</b>	<b>53</b>
3.2.1 Permission	53
3.2.2 Selection of respondents	54
<b>3.3 THE RESEARCH INSTRUMENT</b>	<b>55</b>
3.3.1 The questionnaire as research instrument	55
3.3.2 Construction of the questionnaire	57
3.3.3 Characteristics of a good questionnaire	59
3.3.4 Advantages and disadvantages of the questionnaire	61
(1) Advantages of the written questionnaire	61
(2) Disadvantages of the written questionnaire	64
3.3.5 Validity and reliability of the questionnaire	66
(1) Validity of the questionnaire	67
(2) Reliability of the questionnaire	69
<b>3.4 PILOT STUDY</b>	<b>71</b>
<b>3.5 ADMINISTRATION OF THE QUESTIONNAIRE</b>	<b>73</b>

<b>3.6 THE PROCESSING OF DATA</b>	<b>74</b>
3.6.1 Descriptive statistics	74
3.6.2 Inferential statistics	75
3.6.3 Application of data	76
<b>3.7 LIMITATIONS OF THE INVESTIGATION</b>	<b>76</b>
<b>3.8 SUMMARY</b>	<b>78</b>

# CHAPTER 3

## PLANNING OF THE EMPIRICAL RESEARCH

### 3.1 INTRODUCTION

The literature study in chapter two revealed that the working conditions of educators play an important role in determining educators' perceptions of quality assurance in education. Various reasons were mentioned for the educators' perceptions of quality assurance in education and reasons for educators' reluctance to be evaluated. Data will be collected through administering a self - structured questionnaire to educators from a random sample to elicit their responses.

This chapter will focus on the planning of the research in discussing the questionnaire as a research instrument and the processing of data.

### 3.2 PREPARATION FOR AND DESIGN OF THE RESEARCH

#### 3.2.1 Permission

The researcher planned to administer the questionnaire (Annexure A) to educators of schools in the eThekweni Region and therefore applied for permission from the head office of the Department of Education in writing. The permission was granted by the Superintendent General (Annexure B) on condition that:

- The school is not obliged to participate in the research.

- Research should not be conducted during official time, as education programmes should not be interrupted.

### **3.2.2 Selection of respondents**

The empirical investigation was conducted in the Pinetown District. For the purpose of this study educators in the Pinetown District were randomly selected as the research group. The target population was defined by the following considerations:

Type of school	Primary and Secondary schools
Geographical location	Pinetown District
Population	All educators
Age	20-60 years and above
Gender	Male and female
Years of teaching	1 year and more

One hundred schools were identified in accordance with the defined population. From each of the hundred schools, educators were used in the sample to produce statistical dependable results. This provided the researcher with 374 educators as respondents, which may be considered as an adequate sample for reliable data analysis. Only 334 (80%) of the completed questionnaires were correctly completed and suitable for analysis.

### **3.2.3. Sampling**

According to De Vos (2000:191) it is generally stated that the larger the population, the smaller the percentage of that population the sample needs to be. If the population itself is relatively small, the sample should comprise a reasonably large percentage of the population. Larger samples enable

researchers to draw more accurate conclusions and make more accurate predictions. The greater the probability of sample error, the larger the sample should be. It is wise to draw a larger sample than eventually needed; any researcher ought to obtain the largest possible sample.

### **(1) Simple random sampling**

Random selection includes any technique that provides each population element an equal probability of being included in the sample. In this situation each individual case in the population theoretically has an equal chance to be selected for the sample (De Vos, 2000:195). The researcher used a table of random numbers to select the sample, and thereafter used every odd number.

## **3.3. THE RESEARCH INSTRUMENT**

### **3.3.1. The questionnaire as research instrument**

A questionnaire is an instrument with open-ended or closed-ended questions or statements to which a respondent must react. A questionnaire is a set of questions dealing with the same topic or related group of topics, given to a selected group of individuals, for the purpose of gathering data on a problem under consideration (Van Rensburg, Landman & Bodenstern, 1994: 504). Data is any kind of information that researchers can identify and accumulate to facilitate answers to their queries (Van Wyk, 1996: 130). The questionnaire is regarded as the most widely used survey data collecting technique (De Vaus, 1990: 80).

According to Van den Aardweg and Van den Aardweg (1990: 190), the questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information. It is not a list of questions to be filled out but a scientific instrument for measurement and collection of particular kinds of data. Therefore it has to be specially designed according to particular specifications and with specific aims in mind (Wolhuter, Van der Merwe, Vermeulen & Vos, 2003: 14).

According to Churchill and Peter (Schnetler, 1993: 77) the measuring instrument has the greatest influence on the reliability of research data. The careful construction of the questionnaire best controls the characteristics of measurement. The questionnaire serves two major purposes (Schnetler, 1993: 77):

- It translates the research objectives into specific questions, the answers to which will provide the data necessary to test or to explore the area set by the research objectives.
- It motivates the respondent to communicate the required information.

A questionnaire is not simply thrown together. A well-designed questionnaire is the culmination of a long process of planning of the research objective, formulating the problem, generating the hypothesis, etc. (Wolhuter, Van der Merwe, Vermeulen & Vos, 2003: 14). A poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and the statistical techniques (Huysamen, 1989: 12). In their criticism of questionnaires Berchie and Anderson (Schnetler, 1993: 61) object to poor design rather than to questionnaires as such. A well-designed

questionnaire can enhance the reliability and validity of the data to acceptable tolerances (Wolhuter, Van der Merwe, Vermeulen & Vos, 2003: 14).

Designing questionnaires does not take place in a vacuum. The length of individual questions, the number of response options and the format and the wording of questions are determined by the following (Dane, 1990: 315-319):

- The choice of the subject to be researched.
- The aim of the research.
- The size of the research sample.
- The method of data collection.
- The analysis of the data.

It is for these reasons that the researcher looked at the principles that determine whether the questionnaire is well designed or not. It is therefore necessary to draw a distinction between questionnaire content, question format, question order, type of questions, formulation of questions and validity and reliability of questions.

### **3.3.2. Construction of the questionnaire**

To enable the researcher to explore the educators' perceptions about quality assurance in education a questionnaire had to be developed. The following brief theoretical perspectives informed the compilation of the questionnaire.

Designing a questionnaire should not take place in isolation. The researcher has consulted and sought the advice of specialists and colleagues during the construction and design of the questionnaire (Van den Aardweg & Van den

Aardweg, 1990: 198). An ideal questionnaire must be clear, unambiguous and uniformly workable. Its design and content must restrict potential errors from respondents. Questions to be included in the questionnaire were tested on people, as a question may appear correct to the researcher when written down but can be interpreted differently when asked to another person.

There should be no hesitation in changing questions several times, keeping the original purpose in mind before the final formulation (Wolhuter, Van der Merwe, Vermeulen & Vos, 2003: 15). A researcher must also ensure that sufficient time is budgeted for in the construction and preliminary testing of the questionnaire (Hlatshwayo, 1996: 149). All of the above was taken into account by the researcher during the designing of the questionnaire for this investigation.

A questionnaire has to engage the interest of people, since participation is voluntary. This will encourage their co-operation and elicit answers as close as possible to the truth (Cohen & Manion, 1994: 93). An important aim in the construction of the questionnaire was to present the questions as simple and straightforward as possible. An accompanying letter and instructions were also sent with the questionnaire. The researcher further aimed to avoid ambiguity, vagueness, bias, prejudice and technical language in the questions.

The aim of the questionnaire was to obtain information regarding educators' perceptions of quality assurance in education. The questionnaire was subdivided into two categories as follows:

- Section one: dealt with the biographical information of the respondents and consisted of questions 1 to 10.

- Sections two and three consisted of twenty and ten closed - ended questions respectively. The questions focused on educators' perceptions of quality assurance in education. In section two the respondents were requested to indicate how effective the evaluation instrument is that is used in the quality assurance process. In section three respondents were requested to indicate how effective the implementation process of quality assurance is in schools. In these two sections respondents were requested to indicate educators' perceptions of quality in education in three ways namely, agree, disagree and uncertain.

### **3.3.3. Characteristics of a good questionnaire**

During the construction of the questionnaire, the researcher was guided by the characteristics of a good questionnaire as identified by Wolhuter, Van der Merwe, Vermeulen and Vos (2003: 15) and Van den Aardweg and den Aardweg (1990: 190):

- The topic must be significant and relevant. The respondent should recognize it as important enough to warrant spending his or her time on responding. The significance should be clearly and carefully stated in the questionnaire and in the accompanying letter.
- Respondents must be competent to answer. It is important that the respondents are able to provide reliable information.

- It seeks only that information which cannot be obtained from other sources.
- Items must be clearly stated. An item achieves clarity when all respondents interpret it in the same way. Often the perspectives, words or phrases that make perfect sense to the researcher are unclear to the respondents.
- Simple items are the best. Long and complicated items should be avoided because they are more difficult to understand, and respondents may be unwilling to try to understand them. It must be as short as possible, but long enough to get the essential data. Long questionnaires are normally not answered.
- Questionnaires should be attractive in appearance and neatly arranged. It should be clearly duplicated or printed.
- Directions must be clear and complete and important terms clearly defined.
- Avoid double-barreled questions. Each question should be limited to a single idea or concept and should be worded as simply and as straightforward as possible.
- Different categories should provide an opportunity for easy, accurate and unambiguous responses.

- Objectively formulated questions with no leading suggestions should render the desired responses.
- Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses. An orderly grouping helps respondents to organize their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude before proceeding to those that are more intimate or delicate in nature. Annoying, negative, biased and/or embarrassing questions should be avoided.

### **3.3.4. Advantages and disadvantages of the questionnaire**

Data can be gathered by means of a structured questionnaire in, *inter alia*, the following ways: a written questionnaire that is mailed, delivered, or handed out personally, personal interviews and telephone interviews (Wolhuter, Van der Merwe, Vermeulen & Vos, 2003: 16). Each mode has specific advantages and disadvantages which the researcher needs to evaluate for their suitability to the research question and the specific target population being studied, as well as the related cost. The researcher used the written questionnaire as research instrument taking into consideration the following advantages and disadvantages (Wolhuter, Van der Merwe, Vermeulen & Vos, 2003: 16).

#### **(1) Advantages of the written questionnaire**

One of the advantages of using the questionnaire is that all the respondents receive the same set of questions phrased exactly the same way. The questionnaire is timesaving and is conducive to reliable results. Bless and

Higson-Smith (1995:112-113) and Cohen and Manion (1994:111-112) list the advantages of the written questionnaire as follows:

- Affordability is the primary advantage of written questionnaires because it is the least expensive means of data gathering.
- Written questionnaires preclude possible interviewer bias. The way the interviewer asks questions and even the interviewer's general appearance or interaction may influence a respondent's answers. Such biases can be completely eliminated with a written questionnaire.
- A questionnaire permits anonymity. If it is arranged such that responses are given anonymously, this would increase the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions.
- They permit a respondent a sufficient amount of time to consider answers before responding.
- Questionnaires can be given to many people simultaneously.
- They provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents.

- Generally the data provided by questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses.
- Using a questionnaire solves the problem of non-contact when the respondent is not at home "when the interviewer calls". When the target population to be covered is widely and thinly spread, the mail questionnaire is the only possible method of approach.
- Through the use of the questionnaire approach the problems related to interviews may be avoided. Interview "errors" may seriously undermine the reliability and validity of survey results.
- A respondent may be more willing to answer questions of a personal or embarrassing nature on a questionnaire as compared to a face-to-face situation with an interviewer who may be a complete stranger. In some cases it may happen that respondents report less than expected and make more critical comments in a mail questionnaire.
- Questions requiring considered answers rather than immediate answers could enable respondents to consult documents in the case of the mail questionnaire approach.
- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- Questionnaire design is relatively easy if the set guidelines are followed.

- The administering of questionnaires and the coding, analysis and interpretation of data can be done without any special training.
- Data obtained from questionnaires can be compared and inferences made.
- Questionnaires can elicit information which cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

## **(2) Disadvantages of the written questionnaire**

According to Kidder and Judd (1986: 223-224), Mahlangu (1987: 84-85) and Wolhuter, Van der Merwe, Vermeulen and Vos (2003: 17) the written questionnaire also has important disadvantages which are, *inter alia*, the following:

- Questionnaires do not provide the flexibility of interviews. In an interview the idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If respondents interpret questions asked differently, the validity of the information is jeopardized.
- People are generally better able to express their views verbally than in writing.

- Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.
- The mail questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only.
- Answers to mail questionnaires must be seen as final. Re-checking of responses cannot be done. There is no chance of investigating beyond the given answer for a clarification of ambiguous answers. If respondents are unwilling to answer certain questions nothing can be done to it because the mail questionnaire is essentially inflexible.
- In a mail questionnaire the respondent examines all the questions at the same time before answering them and the answers to the different questions can therefore not be treated as independent.
- Researchers are unable to control the context of question - answering, and specifically, the presence of other people. Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondent's own private opinions are desired.
- Written questionnaires do not allow the researcher to correct misunderstandings or answer questions that the respondents may

have. Respondents might answer questions incorrectly or not at all, due to confusion or misinterpretation.

### **3.3.5 Validity and reliability of the questionnaire**

Validity and reliability are two concepts that are of critical importance in understanding issues of measurement in social science research (Huysamen, 1989: 1-3). All too rarely do questionnaire designers deal consciously with the degree of validity and reliability of their instrument. This is one reason why so many questionnaires are lacking in these two qualities (Cooper, 1989: 15). Questionnaires have a very limited purpose. They are often one-time data gathering devices with a very short life, administered to a limited population. There are ways to improve both the validity and reliability of questionnaires. Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. Terms must be clearly defined so that they have meaning to all respondents (Cohen & Manion, 1989: 111-112; Cooper, 1989: 60-62).

Kidder and Judd (1989: 53) mention that although reliability and validity are two different characteristics of measurement, they "shade into each other". They are two ends of a continuum but at points in the middle it is difficult to distinguish between them.

Validity and reliability are especially important in educational research because most of the measurements attempted in this area are obtained indirectly.

Researchers can never guarantee that an educational or psychological measuring instrument measures precisely and dependably what it is intended to

measure (Van den Aardweg & Van den Aardweg, 1990: 198). It is essential, therefore, to assess the validity and reliability of these instruments. An educational researcher is expected to include in his research report an account of the validity and reliability of the instrument he has employed.

Researchers must therefore have a general knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability (Huysamen, 1989: 1-3).

### **(1) Validity of the questionnaire**

By validity is meant that the researcher's conclusion is true or correct. Validity is the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent to which it correlates with some criterion external to the instrument itself (Van Rensburg, Landman & Bodenstein, 1994: 560). Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. In general the validity refers to the degree to which an instrument succeeds in measuring what it has set out to measure. Validity is an indispensable characteristic of measuring devices.

Van den Aardweg and Van den Aardweg (1990: 237), Mulder (1989: 215-217) and Dane (1990: 257-258) distinguish between three different types of validity:

- Content validity, where content and cognitive processes are included and can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.

- Criterion validity, which refers to the relationship between scores on a measuring instrument and an independent variable (criterion) believed to measure directly the behaviour or characteristic in question. The criterion should be relevant, reliable and free from bias and contamination.
- Construct validity, where the extent to which the test measures a specific trait or construct is concerned, for example, intelligence, reasoning ability, attitudes, etc.
- The validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting the true story, or at least something approximating the truth. A valid research instrument is one that has demonstrated that it detects some "real" ability, attitude or prevailing situation that the researcher can identify and characterize (Schnetler, 1993: 71). If the ability or attitude is itself stable, and if a respondent's answer to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990: 158).
- The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent to which interpretations of the instrument's results, other than the ones the researcher wishes to make, can be ruled out. Establishing validity requires that the researcher anticipate the potential arguments that skeptics might use to dismiss the research results (Cooper, 1989: 120; Dane, 1990: 148-149).

From the interpretation of the results obtained and the sureness with which conclusions could be drawn the researcher is convinced that the questionnaire, to a great extent, did measure that which it was designed for.

## **(2) Reliability of the questionnaire**

According to Mulder (1989: 209) and Van Rensburg, Landman and Bodenstein (1994: 512) reliability is a statistical concept that relates to consistency of obtaining the same relative answer when measuring phenomena and dependability. A reliable measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the initial result. Van den Aardweg and Van den Aardweg (1990: 194) and Kidder and Judd (1986: 47-48) distinguish between the following types of reliability:

- Test-retest reliability (coefficient of stability). This gives an indication of the dependability of a score on one occasion and on another occasion.
- Internal consistency reliability. This indicates how well the test items measure the same thing.
- Split-half reliability. By correlating the results obtained from two halves of the same measuring instrument, the split-half reliability can be calculated.

In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of the question is no proof that the answers given are a true reflection of the respondent's feelings (Dane, 1990: 256). A demonstration of reliability is necessary but not conclusive evidence that an instrument is valid. Reliability refers to the extent to which measurement results are free of unpredictable kinds of error. Sources of error that affect reliability are, *inter alia*, the following (Mulder, 1989: 209; Kidder & Judd, 1986: 45):

- Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.
- Variations in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.
- Differences in scoring or interpretation of results, chance differences in what the observer notices and errors in computing scores.
- Random effects by respondents who guess or check off attitude alternatives without trying to understand them.

When the questionnaire as an empirical research instrument is used, there is no specific method, for example, the "test-retest" method, to determine the reliability of the questionnaire. Therefore, it will be difficult to establish to what

extent the answers of the respondents were reliable. The researcher, however, believes that the questionnaires in this investigation were completed with the necessary honesty and sincerity required to render the maximum possible reliability. Frankness in responding to questions was made possible by the anonymity of the questionnaire. In the coding of the questions it was evident that questionnaires were completed with the necessary dedication.

### **3.4. PILOT STUDY**

In all cases, it is essential that newly constructed questionnaires, i.e. in their semi-final form, be thoroughly tested before being utilized in the main investigation. That ensures that errors of whatever nature can be rectified immediately at little cost. It does not matter how effective sampling or analysis of the results is, it remains a fact that ambiguous questions lead to biased responses, and vague questions lead to vague answers. Only after the necessary modifications have been made following the pilot test should the questionnaire be presented to the full sample (De Vos, 2000:158).

A pilot study is an abbreviated version of a research project in which the researcher practices or tests the procedures to be used in the subsequent full-scale project (Dane, 1990: 42). The pilot study is a preliminary or "trial run" investigation using similar questions and similar subjects as in the final survey. According to Kidder and Judd (1986: 211-212) the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument. A pilot study gives the researcher an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot

study enables the researcher to avert these problems by changing procedures, instructions and questions.

The number of participants in the pilot study or group is normally smaller than the number scheduled to take part in the final survey. Participants in the pilot study and the sample for the final study must be selected from the same target population. For the purpose of this study the researcher conducted a pilot run on his colleagues.

According to Plug, Meyer, Louw and Gouws (1991: 49-66) the following are the purposes of a pilot study, and these were also the aims of the researcher in this survey:

- It permitted a preliminary testing of the hypothesis that leads to testing more precise hypotheses in the main study.
- It provided the researcher with ideas, approaches and clues not foreseen prior to the pilot study.
- It permitted a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.
- It greatly reduced the number of treatment errors because unforeseen problems revealed in the pilot study resulted in redesigning the main study.

- It saved the researcher major expenditures of time and money on aspects of the research, which would have been unnecessary.
- Feedback from other persons involved was made possible and led to important improvements in the main study.
- In the pilot study the researcher experimented with a number of alternative measures and selected only those that produced the best results for the final study.
- The approximate time required to complete the questionnaire was established in the pilot study.
- Questions and/or instructions that were misinterpreted were reformulated.

Through the use of the pilot study as "pre-test" the researcher was satisfied that the questions asked complied adequately with the requirements of the study.

### **3.5. ADMINISTRATION OF THE QUESTIONNAIRE**

The questionnaire is one of the best available instruments, if properly administered, for obtaining information from widespread sources or large groups simultaneously (Cooper, 1989: 39). The researcher personally delivered questionnaires to the selected schools and collected them after completion.

### **3.6 THE PROCESSING OF THE DATA**

Once the data was collected, it was captured in a format which would permit analysis and interpretation. This involved the careful coding of the 300 questionnaires completed by the educators of both primary and secondary schools. The coded data was subsequently transferred onto a computer spreadsheet using Microsoft Excel in Office 2000. The coded data was submitted to the Department of Statistics at the University of Zululand and was computer-analyzed using the SPSS programme in order to interpret the results by means of inferential statistics.

#### **3.6.1 Descriptive Statistics**

Descriptive statistics is concerned with the description and /or summarization of the data obtained for a group of individuals. Data may be described or summarized by tabulating or graphically depicting them. The purpose of descriptive statistics is to reduce large amounts of data physically to facilitate the drawing of conclusions about them (Huysamen, 1989: 4). Frequency tables, histograms and polygons are useful in forming impressions about the distribution of data.

According to Van Den Aardweg and Van den Aardweg (1990: 65-76) and Mcmillan and Schumacher (1993: 192), frequency distribution is a method to organize data obtained from questionnaires in order to simplify statistical analysis. A frequency table provides the following information:

- It indicates how many times a particular response appears on the completed questionnaires.

- It provides percentages that reflect the number of responses to a certain question in relation to the total number of responses.

### **3.6.2 Inferential statistics (Chi-square test)**

According to Rosnow and Rosental (1996: 305-317) the chi-square test can assess differences between two or more independent groups with frequencies ranging from moderately small to very large. It can perform operations with frequency data that are analogous in function and complexity to single-factor as well as multiple factor analysis of variance. The chi-square is a commonly employed test statistic for frequency differences (Venketsamy, 2000: 125).

The chi-square test takes the form of a ratio between observed frequency differences and random error differences. Its computing formula is:

$$X^2 = \sum \frac{[(o - e)]^2}{e}$$

where o represents the observed frequency in some particular group or category on a nominal scale and e refers to the expected frequency in the same group, meaning the frequency that could result from chance. Thus, for any one group, x represents observed minus expected frequencies squared, divided by expected error frequencies. The summation sign ( $\Sigma$ ) appearing in the formula indicates that x can be used to assess significant differences among as many different groups and categories as needed, simply by adding the o-e /e ratio associated with each group (Rosnow & Rosental, 1996: 313; Venketsamy, 2000: 125).

### **3.6.3 Application of data**

The questionnaire was designed to determine educators' perceptions of quality assurance in education. In order to obtain the information needed for the purpose of this study the questionnaire was sub-divided into two parts:

- The first part required demographic information about the educators and included items 1.1 to 1.10.
- The second part gathered information regarding educators' perceptions of quality in education.

### **3.7 LIMITATIONS OF THE INVESTIGATION**

This investigation was constrained by a number of factors. The following are likely factors that might have influenced the reliability and validity of the questionnaire:

- Although anonymity was required in the questionnaire the possibility exists that, because of the respondents' cautiousness, they might not have been frank and truthful in their responses.
- The sensitive nature of items in the questionnaire might have elicited false or misleading responses and influenced the reliability of the results.

- To restrict the investigation to manageable proportions, the researcher limited the study to the educators of schools in the Pinetown district.
- Principals could decide on which educators on his staff would complete the questionnaires. Educators' responses may have been suborned as they handed their completed questionnaires to their principals.
- Most of the rural school respondents returned the questionnaires incomplete or with more than one response to a statement.
- Some respondents did not read the questions but merely agreed with everything.
- There is a need for the questions to be sent out in Isizulu.

Despite the limitations identified, the researcher believes the investigation will provide a much-needed basis for the future research regarding educators' perceptions of quality assurance in education.

### **3.8 SUMMARY**

In this chapter the planning and design of the empirical research was discussed and a comprehensive description of the questionnaire as a research instrument was given.

The data obtained from the completed questionnaires will be analyzed and presented in the next chapter.

# CHAPTER 4

<b>PRESENTATION AND ANALYSIS OF THE RESEARCH DATA</b>	<b>PAGE</b>
<b>4.1 INTRODUCTION</b>	<b>80</b>
<b>4.2 DESCRIPTIVE STATISTICS</b>	<b>80</b>
4.2.1 Gender of respondents	81
4.2.2 Age of respondents	82
4.2.3 Years of teaching experience	83
4.2.4 Qualifications of respondents	84
4.2.5 Phase of teaching	85
4.2.6 Class sizes	85
4.2.7 Classifications of school	86
4.2.8 Post levels	87
4.2.9 Location of schools	87
4.2.10 Training	88
4.2.11 The educators perceptions of the effectiveness of the educator evaluation instrument	89
4.2.12 The educators' perceptions of the effectiveness of the implementation process of quality assurance in schools.	99
<b>4.3 INFERENTIAL STATISTICS</b>	<b>105</b>
4.3.1 Variables	105
(1) Independent variables	105
(2) Dependent variables	106
(3) Hypotheses	106
4.3.2 The Chi-square ( $X^2$ statistical test of significance)	107
<b>4.4 TESTING OF HYPOTHESIS</b>	<b>120</b>
<b>4.5 SUMMARY</b>	<b>121</b>

## **CHAPTER 4**

### **PRESENTATION AND ANALYSIS OF THE RESEARCH DATA.**

#### **4.1 INTRODUCTION**

The aim of this chapter is to discuss the data, which was collected through the questionnaires completed by 300 respondents, to analyze and interpret the findings, and to comment thereon. The analysis of the data involved the coding of the 300 questionnaires and transferring the coded data onto a computer spreadsheet and organization of the coded data in frequency tables.

#### **4.2 DESCRIPTIVE STATISTICS**

Research can be defined as a systematic process of collecting and logically analyzing information for some purpose. Research aims, *inter alia*, to gain insight into a situation, phenomenon community or person (Bless & Higson – Smith, 1995:42). Descriptive research is concerned with the description and /or summarization of the data obtained from a group of individuals. Data may be described or summarized by tabulating or graphically depicting them. The purpose of descriptive statistics is to reduce large amounts of data physically, in order to facilitate the drawing of conclusions about them. Descriptive data is one of the methods of research used to study a person or persons scientifically in the educational situation. It attempts to describe the situation as it is without the researcher intervening or exercising control. In this study nomothetic descriptive research was employed with the aim of describing the educators' perceptions of quality assurance in education. The researcher was primarily concerned with the nature and degree of existing situations in schools (Van Rensburg, Landman & Bodenstein, 1994:355).

#### 4.2.1 Gender of respondents

**Table 2: Frequency distribution according to the gender of respondents**

	<b>Gender</b>	<b>Frequency</b>	<b>%</b>
1	<b>Male</b>	110	37%
2	<b>Females</b>	190	63%
	<b>Total</b>	300	100%

Table 2 shows that the research sample comprises more than a quarter (26%) more females than males. Possible reasons for this finding are:

- There are more females in the teaching profession than males. This is supported by the Education Labour Relations Council (ELRC) resolution 1 of 2005 which points out that schools in KwaZulu-Natal are overstaffed by 1500 female educators, especially in post level one. The sample consists of 60 primary schools. (cf. 4.2.5).
- More female educators tend to train to teach in a primary school because primary school learners feel more secure with female educators.
- Females view teaching as an occupation that affords them time in the afternoon to attend to their household chores.
- The availability of job opportunities in the past restricted females to jobs like teaching and nursing.

- Poor salaries have made teaching very unattractive to men as traditional breadwinners who are paid more in the private industry.

#### 4.2.2 Age of respondents

**Table 3: Frequency distribution according to the age of respondents**

	<b>Age groups</b>	<b>Frequency</b>	<b>%</b>
1	20-25	12	4%
2	26-30	25	8%
3	31-35	38	13%
4	36-40	79	26%
5	41-45	93	31%
6	46-50	33	11%
7	51-55	12	4%
8	56-60	6	2%
9	Over 60	2	1%
	<b>Total</b>	<b>300</b>	<b>100%</b>

Close to a third (31%) of the respondents are in the age group 41 to 45 years (Table 3). The frequency distribution in the table also shows that more than half (57%) of the respondents are in the age group 36 to 45 years. A quarter (25%) of the respondents are younger than 35 years. Younger educators have more to offer in terms of time, energy and productivity, and probably remain in schools for a longer period of time ensuring long-term stability. However, younger educators are not attracted to teaching citing poor salaries, lack of career pathing and the employment equity act as some of the reasons (KZN DoE, 2005: 1-9).

There exists a perception amongst older educators that they have a thorough knowledge of education matters and that any kind of developmental exercise is worthless to them (KZN DoE, 2005:1-9). This kind of perception could be harmful to the quality assurance process, which focuses on the ongoing development of every educator. Most of the younger educators have had training in outcomes-based education, which could have positive benefits to their further development.

#### **4.2.3 Years of teaching experience**

**Table 4: Frequency distribution according to respondents' years of teaching experience.**

	<b>Completed years</b>	<b>Frequency</b>	<b>%</b>
1	0-5	31	10%
2	6-10	36	12%
3	11-15	53	18%
4	16-20	83	28%
5	21-25	66	22%
6	26-30	22	7%
7	31-35	7	2%
8	36-40	2	1%
	<b>Total</b>	<b>300</b>	<b>100%</b>

Table 4 reveals that while most of the respondents (60%) in the research sample have more than 15 years teaching experience, the larger percentage of respondents (28%) have between 16 and 20 years experience. Experience together with adequate training, effective teaching policies, and support staff for ongoing training can deliver quality education (Legotlo, Maaga, Sebego, Van der westhuizen, Mosoge, Nieuwoudt & Steyn, 2002: 113). Educators must keep

abreast with new developments; they require regular in-service training and should be prepared to be life long learners (De Wet, 2004: 153).

The longer an educator stays in the teaching profession, the more experience is gained. With the implementation of quality assurance these educators will continuously develop and this could lead to the delivery of better education.

#### **4.2.4 Qualification of respondents**

**Table 5: Frequency distribution according to the qualifications of the respondents.**

	<b>Qualifications</b>	<b>Frequency</b>	<b>%</b>
1	Academic and professional qualification e.g. BA, M Ed	164	54%
2	Professional qualifications only e.g. HDE, DE, PTC etc	125	42%
3	Matric only	11	4%
	<b>Total</b>	<b>300</b>	<b>100%</b>

According to Table 5 the majority of the respondents (96%) possess academic and professional qualifications. Educators in possession of academic (degrees) and professional qualifications (diplomas) are perceived by many as better qualified for the teaching profession. Although a very small percentage, of concern is the finding that 4% of the research sample had no teaching qualifications. A possible reason for this is that they could be substitute educators. This could seriously impact on the delivery of quality education as substitute educators are not evaluated during the quality assurance process.

De Wet (2004: 153) maintains that the scope of an educator's academic and professional knowledge and skills determine whether a person is a good or

unsatisfactory educator. Successful educators should have professional, academic and interpersonal knowledge and skills to deliver quality education.

#### 4.2.5 Phase of teaching

**Table 6: Frequency distribution according to the school in which respondents teach.**

<b>Phase</b>	<b>Frequency</b>	<b>%</b>
<b>Primary</b>	117	39%
<b>Secondary</b>	183	61%
<b>Total</b>	<b>300</b>	<b>100%</b>

Table 6 The survey was not aimed at a particular type of school as a sample of 100 schools were randomly selected from the list of schools obtained from the provincial office.

#### 4.2.6 Class size

**Table 7: Frequency distribution according to the average number of learners in classes of respondents.**

	<b>Number of learners</b>	<b>Frequency</b>	<b>Percentage</b>
1	20 – 30	19	7%
2	31 – 40	93	31%
3	41 – 50	174	58%
4	51 – 60	13	4%
5	More than 61	1	0%
	<b>Total</b>	<b>300</b>	<b>100%</b>

Table 7 reveals that most of the respondents (58%) teach classes consisting of between 40 and 60 learners, while the provincial teaching norm is 1:32 (KZN Doe,2005:1). Possible reasons for the large classes are:

- The norm does not cater for management posts.
- The norm does not cater for free time.
- The norm is negotiated for the province; however, the weighting of learners and the decile ranking of schools results in the school actually being allocated a norm of 1:38.
- Lack of classroom space.

Individual attention is one of the hallmarks of a good educational system. However, it is difficult for even the brightest children to learn effectively in overcrowded classrooms. A lower pupil to teacher ratio will improve the conditions in some classrooms, but there is still a long way to go before the situation can be considered as even adequate (Bolowana, 2005a:6).

Large class sizes can seriously affect the delivery of quality education. This is supported by an internal study conducted by the Department of Education which found that most of the 30 000 learners tested on writing, reading and numeracy skills performed very poorly (Pandor, 2005:11).

#### **4.2.7 Classification of school**

**Table 8: Frequency distribution according to the classification of the Respondents' schools.**

		<b>Frequency</b>	<b>%</b>
1	<b>Public School</b>	297	99%
2	<b>Private school</b>	3	1%
	<b>Total</b>	<b>300</b>	<b>100%</b>

The findings in Table 8 are in accordance with the schools selected for the research sample and the aim of the research.

#### 4.2.8 Post level

**Table 9: Frequency distribution according to post held by respondents.**

<b>Post Level</b>	<b>Frequency</b>	<b>%</b>
4	8	3%
3	13	4%
2	40	13%
1	239	80%
<b>Total</b>	<b>300</b>	<b>100%</b>

According to Table 9, eighty percent (80%) of the respondents are level one educators. The staff composition at schools consists mainly of level one educators and management form the minority of the staff. The number of respondents is consistent with the distribution of staffing in most public schools (ELRC, 2003b:3).

#### 4.2.9 Location of schools

**Table 10: Frequency distribution according to the location of the school of the respondents.**

	<b>Area</b>	<b>Frequency</b>	<b>Percentage</b>
1	<b>Rural</b>	5	2%
2	<b>Urban</b>	221	73%
3	<b>Peri-urban</b>	74	25%
	<b>Total</b>	<b>300</b>	<b>100%</b>

The district identified for the random selection of schools for the research sample comprises the above areas.

#### 4.2.10 Training in the implementation of quality assurance.

**Table 11: Frequency distribution according to training in the implementation of the quality assurance process at the respondents' schools.**

		<b>Frequency</b>	<b>Percentage</b>
1	<b>Yes</b>	253	84%
2	<b>No</b>	22	8%
3	<b>Not Sure</b>	25	8%
	<b>Total</b>	<b>300</b>	<b>100%</b>

According to the findings in Table 11 the majority of the respondents (84%) said training in the implementation of the quality assurance system took place at their schools. Training in the implementation of quality assurance has the following advantages (ELRC, 2003a:7):

- It enables officials and educators to plan for the implementation of quality assurance, and
- to administer quality assurance in a uniform and consistent manner.

Failure to train educators has serious implications for the successful implementation of quality assurance, as well as the delivery of quality education.

#### **4.2.11 The effectiveness of the teacher evaluation instrument in quality assurance in education.**

**Table 12: Frequency distribution according to educators' perceptions of the effectiveness of the evaluation instrument used in the quality assurance process.**

<b>Question Number</b>	<b>TEACHERS WILL PERCEIVE THE EVALUATION INSTRUMENT AS EFFECTIVE IF:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Total</b>
2.1	It provides a fair assessment of educator performance.	240 80%	38 13%	22 7%	300 100%
2.2	Learning space can be created with large classes.	149 50%	135 45%	16 5%	300 100%
2.3	The learners are motivated (e.g. They complete all work given).	175 58%	102 34%	23 8%	300 100%
2.4	The learners are disciplined (e.g. They have very good attendance).	185 61%	98 33%	17 6%	300 100%
2.5	It promotes respect for individuality of learners (e.g. Diversity of learners are promoted).	239 80%	30 10%	31 10%	300 100%
2.6	It helps them to identify learners weaknesses.	216 72%	56 19%	28 9%	300 100%
2.7	Schools have adequate resources (e.g. Textbooks; library).	179 60%	108 36%	13 4%	300 100%
2.8	English does not have an effect on the mother tongue learner (e.g. Learners have good English reading skills).	137 46%	135 45%	28 9%	300 100%
2.9	They are trained in outcomes-based education.	208 69%	59 20%	33 11%	300 100%
2.10	It helps them in planning lessons.	229 76%	49 16%	22 8%	300 100%
2.11	It helps in better monitoring of learner progress (e.g. Analyzing tests).	232 77%	46 15%	22 7%	300 100%
2.12	It improves learner involvement in developing new skills (e.g. Reading in a second language).	209 69%	53 18%	38 13%	300 100%
2.13	Helps them deal with stress (e.g. How to manage large classes).	176 59%	94 31%	30 10%	300 100%
2.14	It improves their ability to involve parents (e.g. Checking learner's homework).	202 67%	66 22%	32 11%	300 100%
2.15	It assists them in school governance (e.g. Getting involved in fund raising).	189 63%	74 25%	37 12%	300 100%
2.16	They are encouraged to improve their qualifications.	208 69%	63 21%	29 10%	300 100%
2.17	They receive support from subject advisors (e.g. Assessment methods).	228 76%	51 17%	21 7%	300 100%
2.18	It motivates them to be involved in extra-curricular activities (e.g. Coach sport ).	220 74%	58 19%	22 7%	300 100%
2.19	Educator's safety is guaranteed at school (e.g. Visible security).	180 60%	93 31%	27 9%	300 100%
2.20	It enhances collegiality amongst members of the staff (e.g. Team building exercises).	229 76%	42 14%	29 10%	300 100%

According to Table 12 the majority of respondents agreed with the statements regarding the effectiveness of the evaluation instrument used in the quality assurance process.

The evaluation instrument referred to in Table 12 is explained in Chapter 2 (cf. 2.2) and in Annexure C. The above findings are substantiated by the responses to the following questions in Table 12.

### **Fair assessment of educator performance (2.1)**

Most respondents (80%) agreed that the teacher evaluation instrument provides a fair assessment of educator performance. Possible reasons for this finding are (Trowler, 1998:116, Herselman, Hay & Mbokodi, 2000:28):

- This is by far the best teacher evaluation instrument offered to educators.
- Educators find the introduction of this new initiative for developmental innovations as opportunities for leadership.
- Educators would be offered promotion opportunities.

However, one fifth of the respondents (20%) disagreed that the evaluation instrument provided a fair assessment of educator performance. This significant number could be possibly attributed to the following (Herselman, Hay & Mbokodi, 2000:26):

- Intensification in workload.
- Decline of resources.
- De-skilling in some cases.
- Increase in learner numbers.
- General degradation of the labour process has lead to weariness, disillusionment and even physical illness for these educators.

The purpose of the evaluation instrument is to appraise individual educators in a transparent manner with a view to determining areas of strengths and weaknesses and to draw up programmes for individual development. (ELRC, 2003a:3)

### **Learning space and large classes (2.2)**

Half of the respondents (50%) said that learning space cannot be created with large classes as anticipated in the evaluation instrument. In some schools, more than 60 learners are crammed into one classroom because of the shortage of educators and/or classrooms (Legotlo, Maaga, Sebego, Van der Westhuizen, Mosoge, Niewoudt & Steyn 2002: 115).

However, 45% of the respondents agreed that learning space could be created with large classes. This could be possibly explained by the fact that over the past decade most schools have operated with large classes. The lower pupil to teacher ratio will improve the conditions in some classrooms (Bolowana, 2005d: 15).

### **Learners are motivated (2.3)**

Most of the respondents (58%) agreed that the evaluation instrument will be perceived as effective by educators if the learners can be motivated by its implementation. More than a third (34%) of the respondents do not see the evaluation instrument as motivational for learners. Probable reasons for this finding are (Legotlo, Maaga, Sebego, Van der westhuizen, Mosoge Niewoudt & Steyn 2002:116):

- The level of learner's disruptive behaviour did not decrease despite the implementation of the evaluation instrument.
- Learners still ignored the instructions of educators and promoted a culture of "no work" as though they still lacked motivation.
- Learners lacked the motivation to work; as they have no doubt that they will pass at the end of each grade.
- Many learners were demotivated because they did not have educators and books even if they liked to study.

The evaluation instrument may not provide the educator with assistance on how to motivate learners, neither has its implementation resulted in better motivated learners.

**Learners are disciplined (2.4)**

Nearly two thirds of the respondents (61%) agreed that educators will perceive the evaluation as effective if its implementation helps discipline learners. There exists an expectation in the evaluation instrument for learners to accept discipline without fear and to be self-disciplined (ELRC, 2003a: 10).

However, the finding that a third of the respondents (33%) disagreed that the evaluation instrument promotes learner discipline, can be possibly explained by the following (Legotlo, Van der Westhuizen, Mosoge & Steyn, 2002:115):

- Educators argued that despite the implementation of the evaluation instrument some learners are still ill disciplined and difficult to work with.
- Some learners are uncontrollable in the classroom and intimidate educators and other learners.
- The evaluation instrument offered no assistance to an educator on how to deal with learners who deliberately ignore instruction from educators, leave the classroom during lessons, come to school late and disappear before noon.
- The evaluation instrument does not inculcate respect for educators amongst learners, which is one of the main causes of discipline problems in the classroom.

**Respect for individuality of learners (2.5)**

It is expected from the implementation of the evaluation instrument that the educator must be sensitive to racial, cultural and/or gender diversity; the educator must also respect the dignity of individual or groups of learners (ELRC, 2003a: 10).

The majority of respondents (80%) agreed that the evaluation instrument encouraged the recognition of diversity amongst learners.

**Identify learner weakness (2.6)**

The evaluation instrument expects the educator to create a meaningful learning experience for the learner. This means that the educator uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies (ELRC, 2003a: 13).

Most of the respondents (72%) agreed that the teacher evaluation instrument will be effective if it helps them in identifying learner weaknesses. Quality assurance should not be a mere add-on for the sake of tolerating weak learners and accommodating learners of different cultures. Educators need to be trained for an in-depth understanding of education, so that the educator can develop the weak learner rather than merely pass the learner (Van der Walt, 2001: 153).

**Schools have adequate resources (2.7)**

The teacher evaluation instrument is designed on the premise that all schools are adequately resourced, and in cases where schools lack specific resources, these are regarded as contextual factors affecting curriculum delivery.

The majority of respondents (60%) agreed that schools must be adequately resourced for the evaluation instrument to be effective. Lack of resources is rated as a major cause of poor performance in schools. More than half of the KwaZulu-Natal schools still have pit latrines, no power supplies and are accessible only by footpath or gravel road, while 333 schools have no toilets at all and 77% no libraries (Bolwana, 2004: 15).

**Second language (2.8)**

From the evaluation instrument there is an expectation that English should not be a barrier for effective learning. More than half of the respondents (54%) confirmed that English does affect the mother tongue learner. Although mother

tongue instruction is pedagogically justified, learners in most schools are taught through a foreign medium of instruction. This makes the understanding of complex concepts more difficult. Gules (2005:15) observed that where learners struggle in understanding the language they couldn't understand the subject matter.

As most of the respondents (74%) were from urban schools (cf, 4.2.9), they are not equipped to deal with the migration of learners who vary in their levels of capability to communicate in English (Kruss & Paterson, 1998:149).

### **Training (2.9)**

Most of the respondents (69%) said the evaluation instrument will be perceived as effective if they were trained in Outcomes-Based Education (OBE). About a third of the respondents (31%) disagreed with this statement.

According to Dreyer and Booyse (2004: 117) the curriculum design for learning programmes for OBE requires a somewhat different approach to traditional curriculum design, where content plays such a dominant role.

### **Lesson planning (2.10)**

More than three quarters (76%) of the respondents felt that the evaluation instrument helped them with better planning of lessons. According to the evaluation instrument lesson planning must be clear, logical, and sequential and developmental. There must be outstanding record keeping of planning and learner progress. With the planning comes the expectation of excellent learner involvement in a lesson in such a way that it fully supports their needs and the development of their skills and knowledge (ELRC, 2003a: 15; Chisholm, 2005:3)

### **Monitoring (2.11)**

Seventy seven percent (77%) of the respondents confirmed that the evaluation instrument was effective in helping educators to better monitor learner progress. This effectiveness can be attributed to the expectation that feed back

is insightful, regular, consistent, timeous and built into lesson design, and that assessment informs multiple intervention strategies to address specific needs of all learners and thus motivates them (ELRC, 2003a: 17)

### **Learner involvement (2.12)**

Most respondents (69%) agreed that the evaluation instrument will be effective if it improves learner involvement in developing new skills. However, more than thirty percent of the respondents (31%) did not agree with the statement, possibly because they have not been trained in learner-centered education (OBE). The evaluation instrument expects the educator to use learner-centered techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving (ELRC, 2003a: 13).

### **Dealing with stress (2.13)**

The larger number of the respondents (59%) felt that the evaluation instrument will be effective if it helps them to deal with stress. The following are possible causes for stress among educators (Olivier & Venter, 2003:187):

- Lack of discipline in schools.
- Redeployment and retrenchment.
- Large teacher-pupil ratio.

Although the evaluation instrument does create many expectations for the educator to achieve, this could become more stressful for the educator. Despite the implementation of the evaluation instrument far too many educators are still absent too often (Du Preez, 2004:8).

### **Parental involvement (2.14)**

The majority of respondents (67%) agreed that the evaluation instrument would be considered as effective if it improves their ability to involve parents. A third (33%) of respondents disagreed. The latter finding might be contributed to the following (Van der Westhuizen & Mosoge, 2001:190):

- Educators are not trained and lack experience in engaging parents successfully.
- Some educators view parental involvement as intrusion into the educator's working space.
- Educators feel they are adequately equipped to handle school activities without parental involvement.
- Most parents view schools negatively as they have the perception that schools are not helpful.

However, the evaluation instrument encourages the educator to create an inviting atmosphere which will encourage parents from taking an active role in their child's education (ELRC, 2003a: 15).

### **Governance (2.15)**

More than sixty percent (63%) of the respondents in the research sample agreed that the effectiveness of the evaluation instrument depends on its ability to assist them in school governance.

However, a quarter (25%) felt that the evaluation instrument would not be able to assist them in school governance. One possible reason for this kind of response could be that there is limited representation of educators on the school governing body and the perception maybe created that their input on school governance is limited (Van Wyk, 2004: 49 – 51).

### **Qualifications (2.16)**

The majority of respondents (69%) agreed that the evaluation instrument will be effective if it encouraged educators to improve their qualifications. Educators are required to take a leading role in initiating and delivering professional development opportunities. They need to be informed and critically engaged in current educational issues. The educator must demonstrate a willingness to acquire new knowledge and skills through improving his qualifications (ELRC, 2003a: 17 – 18).

More than one fifth (21%) did not see the evaluation instrument as a tool to encourage educators to study further. This negative finding might be justified by the following:

- No promotion to the next level.
- No salary increases.
- No financial incentives to study.

### **Support from subject advisors (2.17)**

The majority of respondents (76%) agreed that the evaluation instrument would be effective if they received support from subject advisors.

The implementation of the evaluation instrument will encourage educators to request the services of the subject advisor to offer them specialist guidance in a learning area (ELRC, 2003a: 23).

### **Extra-curricular activities (2.18).**

Nearly three quarters (74%) of the respondents indicated that educators will perceive the evaluation instrument as effective if it motivates them to become involved in extra-curricular activities.

In the past most educators were reluctant to take responsibility for extra-curricular activities because they viewed it as extra work they do not get paid for. As extra-curricular activities presently carries a score of 16 in the evaluation instrument which goes towards pay progression, this monetary incentive will motivate educators to participate in extra-curricular activities (KZN DoE, 2005: 22).

### **Safety (2.19)**

The larger percentage of the respondents (60%) said that the evaluation instrument would be effective provided that educator safety is guaranteed at schools. The problem of violence in schools has become one of the most pressing educational issues in schools. Teaching and learning cannot take place in an unsafe environment (Netshitahame & Van Vollenhoven, 2002: 33).

Fourty percent (40%) of the respondents felt that their safety at schools could not be guaranteed by the evaluation instrument.

Creating a safe school involves designing various safety awareness programmes and strategies as well as mobilizing the community to take ownership of schools.

### **Collegiality (2.20)**

Building trust is a crucial element in the empowerment process. It is very easy to manage quality if one has an atmosphere of trust. As a team one can accomplish quality, efficiency and job satisfaction. The majority of the respondents (76%) confirmed that the evaluation instrument will be effective if the teamwork encouraged trust between educators and committed them to the developmental process.

#### 4.2.12 Effective implementation process of quality assurance in schools.

**Table 13: Frequency distribution of educators' perceptions of the the effective implementation of the quality assurance process.**

<b>Question Number</b>	<b>The implementation of the quality assurance process will be perceived as effective by educators if:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Total</b>
3.1	The peer in the development support group offers guidance (e.g. With lesson planning and curriculum delivery).	261 87%	15 5%	24 8%	300 100%
3.2	The school management team provides professional development (e.g. Workshops in different learning areas).	270 90%	18 6%	12 4%	300 100%
3.3	The staff development team ensures that teacher evaluation is consistent (e.g. All scores are moderated).	260 87%	22 7%	18 6%	300 100%
3.4	Self-evaluation provides opportunities for development (e.g. Researching learning programmes).	270 90%	14 5%	16 5%	300 100%
3.5	It leads to an annual 1% performance based pay progression. (Meaning 1% salary increase for life )	200 67%	57 19%	43 14%	300 100%
3.6	It offers educators grade progression (e.g. A salary grade increment).	246 82%	21 7%	33 11%	300 100%
3.7	It offers educators promotion opportunities (e.g. Senior teacher post, HOD post).	233 77%	35 12%	32 11%	300 100%
3.8	The school works effectively on a year plan (e.g. Extra-curricular activities of the school are clearly planned for the whole year).	265 88%	17 6%	18 6%	300 100%
3.9	The Whole School Evaluation process develops the educators (e.g. By making teacher training available).	255 85%	24 8%	21 7%	300 100%
3.10	The Whole School Evaluation process evaluates school management (e.g. Comments are made on their effectiveness).	252 84%	20 7%	28 9%	300 100%

In Table 13 most of the respondents agreed with the statements regarding the effectiveness of the implementation of the quality assurance process. According to the Department of Education (2000: 6) to make quality assurance a reality throughout the Education system, it is vital that a culture of accountability is restored. This culture needs to be sustained throughout the institutions by means of an on –going monitoring and evaluation mechanism that focus in a holistic way on educator provision, process and outcomes.

The above finding is substantiated by the responses to the following questions in Table 13.

### **Guidance (3.1)**

More than eighty percent (87%) of the respondents in the research sample agreed that the implementation of the quality assurance process will be perceived as effective by educators if peers in the development support group offer meaningful guidance. These positive responses from the high percentage (87%) of the respondents can be contributed to (Massey, 2004:4):

- Peers provide the most effective work setting for launching good quality assurance and improvement programmes.
- Peer pressure provides the best way to police individual educators.
- Peer guidance is often the only way when dealing with the fine structure of professional activities.
- Peer pressure comes from informed and involved colleagues who share a common stake in the outcome of quality education.

However, peer evaluation can create problems of its own, as facilitators (peers) are scared to be frank, since they do not want to hurt others' feelings (Hay & Herselman, 2002: 244).

**Professional development (3.2}**

It is accepted that the functioning of a school is a synergistic, co-operative teamwork between managers and educators. The majority of the respondents (90%) agreed that the implementation of the quality assurance process will be perceived as effective by educators if the school management team provides educators with professional development. Teacher training programmes offered by the school management team must equip educators with the necessary knowledge and skills to work collaboratively and assume leadership roles (Steyn, 1998: 135).

One of the main responsibilities of the school management team is to offer professional support. The school management teams must visit educators on a regular basis and constantly provide them with support. The school management team must provide training for educators between assessments and reassessments (Heyns, Niemann, Brazelle, Van Staden & De Wet, 1998: 155).

**Consistent evaluation (3.3)**

The majority of respondents (87%) agreed that the implementation of quality assurance will be perceived as effective by educators if the staff development team ensures consistency and fairness of the evaluation process as well as the accuracy of specific, and overall, rating of educators (ELRC, 2003a: 10).

Consistency would mean a school setting benchmarks on how scoring would be done. The evaluating team must take into account the performance standards laid down in the evaluation instrument (Annexure C) as well as contextual factors that could disadvantage the educator.

**Self-evaluation (3.4)**

Self-evaluation can be seen as the cornerstone of quality assurance (Hay & Herselman, 2002:12). Ninety percent (90%) of the respondents indicated that

the implementation of the quality assurance process will be perceived as effective if self-evaluation provides opportunities for professional development. The self-evaluation process is undertaken by the educator in order to reflect on his activities, achievements of objectives and performance for the purpose of facilitating improvement or planned change (Herselman, Hay & Mbokodi, 2000: 13). The self-evaluation process normally involves two stages (Wright 2003: 8):

- The educator reflects on his own practices and identifies areas where he can make improvements on his own (often a peer assists).
- The educator examines how bureaucratic policies or administrative procedures are blocking the improvements the educator would like to make. To act on issues identified, the educator could involve the development support group, the school management team and the staff development team to discuss a developmental issue from their different perspective and negotiate change.

### **Pay progression (3.5)**

More than two thirds of the respondents (66%) agreed that the implementation of quality assurance will be perceived as effective by educators if the outcome is a 1% annual pay progression.

Performance measurement (PM) is used to determine pay and or grade progression (notch increase). It must be used to evaluate performance within the period of a calendar year/ school year even though the award will only be made in the following year. The award will therefore always be based on the previous year's work (ELRC, 2003a: 21). However, a third of the respondents (33%) did not agree that an effective implementation could lead to a salary increase. There could be various factors that could have led to this response, namely (Baloyi, 2005 :3):

- Educators achieved very low scores during the evaluation process.
- Educators are poorly paid and a 1% increase could be a meaningless exercise.

- The government has reneged on wage agreements on more than one occasion.

### **Grade progression (3.6)**

According to more than eighty percent (82%) of the respondents the effectiveness of the quality assurance process depends on a grade progression. However, it must be understood that in order for an educator to gain grade progression he must obtain a score of 72% during the evaluation process for each year over a three-year cycle (ELRC, 2003a: 40). This requires the educator to perform at a consistent rate over three years.

### **Promotion opportunities (3.7)**

More than three quarters (77%) of the respondents agreed that the implementation of the quality assurance process will be perceived as effective by educators if there is more promotion opportunities made available to them. However, nearly a quarter of the respondents (23%) disagreed with this statement possibly because (ELRC, 2003b: 37):

- The Department of Education has failed to provide a sound career path for educators.
- School governing bodies still remain in power to recommend the appointment of promotion post holders.
- The promotion criteria do not place any significance on scores achieved during the quality assurance process.

### **Year plan (3.8)**

Nearly ninety percent (88%) of the respondents agreed that educators' perceptions of the implementation of the quality assurance process will be positive if schools operate effectively on a year plan. An effective year plan is only possible through proper planning and consultation at school level. The quality assurance process must be an internally driven, schools must take ownership of the implementation and evaluation process. The school can only

develop if it evaluates itself on a constant basis and improves in areas it requires development (Hay & Herselman, 2002: 241).

### **Whole School Evaluation (WSE) developing educators (3.9)**

More than eighty percent (85%) of the respondents agreed that the implementation of the quality assurance process will be perceived as effective by educators, if the Whole School Evaluation process develops the educator.

Since Whole School Evaluation is an externally driven process, its implementation will be perceived to be effective and accepted by educators if (Hay & Herselman, 2002: 241; Wright, 2003: 5; Massey, 1996: 2-16):

- The evaluation process leads to action in areas needing improvement, e.g. teacher development through in-service training.
- The educators' strong points and limitations are recognized and attainable targets are set to assist the educator.
- The process will lead to performance related rewards.

### **Whole School Evaluation (WSE) evaluating school management (3.10)**

The school management team has a wide variety of management and administrative tasks. During the WSE process supervisors will observe and comment on the efficiency of the above management and administrative functions (DoE, 2001b:12). Eighty four percent (84%) of the respondents agreed that the implementation of the quality assurance process will be effective if the school management is evaluated.

The process will benefit the whole school rather than individuals; this would mean that the evaluation of the school management is seen from a Whole School Perspective (DoE, 2000: 3). Whole School Evaluation must not be an intrusive programme, rather it must be a valid, acceptable and transparent exercise solely focused on the development of quality schools.

### **4.3 INFERENTIAL STATISTICS**

According to Huysamen (1989:05) inferential statistics are estimates, which are used to make inferences about the population, on the basis of corresponding values obtained for samples that are drawn randomly from the population. Kidder and Judd (1986:23) state that calculations in inferential statistics are used to make inferences about variables, and not simply to describe the data that are captured from the sample.

#### **4.3.1 Variables**

De Vos (2000:112) states that a variable is a characteristic, property, or attribute of a concept that takes on different values. Such variables have numbers, values, or symbols assigned to them. Variables may either be dependent or independent.

##### **(1) Independent variables**

An independent variable is a variable that is thought to influence or predict another variable, but no outside or previous influence on itself is being investigated. The variable that is hypothesized (thought to be), as the cause of an effect, is the independent variable. It is under the direct control of the researcher who may vary it in any way he desires (Huysamen, 1989: 48-50).

For the purpose of this study the researcher selected the following as independent variables.

- Age of the respondents.
- The phase in which the respondent is teaching.
- The respondents' qualifications.

- Gender of the respondent

## **(2) Dependent variables**

For the purpose of this study the researcher selected the following dependent variables:

- Educators' perceptions of the effectiveness of the teacher evaluation instrument used in the quality assurance process.
- Educators' perceptions of the effectiveness of the implementation of the quality assurance process.

## **(3) The hypotheses**

A hypothesis predicts the relationship between variables and can be tested empirically. A hypothesis is therefore proof that the researcher has come to grips with the problem under investigation and can pinpoint and control the main variables, which it can contain. It provides a basis for interpreting the results and drawing conclusions. Researchers do not try to prove a hypothesis but collect data to enable them ultimately to accept or refute it. In behavioural research, the statistical hypothesis is most always a null hypothesis, i.e. no difference statistical hypothesis. The null hypothesis is a statistical hypothesis in which the parameter in question is hypothesized to be zero. The hypothesis to be tested is referred to as the null-hypothesis, because it states that the difference between the researcher's sample statistic and the hypothesized value of the population parameter is null. It is therefore a statement about an unknown parameter (Kidder& Judd,1986:45).

For the purpose of this study the research hypothesis is formulated as a null hypothesis  $H_0$  as follows:

### **Hypothesis 1 (Table 14)**

There is a relation between educators' perceptions of the effectiveness of the evaluation instrument used in quality assurance and the:

- gender of the respondents;
- age of the respondents;
- the respondents qualification, and
- phase the respondent teaches.

### **Hypothesis 2 (Table 15)**

There is a relation between educators' perceptions of the effectiveness of the implementation process of quality assurance in schools and the:

- gender of the respondents;
- age of the respondents;
- the respondents qualification, and
- phase the respondent teaches.

#### **4.3.2 The Chi-Square ( $X^2$ ) statistical test of significance**

The Chi-square technique (cross-tabulation) is a test of significance which is used to compare observed frequencies with expected frequencies, and will be used in order to establish if any relationships exist between the independent variables and the dependent variables (Ary, Jacobs & Rozavieh, 1985: 47). This technique is used to measure the discrepancy between observed and expected frequencies. Observed frequencies are obtained empirically and expected frequencies are based on hypotheses or theoretical speculation. The following independent variables have been identified:

- gender of the respondents;
- age of the respondents;
- qualification of the respondents,
- phase in which the respondents are teaching.

The above independent variables were cross-tabulated with the dependent variables (indicators), which were the question items concerning the prerequisites for the educators' perceptions of quality assurance in education (cf. questions 2.1 – 2.20; 3.1- 3.10). The Chi – square ( $X^2$ ) and P – value have been calculated and the results tabulated followed by an analysis and discussion thereof.

For each table representing the cross-tabulation, three research hypotheses can be formulated. Each one of these research hypotheses can be further formulated in a number of null-hypotheses in accordance with the questions stated in each table. According to the Chi-square ( $X^2$ ) and P – value of each question in the table, the null hypotheses can be accepted or rejected as follows:

- If the value of  $P < 0,05$ , the relationship is statistically significant.
- If  $P < 0,01$ , the relationship is statistically highly significant.
- If  $P > 0,05$ , the relationship is statistically insignificant.

Critical values for  $X^2$  are taken at the 5% and 1% levels.

**4.3.3 The statistical relation between the respondents' gender, age, qualifications, phase they are teaching and their perceptions of the effectiveness of the teacher evaluation instrument used in the quality assurance process**

**Hypothesis 1**

The respondents' (educators) perceptions of the effectiveness of the teacher evaluation instrument used in IQMS have a relation to the:

- gender of the respondents;
- age of the respondents;
- respondents' qualifications, and
- phase the respondents are teaching.

**Table 14** The statistical relation between the respondents' gender, age, qualifications, phase they are teaching and their perceptions of the effectiveness of the educator evaluation instrument used in the quality assurance process.

	<b>Gender</b>	<b>Age</b>	<b>Qualifications</b>	<b>Phase</b>
	$\chi^2$ P-value	$\chi^2$ P-value	$\chi^2$ P-value	$\chi^2$ P-value
2.1	3.726 0.155	5.497 0.482	8.328 0.080	13.465 <b>0.001**</b>
2.2	6.789 <b>0.034**</b>	4.671 0.587	2.918 0.572	11.259 <b>0.004**</b>
2.3	2.289 0.318	12.360 0.054	8.000 0.092	17.756 0.000**
2.4	5.442 0.066	3.347 0.764	13.755 <b>0.008**</b>	23.319 <b>0.000**</b>
2.5	7.474 <b>0.024**</b>	1.088 0.982	3.837 0.429	18.971 <b>0.000**</b>
2.6	10.623 0.005**	4.256 0.642	2.009 0.734	11.416 <b>0.003**</b>
2.7	9.525 <b>0.009**</b>	5.596 0.470	4.782 0.310	7.531 <b>0.023**</b>
2.8	6.058 <b>0.048**</b>	6.943 0.326	2.216 0.696	6.311 <b>0.043**</b>
2.9	7.417 <b>0.025**</b>	4.469 0.613	3.102 0.541	21.541 <b>0.000**</b>
2.10	4.027 0.134	2.244 0.896	3.831 0.429	24.274 <b>0.000**</b>
2.11	14.477 <b>0.001**</b>	3.818 0.701	9.437 0.051	16.816 <b>0.000**</b>
2.12	10.858 <b>0.004**</b>	2.509 0.867	7.467 0.113	12.874 <b>0.002**</b>
2.13	1.902 0.386	7.687 0.262	1.840 0.765	6.209 <b>0.045**</b>
2.14	1.705 0.426	2.363 0.883	3.767 0.438	4.312 0.116
2.15	2.463 0.292	2.533 0.865	1.085 0.897	10.787 <b>0.005**</b>
2.16	13.601 <b>0.001**</b>	12.173 0.058	5.853 0.210	26.854 <b>0.000**</b>
2.17	10.591 <b>0.005**</b>	7.340 0.291	3.103 0.541	6.416 <b>0.040**</b>
2.18	2.629 0.269	5.830 0.442	2.578 0.631	27.342 <b>0.000**</b>
2.19	3.195 0.202	8.444 0.207	2.996 0.559	3.877 0.144
2.20	9.867 <b>0.007**</b>	9.323 0.156	4.988 0.289	7.086 <b>0.029**</b>

**According to Table 14 there is a statistical significant relation ( $P < 0,05$ ) between the gender of the respondents and their perceptions that the teacher evaluation instrument used in the quality assurance process will be effective if:**

- learning space can be created with large classes (2.2);
- respect for individuality of learners is promoted (2.5);
- schools have adequate resources (2.7);
- English does not have an effect on the learner with a different mother tongue (2.8);
- they are trained in Outcomes-Based Education (2.9);
- it helps to better monitor the progress of learners (2,11);
- learner involvement in the development of new skills are improved (2.12);
- they are encouraged to improve their qualifications (2.16);
- they receive support from subject advisors (2.17), and
- it enhances collegiality amongst members of the staff (2.20).

A significant relation ( $P < 0, 05$ ) exists between the qualifications of the respondents and learner discipline (2.4).

**There is a significant relation ( $P < 0,05$ ) between the phase the respondents teach and their perceptions that the educator evaluation instrument used in the quality assurance process will be effective if:**

- it provides a fair assessment of educator performance (2.1);
- learning space can be created with large classes (2.2);
- the learners' discipline improve (2.4);
- respect for individuality of learner's is promoted (2.5);
- it helps in identifying learners weaknesses (2.6);
- schools have adequate resources (2.7);

- English does not have an effect on the learner with a different mother tongue (2.8);
- they are trained in Outcomes-Based Education (OBE) (2.9);
- it helps in planning of lessons (2.10);
- it helps to better monitor the progress of learners (2.11);
- learner involvement in the development of new skills are improved (2.12);
- helps to deal with stress (2.13);
- it improves their ability to involve parents (2.14);
- it assists them in school governance (2.15);
- they are encouraged to improve their qualifications (2.16);
- they receive support from subject advisors (2.17);
- it motivates them to be involved in extra-curricular activities (2.19), and
- it enhances collegiality amongst members of the staff (2.20).

Taking the above into consideration there is a significant statistical relation ( $P < 0,05$ ) between the phase the respondents teach (independent variable) and most of the dependent variables (statements 2.1 - 2.20) concerning their perceptions of the effectiveness of the teacher evaluation instrument in IQMS. This means that most of the null-hypotheses relating to the latter have to be rejected and it must be accepted that a relation exists between the phase the respondents teach and their perceptions of the effectiveness of the teacher evaluation instrument used in the quality assurance process.

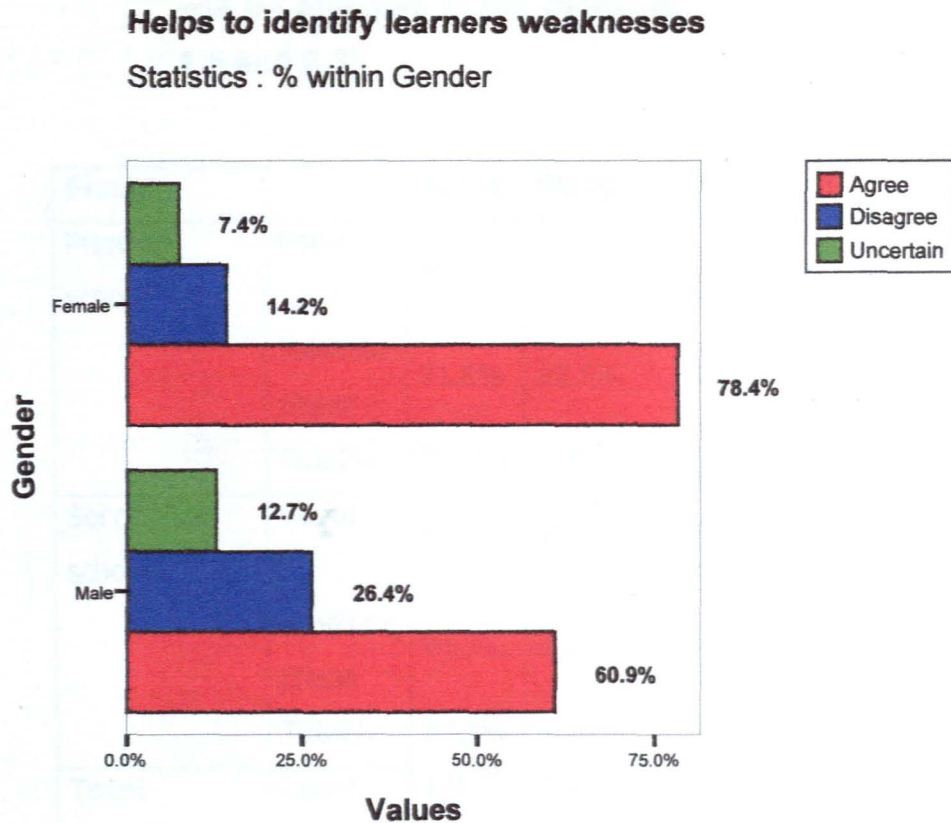
Most of the other null-hypotheses formulated for Table 14 must, however, be accepted because there is no significant statistical relation ( $P > 0,05$ ) between the independent and dependent variables. The educators' gender, age and qualifications have no relation to their perceptions of the effectiveness of the implementation of the evaluation instrument for teachers.

**Table 14.1 Relation between the respondents' gender and their perception that the educator evaluation instrument will be effective if it helps them to identify learners' weaknesses (Questions 1.1 and 2.6)**

<b>Gender</b>		<b>Agree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Total</b>
Male	Count	67	29	14	110
	%within gender	60.9%	26.4%	12.7%	100%
	Total%	22.3%	9.7%	4.7%	36.7%
Female	Count	149	27	14	190
	%within gender	78.4%	14.2%	7.4%	100%
	Total%	49.7%	9.0%	4.7%	63.3%
Total	Count	216	56	28	300
	%within gender	72.0%	18.7%	9.3%	100%
	Total%	72.0%	18.7%	9.3%	100%

**$X^2 = 11.416$      $P < 0.003$**  There is a statistical significant relationship ( $P < 0, 05$ ) between the gender of the respondents and their perceptions that the teacher evaluation instrument will be effective if it helps them to identify learners' weaknesses.

**Figure 1 Relation between the respondents' gender and their perception that the educator evaluation instrument will be effective if it helps them to identify learners' weakness (Questions 1.1 and 2.6).**



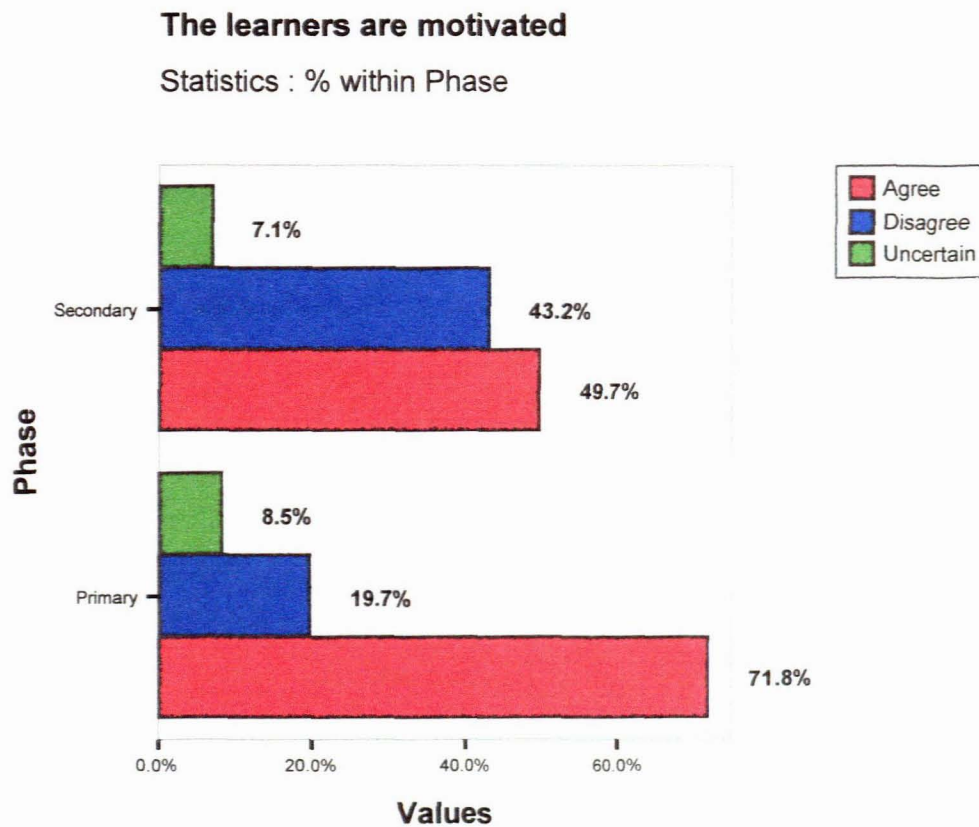
The above graph represents the percentages with gender only.

**Table 14.2 Relation between the phase the respondents teach and their perceptions that the educator evaluation instrument will be effective in the motivation of learners (Questions 1.5 and 2.3)**

<b>Phase</b>		<b>Agree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Total</b>
Primary school	Count	84	23	10	117
	%within phase	71.8%	19.7%	8.5%	100%
	Total%	28.0%	7.7%	3.3%	39.0%
Secondary school	Count	91	79	13	183
	%within phase	49.7%	43.2%	7.1%	100%
	Total%	30.3%	26.3%	4.3%	61.0%
<b>Total</b>	Count	175	102	23	300
	%within phase	58.3%	34.0%	7.7%	100%
	Total%	58.3%	34.0%	7.7%	100.0%

$X^2 = 17,756$   $P = 0.000$  The value of  $P < 0, 05$  means that there is a statistical significant relation between the phase the respondents teach and their perceptions that the educator evaluation instrument will be effective in the motivation of learners.

**Figure 2 Relation between the phase the respondents teach and their perceptions that the educator evaluation instrument will be effective in the motivation of learners (Questions 1.5 and 2.3).**



The above graph represents the percentages within the phase only.

**4.3.4 The statistical relation between the respondents' gender, age, qualifications, phase they are teaching and their perceptions of the effectiveness of the implementation of the quality assurance process**

## Hypothesis 2

The respondents' (educators) perceptions of the effectiveness of the implementation of the quality assurance process have no relation with:

- gender of the respondents;
- age of the respondents;
- respondents qualifications, and
- phase the respondents are teaching.

**Table 15 The statistical relation between the respondents' gender, age, qualifications, phase they are teaching and their perceptions of the effectiveness of the implementation of the quality assurance process**

	<b>Gender</b>	<b>Age</b>	<b>Qualifications</b>	<b>Phase</b>
	$\chi^2$ P-value	$\chi^2$ P-value	$\chi^2$ P-value	$\chi^2$ P-value
3.1	2.279 0.320	4.951 0.550	6.395 0.172	4.915 <b>0.086**</b>
3.2	4.944 0.084	5.544 0.476	2.724 0.605	14.672 <b>0.001**</b>
3.3	8.680 <b>0.013**</b>	4.019 0.674	5.020 0.285	5.665 0.059
3.4	0.367 0.832	5.263 0.511	9.239 0.055	14.651 <b>0.001**</b>
3.5	1.495 0.474	3.252 0.777	5.083 0.279	0.173 0.917
3.6	8.813 <b>0.012**</b>	9.174 0.164	1.140 0.888	2.447 0.294
3.7	2.898 0.235	6.159 0.406	1.370 0.849	4.322 0.115
3.8	7.968 <b>0.019**</b>	9.711 0.137	1.705 0.790	7.960 <b>0.019**</b>
3.9	10.449 <b>0.005**</b>	14.574 0.024	1.734 0.784	13.359 <b>0.001**</b>
3.10	3.800 0.150	3.384 0.759	1.946 0.746	2.333 0.312

**The cross-tabulation of the independent variables and dependent variables (cf. 4.3.1) in Table 15 reveals that there is a statistical significant relation between the gender of the respondents and their perceptions that the implementation of the quality assurance process will be effective if:**

- The staff development team ensures that teacher evaluation is consistent (3.3).
- Educators are offered a grade progression (3.6).
- The school functions effectively on a year plan (3.8).
- The Whole School Evaluation process evaluates school management (3.9).

**The value  $P < 0,05$  indicates a statistical significant relation between the phase in which the respondents are teaching and their perceptions that the implementation of the quality assurance process will be effective if:**

- Peers in the development support group offer guidance to educators (3.1).
- The school management team provides professional development (3.2).
- Self-evaluation provides opportunities for development (3.4).
- The school functions effectively on a year plan (3.8).
- The Whole School Evaluation process evaluates school management (3.9).

The majority of the null-hypotheses formulated for Table 15 must be accepted

because there is no significant statistical relation ( $P > 0,05$ ) between the independent and dependent variables (cf.4.3.1). It can thus be stated that there is no relation between the respondents' perceptions concerning the effective implementation of the quality assurance process and the:

- gender of the respondents;
- age of the respondents;
- the respondents' qualifications, and
- the phase in which the respondents are teaching.

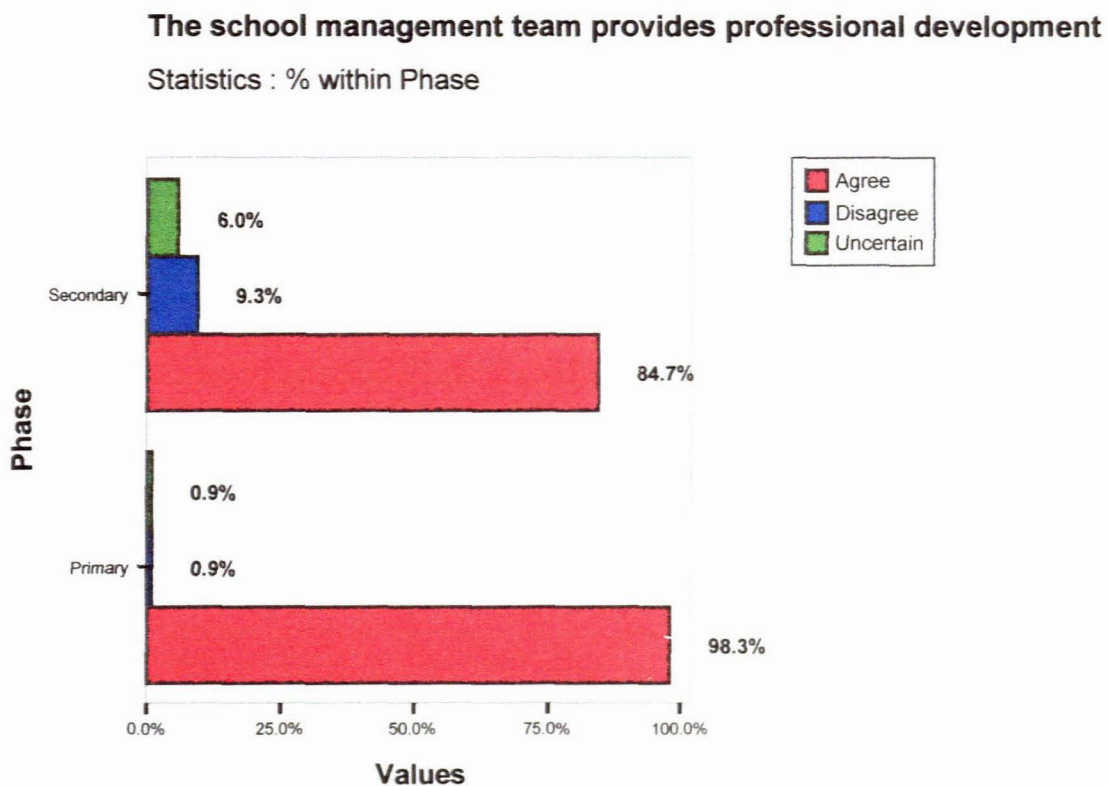
**Table 15.1 Relation between the phase in which the respondents are teaching and their perceptions that the implementation of the quality assurance process will be effective if the school management team provides professional development (Question 1.5 and 3.2)**

<b>Phase</b>		<b>Agree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Total</b>
Primary school	Count	115	1	1	117
	%within phase	98.3%	0.9%	0.9%	100%
	Total%	38.3%	.3%	.3%	39.0%
Secondary school	Count	155	17	11	183
	%within phase	84.7%	9.3%	6.0%	100%
	Total%	51.7%	5.7%	3.7%	61.0%
<b>Total</b>	Count	270	18	12	300
	%within phase	90.0%	6.0%	4.0%	100%
	Total%	90.0%	6.0%	4.0%	100.0%

**$X^2 = 14.672$      $P < 0.001$**  The value of  $P < 0,05$  indicates that there is a

statistical significant relation between the phase in which the respondents teach and their perceptions that the implementation of quality assurance will be effective if the school management team provides professional development to educators.

**Figure 3 Relation between the phases in which the respondents are teaching and their perceptions that the implementation of the quality assurance process will be effective if the school management team provides professional development (Question 1.5 and 3.2).**



The above graph represents the percentages within the phase only.

## TESTING OF HYPOTHESIS

According to the findings emanating from the inferential statistics it can be concluded that:

- There is a statistical significance ( $p < 0.5$ ) between the following independent variables gender of the respondents and phase the respondents teach, and most of the dependent variables (statements 2.1-2.20). This means that most of the null hypotheses relating to the latter have to be rejected.
  
- Most of the other null-hypotheses, as stated in 1.4, must be accepted. This acceptance of the hypotheses is based on the finding that most of the hypotheses (as represented by the questions) have a Chi-square value of  $P > 0.05$  which indicates that no significant statistical relation exists between the independent and dependent variables.

#### **4.4 SUMMARY**

In this chapter an attempt has been made by the researcher to give some order to the range of information provided by the educators in their answers to the questions in the questionnaire. Some of the data were of a demographic nature, which enabled the researcher to construct a broad profile of the sample selected for this investigation.

Data collected regarding educators' perceptions of quality in education were organized in frequency distribution tables to simplify statistical analysis. The responses to the questions were interpreted and the findings discussed.

The last chapter of this study consists of a summary, the main findings of the empirical investigation and certain recommendations.

## **CHAPTER 5**

<b>SUMMARY FINDINGS AND RECOMMENDATION</b>	<b>PAGE</b>
<b>5.1 INTRODUCTION</b>	123
<b>5.2 SUMMARY</b>	123
5.2.1 Statement of the problem	123
5.2.2 Educators' perception of quality in education	123
5.2.3 Planning of research	126
5.2.4 Presentation and analysis of research data	126
5.2.5 Aims of study	127
<b>5.3 FINDINGS</b>	127
5.3.1 Findings from literature review	127
5.3.2 Findings from descriptive statistics	128
5.3.3 Findings from inferential statistics	130
<b>5.4 RECOMMENDATIONS</b>	131
5.4.1 Teaching time	131
5.4.2 Educator development	134
5.4.3 Further research	135
<b>5.5 CRITICISM</b>	136
<b>5.6 FINAL REMARK</b>	137
<b>5.7 LIST OF SOURCES</b>	138

## CHAPTER FIVE

### SUMMARY, FINDINGS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

In this final chapter a summary and findings of the previous chapters will be given. This will be followed by recommendations and criticism that emanates from this study, and a final remark.

#### 5.2 SUMMARY

##### 5.2.1 Statement of the problem.

This study investigated educators' perceptions of quality assurance in education. In the literature study and through empirical research it was found that most educators have a negative perception of the quality assurance process in education. Educators experience difficulties in the implementation of quality assurance because of, *inter alia*, poor working conditions, lack of knowledge, inadequate training for self-evaluation and the additional workload it entails.

##### 5.2.2 Educators' perceptions of quality assurance in education.

During the quality assurance process educators will be evaluated on the quality of their delivery inside and outside the classroom, to assess whether successful outcomes are achieved. The key purpose is to evaluate educators and to

provide support and opportunities for development and to ensure continued growth. During the developmental appraisal process the educator will be examined on delivery in the classroom, planning, assessment and extra-curricular involvement. The information gathered during this exercise will be used to develop the educator through in-service and professional development courses. The scores achieved by the educator will be used to reward the educator through pay progression and grade progression. The external evaluation process, namely Whole School Evaluation, will examine various school policies, procedures and regulations in order to assess whether they are appropriate and implemented successfully in order for the school to run smoothly. The Whole School Evaluation process will ensure that the institution develops concurrently with the educator.

The main purpose of development appraisal is to appraise individual educators in a transparent manner with the view of determining areas of strengths and weaknesses and to draw up and implement programmes for individual development and growth. The staff development team will evaluate the educator on the integrated aspects of work, teaching and general performance of education. The peer in the development support group provides the educator with expert knowledge and assistance in areas that require development.

The key purpose of the educator evaluation instrument is to evaluate educators against agreed performance standards and to plan developmental exercises to assist the educators. The development support group will assess whether the educator created a positive learning environment for the learner, whether the educator had planned properly and learners were properly assessed. The evaluation team will also ascertain whether the educator participates in professional development exercise as well as undertake extra-curricular and co-curricular activities. The developmental exercise evaluates the overall quality of

teaching throughout the school and how well it helps the learners to learn and raise their level of performance and attainment.

The main purpose of the self-evaluation process is to allow the educator to evaluate himself, to put forward his views and propose his own solutions for self-development. The exercise should encourage educators to maximize their strengths and be honest about their weaknesses. Educators are expected to put extra ordinary effort into making their own solutions work. Self-evaluation ensures that the quality assurance systems is internally driven and can co-exist with an external process.

In order to make the teaching profession attractive and accountable, the quality assurance process includes a performance measurement mechanism. Evaluators would score educators on their performance for one calendar year. A score of 51% ensures the educator receives a 1% pay progression and a consistent score of 72% (Annexure C) per year for three consecutive years ensures the educator a grade progression. To make quality assurance a reality throughout the system, it is vital that a culture of accountability and incentives is restored. The teaching profession has to be made attractive, this means offering market related salaries.

During the Whole School Evaluation process supervisors will examine various school policies, procedures and regulations in order to assess whether they are appropriate and implemented successfully to enable the school to run smoothly. The school management is evaluated to comment on their effectiveness in the delivery of quality education. The governing bodies are assessed to determine if they are giving the school clear direction. The quality of teaching and learning is looked at to evaluate the overall quality of teaching throughout the school. The curriculum and resources are evaluated to ascertain how closely the needs of the learners match those nationally. Learner achievement is assessed to determine the skills values and attitude of learners and educators.

Supervisors will assess the complete resources of the school in order to make recommendations for the provision of better resources for the school.

### **5.2.3 Planning of the research**

This study utilized a questionnaire, constructed by the researcher, as a database. The questionnaire was aimed at the educators. The information sought for this investigation was not available from any other source and had to be acquired directly from the respondents, namely the educators. When this situation exists, the most appropriate source of obtaining data is the questionnaire, as it is easily adapted to a variety of situations.

The aim of the questionnaire was to obtain information regarding educators' perceptions of quality assurance in education. The questions were formulated to establish how educators perceived the implementation of quality assurance in schools with regard to the following:

- The effectiveness of the educator evaluation instrument used in the quality assurance process.
- The effective implementation of the quality assurance process.

The formulated questions were based on the literature review in chapter 2.

### **5.2.4 Presentation and analysis of research data**

The purpose of chapter 4 was to statistically analyze and discuss data collected from the questionnaires completed by 300 educators. Comments were offered and the findings interpreted. At the outset, an explanation and description was provided as to the methods employed in the categorization of the responses and the analysis of the data. This was followed by the presentation and discussion of the responses to the questions in the questionnaire.

### **5.2.5 Aims of the study**

The researcher formulated specific aims to determine the course of the study (cf. 1.6). These aims were realized through the literature study, together with an empirical survey consisting of a structured questionnaire that was completed by educators. Through the aims of the research, which comprised a literature review and an empirical investigation, certain findings will be highlighted.

## **5.3 FINDINGS OF THE RESEARCH**

### **5.3.1 Findings from the literature review**

From the literature review it has been found that educators have a negative perception of quality assurance in education. This has been largely due to (cf. 2.2):

- The lack of transparency and negotiation in the implementation of the quality assurance mechanisms.
- Educators feel that a greater portion of the evaluation process is externally driven and this has led to a significant resistance to the quality assurance process.
- The rising pressure on educators to teach large classes, greater workloads as well as to perform extra-curricular activities has further frustrated the educator.
- Educators spend far too much time on administrative activities and this has compromised the time available to deliver quality education.
- The quality assurance process also requires a large degree of administrative time and this has also increased the educator's workloads.

- The Outcomes-Based Education curriculum and continuous assessment are a real problem for most educators who are either inadequately trained or have not received in-service training.
- The changes to the curriculum are too rapid and often confuse the educator.
- The lack of job security due to the downsizing of staff has created a great degree of insecurity amongst educators.
- Whilst quality assurance hinges on the educators working under safe conditions, educators are expected to teach in squalid conditions without adequate classrooms, specialist rooms, text books and stationery and proper sanitation. To date a large number of educators have been murdered, assaulted and robbed whilst at school. These poor and unsafe working conditions have lead the educator to doubt the Department of Education's commitment to the delivery of quality education.
- The lack of a sound career path, and the Department of Education's inability to pay educators outstanding back pay, has lead educators to doubt whether the promise of pay and grade progression attached to the quality assurance process will ever materialize.
- The high percentage score (72%) (cf. 2.2.2) required by the educators to enjoy any financial benefit of the quality assurance process becomes meaningless, as educators perceive this to be a coercive exercise by managers who impose targets and benchmarks based on there own perceptions of what will satisfy the government's performance instrument.

### **5.3.2 Findings from the descriptive statistics:**

- It was found that only 12% of the educators sampled were younger than 30 years. Younger educators are not attracted to teaching; every effort must therefore be made to attract younger educators to the profession by offering a better salary structure (cf. 4.2.2).
- Four percent 4% of the respondents did not have any teaching qualification; this could be harmful to any learner who is exposed to an

unqualified educator. Only qualified educators should be put in the classroom (cf. 4.2.4).

- Sixty two percent (62%) of the respondents indicated that they teach class sizes of between forty and sixty learners. No proper learning, let alone the delivery of quality education, can take place under such conditions (cf. 4.2.6).
- A third of the respondents (33%) felt that the implementation of quality assurance would not help with the discipline of learners. (cf. 2.4).
- Most of the respondents (54%) confirmed that second language learners struggled with English. (cf. 2.8).
- Thirty one percent (31%) of respondents indicated that they had not been trained in OBE. This will impact severely on the delivery of quality education (cf. 2.9).
- More than thirty percent of the respondents (31%) indicated that the evaluation instrument would not reduce stress (cf. 2.13).
- The majority of the respondents (90%) agreed that the evaluation instrument depended on the school management team for providing professional development to educators. (cf.3.2).
- More than eighty percent (87%) of the respondents agreed that the implementation of quality assurance will be effective if peers in the development support group offered them meaningful guidance. (cf.3.1).
- Ninety percent (90%) of the respondents agreed that self-evaluation provides opportunities for professional development. (cf.3.4).

### **5.3.3 Findings from inferential statistics**

The following statistical significant relation ( $P < 0, 05$ ) were found to exist (Table 14):

- Between the gender of the respondents and their perceptions of the effectiveness of the teacher evaluation instrument used in the quality

assurance process (cf.2.2, 2.5,2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.16, 2.17 & 2.20).

- Between the qualifications of the respondents and learner discipline (cf.2.4).
- Between the phases the respondents teach and their perceptions of the teacher evaluation instrument used in the quality assurance process (cf. 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19 & 2.20).

This means that most of the null-hypotheses relating to the phase the respondents teach and their perceptions concerning the effectiveness of the teacher evaluation instrument had to be rejected. It must be accepted that a relation exists between the phase the respondents teach and their perceptions of the effectiveness of the teacher evaluation instrument used in the quality assurance process.

The educators' gender, age and qualifications have no relation to their perceptions of the effectiveness of the implementation of the evaluation instrument for educators. Therefore most of the other null-hypotheses formulated for Table 14 must be accepted because there was no significant statistical relation ( $P > 0,05$ ) between the independent and dependent variables.

It was also found in Table 15 that there was no relation between the respondents' perceptions concerning the effective implementation of the quality assurance process and the respondents' gender, age, qualifications and phase of teaching. The majority of the null-hypotheses formulated in Table 15 were accepted.

On the bases of these findings certain recommendations will now be offered:

## **5.4 Recommendation**

### **5.4.1. Teaching time**

#### **1. Motivation**

One of the goals of this research was to establish how educators perceived the effectiveness of the educator evaluation instrument used in the quality assurance process (cf.1.6).

Findings in this study have shown that educators have different perceptions of the educator evaluation instrument, some positive and others negative. Educators felt that the evaluation instrument would be effective if it produced better academic achievement by learners, provided better working conditions and offered them opportunities for professional development (cf.4.2.11). The negative aspects of the finding are:

- The performance of an educator has to be assessed on seven performance standards (Annexure C); however, only one of the seven performance standards focuses on the actual delivery of teaching in the classroom. The remaining six performance standards assess administrative and organizational capabilities of the educator (cf.5.3).
- Whilst an educator is expected to spend 90% of his time teaching, it is evident that the educator is spending more time on other performance standards (e.g. learner discipline, arranging the classroom, planning lessons, assessing learners, professional development and extra-curricular activities) than on the actual delivery in the classroom (cf.2.2.1).
- The implementation of the educator evaluation instrument has also created new expectations and an increase in the educators'

workload, as there are numerous forms and records to be completed and kept (cf.2.2.2).

- The evaluation process has led to the disruption of normal teaching to accommodate teacher evaluation.
- The evaluation instrument requires the continuous assessment of learners, which increases the administrative burden of educators.
- Large classes means that educators are spending most of their time on record keeping as the workload is doubled in comparison to a reasonable class size (cf.5.3.1).

The erosion of teaching time is caused by the implementation of far too many policies which ironically demand better delivery. The large class sizes and poor learner discipline further erodes the teaching time.

## **(2) Recommendation**

The recommendation is that, in order for educators to spend more time on teaching and the delivery of quality education, the following changes need to be implemented:

- The teacher evaluation instrument must be revised to focus on the educators' delivery in the classroom which would mean that the other performance standards should carry no scores.
- Specialist educators must do extra-curricular activities and this must be part of the curriculum. Educators should not be required to perform any form of extra-curricular duties, but focus on teaching.
- The school day must be extended to 16h00 for educators, so that they will have sufficient time to complete planning and learner assessment without any disruption of the normal teaching time.
- Any form of in-service training for educators must be done during the school holidays.

- Management and supervision of educators must be done with the minimum of disruption to teaching time.
- Any form of educator evaluation must be done on a structured timetable.
- Learner assessment must be done at the end of each term. This means on the last week of the school so that teaching time is not disrupted.
- All exams must be conducted at the end of the term so that marking will not be done during teaching time.
- Learner discipline must become a key focus of the Department of Education.
- Class sizes must be reduced so that greater individual attention can be given to learners.

## **5.4.2 Educator development**

### **(1) Motivation**

Having implemented the quality assurance process is not sufficient unless every effort is made to develop the educator (cf.2.1).

Findings in this study have shown that educators felt that the implementation of quality assurance would be effective if it offered professional development (cf.2.2). However, the educator evaluation instrument merely suggests development but has failed to provide actual developmental measures. These failures are:

- Self-evaluation allows the educator to identify his weaknesses and propose his own solutions. However, in this situation most educators will maximize their strengths and gloss over their weaknesses (cf.2.2.1).
- The peer in the development support group is expected to offer expert advice to the educator being evaluated, yet the peer has not received any training on how to identify educator weaknesses or offer expert advice (cf.2.2.1).

- The educator is expected to develop a personal growth plan. However, as the educator is not trained to perform this task, this actually becomes a paper filling exercise rather than a developmental one (cf.2.2.1).
- Educators have been found to have a poor knowledge of Whole School Evaluation. This has resulted in them resisting this form of evaluation or accepting its recommendations (cf.2.2.3).

## **(2) Recommendation**

The recommendation is that the Department of Education must develop and implement programmes to promote professional development of educators. The following aspects must receive attention:

- Training of educators in self-evaluation. This will enable the educator to put forward his own views and propose his own solutions during the evaluation process (cf.2.2).
- Training in lesson observation. This will prepare the educator to offer his peer expert advice that is related to the needs that are prioritized by the peer. It is important that the educator is equipped to offer constructive criticism as well as support and guidance to his peer.
- Updating educators in current and new trends in teaching by means of workshops and in-service training.
- Training to serve on the staff development team and the development support group. This allows the educator to understand learning programmes, curriculum design and pedagogical designs which are crucial for development (cf.2.2).
- Training in designing a personal growth plan. This enables the educator to keep records of his progress and identify areas in which he will require development.

- Training in Whole School Evaluation (cf.2.2.3). This will equip the educator to accept external evaluation and its recommendation.

### **5.4.3 Further Research**

#### **(1) Motivation**

Recent studies have shown that there is an intention on the part of educators and the Department of Education to move closer in their desire to deliver quality education. The successful implementation of quality assurance is another milestone reached in education, as after decades of resistance to supervision, educators are now willing to be evaluated - some reluctantly. This study has also found that educators will perceive the quality assurance process to be effective if it achieves the desired performance standards (Annexure C) outcomes that it has set out to achieve.

Quality assurance in education is only possible by a joint commitment between the Department of Education, the educator, the parent and the learner.

#### **2. Recommendation for further research**

Based on the research findings the recommendations are that further research should be done on:

- The effectiveness of the educator evaluation instrument.
- The role of the quality assurance process in educator development.
- That role of quality assurance in educator career paths.
- The effect of learner discipline on the delivery of quality education.
- Educator workloads and the delivery of quality education.

## 5.4 Criticism

Criticism that emanates from this study includes the following:

- The survey focused on the educator evaluation instrument and educators' perception of its implementation. The real evaluation would be to gauge learners' perceptions of the quality of the delivery in the classroom.
- In a large number of questionnaires the respondents agreed with all the statements. This did not seem to be a true reflection of their feelings. A possible reason could be that there exists a general apathy amongst educators when completing questionnaires.
- Almost all the questionnaires returned from the rural schools were incorrectly filled out with the respondents either agreeing or disagreeing with the same statement. A possible reason for this could be that the respondents did not fully understand the statements on the questionnaire which was designed in English.

## **5.5 Final Remark**

It is hoped that this study will prove motivating to educators and will help educators in understanding quality assurance, as this can only improve the quality of delivery in the classroom.

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# **ANNEXURE A**

**Annexure A**

35 IVY STREET  
SOUTHRIDGE  
VERULAM  
4340

16 September 2005

Dear Sir / Madam:

**QUESTIONNAIRE: EDUCATORS' PERCEPTIONS OF QUALITY ASSURANCE IN EDUCATION**

I am presently engaged in a research project towards my Doctorate in Education degree at the University of Zululand under the guidance of Professor M.S. Vos. The research is concerned with **"Educators' perceptions of Quality Assurance in Education."**

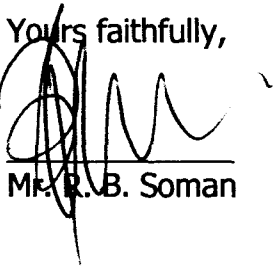
I have taken the liberty of writing to you, as one of the selected respondents, in order to seek your assistance in acquiring information about your experiences relating to the research. I have attempted to keep the questionnaire as simple as possible, and the completion of this questionnaire should not require more than twenty minutes of your time.

**CONFIDENTIALITY**

All information will be regarded as **confidential** and no personal details of any educator / respondent will be mentioned in the findings, nor will any of the results be related to any particular educator or school.

Your co-operation is very much appreciated.

Yours faithfully,



Mr. R. B. Soman

**INSTRUCTION TO RESPONDENT**

1. Please read through each statement carefully before giving your opinion.
2. Please make sure that you do not omit a question, or skip a page.
3. Please be frank when giving your opinion.
4. Please do not discuss statements with anyone.
5. Please return the questionnaire after completion.

**KINDLY ANSWER ALL THE QUESTIONS BY SUPPLYING THE REQUESTED INFORMATION BY MAKING A CROSS (X) IN THE APPROPRIATE BLOCK.**

## **SECTION ONE: BIOGRAPHICAL INFORMATION**

### **1.1 My gender is?**

	<b>Code</b>
Male	1
Female	2

### **1.2 My age in completed years as at 2005 – 07 – 31:**

<b>Age group</b>	<b>Code</b>
20 - 25 years	1
26 - 30 years	2
31 - 35 years	3
36 - 40 years	4
41 - 45 years	5
46 - 50 years	6
51 - 55 years	7
56 - 60 years	8
Over 60 years	9

### **1.3 Years of teaching experience:**

<b>Number of years</b>	<b>Code</b>
0 – 5 years	1
6 – 10 years	2
11 – 15 years	3
16 – 20 years	4
21 – 25 years	5
26 – 30 years	6
31 – 35 years	7
36 - 40 years	8
Over 41 years	9

### **1.4 Qualification/s of respondent:**

	<b>Code</b>
Academic qualification(s) e.g. BA, MEd, etc.	1
Professional qualification(s) e.g. HDE, FDE, PTC, etc.	2
Matric only	3

**1.5 Phase you are teaching:**

	Code
Primary	1
Secondary	2

**1.6 Average number of learners in classes you teach:**

	Code
20 – 30	1
31 – 40	2
41 – 50	3
51 – 60	4
More than 61	5

**1.7 At what type of school do you teach?**

	Code
Public school	1
Private school	2

**1.8 Which post do you presently hold in your school?**

	Code
Principal	1
Deputy Principal	2
Head of Department (HOD)	3
Educator / Teacher	4

**1.9 Which of the following best describes the location of the school at which, you are teaching?**

	Code
Rural	1
Urban	2
Peri-urban	3

**1.10 Was your school educators trained in implementing Integrated Quality Management Systems?**

	Code
Yes	1
No	2
Not Sure	3

**SECTION TWO: THE TEACHER EVALUATION INSTRUMENT USED IN THE QUALITY ASSURANCE PROCESS.**

		<b>Agree 1</b>	<b>Disagree 2</b>	<b>Uncertain 3</b>
	<b>TEACHERS WILL PERCEIVE THE EVALUATION INSTRUMENT AS EFFECTIVE IF:</b>			
2.1	It provides a fair assessment of educator performance.			
2.2	Learning space can be created with large classes.			
2.3	The learners are motivated (e.g. They complete all work given).			
2.4	The learners are disciplined (e.g. They have very good attendance).			
2.5	It promotes respect for individuality of learners (e.g. Diversity of learners are promoted).			
2.6	It helps them to identify learners weaknesses.			
2.7	Schools have adequate resources (e.g. Textbooks; library).			
2.8	English does not have an effect on the mother tongue learner (e.g. Learners have good English reading skills).			
2.9	They are trained in Outcomes Based Education.			
2.10	It helps them in planning lessons.			
2.11	It helps in better monitoring of learner progress (e.g. Analyzing tests).			
2.12	It improves learner involvement in developing new skills (e.g. Reading in a second language).			
2.13	Helps them deal with stress (e.g. How to manage large classes).			
2.14	It improves their ability to involve parents (e.g. Checking learner's homework).			
2.15	It assists them in school governance (e.g. Getting involved in fund raising).			
2.16	They are encouraged to improve their qualifications.			
2.17	They receive support from subject advisors (e.g. Assessment methods).			
2.18	It motivates them to be involved in extra-curricular activities (e.g. Coach sport).			
2.19	Educator's safety is guaranteed at school (e.g. Visible security).			
2.20	It enhances collegiality amongst members of the staff (e.g. Team building exercises).			

**SECTION THREE: THE IMPLEMENTATION OF THE QUALITY ASSURANCE  
PROCESS**

		<b>Agree 1</b>	<b>Disagree 2</b>	<b>Uncertain 3</b>
	<b>The implementation of the quality assurance process will be perceived as effective by educators if:</b>			
3.1	The peer in the development support group offers guidance (e.g. With lesson planning and curriculum delivery).			
3.2	The school management team provides professional development (e.g. Workshops in different learning areas).			
3.3	The staff development team ensures that teacher evaluation is consistent (e.g. All scores are moderated).			
3.4	Self-evaluation provides opportunities for development (e.g. Researching learning programmes).			
3.5	It leads to an annual 1% performance based pay progression.(Meaning 1% salary increase for life )			
3.6	It offers educators grade progression (e.g. A salary grade increment).			
3.7	It offers educators promotion opportunities (e.g. Senior teacher post, HOD post).			
3.8	The school works effectively on a year plan (e.g. Extra curricular activities of the school are clearly planned for the whole year).			
3.9	The Whole School Evaluation process develops the educators (e.g. By making teacher training available).			
3.10	The Whole School Evaluation process evaluates school management (e.g. Comments are made on their effectiveness).			

# **ANNEXURE B**



PROVINCE OF KWAZULU-NATAL  
ISIFUNDAZWE SAKWAZULU-NATALI  
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION  
UMNYANGO WEMFUNDO  
DEPARTEMENT VAN ONDERWYS

Tel: 033 341 8610  
Fax: 033 341 8612

Private Bag X9137  
Pietermaritzburg  
3200

228 Pietermaritz Street  
Pietermaritzburg, 3201

INHLOKOHHOVISI

PIETERMARITZBURG

HEAD OFFICE

Enquiries:  
Imibuzo: Sibusiso Alwar  
Navrae:

Reference:  
Inkomba: 0055/05  
Verwysing:

Date:  
Usuku: 24 October 2005  
Datum:

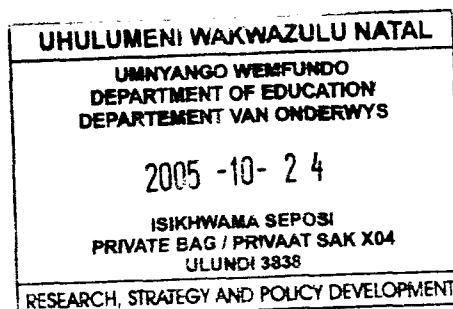
**RE: PERMISSION TO CONDUCT RESEARCH**

**TO WHOM IT MAY CONCERN**

This is to serve as a notice that **Mr R. B. Soman** has been granted permission to conduct research with the following terms and conditions:

- That as a researcher, he/she must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution.
- Attached is the list of schools she/he has been granted permission to conduct research in. however, it must be noted that the schools are not obligated to participate in the research if it is not a KZNDoe project.
- **Mr R. B. Soman** has been granted special permission to conduct his/her research during official contact times, as it is believed that their presence would not interrupt education programmes. Should education programmes be interrupted, he/she must, therefore, conduct his/her research during nonofficial contact times.
- No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.

  
SUPERINTENDENT GENERAL  
KwaZulu Natal Department of Education





PROVINCE OF KWAZULU-NATAL  
ISIFUNDAZWE SAKWAZULU-NATALI  
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION  
UMNYANGO WEMFUNDO  
DEPARTEMENT VAN ONDERWYS

Tel: 033 341 8610

Fax: 033 341 8612

Private Bag X9137  
Pietermaritzburg  
3200

228 Pietermaritz Street  
Pietermaritzburg, 3201

**INHLOKOHHOVISI**

**PIETERMARITZBURG**

**HEAD OFFICE**

Enquiries:  
Imibuzo: Sibusiso Alwar  
Navrae:

Reference:  
Inkomba: 0055/05  
Verwysing:

Date:  
Usuku: 24 October 2005  
Datum:

To: **Mr R. B. Soman**  
35 Ivy Street  
Southridge  
VERULAM  
4340

**RE: APPROVAL TO CONDUCT RESEARCH**

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution is **not obliged to participate** if the research is not a departmental project.

Research should not be conducted during official contact time, as **education programmes should not be interrupted**, except in exceptional cases with special approval of the KZNDoe.

**The research is not to be conducted during the fourth school term, except in cases where the KZNDoe deem it necessary to undertake research at schools during that period.**

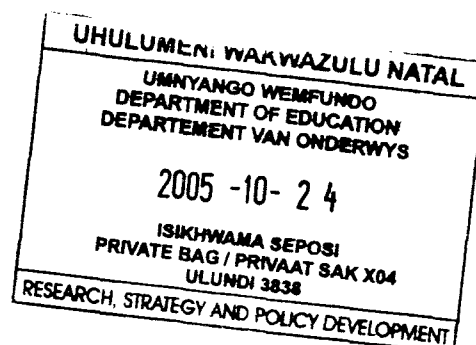
Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and EMIS.

**The research will be limited to the schools or institutions for which approval has been granted.**

A copy of the completed report, dissertation or thesis must be provided to the RSPDE Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.

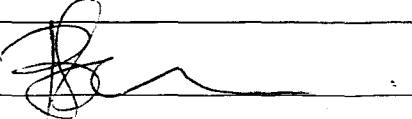
  
\_\_\_\_\_  
**SUPERINTENDENT GENERAL**  
KwaZulu Natal Department of Education



## Declaration and Understanding

I the undersigned declare that I acknowledge that I have read and understood the abovementioned terms and conditions and agree to abide by them. The Research, Strategy, Policy Development and EMIS Directorate reserve the right to withdraw my approval should I be found not to abide by the terms and conditions. I undertake to bid myself to the RSPDE directorate, to submit a copy of the completed report, dissertation or thesis as per terms and conditions.

Name (print): R B SOMAN

Date: 26 OCTOBER 2015 Signature of applicant: 

# **ANNEXURE C**

**EDUCATION LABOUR RELATIONS COUNCIL**  
*Established in terms of the LRA of 1995 as amended*



**elrc**

EDUCATION LABOUR  
RELATIONS COUNCIL

# **COLLECTIVE AGREEMENT NUMBER 8 OF 2003**

**27 August 2003**

## **INTEGRATED QUALITY MANAGEMENT SYSTEM**

Three handwritten signatures in black ink, located in the bottom right corner of the page. The signatures are stylized and difficult to read.

**EDUCATION LABOUR RELATIONS COUNCIL**

**RESOLUTION NO 8 OF 2003:  
INTEGRATED QUALITY MANAGEMENT SYSTEM**

**1. PURPOSE OF THIS AGREEMENT**

The purpose of this agreement is to align the different Quality Management programmes and implement an Integrated Quality Management System, which includes Developmental Appraisal, Performance Measurement and Whole School Evaluation.

**2. SCOPE OF THIS AGREEMENT**

This agreement applies to and binds:

- 2.1 The employer, and
- 2.2 All the employees of the employer as defined in the Employment of Educators Act, 1998 (as amended) whether such employees are members of trade union parties to this agreement or not.

**3. THE PARTIES TO COUNCIL NOTE AS FOLLOWS:**

- 3.1 Schedule 1 of the Employment of Educators Act, 1998 as amended.
- 3.2 The provision on core duties and responsibilities of educators as contained in the Personnel Administration Measures (PAM).
- 3.3 Chapter C of the Personnel Administration Measures.
- 3.4 Education Labour Relations Council Resolution No. 1 of 2003.
- 3.5 Education Labour Relations Council Resolution No. 3 of 2003.

**4. THE PARTIES TO COUNCIL THEREFORE AGREE AS FOLLOWS:**

- 4.1 That the Integrated Quality Management System, as attached in Annexure A, be adopted for institution-based educators.

Collective Agreement Number 8 of 2003  
INTEGRATED QUALITY MANAGEMENT SYSTEM



*MA* *Q*

**5. DISPUTE RESOLUTION**

Any dispute about the interpretation or application of this agreement shall be resolved in terms of the dispute resolution procedure of the Council.

**6. DEFINITIONS**

- 6.1 "constitution" means the constitution of the Education Labour Relations Council.
- 6.2 "Council" means the Education Labour Relations Council.
- 6.3 "employee" means an educator as defined in the Employment of Educators Act, 1994, as amended.
- 6.4 "employer" means the employer as defined in the Employment of Educators Act, 1994, as amended.
- 6.5 "Labour Relations Act" means the Labour Relations Act No. 66 of 1996, as amended.
- 6.6 "workplace" means the registered scope of the Council.

Thus done and signed at Centurion on this 27<sup>th</sup> day of August 2003 by:

**ON BEHALF OF THE STATE AS EMPLOYER**

DEPARTMENT	NAME	SIGNATURE
EDUCATION	THAMANGA MASLEKU	<i>[Signature]</i>

**ON BEHALF OF THE EMPLOYEE PARTIES**

TRADE UNION	NAME	SIGNATURE
NAPTOSA	D. H. BALI	<i>[Signature]</i>
SADTU	M. J. MALIJEKE	<i>[Signature]</i>
SAOU		

Collective Agreement Number 10 of 2003  
INTEGRATED QUALITY MANAGEMENT SYSTEM



Performance Standard: 1. CREATION OF A POSITIVE LEARNING ENVIRONMENT				
Expectation: The educator creates a positive learning environment that enables the learners to participate actively and to achieve success in the learning process				
Question: Does the educator create a suitable environment and climate for learning and teaching?				
CRITERIA: (a) Learning Space; (b) Learner Involvement; (c) Discipline; (d) Diversity				
Levels of Performance		Strengths	Recommendations for Development	Contextual factors
<b>1</b>	<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>No effort to create a learning space that is conducive to teaching and learning; <b>organisation</b> of learning space hampers teaching and learning.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Educator and learners appear <b>uninterested</b>.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li><b>No discipline</b> and much time is wasted. Learners do not accept discipline or discipline is experienced by learners as humiliating.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Educator is <b>insensitive</b> to racial, cultural and/or gender diversity; does not respect dignity of individual learners or groups of learners.</li> </ul>			
<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>There is evidence of an attempt at creating <b>and organising</b> a suitable learning environment, which enables individual and/or group learning.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Learners are <b>engaged</b> in <b>appropriate activities</b> for most of the lesson.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Learners are <b>disciplined</b> and learning is not interrupted <b>unnecessarily</b>.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Learning environment is <b>free</b> of obvious <b>discrimination</b></li> </ul>			

<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li><b>Organisation</b> of learning space enables the effective use of teaching resources and encourages and supports individual and group activities.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>The environment is <b>stimulating</b> and the learners <b>participate</b> actively.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Learners are encouraged; there is <b>positive reinforcement</b>. Learners accept discipline without feeling threatened.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Educator <b>acknowledges</b> and <b>respects</b> individuality and diversity.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li><b>Organisation</b> of learning space shows creativity and enables all learners to be productively engaged in individual and cooperative learning.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Learners participate actively and are encouraged to <b>exchange</b> ideas with confidence and to be creative.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Learners are motivated and <b>self-disciplined</b>.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Educator uses <b>inclusive strategies</b> and <b>promotes</b> respect for individuality and <b>diversity</b>.</li> </ul>			

## Rating

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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## Performance Standard 1

Criteria	Raw Scores	Final scores
a		
b		
c		
d		
Total		
Max. 16		

+ 4 to determine rating

Performance Standard: 2. KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES			
Expectation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.			
Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?			
CRITERIA: (a) Knowledge of learning area, (b) skills, (c) goal setting, (d) involvement in learning programmes			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
<b>1</b>			
<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>Educator conveys inaccurate and limited knowledge of learning area.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>No skill in creating enjoyable learning experiences for learners.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Little or no evidence of goal-setting to achieve curriculum outcomes.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Makes no attempt to interpret the learning programmes for the benefit of learners.</li> </ul>		
<b>2</b>			
<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Educator's knowledge is adequate but not comprehensive.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Has some skill in engaging learners and relating the learning programme to learners' needs.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Evidence of some goal setting to achieve curriculum outcomes.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Makes some attempt to interpret the learning programmes for the benefit of learners.</li> </ul>		

<b>3</b>			
<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Educator is able to use knowledge and information to extend the knowledge of learners.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Educator skillfully involves learners in learning area.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Makes every endeavour to set realistic goals to achieve curriculum outcomes.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Displays great enthusiasm in interpreting learning programmes in the interests of the learners.</li> </ul>		
<b>4</b>			
<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Educator uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Educator uses learner-centred techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Curriculum outcomes are always achieved by being creative and innovative in the setting of goals.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Excellent balance between clarity of goals of learning programme and expression of learner needs, interests and background.</li> </ul>		

## Rating

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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## Performance Standard 2

Criteria	Raw Scores	Final Scores
a		
b		
c		

d		
Total		
Max 16		

+ 4 to determine rating

**Performance Standard: 3. LESSON PLANNING PREPARATION AND PRESENTATION** (Note: "Evidence of planning" does not imply that there must be written lesson plans. However it must be clear that the lesson has been planned)

**Expectation:** The educator demonstrates competence in planning preparation, presentation and management of learning programmes.

**Question:** Is lesson planning clear, logical and sequential and is there evidence that individual lessons fit into a broader learning programme?

**CRITERIA:** (a) Planning (b) Presentation, (c) Recording, (d) Management of Learning Programmes

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
<b>1</b>	<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>Little or no evidence of lesson planning.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Lesson not presented clearly.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>No records are kept.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Learners not involved in lessons in a way that supports their needs and the development of their skills and knowledge.</li> </ul>			
<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Lesson planning not fully on a professional standard.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Lessons are structured and relatively clearly presented.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Evidence of essential records of planning and learner progress is available.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Evidence of some learner involvement in lessons in a way that it supports their needs and the development of their skills and knowledge.</li> </ul>			

<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Lesson planning is generally clear, logical and sequential.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Lessons are well structured and fit into the broader learning programme building on previous lessons and anticipating future learning activities.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Essential records of planning and learning progress are maintained at a high level of proficiency.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Good involvement of learners in lessons in such a way that it supports their needs and the development of their skills and knowledge.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Lesson planning is abundantly clear, logical, sequential and developmental.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Outstanding planning of lessons that are exceptionally well structured and clearly fits into the broader learning programme with evidence that it builds on previous lessons as well as fully anticipating future learning activities.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Outstanding record keeping of planning and learner progress.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Excellent involvement of learners in lessons in such a way that it fully support their needs and the development of their skills and knowledge.</li> </ul>			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 3**

Criteria	Scores	Final scores
a		
b		
c		
d		
Total		
Max. 16		

**+ 4 to determine rating**

<b>Performance Standard: 4. LEARNER ASSESSMENT/ACHIEVEMENT</b>			
<b>Expectation: The educator demonstrates competence in monitoring and assessing learner progress and achievement.</b>			
<b>Question: Is assessment used in order to promote teaching and learning?</b>			
<b>CRITERIA: (a) Feedback to learners, (b) Knowledge of assessment techniques, (c) Application of techniques, (d) Record keeping</b>			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
<b>1 Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>No evidence of meaningful feedback to learners, or feedback irregular and inconsistent.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Does not demonstrate an understanding of different types of assessment, e.g. only uses tests.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Assessment results do not influence teaching strategies.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>No evidence of records, or records are incomplete and irregular.</li> </ul>		
<b>2 Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Some evidence of feedback.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Has a basic understanding of different types of assessment.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Some evidence of corrective measures and remedial activity based on assessment results.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Maintains essential records.</li> </ul>		
<b>3 Good</b>			
(a)	<ul style="list-style-type: none"> <li>Feedback is regular, consistent and timeously provided.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>A variety of assessment techniques are used, allowing learners to demonstrate their talents.</li> </ul>		

(c)	<ul style="list-style-type: none"> <li>Lessons are appropriately tailored to address learners' strengths and areas of weakness.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Records are systematically, efficiently and regularly maintained.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Feedback is insightful, regular, consistent, timeous, and built in to lesson design</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Different assessment techniques used to cater for learners from diverse backgrounds, with multiple intelligences and learning styles.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Assessment informs multiple intervention strategies to address specific needs of all learners, and motivates them.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Records are easily accessed and provide insights into individual learners' progress.</li> </ul>			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 4**

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
<b>Total</b>		
<b>Max 16</b>		

+ 4 to determine rating

<b>Performance Standard: 5. PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL BODIES</b>			
<b>Expectation: The educator engages in professional development activities which is demonstrated in his willingness to acquire new knowledge and additional skills</b>			
<b>Question: Does the educator participate in professional growth activities?</b>			
<b>Criteria: (a) Participation in professional development; (b) Participation in professional bodies; (c) Knowledge of education issues; (d) Attitude to professional development</b>			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
<b>1 Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>Little or no evidence of professional development</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Makes no attempt to participate in professional bodies</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Displays no, or superficial, knowledge on educational issues</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Exhibits negative attitude towards development, seminars, etc</li> </ul>		
<b>2 Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>There is evidence of some attempt to develop oneself professionally</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Evidence of some participation in professional bodies, e.g. trade union, learning area association, etc</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Shows some knowledge of educational issues</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Seeks further professional development</li> </ul>		
<b>3 Good</b>			
(a)	<ul style="list-style-type: none"> <li>Participates eagerly in professional development programmes to improve job performance.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Plays a role in professional bodies and involves colleagues.</li> </ul>		

(c)	<ul style="list-style-type: none"> <li>Demonstrates clear awareness of current education issues</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Stays informed in his/her field by reading or participating in conferences and training opportunities</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Takes a leading role in initiating and delivering professional development opportunities</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Takes up leading positions in professional bodies and involves colleagues</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Is informed and critically engages with current education issues.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Participates in activities which foster professional growth and tries new teaching methods/approaches and evaluates their success.</li> </ul>			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 5**

Criteria	Raw Scores	Final Scores
A		
B		
C		
D		
<b>Total</b>		
<b>Max. 16</b>		

+ 4 to determine rating

<b>Performance Standard: 6. HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT</b>			
<b>Expectation: The educator engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school</b>			
<b>Question: Does the educator create and maintain sound human relations with colleagues and learners?</b>			
<b>CRITERIA: (a) Learner needs; (b) Human Relations Skills; (c) Interaction; (d) Co-operation</b>			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
<b>1 Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>The educator is insensitive to learner needs.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>No evidence of human relation skills in communicating with learners, staff and parents.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Interacts inappropriately with learners, staff and parents.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Lacks tact and courtesy and is not co-operative.</li> </ul>		
<b>2 Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Some evidence of the educator being sensitive to learner needs.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Some evidence of positive relationships with individuals.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Interacts appropriately with individuals.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Cooperates with learners, staff and parents.</li> </ul>		
<b>3 Good</b>			
(a)	<ul style="list-style-type: none"> <li>Designs internal work processes to cater for learner needs.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Establishes trust and shows confidence in others &amp; supports school regulations, programmes and policies.</li> </ul>		

(c)	<ul style="list-style-type: none"> <li>Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Shares information openly, whilst respecting the principle of confidentiality.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Adds value to the institution by providing exemplary service in terms of learner needs.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Demonstrates respect, interest and consideration for those with whom he/she interacts.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Conducts self in accordance with organisational code of conduct and handles contacts with parents/guardians in a professional and ethical manner.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Supports stakeholders in achieving their goals.</li> </ul>			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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Performance Standard 6

Criteria	Raw Scores	Final Scores
A		
B		
C		
D		
Total Max. 16		

÷ 4 to determine rating

Performance Standard: 7. EXTRA-CURRICULAR AND CO-CURRICULAR PARTICIPATION			
<b>Expectation:</b> The educator participates in extra-curricular and co-curricular activities in such a way that it supplements the learning process and leads to the holistic development of the learners.			
<b>Question:</b> Does the educator participate in extra-curricular and co-curricular activities and is s/he involved with the administration of these activities?			
<b>CRITERIA:</b> (a) Involvement; (b) Holistic Development; (c) Leadership and Coaching; (d) Organisation and Administration			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
<b>1</b> <b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>The educator is not involved in extra-curricular or co-curricular activities</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Makes no attempt to use these activities for the holistic development of learners</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Leadership and coaching is inadequate.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Organisation and administration is poor.</li> </ul>		
<b>2</b> <b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Not fully involved in extra-curricular and co-curricular activities</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Makes some effort to use these activities for the holistic development of learners</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Leadership and coaching is at an acceptable level</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Organisation and administration is at an acceptable level.</li> </ul>		

<b>3</b>	<b>Good</b>			
(a)	• Educator is fully involved in extra-curricular and co-curricular activities.			
(b)	• Educator skillfully involves learners in all activities.			
(c)	• Evidence of good leadership and coaching at a pleasing standard.			
(d)	• Administration and organisation is conducted professionally.			
<b>4</b>	<b>Outstanding</b>			
(a)	• Educator plays a leading role and encourages learners and staff to arrange and participate in activities.			
(b)	• Educator is most successful in using these activities for the holistic development of learners.			
(c)	• Leadership and coaching is at an exceptional standard.			
(d)	• Administration and organisation is outstanding.			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 7**

Criteria	Raw Scores	Final Scores
A		
B		
C		
D		
Total		
Max. 16		

+ 4 to determine rating

<b>Performance Standard: 8. ADMINISTRATION OF RESOURCES AND RECORDS</b>			
<b>Expectation: The educator administers resources and records in an effective and efficient manner to enable the smooth functioning of the institution</b>			
<b>Question: Does the quality of administration contribute to building an effective institution?</b>			
<b>CRITERIA: (a) Utilisation of resources; (b) Instructions; (c) Record keeping; (d) Maintenance of infrastructure; (e) Circulars</b>			
<b>Levels of Performance</b>	<b>Strengths</b>	<b>Recommendations for Development</b>	<b>Contextual factors</b>
<b>1</b> <b>Unacceptable</b>			
(a)	• Does <b>not utilise</b> resources (human, physical or financial) optimally or abuses these resources.		
(b)	• No clear instructions or guidelines are provided. Staff members are unsure what is expected of them. There is no mentoring or support of staff.		
(c)	• Financial and other records are not kept or are incomplete and do not comply with departmental requirements.		
(d)	• Premises, buildings and equipment are not properly maintained or are abused. There are no proper control measures or systems in place.		
(e)	• Departmental circulars are not brought to the attention of staff members. No proper record is maintained and circulars are often lost.		
<b>2</b> <b>Satisfies minimum expectations</b>			
(a)	• Uses resources appropriately.		
(b)	• Gives clear instructions and provides guidelines with regard to administrative duties to be performed. Staff are able to meet expectations.		

(c)	<ul style="list-style-type: none"> <li>Records (financial and otherwise) are kept in accordance with accepted practices and/or departmental requirements.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Ensures that the premises, buildings, equipment and learning and teaching materials are properly used and maintained. Exercises proper control of their usage.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>All Departmental circulars (and other information received) in respect of things that affect them, are brought to the attention of staff members.</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Uses resources effectively and efficiently.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Gives clear instructions and provides sound guidelines in respect of administrative duties. Staff know what is expected of them and, through mentoring, supports staff in those duties.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Full and complete records are kept not only in terms of departmental requirements but also of important events and other aspects that are of interest to the institution.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Premises, buildings, equipment are used – and maintained well. There is evidence of improvement in this regard.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Uses resources optimally and creatively – specifically aligned to the vision, mission and goals of the institution.</li> </ul>			

(b)	<ul style="list-style-type: none"> <li>Clear instructions and sound guidelines enable staff to do what is expected of them. Mentoring and support provides encouragement for staff to do more than is required and to do so with enthusiasm.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Record-keeping is comprehensive and up to date; meets requirements in terms of accepted practices and/or departmental requirements.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Premises, buildings, equipment and learning and teaching support materials are used optimally. Repairs or replacements are effected promptly. Control/monitoring systems are in place.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Departmental circulars and other relevant information are consistently brought to the attention of staff members in good time. Where necessary, discussions are initiated to ensure that the context is understood. Responses are developed when necessary. Follow-up is managed when necessary.</li> </ul>			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 8**

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
e		
Total		
Max 20		

+ 5 to determine rating

Performance Standard: 9. PERSONNEL			
Expectation: Manages and develops personnel in such a way that the vision and mission of the institution are accomplished.			
Question: Does s/he manage staff by applying the principles of democracy?			
CRITERIA : (a) Pastoral Care; (b) Staff Development; (c) Provision of leadership; (d) Building commitment and confidence			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
<b>1</b>	<b>Unacceptable</b>		
(a)	<ul style="list-style-type: none"> <li>No evidence of any pastoral care for personnel.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Does not contribute to or participate in staff development programmes.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Does not provide any professional leadership within the institution.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>No evidence of building commitment and confidence in staff.</li> </ul>		
<b>2</b>	<b>Satisfies minimum expectations</b>		
(a)	<ul style="list-style-type: none"> <li>Provides pastoral care to staff members but infrequently</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Some evidence of staff development.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Offers professional advice to staff where necessary.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Motivates staff members when necessary but not regularly.</li> </ul>		
<b>3</b>	<b>Good</b>		
(a)	<ul style="list-style-type: none"> <li>Displays personal interest in the well being of others.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Guides and supervises the work of all staff and formulates staff development programmes on a regular basis.</li> </ul>		

(c)	<ul style="list-style-type: none"> <li>Manages staff professionally by applying democratic principles and acknowledges labour and other rights of individuals.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Initiates, supports and encourages new ideas.</li> </ul>		
<b>4</b>	<b>Outstanding</b>		
(a)	<ul style="list-style-type: none"> <li>Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Ensures that staff training and mentoring programmes are developed, implemented and evaluated.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Gives direction to staff in realising the institution's strategic objectives.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Inspires and builds commitment and motivates educators through the use of intrinsic rewards or encouragement.</li> </ul>		

## Rating

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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## Performance Standard 9

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
Total Max. 16		

+ 4 to determine rating

Performance Standard: 10. DECISION MAKING AND ACCOUNTABILITY				
Expectation: The educator establishes procedures that enable democratic decision-making and accountability within the institution				
Question: Does the educator establish structures that enable/ensure active participation by all stakeholders in decision making processes and are there to clear lines of accountability?				
CRITERIA: (a) Stakeholder Involvement; (b) Decision making; (c) Accountability/responsibility; (d) Motivation; (e) Objectivity/Fairness				
Levels of Performance		Strengths	Recommendations for Development	Contextual factors
<b>1</b>	<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>Makes little or no attempt to involve all stakeholders in decision making processes. There is little or no evidence of consensual decision making.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Lacks decision-making skills, makes autocratic decisions without consultation or is reluctant to make any decisions or decisions are frequently illogical and not the best option.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Does not take responsibility for any decisions that are made; often tries to put the blame on someone else if decisions are proved to be wrong.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Is not decisive: is unable to earn the respect of staff members with regard to the quality of decisions made and is not motivated to take a leadership role.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Decisions are seldom taken and where they are it is apparent that objectivity and fairness were not considered important.</li> </ul>			

<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Establishes structures and procedures that enable the involvement of all stakeholders.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Has decision making skills; takes different views into account when making decisions.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Takes responsibility for decisions made in most instances; sometimes tries to justify decisions that have been proved wrong.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Is decisive, earns the respect of staff members and is able to motivate staff to participate in decision making.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Decisions taken reflect that objectivity and fairness were considerations.</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Ensures that all stakeholders are actively involved in decision making and that the necessary procedures are followed.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Has good decision making skills: Is able to take different points of view into account and to base decisions on sound logic.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Is prepared to be held accountable for the decisions made.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Staff members are willing to participate in decision making processes and respect the decisions taken.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Objective and sound decisions take contextual factors into account in order to arrive at decisions that are fair.</li> </ul>			

<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Ensures that whenever possible and appropriate decisions are arrived at by consensus.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Decisions, based on wide consultation with all relevant parties and based on sound logic, are made in good time. Creative solutions are found when necessary. Is decisive without being authoritarian.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Is prepared to be held accountable for the decision making process as well as taking responsibility for the decisions. Does not pass on the blame for wrong decisions. Ensures accountability from staff members as well as being accountable to them. Decisions are frequently proactive rather than reactive.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Staff recognise that their opinions are valued and taken into account; they are motivated to participate in decision making.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Staff members trust the decisions made by the educator as the process has been transparent and participatory. Decisions are always objective and fair.</li> </ul>			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 10**

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
e		
Total Max. 20		

+ 5 to determine rating

<b>Performance Standard: 11. LEADERSHIP, COMMUNICATION AND SERVICING THE GOVERNING BODY</b>			
<b>Expectation: The educator demonstrates/has well-developed leadership qualities.</b>			
<b>Question: Is the educator able to take the lead and act decisively in terms of priorities and opportunities?</b>			
<b>CRITERIA: (a) Leadership; (b) Support; (c) Communication; (d) Systems; (e) Commitment and confidence; (f) Initiative, Creativity</b>			
<b>Levels of Performance</b>	<b>Strengths</b>	<b>Recommendations for Development</b>	<b>Contextual factors</b>
<b>1</b>	<b>Unacceptable</b>		
(a)	<ul style="list-style-type: none"> <li>Demonstrates poor (or no) leadership qualities. Is reluctant to take the lead and/or has not earned the respect of colleagues; often feels threatened.</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>Is unable to provide support; does not mentor or provide guidance; may often undermine colleagues; is not approachable.</li> </ul>		
(c)	<ul style="list-style-type: none"> <li>Does not communicate with colleagues, parents or the School Governing Body; does not share information or ideas. Is not prepared to listen to alternative points of view.</li> </ul>		
(d)	<ul style="list-style-type: none"> <li>Does not work to any particular system; is disorganised and is unable to manage or control specific projects or initiatives. Productivity is low.</li> </ul>		
(e)	<ul style="list-style-type: none"> <li>Lacks commitment and confidence. Is easily swayed when challenged. Does not follow through on tasks and is easily distracted. Time management is weak/poor.</li> </ul>		
(f)	<ul style="list-style-type: none"> <li>Lacks initiative and is not creative. Will not attempt tasks without clear directives.</li> </ul>		

<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Takes the lead in encouraging teamwork and empowers colleagues.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Provides guidance and support to enable colleagues to improve.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Consults with colleagues, parents and the governing body, shares information and provides reports back, is transparent and listens to alternative points of view.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Works to basic systems; is organised and productivity is acceptable.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Is confident and is committed to serving the learners, parents and the SGB. Is focused and persistent. Will follow through on tasks until completed.</li> </ul>			
(f)	<ul style="list-style-type: none"> <li>Implements systems and structures in a familiar environment, is prepared to attempt to improve existing systems.</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Provides strong leadership and direction to enable colleagues to realise strategic objectives.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Values colleagues as individuals, acknowledges their ideas; provides ongoing support and is available to guide and advise them.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Consults with colleagues, parents and governing body; shares ideas and information; takes alternative points of view into account.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Has improved systems that are appropriate for specific circumstances; is organised and is able to track progress. Productivity is above average.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Has built up experience which is the basis for confidence; is not easily distracted; supports colleagues in order to achieve goals; Time management is good; tasks are completed within deadlines</li> </ul>			

(f)	<ul style="list-style-type: none"> <li>Is innovative and is prepared to try out new ways of doing things; refines and improves existing systems and processes.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Translates strategic objectives into action plans and inspires colleagues; engenders trust; colleagues are motivated.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Works with colleagues to effect improvements on an ongoing basis; is approachable and shares information and provides support while encouraging independent thinking and innovation.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Consults with all stakeholders and listens to alternative points of view; is transparent; shares information and provides regular feedback. Responds positively to constructive criticism.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Is innovative and has created effective systems for managing and tracking work in progress. Systems are streamlined and efficient. Productivity is high.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Time management is very good; is able to multitask without losing focus. Takes on additional tasks or assists colleagues.</li> </ul>			
(f)	<ul style="list-style-type: none"> <li>Is innovative and creative; thinks critically and is prepared to test new ways of doing things in order to increase efficiency.</li> </ul>			

Rating

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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Performance Standard 11

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
e		
f		
Total Max 24		

+ 6 to determine rating

<b>Performance Standard: 12. STRATEGIC PLANNING, FINANCIAL PLANNING AND EMD</b>			
<b>Expectation: The educator displays competence in planning and education management development</b>			
<b>Question: Does the manager administer the different management processes efficiently and effectively?</b>			
<b>CRITERIA: (a) Strategic Planning; (b) Financial Planning; (c) Project Management; (d) Communication</b>			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
<b>1 Unacceptable</b>			
(a) No evidence of strategic planning and EMD			
(b) No/little evidence of financial planning and budgeting.			
(c) No pre-planning/management of specific projects/interventions			
(d) Does not consult with stakeholders on decisions that affect them.			
<b>2 Satisfies minimum expectations</b>			
(a) Has some evidence of EMD, and strategic planning.			

(b) Basic financial records are in order and some evidence of budgeting			
(c) Some evidence of attempt to plan and monitor specific projects.			
(d) Some communication with stakeholders takes place			
<b>3 Good</b>			
(a) Prepares strategic plans with the intention of achieving the school goals.			
(b) Maintains accurate and detailed financial records for financial planning, and accountability in terms of budget			
(c) Projects are planned, monitored and effectively managed			
(d) All stakeholders are fully consulted.			
<b>4 Outstanding</b>			
(a) Goals and strategic plans are developed and updated with participation of stakeholders.			
(b) Financial planning and budget are in line with the goals of the school, spending is carefully monitored and resources are used optimally.			
(c) Introduces innovative ideas and projects which are prioritised in terms of goals, costs and educational needs, and closely manages all projects and interventions			
(d) Systematic stakeholder consultation through functioning structures and provides opportunities for meaningful participation.			

Rating		
Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3
		Outstanding = 4

Performance Standard 12

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
Total		
Max 16		

+ 4 to determine rating

**SECTION D**

**FORMS (Annexure A,B,C)**

# EDUCATION LAW AND POLICY HANDBOOK

The national laws, policies, codes and  
agreements relating to school  
governance and employment of  
educators in South Africa.

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ED 10

## 4.2 Principal

- (a) JOB TITLE: Educator – public school
- (b) RANK: Principal
- (c) POST LEVEL: 1; 2; 3 or 4
- (d) THE AIM OF THE JOB:
- (i) To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.
  - (ii) To ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.
- (e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:
- The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:
- (i) GENERAL/ADMINISTRATIVE
    - To be responsible for the professional management of a public school.
    - To give proper instructions and guidelines for timetabling admission and placement of learners.
    - To have various kinds of school accounts and records properly kept and to make the best use of funds for benefit of the learners in consultation with the appropriate structures.
    - To ensure a School Journal containing a record of important events connected with the school is kept.
    - To make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.
    - To be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school.
    - To ensure that Departmental circulars and other information received which affect members of the staff is brought to their notice as soon as possible and are stored in an accessible manner.
    - To handle all correspondence received at the school.
  - (ii) PERSONNEL
    - Provide professional leadership within the school.
    - To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff.
    - To ensure that workloads are equitably distributed among the staff.
    - To be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.
    - To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
    - To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.
  - (iii) TEACHING
    - To engage in class teaching as per the workload of the relevant post level and the needs of the school.
    - To be a class teacher if required.
    - To assess and to record the attainment of learners taught.
  - (iv) EXTRA- & CO-CURRICULAR
    - To serve on recruitment, promotion, advisory and other committees as required.
    - To play an active role in promoting extra and co-curricular activities in the school and to plan major school functions and to encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies.
  - (v) INTERACTION WITH STAKE-HOLDERS
    - To serve on the governing body of the school and render all necessary assistance to the governing body in the performance of their functions in terms of the SA Schools Act, 1996.
    - To participate in community activities in connection with educational matters and community building.

(vi) **COMMUNICATION:**

- To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- To liaise with the Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section, etc. concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.
- To liaise with relevant structures regarding school curricula and curriculum development.
- To meet parents concerning learners' progress and conduct.
- To co-operate with the school governing body with regard to all aspects as specified in the SA Schools Act, 1996.
- To liaise with other relevant Government Departments, eg. Department of Health & Welfare, Public Works, etc., as required.
- To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.
- To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
- To maintain contacts with sports, social, cultural and community organisations.

**4.3 Deputy principal**

(a) **JOB TITLE:** Educator – public school

(b) **RANK:** Deputy Principal

(c) **POST LEVEL:** 3

(d) **THE AIM OF THE JOB:**

- (i) To assist the Principal in managing the school and promoting the education of learners in a proper manner.
- (ii) To maintain a total awareness of the administrative procedures across the total range of school activities and functions.

(e) **CORE DUTIES AND RESPONSIBILITIES OF THE JOB:**

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) **GENERAL/ADMINISTRATIVE**

- To assist the Principal in his/her duties and to deputise for the Principal during his/her absence from school.
- To assist the Principal, or, if instructed to be responsible for:
  - school administration, eg. duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming, school functions; and/or
  - school finance and maintenance of services and buildings, eg. planning and control of expenditure, allocation of funds/resources, the general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stock-taking exercises.

(ii) **TEACHING**

- To engage in class teaching as per workload of the relevant post level and needs of the school.
- To assess and to record the attainment of learners taught.

(iii) **EXTRA- & CO-CURRICULAR**

- To be responsible for school curriculum and pedagogy, eg choice of textbooks, co-ordinating the work of subject committees and groups, timetabling, "INSET" and developmental programmes, and arranging teaching practice.
- To assist the Principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners.
- To assist the Principal to play an active role in promoting extra and co-curricular activities in school and in its participation in sports and cultural activities organised by community bodies.
- To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

(iv) **PERSONNEL**

- To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports.
- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

- (v) INTERACTION WITH STAKE-HOLDERS
  - To supervise/advise the Representative Council of Learners.
- (vi) COMMUNICATION
  - To meet with parents concerning learners' progress and conduct.
  - To liaise on behalf of the Principal with relevant government departments.
  - To maintain contact with sporting, social, cultural and community organisations.
  - To assist the Principal in liaison work with all organisations, structures, committees, groups, etc. crucial to the school.

#### 4.4 Head of Department

- (a) JOB TITLE: Educator – public school
- (b) RANK: Head of Department (subject, learning area or phase)
- (c) POST LEVEL: 2
- (d) THE AIM OF THE JOB:

To engage in class teaching, be responsible for the effective functioning of the department and organise relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner.

- (e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

- (i) TEACHING
  - To engage in class teaching as per workload of the relevant post level and the needs of the school.
  - To be a class teacher if required.
  - To assess and to record the attainment of learners taught.
- (ii) EXTRA- & CO-CURRICULAR
  - To be in charge of a subject, learning area or phase.
  - To jointly develop the policy for that department.
  - To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.
  - To provide and co-ordinate guidance:
    - on the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned.
    - on syllabuses, schemes of work, homework, practical work, remedial work, etc.
    - to inexperienced staff members
    - on the educational welfare of learners in the department.
  - To control:
    - the work of educators and learners in the department
    - reports submitted to the Principal as required
    - mark sheets
    - test and examination papers as well as memoranda
    - the administrative responsibilities of staff members
  - To share in the responsibilities of organising and conducting of extra and co-curricular activities.
- (iii) PERSONNEL
  - To advise the Principal regarding the division of work among the staff in that department.
  - To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- (iv) GENERAL/ADMINISTRATIVE
  - To assist with the planning and management of:
    - school stock, text books and equipment for the department
    - the budget for the department and
    - subject work schemes

- To perform or assist with one or more non-teaching administrative duties, such as:
    - secretary to general staff meeting and/or others
    - fire drill and first aid
    - timetabling
    - collection of fees and other monies
    - staff welfare
    - accidents
  - To act on behalf of the Principal during her/his absence from school if the school does not qualify for a Deputy Principal or in the event both of them are absent.
- (v) COMMUNICATION:
- To co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school.
  - To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.
  - To meet parents and discuss with them the progress and conduct of their children.
  - To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
  - To co-operate with Further and Higher Education institutions in relation to learners' records and performance and career opportunities.
  - To maintain contact with sporting, social, cultural and community organisations.
  - To have contacts with the public on behalf of the Principal.

#### 4.5 Teacher

- (a) JOB TITLE: Educator – public school
- (b) RANK: TEACHER
- (c) POST LEVEL: 1
- (d) THE AIM OF THE JOB:

To engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner.

- (e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) TEACHING

- To engage in class teaching which will foster a purposeful progression in learning and which is consistent with learning areas and programmes of subjects and grades as determined
- To be a class teacher.
- To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
- To take on a leadership role in respect of the subject, learning area or phase, if required.
- To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
- To recognise that learning is an active process and be prepared to use a variety of strategies to meet outcomes of the curriculum.
- To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- To consider and utilise the learners' own experiences as a fundamental and valuable resource.

(ii) EXTRA- & CO-CURRICULAR

- To assist the HOD to identify aspects which require special attention and to assist in addressing them.
- To cater for the educational and general welfare of all learners in his/her care.
- To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.
- To share in the responsibilities of organising and conducting extra and co-curricular activities.

(iii) ADMINISTRATIVE

- To co-ordinate and control all the academic activities of each subject taught.
- To control and co-ordinate stock and equipment which is used and required.

- To perform or assist with one or more of other non-teaching administrative duties such as:
  - secretary to general staff meeting and/or others
  - fire drill and first aid
  - timetabling
  - collection of fees and other monies
  - staff welfare
  - accidents

(iv) INTERACTION WITH STAKE-HOLDERS

- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- To remain informed of current developments in educational thinking and curriculum development.
- To participate in the school's governing body if elected to do so.

(v) COMMUNICATION:

- To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- To meet parents and discuss with them the conduct and progress of their children.
- To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- To maintain contact with sporting, social, cultural and community organisations.
- To have contacts with the public on behalf of the principal.

**4.6 Office based educators**

- (a) JOB TITLE: Office Based Educator
- (b) RANK: Director of Education/Chief/Deputy Chief/First/Senior/Education Specialist
- (c) POST LEVEL: 1/2/3/4/5/6
- (d) AIM OF THE JOB

The core process in education is curriculum delivery and the strategic levers for curriculum delivery are INSET, EMD and enabling functions. The aim of jobs at offices is to facilitate curriculum delivery through support in various ways. Offices will be managed in compliance with applicable legislation, regulations, ELRC resolutions and personnel administration measures.

(e) THE CORE RESPONSIBILITIES

In executing tasks, educators must be mindful of their role in education transformation, redress and equity.

The duties and responsibilities of the job are individual and varied depending on the nature of the responsibilities attached to each post. These include but are not limited to subject advisory services, administration and policy development processes. It remains the responsibility of immediate supervisors to develop specific responsibilities and duties for each post on the basis of job content as may be applicable. The duties and responsibilities for incumbents of these posts include, but are not limited to, the following:

(i) LEADERSHIP

- To provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting the values of fairness and equity in the workplace.
- To assist educators to identify, assess and meet the needs of learners (provide professional leadership).
- To disseminate and encourage the application of good practices in all areas of work.
- To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.
- To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all levels.

(ii) COMMUNICATION

- To communicate effectively, both orally and in writing, with principals, other staff, parents, School Governing Bodies (SGBs), external agencies and the Department as well as to ensure timeous feedback from institutions.
- To consult with all stakeholders on decisions that affect them.
- To explain the objectives of any intervention/s to learners, educators and others.

Criteria	Symbols A or B		
	- rating by appraisee, 2 identified appraisers and members of the panel - needs identification - prioritise the identified needs in the order of importance for the PGP		
2. OPTIONAL	APPRAISEE	PEER/HOD/DP/PRIN.	PANEL
3. ADDITIONAL			

MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA

POST LEVEL ONE EDUCATOR

Criteria	Definition	Expectation
1.1 Curriculum development	Interpretation of learning programmes, development of learning materials and assessment methods and selection of appropriate teaching strategies.	The educator plans and designs teaching and learning activities where learning is a collective enterprise, integrative, and goal-oriented.
1.2 Creation of a learning environment	The tone and spirit in the classroom. The atmosphere in which teaching and learning takes place. General attitude to learners and the expectations which are aroused. The relationship between routines, stimulation, industrious activity and creativity. The establishment of a productive, encouraging, demanding and supportive environment for learners.	Mutual interest and enthusiasm between teacher and learners create the learning environment. Learners expect to work hard at valid and satisfying tasks as a result of the open and critical discussion based upon rich and diverse materials. The classroom atmosphere encourages the exchange of ideas, questions and experiences and learning is understood as a co-operative and productive activity. Learning opportunities take place at different levels at the same time.

<b>Criteria</b>	<b>Definition</b>	<b>Expectation</b>
1.3 Lesson presentation and methodology	Educator's knowledge and experience of the learning area that is presented to learners in ways that produce learning, interest, involvement, questions and critical thinking. This relies upon the teacher's skills in planning and organising individual lessons as well as programmes of learning based upon insight into the learning area to be taught.	The teacher has an excellent grasp of the learning area and is highly skilled at using many ways to promote the needs and expectations of learners. Each lesson has strong links with those before and after, and learner involvement is an integral part of their own education and development. Learners emerge with a confident and broad understanding of the learning at their level.
1.4 Classroom management	There is evidence of discipline, guidance and support, leading to sound rapport with learners, positive reinforcement, encouragement and appropriate admonition and effective, fair, regular and varied assessment of learner's efforts. The ability to inspire and encourage learners to produce their best performance and maintain high standards of behaviour and ethics.	Demonstrates effective ability to encourage, guide and support learners. Self motivated to the extent that it influences other people positively. Noticeable drive, enthusiasm and tenacity. Encourages staff to achieve excellence in the in the classroom.
1.5 Learner assessment	The ability to assess the progress as well as the potential and actual learning through using a variety of assessment procedures. The extent to which the evaluation of learner development is managed continuously in ways of the learners and the learning area. The ability to use the result of learner performance for diagnostic purposes, remedial work and for adapting teaching programmes.	Uses the assessment of learners creatively so that it serves many constructive purposes. Sets high but achievable standards consistent with the levels and abilities of the learners. Has a lively interest in assessment and its possibilities and is aware of new methods. Learners receive constructive and frequent feed back as a consequence of continuous and varied assessment. Keeps complete and comprehensive records of learners' progress.
1.6 Recording and analysing data	Recording and analysis of data achievement and performance, the level attained in terms of reaching departmental objectives.	Records and analyses of data are exceptionally well kept. Analysis of data is accurate/shows exceptional ability for utilization of the data for problem solving and development.
1.7 Development of learning field competency	Deliberate efforts by the teacher to keep up with developments, research and publications in his and her learning area. This includes how the learning area fits into the learning area, its relation to other learning fields and developments in methodologies for teaching the learning area effectively.	Sustains a lively interest in her or his learning area to the extent that, in addition to teaching it well, this teacher leads learning area committees, contributes to workshops and is capable of lecturing to trainee teachers in the learning area.
1.8 Professional development in field of work/career and participation in professional bodies	Extent to which the teacher acquires further and new skills and expertise in, not only his/her own learning area but more particularly in educational thinking, administration, management, vocational and/or technical areas.	Has a lively sense of the need for educators to acquire new knowledge and additional skills if they are to make Departmental policy succeed. Uses all opportunities to become familiar with fresh and further thinking in a number of educational areas. Uses the experience of implementing new thinking to report to colleagues and the Department on the effects of such new approaches to education in an actual school situation.
1.9 Human relations	Quality of personal and professional relations with all members of the school community. Support given to colleagues and learners. Ability to inspire and encourage people to seek and maintain high standards of performance. Ability to establish relationships based upon respect and trust.	Has excellent personal and professional relationships with most members of the community. Is regarded as honest and accessible and can offer advice and criticism without causing offence or discomfort. Is very supportive of colleagues and learners. Enjoys the confidence of parents and members of the community.

<b>Criteria</b>	<b>Definition</b>	<b>Expectation</b>
1.10 Leadership	The ability to take the initiative and act decisively. Degree of influence on colleagues in making decisions, determining aims and objectives. Extent to which he/she acts in terms of priorities and opportunities and the degree to which others rely on the insight, point of view, judgement and will of this teacher.	Shows well-developed leadership qualities in an educational environment. Is able to influence colleagues with decisive recommendations and has a clear sense of how decisions can be implemented. Leadership qualities are demonstrated in stepping forward and holding back. Is expected by the community to play a leadership role in many of the school's activities.
1.11 Community	Appreciation and support of institution's needs/exercise of initiative on institution's behalf/voluntary commitment/willingness to get actively involved in learner, staff and parent matters by participating in committee meetings, workshops and projects. Knowledge of values and customs of the community. Contribution to building links between the school and the broader community.	Very good attitude to the community/is sensitive to the norms and customs of the community/serves the community across a very broad front/promotes a very good image of education/is held in high regard by the community/ encourages strong links between the school and the community.
1.12 Extra-curricular	Involvement in and availability for school activities outside the classroom and outside teaching hours. This includes sports, cultural activities, meetings with parents and students school committee work, attendance at courses and workshops arranged by the Department and educational agencies.	Makes active use of after-hours time for cultural, sporting and instructional purposes. Plays a leading role in encouraging staff and students to arrange extracurricular activities. Participates in school and Departmental meetings after school hours and assists with organising meetings of the school community. Available to students and parents in the afternoons.
1.13 Contribution to school development	Understanding of and contributions to school, the implementation of departmental development policies and circulars, the new curriculum and whole school development initiatives.	Is familiar with current policies, the new curriculum and the processes of school change and whole school development. Is able to apply this understanding.