THE ROLE OF INTEGRATED QUALITY MANAGEMENT SYSTEM TO MEASURE AND IMPROVE TEACHING AND LEARNING IN SOUTH AFRICAN FURTHER EDUCATION AND TRAINING SECTOR

by

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PROMOTER:
PROFESSOR F.J. PRETORIUS

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DECLARATION

I declare that the “The role of an Integrated Quality Management System to measure and improve teaching and learning in South African Further Education and Training Sector” is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

J.T. DHLAMINI

DEDICATION

‘FOR THY IS THE KINGDOM, THE POWER AND THE GLORY FOR EVER AND EVER, ALLELUYA ……AMEN’

I dedicate this Doctoral degree to my dearest family: my wife Mmatshepo, and my children. Special dedication to my late Grandmother, (Nkgono) Mapuleng Dhlamini, with her slogan ‘If you dream it, live it’ and ‘for I dreamed to be a Doctor, I want to live as One’.

Always present when in need and in deed is my one and only parent, My Mother, (Mme) Matlaka Dhlamini ‘Anna’. I will honor and respect her eternally.

With dignity and respect, special regards for guidance, inspiration, motivation, support which are all elements of supervision from my Promoter, Professor Fannie J. Pretorius.
I say to You Halala, Prof, Halala.

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!!!!!!I cannot mention names as the list is endless!!!!!!

‘THE LORD IS MY SHEPERD, I SHALL NOT WANT’

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ABSTRACT

THE ROLE OF INTEGRATED QUALITY MANAGEMENT SYSTEM TO MEASURE AND IMPROVE TEACHING AND LEARNING IN SOUTH AFRICAN FET SECTOR.

Since 1994, South African education system has been undergoing continuous transformation which had an impact on the quality of teaching and learning. There appeared to be a huge underperformance in the High School and FET College learners which for many years forced Universities to embark on bridging courses in order to enroll new students. Furthermore, a misalignment of college's National Technical Diploma (NATED) programmes that did not afford college graduates an opportunity to register with Universities nor Universities of Technology brought about the questioning of the quality of teaching and learning in the FET College sector. Tabling the unified quality improvement plans in education in South Africa, the Education Ministry introduced an integrated approach to measure teaching and learning with the view of identifying improvement strategies. However, the implementation of this integrated tool called the Integrated Quality Management System had educators and managers attaching ambiguous meanings to the system.

The IQMS instrument is meant to be a dependable quality assurance tool to measure and improve the quality of teaching and learning. The ambiguity lies with educators and managers referring to IQMS as a means to acquire 1% pay progression and the possible return of the old apartheid systems' inspectorate. This research study was promulgated by a concern on the effectiveness and efficiency of implementing the IQMS instrument to measure the quality of teaching and learning in South African FET sector.

In exploring literature on the concept of quality teaching and learning in the FET sector in South Africa, the researcher identified that similar trends of integrating quality management systems in education are being followed globally. The difference to the South African system is the attachment of the salary progression of 1% as an incentive to performance. In view of the

introduction of the new system of education and training, the researcher realized that '*short cut*' processes were followed in preparing educators to be able to offer new education programmes using the OBE system of teaching and learning. That appeared to be another shortfall to the adequacy of implementing IQMS as a quality assurance instrument to measure the quality of teaching and learning in the FET sector in South Africa.

In addition, there appeared to be conflicting trends in the FET sector where the same sector provided curriculum 2005 programmes for schools which differed from college programmes offering National Certificate Vocational {NC(V)}. Both sectors were expected to use IQMS as a tool to measure the quality of teaching and learning with the view of enhancing improvement thereof. Furthermore, the end product of the FET sector for both schools and colleges is the Further Education and Training Certificate (FETC). Unfortunately, it was difficult for the education department to achieve its objectives because time frames to prepare educators and the critical element of providing adequate human resources for the implementation of IQMS could not be met through Umalusi the national quality assurance body for the sector.

The FET Sector which is expected to deliver Education and Training to produce quality students for HE sector and the world of work is faced with shortfalls of quality delivery. The driving force of this research study was to explore the dependability and adequacy of implementing IQMS as a quality assurance instrument to effectively and efficiently measure the quality of teaching and learning to meet the expected outcomes. It is in this regard that the researcher through empirical evidence realized that IQMS did not have theoretical grounding hence there are no principles, procedures or processes that govern the implementation of this very important system.

In addition, the empirical evidence from the qualitative study proved that quality delivery of teaching and learning has been monitored using diverse assessment practices. A variety of assessment tools like the TQM and QMS which exist in FET Colleges with the summative IQMS in FET Schools of which the three practices are premised around Quality Management. Quality Management refers to a process where quality delivery in a school, college or any other organization is systematically managed to maintain the competence of the organization. It is in this regard that TQM, QMS and IQMS refer to Quality Assurance Practices in any organization that is geared to effective and efficient client relations.

Figure 6.1

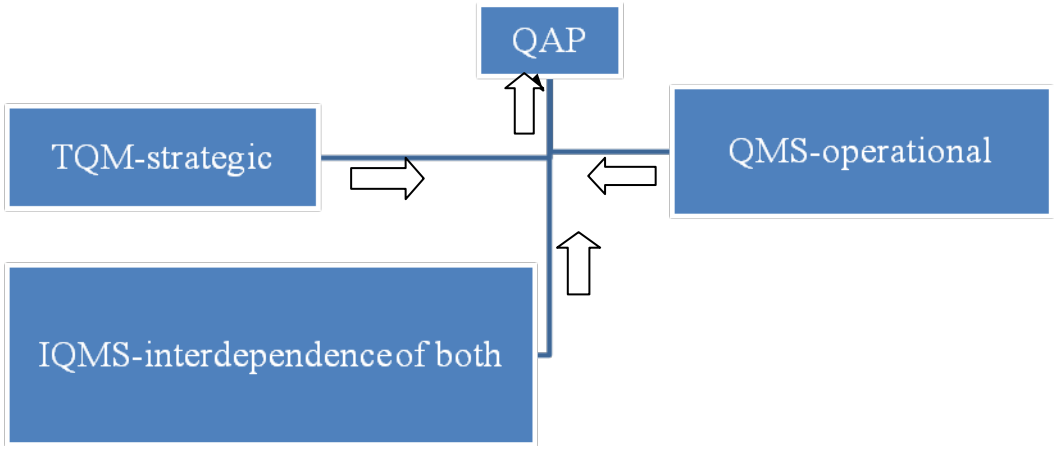

Figure 6.1 *shows the South African perspective of Quality Assurance Practices Model as reflected by findings of this research study (Thesis, page 191)*

The study also revealed that the FET Sector is not consistent in its approach to maintain quality delivery. An example is that, in schools only Grade 12 learners write a nationally standardized examination which is equivalent to Level four of the FET Colleges. While in FET Colleges all Levels within the FET Band write nationally standardized examinations. Therefore, in one of the two operations, quality has been compromised, which may be a good topic for further research study.

In conclusion, the role of IQMS to measure and improve teaching and learning in the FET Sector is not significant. To detach the stigma around its existence as a tool to determine 1% pay progression for Educators, and the notion of it being a fruitless paperwork exercise can be remedied through Standardized Quality Assurance Practices as proposed by the researcher in chapter 6.

Key terms

- National Qualification Framework
- Institutional Quality Management,
- Integrated Quality Management System
- Further Education and Training Band,
- Classroom Teaching and learning,
- Skills Development Strategy,
- Outcomes Based Education and Training System,
- Co-operative Education,
- Recognition of Prior Learning,
- Further Education and Training Certificate,
- South African Qualifications Authority,
- Quality Assurance Practices,
- Institutional Development Plan,
- Total Quality Management,
- Quality Management System,
- Education and Training
- Quality Assurance Practices.

ABBRIVIATIONS

ABBRIVIATIONS 1

IQMS- Integrated Management Systems

ISO- International Standards Organizations

FET- Further Education and Training

CES- Chief Education Specialist

DoE- Department of Education

DoL- Department of Labour

SAQA- South African Qualification Authority

NQF- National Qualifications Framework

FETC- Further Education and Training Certificate

HE- Higher Education

NCS- National Curriculum Statement

QMS- Quality Management System

WSE- Whole School Evaluation

SDT- Staff Development Team

DSG- Development Support Group

PoE- Portfolio of Evidence

GENFET- General Education and Training

SCE- Senior Certificate Examinations

CASS- Continuous Assessment

ELRC- Education Labour Relations Council

OBE- Outcomes Based Education

ELRC- Education Labour Relations Council

NCS- National Curriculum Statement

PGP- Personal Growth Plan

ABBRIVIATIONS 2

HRD- Human Resource Development

SMME- Small Medium and Micro Enterprises

GET- General Education and Training

SAT- Scholastic Aptitude Test

ACTP- American College Testing Progrmme

UK-United Kindom

AEAA- Association for Education and Assessment in Africa

UoM- University of Malawi

NACTE- National Council for Technical Education

BESSIP- Basic Education Sub-Sector Investment Programme

RNPE- Revised National Policy in Education

ANC- African National Congress

SA- South Africa

NPTOSA- National Professional Teacher's Organization of South Africa

SMT- Senior Management Team

SIP- School Improvement Plan

C 2005- Curriculum 2005

GENFETQA- General and Further Education and Training Quality Assuror

GETC- General education and Training Certificate

RPL- Recognition of Prior Learning

ETQA- Education and Training Quality Assuror

MoU- Memorandum of Understanding

OBET- Outcomes Education and Training

EFQM- European Foundation for Quality Management

TQM- Total Quality Management

SETA- Sector Education and Training Authorities

USA- United States of America

ETQA- Education and Training Quality Assurance

SADC- Southern African Developing Countries

NSB- National Standards Bodies

RPL- Recognition of Prior Learning

FETC- Further Education and Training Certificate

ABBRIVIATIONS 3

SACMEQ- Southern and Eastern Africa Consortium for Monitoring Educational Quality

NSDS- National Skills Development Strategy

ATFE- Australian Technical and Further Education

CEM- Council of Education Ministers

SADTU- South African Democratic Teachers Union

SAEF-South African Education Framework

NCED- Northern Cape Education Department

PMDS- Performance Management Development System

SACE- South African Council of Educators

NEPAD- New Partnership for Africa's Development

APRM- African Peer Review Mechanism

SAFCERT- South African Certificate Council

SSACI-Swiss-Southern African

SGB- School Governing Body

ICT- Information and Communications Technology

GPG- Gauteng Provincial Government

FSDoE- Free State Department of Education

NBFET- National Board for FET

CES- Chief Education Specialist

IDSO-Institutional Development Service Official

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CHAPTER ONE

BACKGROUND, PROBLEM FORMULATION AND AIMS

1.1 INTRODUCTION

South Africa is undergoing a paradigm shift from the traditional education system inherited from the apartheid era to an Outcomes Based Education (OBE) system which was intended to bring about major changes in the form and orientation of South African education. This shift influenced the measurement of the quality of teaching and learning by the introduction of the Integrated Quality Management System (IQMS). IQMS was implemented in the new OBE system as a quality assurance practice with the aim of enhancing the improvement of teaching and learning in schools and colleges. Van Rooyen (2007), the chairperson of Assessment College in South Africa, noted that the state of education in South Africa is a source of concern for all who care about the future of the country. The consensus was that South Africa needed an outcomes-based education and training system to improve the quality of teaching and learning.

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

competency of educators and lecturers, IQMS is implemented as a tool to measure the quality of teaching and learning in the classroom or workshop.

In determining quality classroom progress, performance indicators are the learners' results. Grobler, Bishoff and Mestry (2003: 2) indicate that schools are effective when learners perform beyond expectations. This is also applicable in South African schools where achievement in the Secondary Certificate Examinations (SCE) is often seen as the only norm to determine success. In succeeding to achieve positive results in schools and colleges it is important that Senior Management Teams (SMT) manage the implementation of IQMS according to the South African quality assurance standards as stipulated in the South African Quality Assurance Act of 1995.

Motilal (2004: 146) agrees that within the broad context of an apparently universal concern in education for the development of quality and effectiveness of teaching and learning, there has been an increasing focus on management. The OBE approach to classroom and institutional management requires both processes to be interrelated for the introduction of the Integrated Quality Management System (IQMS). According to the principle of IQMS, the management of educational processes such as classroom management, whole institutional evaluation, workshops and human resource management, should be interrelated. The outcomes of a reliable education system are determined by the national examination results whereby graduates are judged ready for the next level of their studies.

A concern is whether these results actually deliver school graduates who can meet the needs of the economy and society. A further concern is whether school graduates can use their education competence to open small businesses and become entrepreneurs. Moreover, the Further Education and Training curriculum is aligned to the Higher Education (HE) sector for learners from the FET sector to further their studies. In this regard, Parsons and Slabbert (2001: 80) lament that South African education is in a state of dynamic flux because of the drastic changes that need to be made in education. This new system requires a different method of curriculum delivery where learners and students participate in 80% of classroom teaching and learning compared to the 20% participation of educators and lecturers. Such a situation generates its own stresses and anxieties.

In the previous apartheid dispensation, educators and lecturers were the sole decision-makers in the classroom and would dictate the entire implementation of teaching and learning. Within the present learner-centered educational framework, administrators are requested to strive to create an academic milieu which is geared towards the growth and maintenance of its cardinal role-players: the teachers. Furthermore, Sarason (2002: 248) says that it is no simple matter to distinguish between progressive (OBE and learner-centered) and traditional (teacher-centered) education systems. This also implies that each school is different from the other in terms of its organizational culture and classroom ecologies. In this framework, the balance between progressive and traditional education is be managed differently, depending on each institution's management.

The emphasis in OBE concerning the quality of education and training is to ensure that curricula delivery in schools and colleges responds to the social needs in the region in which the institution is situated. Gazso (2003: 24) argues that, in general, each school has a different atmosphere, and different cultures of cooperation exist among educators. Therefore IQMS is the instrument and process that is currently used to ensure that teachers and school management in general implement what is mandated by the Department of Education (DoE). It is probable that the significant changes of the 1990's, including the increasing variety of school curricula, have led to educators in different institutions becoming more differentiated regarding the implementation of the curriculum and thus, the differences of results becoming more distinct.

The DoE (1998: 87) indicates that institutional staff members are key strategic resources in the system of Further Education and Training (FET) and account for the major share of the education budget. The challenge with respect to staff development is to train FET lecturers who are able to implement an IQMS that will enhance the creation of a new institutional and work ethos, characterized by co-operation, multi-skilling, teamwork, flexibility, quality and service orientation. The new management paradigm has been spelled out in the Ministerial Task Team Report: Changing Management to Manage Change in Education (1996), which indicates that institutional management must be prepared and empowered to manage change especially in relation to the implementation of an IQMS.

When it comes to the implementation of and IQMS, school and college principals inevitably find themselves facing many challenges, uncertainties

and ambiguities in their educational practice and management. All these demand a paradigm shift for principals to lead their educational institutions more effectively in managing the execution of teaching and learning. The change in mindset in managing institutions by implementing an effective IQMS leads to both external and internal transformations. External transformation refers to graduates who are prepared adequately for higher levels of education; and internal transformation reflects a shift in teaching and learning from teacher-centered to learner -centered education. The paradigm shift in management styles which enhance the establishment of an IQMS pursues institutional effectiveness and educational quality in a rapidly changing environment. Cheng (2002:65) refers to internal transformation as the change in focus from content-based teaching and learning to outcomes-based teaching and learning, where skills and knowledge of the learner's level of understanding are assessed. External transformation refers to the paradigm shift in institutions from producing a massive number of graduates who do not qualify to be in the job market or higher education institutions to producing graduates who can make a positive contribution (Cheng, 2002: 65; Macbeath et al, 1996). In such a system a fully integrated IQMS will enable educators to address these contradictions in our education system.

Internal and external transformation within the education sector directly affects the management structures of institutions, from principals to educators and lecturers, executing their academic duties. Hence, the need for the establishment of a robust IQMS implementation in an educational institution to enhance the measurement of quality of teaching and learning.

The flow of events that has an impact on teaching and learning is the synchrony of imparting knowledge, skills, values and attitudes in relation to assessments and evaluations in the classroom. That flow seriously affects the management of schools and colleges because, in the 'old' education system skills were meant for people who did not pass classroom theory and who were prepared for labour intensive jobs. As a phenomenon according to an academic perspective, theory and practice are often regarded as separate aspects of classroom management. Scholars develop and refine theory; educators and managers engage in practice. Theory may be perceived as esoteric and remote from practice and this may be its greatest weakness. The acid test of theory occurs in its relevance to practice in an applied discipline, such as classroom management. Co-coordinating theory with practice as complements to each other proves the authenticity of each component (Bush & Bell, 2002: 15).

The introduction of IQMS in South Africa to measure and improve the quality of teaching and learning is informed by the existence of Total Quality Management Systems (TQM). The application of TQM is a strategy used globally for looking at the development of education. Furthermore, as the world moves to the technological era where education is no longer separated from training, schools are being urged to produce higher standards of performances in the form of certificates.

The Education Labour Relations Council (ELRC) summarizes categories of IQMS as the Development Appraisal System (DAS), the Performance Measurement Development System (PMDS) and Whole School Evaluation (WSE). ELRC (2003: 3) indicates that the purpose of Development

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

1.2 BACKGROUND STATISTICS TO SUPPORT THE ESTABLISHMENT OF AN IQMS SYSTEM IN AN EDUCATION INSTITUTION

The establishment of an effective IQMS depends on quality staff in an education institution. The DoE, through the Business Trust Foundation publication indicated that the range of qualifications held by staff at FET Colleges is considerable and it was necessary to group the staff qualifications into four broad categories. The first includes all higher degrees and equivalent qualifications, the second includes first degrees and higher diplomas, the third includes all diplomas, the fourth includes all appropriate qualifications at a level below that of a diploma (the latter group may be regarded as being under- or unqualified). Of the 6756 members of the teaching staff in the FET sector, 26% hold higher degrees, 33% degrees or higher diplomas, 32% have diplomas and 12% are either under- or unqualified as indicated in figure 1.1 below (Powell and Hall, 2002: 28). These findings by Powell and Hall (Year), also convinced the

researcher that there is a dire need to investigate the efficiency and effectiveness of quality assurance practices. In view of the 12% of teaching staff not being qualified to be in the classrooms, while there are few efforts by the National DoE to train the 88% in OBE offering, a serious compromise to quality teaching and learning is evident.

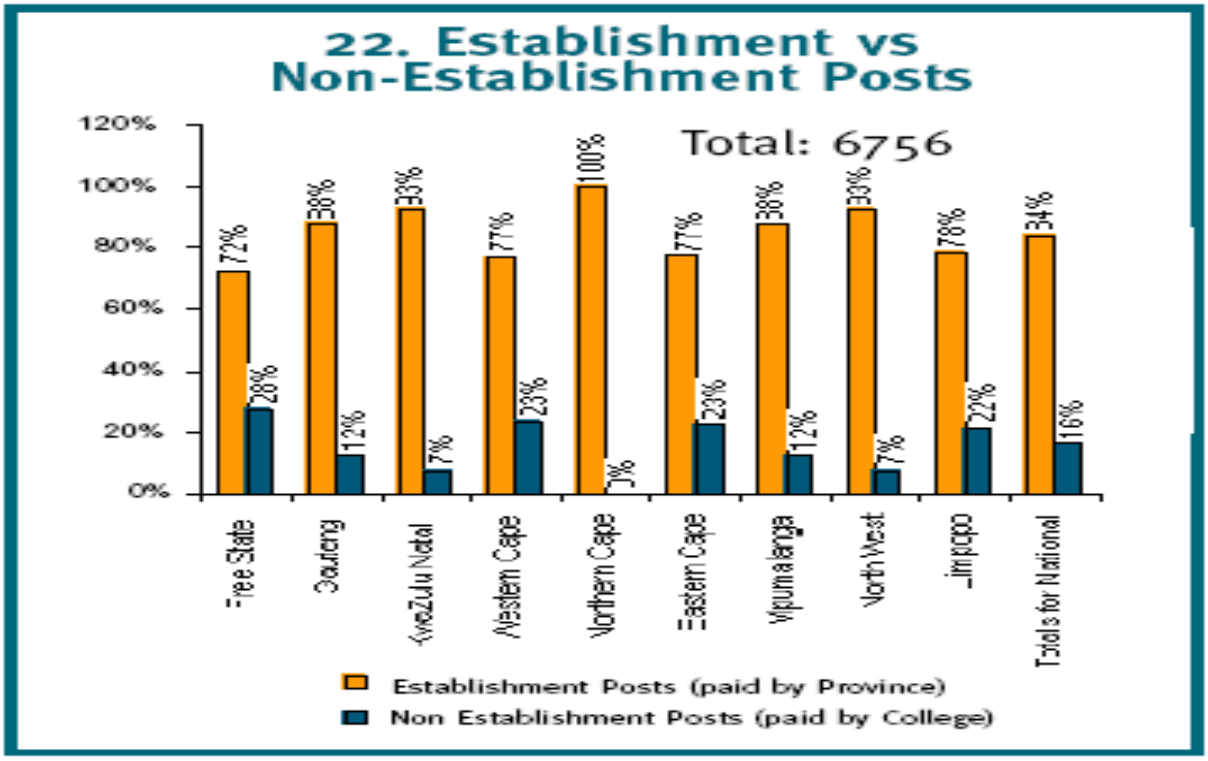


Figure 1.1 reflects on staff establishment at FET Colleges in South Africa per province (Powell and Hall, 2002: 28)

Furthermore, with reference to managing processes of various quality management systems in OBE, the current Minister of Education, Naledi Pandor (Umalusi report for 2004-2005) states that:

> "The success of our interventions in improving the quality of teaching and learning in schools has reduced the number of schools

with a pass rate of under 20% from 1 034 in 1999 to 183 in 2004. Moreover, there are now more schools performing above the 50% pass rate than ever before. Only 1 463 out of 6 140 schools returned results below 50%. As from this year we will lift our benchmark to ensure that no Province performs below 50%. Our challenge for the future is to ensure that the distribution of achievement and the quality of performance mirrors the equitable distribution of resources." ***(refer to 3.4.c)***

Therefore the establishment of an IQMS in our education institutions becomes the sine qua non for quality improvement and effectiveness.

1.3 STATEMENT OF THE PROBLEM

In view of the above orientation, the statement of the problem is formulated based on the implementation of IQMS. Babbie (2007: 10) states that social theory has to do with what is currently the practice on IQMS and not what should happen to the system. Methodologically, the implementation of an IQMS in an education institution is objective because it evaluates the prevailing quality of teaching and learning. Furthermore, to ensure national and international credibility, the South African Qualifications Authority (SAQA) Act prescribes that the National Qualifications Framework (NQF) must establish a quality management system, which must ensure that stakeholder involvement, mechanisms for registration, accreditation, moderation, and auditing; and maintenance of quality unit standards are developed and assessed by relevant quality assurance bodies (Oliver; 1998: 10). In light of the background to the study articulated above, the purpose of this study is to investigate *how efficient and effective is IQMS to*

measure and improve the quality and effectiveness of teaching and learning with regards to OBE in South Africa ***(refer to 3.4.2).***

1.4 RESEARCH QUESTIONS

According to Creswell, (2008:122) research questions helps to narrow the purpose statement to specific questions that the researcher seeks to answer. In view of the stipulated purpose statement in which the problem statement is embedded, a number of research questions have been formulated as indicated below:

1.4.1 How dependable is IQMS in measuring and improving the quality of teaching and learning in the FET sector as indicated in the DAS, PMDS, and WSE? (***refer to 3.4.b and 4.3.5.1)***

1.4.2 How accurate are the sub-tools of IQMS which are DAS, PMDS and WSE in enhancing to the quality delivery of teaching and learning in the FET sector? (***refer to 3.4.2)***

1.4.5 Are teachers ready to impart knowledge, skills, values and attitudes to their learners in the new OBE dispensation as a result of the IQMS? ***(4.3.1.3)***

1.5 AIMS AND OBJECTIVES OF THE STUDY

In terms of delineating the aims and objectives of this study, the researcher is guided by the central phenomenon of the study which is the IQMS in the FET sector and its effectiveness in enhancing the quality of teaching and learning.

1.5.1 Aims

The main aims of this research study are:

- To determine the importance of implementing IQMS to measure the quality of teaching and learning; ***(refer to 3.4.2.4)***
- To establish the dependability of using IQMS to improve the quality delivery of teaching and learning environment; and (***refer to 3.4.2.3)***
- Thirdly, this study aims at developing a grounded theory of the implementation of IQMS in the FET sector. (***refer to figure 3.2)***

1.5.2 Objectives

Based on the above stipulated aims, the objectives of the study are:

1.5.2.1 To discover the effectiveness of the IQMS system. ***(refer to 3.4.c)***

1.5.2.2 To explore specific outcomes of implementing quality assurance practices in improving teaching and learning in the FET sector; ***(refer to 3.4.2)***

1.5.2.3 To investigate the role of IQMS in salary increases in the FET sector; (***refer to 4.3.1.11)***

1.5.2.4 To probe the positive and negative implications of IQMS in the continuous professional teacher development (CPTD) in the FET sector; and (***refer to table)***

1.5.2.5 To examine whether classroom facilities are conducive for quality teaching and learning within the IQMS framework. (***refer to 4.3.1.9)***

1.6 MOTIVATION FOR THE STUDY

De Bruyn, Erasmus, Jansen, Mentz, Steyn, Van Vuuren and Xaba (2007: 323) state that IQMS was established in 2003 (ELRC Resolution 8 of 2003) and is an integration of the following performance and quality management programmes in education:

- Development Appraisal;
- Performance Management; and
- Whole-School Evaluation.

De Bruyn, et al. (2007: 3240) further explains that there is also a shift in terminology from "inspection" to "whole-school evaluation". WSE provides for self evaluation (by the school) as well as external evaluation (by supervisory units). The shift in terminology promulgated a shift in the implementation of quality assurance practices.

The researcher was therefore motivated to investigate the applicability of IQMS to measure teaching and learning in the FET sector. It was thus imperative for the researcher to ground the implementation of IQMS using grounded theory. Creswell (2008: 432) states that the researcher uses grounded theory when he needs a broad theory or explanation of a process. The reason for using grounded theory is that it generates a theory when existing theories do not address the researcher's problem or the participant's problems that are used for the investigation. ***(refer to 3.4)***

There exists no theory for the implementation of IQMS as a system to measure the quality of teaching and learning in the FET sector. When analyzing data from different subjects like educators, managers and learners, the researcher managed to establish ‘active code labels’ for IQMS. Active code labels for this research study are teaching, learning, classroom management, PoEs, CASS, PGP, WSE, PMDS and DAS. These active code labels were identified by the researcher upon empirical analysis to establish strategies of responding to the challenges of effectively implementing IQMS and ground the system to a theoretical framework. Cohen, Manion and Morison (2000: 23) articulate that theory is emergent and must arise from particular situations; it should be ‘grounded’ on data generated by the research act (Glaser and Straus: 1967). They further say that theory should not precede research but follow it.

Charmaz (2000) in Creswell (2008: 432) apprehend that on the basis of analyzing one set of data, the researcher obtains direction from the analysis for the next set of data. Also, in data analysis, the researcher builds categories systematically from incident to incident and from incident to category. This has been the approach of the researcher in probing information on the dependability of the National DoE to implementing IQMS as a tool to measure quality teaching and learning. Data collected from school managers and educators built up the data accessed from College middle management in charge of quality assurance practices which were supplemented by data collected from learners. The three categories promulgated the realization of grounding IQMS into a theoretical framework.

1.6.1 Identified Gaps in implementing IQMS

The researcher was more interested in identifying gaps of the implementation of IQMS because of the negative influence it had to educators and managers in different institutions. The following gaps were identified by the researcher:

- The administration of files were like window dressing in order to submit fabricated evidence to the DoE;
- The filling of IQMS forms during Peer Group and Individual Assessments shall never be the true reflection of the performance standards of educators because if the educator assesses himself he will definitely give himself favourable points;
- The communication process between institutions and the DoE is one way towards schools and there is no feedback registered from the DoE; and
- There is also no annually schedule for the assessment and evaluation from the DoE or Umalusi with regards to the monitoring of IQMS.

These gaps were evident upon empirical investigation whereby teaching staff in high schools stated that there was neither seriousness nor monitoring of the IQMS documents. IQMS documents were attended to as and when the DoE needed them for salary increment purposes only and not assess the extent at which quality teaching and learning took place. The process of attending to IQMS documents by institutions when the DoE needed them brought about challenges in the authenticity and integrity of IQMS as a system.

1.6.2 Challenges of IQMS in education hampering quality teaching and learning

1.6.2.1 Paradigm shift in teaching provision

One of the developments in the latter half of the twentieth century was the rise of the inquiry paradigm. Traditional theories are closed systems in the sense that they tend to be prescriptive: they prescribe how the curriculum 'should' be. Inquiry theories, however, are more open, descriptive, critical and eclectic. Instead of focusing exclusively on how things should be done, their point of departure is how things are being done, implying that which is actually happening in schools. They use the results of their enquiries to propose new theories (Jacobs, Vakalisa and Gawe; 2004: 43). An example of a traditional theory is the behavioral theory initiated by Ralph Tyler in 1949. The constrains of this theory are that the curriculum should be divided into definite components and sections as determined by bureaucracies appointed to implement state policy, and educators should then proceed to implement this prescribed curriculum in a systematic, logical and value neutral fashion (Jacobs, et al. 2004: 42).

Changing paradigms from old conventional teaching to the OBE teaching provision is a difficult exercise to carry. Old teachers used to teach curriculum to learners on the basis of preconceived teaching material as prescribed by Apartheids' education policies. In the new Freedom based education system, it has become eminent that teaching should focus on learners rather than the content of learning. Thus managers need to manage changing processes. (Meyer and Botha; 2000: 224) define change

management as a process of mobilizing resources through the planning, coordination and implementation of activities and initiatives to bring about the desired change.

Oliver (1998: 46) indicates that only the outcomes-based assessment methodology has the capacity to assess not only knowledge, but also skills, processes and the end-result thereof. Teachers can collect evidence of the above mentioned by means of formal testing as well as observing progress throughout the learning programme. Assessment of outcomes-based learning is thus a mixture of norm- and criteria-based assessment and learners will receive credits for their proven achievements, and not for acquiring knowledge, master skills or completing a subject or an academic year.

1.6.2.2 Creation of a learning environment to suite OBE teaching and learning strategies

In many instances learners experience education as something done to them, and not something they do. By participating during lessons, led by a critical and a democratic educator, learners develop themselves. Such an educator will create a teaching-learning context that invites learners to view new content critically against the backround of their own existing knowledge and experience. In order to create such a classroom context, the educator needs first to analyze all the factors (***also referred to as 'variables'*)** that might influence this context (Jacobs, Vakalisa and Gawe; 2004: 118).

Prinsloo, Vorster and Sibaya (1996: 250) argue that classroom learning, obviously, differs from spontaneous and informal learning. Classrooms are special settings for learning where learning is, amongst other things, artificially planned, structured and demarcated as far as content, time and space are concerned. Under such circumstances, the reasons why learners learn and ways to encourage them to learn have to be considered in the context of learning. The OBE system dictates that learning should be transformed from route and content based learning types to outcomes-based learning style. Van der Merwe, Prinsloo and Steinmann (2003: 25) further say that by creating a healthy, supportive and nurturing learning environment through effective school and classroom activities, educators can help learners develop into well- balanced adults.

1.6.3 OPPORTUNITIES IN EDUCATION TO IMPROVE TEACHING AND LEARNING

1.6.3.1 Using current teaching methods

Dryden and Vos (1994: 321) reflected on the experience of Schmid during his interview. Their case study on him relates as follows;

Shmid said, "***Previously at the University, if I gave students 25 words a day in the old way, they'd be lucky to remember ten the next day. I was convinced. In fact when I started to use the techniques myself, I started dreaming in the language after about the third day. And I had never had that feedback before". Schimd's experience left him no doubt as to the benefits of the new learning methods: " I would say the speed-up in the learning process is anywhere from five to 20 times- maybe 25 times-over***

what it was in traditional methods. But it's not only the acceleration; It's the quality of learning that goes on. And the feedback. They say: 'This is fun. Why didn't I learn this way in high school?'

The fun of teaching and learning environment of Schimd's classroom promotes a positive classroom climate. Van der Merwe, Prinsloo and Steinmann (2003: 17 and McBer, 2000: 15) refer to classroom climate as the collective perception by learners of what it feels like to be a learner in a particular educator's classroom, where those perceptions influence every learner's motivation to learn and perform to the best of his ability.

Weber (2005: 68), on the contrary, describes the chronological measurement of the quality of 'teaching' in an institution when implementing IQMS strategies as the levels of evaluation. Internal appraisals whereby appraisals or assessments take place within the institution are termed 'process A'. This term denotes that the appraisal structures are created by the role players in the institution. Appraisal structures are:

- Self-evaluation by individual educators in preparation for the line management assessment;
- The development of assessment instruments by institutional management, administrators and educators for quality control and development; and
- Lesson observations conducted by the Development Support Group (DSG) formulated from the institutional role-players to avail the information of the evaluation to the Staff Development Team (SDT), for the purpose of planning school improvement.

Weber (2005:68) further identifies 'process B' as a means to assess an organization holistically by the external quality assuror known as Umalusi. The process of quality assuring the entire institution is known as Whole School Evaluation (WSE). Umalusi's operational mandate from the Department of Education is as follows:

- Umalusi drafts an assessment form with a draft plan for the evaluation of FET institutions;
- Umalusi informs FET institutions in time on the dates for conducting the WSE;
- Umalusi needs to advocate to FET institutions procedures to be followed when conducting WSE in Quality Management Systems (QMS) if IQMS is not implemented in these institutions;
- Feedback from Umalusi to the evaluated institutions is important.

Steyn, De Klerk and Du Plessis (2005: 124) indicate that educational communities like FET institutions should make the transition from traditional education to OBE. The process, though, leads to uncertainty among educators and management in terms of job security and the requirements of the new workload, which are related to new responsibilities in terms of measuring the quality of education and the impact of transforming the education system. Traditional educators are used to education department's prescribed textbook information only to teach in the classroom imparting data to students and learners as it is given in the textbook. On the other hand, OBE requires that educators and lecturers embark on research for new and advanced information. It was previously easy for educators to copy the curriculum from the Educator's Guide for

inspection purposes during the visits by the then Inspectors of Education. These inspectors would expect a nicely decorated educator's personal file that adheres to the Education Departmental Guide as part of the measurement of the quality of teaching and learning.

1.7 Definition of terms

- **Teaching-** Van Harmelen (2004: 61) depicts teaching as an arrangement of contingencies of reinforcements under which students learn. She says that they learn in the natural environment, but educators arrange special categories which expedite learning, hastening the appearance of behavior, which might otherwise never occur (Brent, 1983: 109). Therefore, the definition of teaching that will be used in this study will be in conformity with the conceptualization given by Van Harmelen.

- **Learning environment-** Davodoff and Lazarus (1997: xv) refer to it as an environment that supports educators and learners to develop their potential for the benefit of society. While, Van der Merwe, Prinsloo and Steinmann (2003: 25) add that a positive learning environment can be characterized by the encouragement of academic achievement where the focus is on the importance of scholastic success and on the maintenance of order and discipline. In view of IQMS, the learning environment refers to teaching and learning situations where DAS and PMDS can be implemented.

- **Educator-** Van der Merwe, Prinsloo and Steinmann (2003: 70) argue that since leadership is the capacity to influence followers, it might be assumed that all educators, at least in relation to their learners, have their leadership ambition.

- **Learner-** In the FET sector the learner is generally over 18years of age and they would have passed matric. Du Preez and Van Wyk (2007: 209) lament that it is the learner's responsibility to learn. This does not mean that the learner should be left alone, and that he should not be supported and guided through the learning process.

- **Classroom climate-** Van der Merwe, Prinsloo and Steinmann (2003: 25) refer to classroom climate as a collective perception by learners of what it feels like to be a learner in any particular educator's classroom, where such a perception influences each learner's motivation to learn and perform to the best of his ability. For this study the researcher adopts this definition because it fulfills the investigation of learner's paradigm of classroom delivery.

- **Outcomes-based Education System-** Vakalisa, Van Niekerk and Gawe (2004: 147) stipulate that the present OBE system of education puts the learner who is the consumer at the centre of the teaching and learning process. The cliché, 'the customer is always right', needs to be adapted for education to read 'the learner comes first', or 'if it does not stimulate the learner, it is not on'. Clichés like these need to be used more in teacher education programmes in order to encourage

educators to focus more on the needs of the learners rather than on their own.

- **FET School –** refers to a High School or Middle School that falls within the FET band in the National Qualifications Framework.

- **FET College –** refers to a College that falls within the FET band which offers both theory and practical components and accommodates students.

- **IQMS Matrix –** refers to an IQMS guideline or framework structured for this study to guide the reader on the strategic path followed to undertake this study.

- **NQF Framework –** refers to a framework as depicted by SAQA to indicate the different education bands like the GET, FET and HE bands consecutively.

- **Cooperative Education -** refers to classroom theory complemented by relevant practical training as in Science Study where schools need to have a complete laboratory where learners undertake their chemistry experiments.

1.8 RESEARCH DESIGN

According to Creswell (2008:59) a research design is a specific procedure involved in the last three steps of research process: data collection, data

analysis, and report writing. The research design implemented in this study rests on a combination of qualitative and quantitative approaches. Interviews were conducted in schools with senior and middle managers whereas learners completed questionnaires. In FET Schools, Staff Development Team (SDT) members were interviewed because they are assessors of the Personal Growth Plans (PGPs) of Educators. Five schools in the FET sector from different geographical backrounds participated school BA, school TB and School CH Secondary Schools from the Merafong Municipal area and two from the Potchefstroom Municipal area known as school TD and school BE Secondary Schools. One FET College from a total of three provincial colleges with three different campuses situated at different ethnographic locations of Madibeng, Moses Kotane and Mogwase Municipalities.

1.8.1 Selection of participants

A total of five (5) FET Schools (High Schools) and one (1) FET College took part in the research project as the population. Subjects of the research that formed the sample of the study were Teaching Staff, institutional managers, members of the SDTs, Development Support Group (DSG), learners from FET Institutions. The study was conducted in the North West Province with two socio-economic categories of urban and rural areas.

1.8.2 Units of Analysis

Babbie (2007: 95) refers to units of analysis as these things that the researcher examines in order to create summary descriptions of all such

units and to explain differences among them. In this study of the IQMS, the researcher identified Educators, learners, and managers as units to be studied in order to explore the dependability and importance of IQMS to measure the quality of teaching and learning in the FET sector in South Africa.

1.8.3 Population

Creswell (2008: 151) defines a population as a group of individuals who have the same characteristics. The population of this research study was selected from IQMS administrators or implementers in FET sector in the North West Province of South Africa. The Tlokwe and Bojanala Districts were the main areas that the researcher targeted for the purpose of achieving the objectives of the study.

1.8.4 Purposive Sampling

Creswell (2008: 214) states that in purposive sampling, researchers intentionally select individuals like the institutional DSGs and sites in the form of specific institutions to learn or understand the central phenomenon of IQMS. The researcher in this study chose all individuals who are relevant to the implementation of IQMS internal monitoring and assessment in schools and in addition, learners were also used as they are the recipients of learning in this regard.

1.8.5 Sampling frame

The data for this research study were obtained from a population of staff

members from FET schools, one FET College and learners from schools. A random sample of 44 staff members involved in teaching, learning and the assessment practices in the classroom were interviewed. In addition, and in view of the researcher to justify findings of the interviews, a stratified sample of 20 learners per school were expected to respond to questionnaires, 10 were to be completed by Grade 12, 5 by Grade 11 and 5 by Grade 10 learners respectively. This brought about a sub-total of 100 learners as subjects for the study. The researcher had a total of 144 subjects anticipated to participate in this research.

1.8.6 Data collection

Data was gathered by means of interview schedule and questionnaires. Focus group interviews were held with Teaching Staff and Institutional IQMS Managers. Interview schedules were prepared to guide the researcher. Interviews were recorded using an audio-tape. Data was gathered from learners by means of questionnaires to verify interview findings from Teaching Staff.

1.8.7 Data analysis

The tape recorded interviews were transcribed and the transcripts were analyzed according to qualitative methods. Data was presented in a narrative form and was substantiated by excerpts from the interview texts.

Questionnaire data was reduced and only the relevant information that impact on classroom delivery was analyzed. The questionnaires were

analyzed per question and after critical scrutiny of the collected quantitative data obtained from questionnaire responses, frequency tables and graphs were drawn to present empirical information.

1.9 LIMITATIONS OF THE STUDY

The research focuses on the impact of the educational transition on the quality of teaching and learning in South Africa, particularly in the FET sector. The FET sector is expected to produce graduates for the higher education (HE) sector where students enhance their education endeavors while other students are expected to become competent for industry. Kgosana (2005: 10) states that on 21 November 2005, provinces were expected to report to the Department of Education about their readiness to implement the new NCS for Grade 10 to Grade 12 in schools, which is equivalent to NQF Levels 2 to 4 in colleges. Grade 12 or NQF Level 4 is the graduation grade for attaining the Further Education and Training Certificate (FETC). This research study will therefore focus only on the FET sector according to the South African Education Framework as depicted in chapter 3 on figure 3.1.

The process of integrating quality management of institutions as a system is fundamental to this study. Strain (1997: 11) states that quality always carries a price tag. Achieving it requires intricate estimations of needs and satisfactions which must be explored at the level of both individual and collective consequences. Similarly, IQMS tools are systematic, interdependent and collectively sequential as follows:

- DAS is a process that takes place when teaching staff conduct and complete self evaluation forms as individuals to develop PGPs.
- PMDS is a process whereby DSGs as Middle Managers collect PGPs per department to discuss with Senior Management.
- WSE is a process where Senior Management of the institution convenes a meeting with DSGs and SGBs (schools) or College Council (Colleges) to discuss all PGPs of all staff including support staff and HODs to evaluate the whole institution with the aim of developing an Institution Improvement Plan.

It is in this regard that this study is premised on the implementation of the entire IQMS and not only a specific sub-tool of the system. Students and learners as recipients of teaching are also consulted during the investigation to justify classroom evidence.

1.10 CHAPTER DIVISION

Chapter one provides the backround of the research study, the outline of the formulation of the problem statement which promulgated the formulation of the aims and objectives of this study.

Chapter two provides a literature study on quality teaching and learning.

In Chapter three the formulation of the research methodology and design is described in terms of sampling and data collection which are executed by means of both qualitative and quantitative research strategies.

Chapter four captures qualitative presentation and analysis of the empirical reflections from teaching staff and institutional managements which is supplemented by the quantitative analysis of data from learners to justify the study findings.

Chapter five gives a clear indication of the findings, recommendations and conclusion of this research study.

1.11 SUMMARY

This chapter introduced the backround of the study, the rationale that prompted reasons to undertake the study. The aims and objectives of the research, the design and methodologies implemented and the conceptual matrix of the study were all outlined. The next chapter reviews global literature on education quality management systems to benchmark the implementation of IQMS in South Africa.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Creswell (2008: 116) cites that a literature review is a written summary of articles, books, and other documents that describes the past and current state of knowledge about a topic, organizes a literature into topics, and documents a need for a proposed study. This research study is based on the literature on IQMS and components around the implementation thereof with the intention of understanding views and understandings of other scholars with regards to appraising the quality of teaching and learning. The focus of this study is on the FET sector in South Africa as the key sector in the middle of education and training delivery in the country.

FET as the key delivery band in South Africa requires adequate quality resources, such as professionally qualified educators and managers with relevant infrastructure like classrooms and laboratories. Fisher, Jaff, Powell and Hall (2003: 341) argue that the key to the ability of schools and colleges to respond to the Human Resource Development needs of the country and the changing requirements of the labour market is their staffing. It must be asked, not only if institutional staff members are appropriately trained, qualified and experienced, but also whether the post structures, management arrangements, conditions of employment, reward systems and support structures are in place to enable the effective utilization of the institutions' own resources for quality production. Quality production emanates from quality assurance practices

whereby adequate resources are utilized to impart knowledge, skills, values and attitudes. The adequacy of providing such skills, require the process of quality teaching and learning to be conducive to meet expected outcomes.

2.1.1 What is quality teaching and learning?

According to Starida (1995: 115) and Smuts (2002: 23) the meaning of the term quality is best conveyed by the Greek word *peoteta* which was used by Plato and Aristotle to single out certain characteristics that were considered to be distinctive of a thing- distinguishing it from other types. The term is also related to specific attributes of people- usually 'good qualities'. Within this framework, quality becomes a multi-value concept depending on the situation (different definitions of quality in different historical and social contexts) and also a multi-level concept involving different frames of reference in which it can be analyzed. However, instead of trying to identify the essence of quality, it would be more appropriate to define the term as a means to attain set aims.

Quality teaching and learning can best be described by performance outcomes in the classroom environment. Karimi (2008: 25) states that performance is observed by the direct outcome of learning and it is the main indicator that learning has occurred. Driscoll (2005: 1) and Karimi (2008: 25) describe learning as a "persisting change in performance or performance potential that results from experience and interaction with the world". Therefore, for learning to be observed, there must be demonstration through the performance on related tasks. Though performance heavily depends on learning, low performance may not necessarily reflect

inadequacy in learning. Karimi (2008: 65) further stipulates that the quality of teaching and the attitude of educators also influence the students in their choices of approaches to learning.

On the same sentiments, the South African government played a prominent role in enhancing the improvement of teaching and learning through the restructuring of the teacher training programme. Parker (2008: 65) asserts that it is under the new regulations in education that teaching was to become a graduate profession. All future teachers were to be educated at universities through a new four-year degree programme (Bachelor of Education- B.Ed.), or a general three-year degree followed by a Post Graduate Certificate (PGCE). The old diplomas and certificates in education were to be discontinued. New in-service qualifications (such as Advanced Certificate in Education (ACE), which enabled teachers who had been educated under the old system to upgrade their qualifications and gain access to further studies in education leading to honour's and master's level qualifications, were introduced.

Hoy, et al (2000: 10) and Ncube (2004: 17) view quality in education as an evaluation of the processes of education which enhances the need to achieve and develop the talents of customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating. These quality deliverables require continuous assessment and monitoring through the implementation of quality assurance practices.

2.1.2 Quality assurance practices in education

Collins (1990: 35-39) describes QA as an organizational plan of action formed by those involved in the delivery of a service to the recipients of the service. It is a plan of action that aims at organizational excellence in order that a service may be delivered. It focuses, with check list rigidity, on the pre-determined components of the delivery system. A comprehensive QA programme includes assessment and assurance which involve problem identification, as well as initiation and monitoring of remedial actions. QA can be seen as 'the hub of the wheel around which all quality-related activities revolve'. In terms of IQMS, QA refers to records of learners as captured in PoEs for moderation purposes by Umalusi.

Quality assurance practices conducted in educational institutions in South Africa are aimed at development, upgrading and up-skilling programmes. When clarifying the issue of quality assurance practices at the Services Seta's annual conference, Mabuza (2005: 5) said, "As a statutory authority we are responsible to the South African Qualifications Authority (SAQA) and to the Minister of Labour. The skills levy was never intended to become an automatic bank account that members could access without any validated effort to train and transform the existing workforce and commit to the unemployed masses in terms of job creation as well. SAQA requires that we quality control the training and development done amongst our member companies and that we ensure that only accredited training providers are utilized by our members."

In summary, Collins (1990: 36) reflects on QA practices as efforts to enhance:

- Emphasis on effectiveness and efficiency of teaching and learning
- Excellent delivery of curriculum
- That criteria of outcomes are met
- Assure that cost are contained in terms of value for money
- The elimination of unnecessary services and
- Demonstration of the efficient use of resources like teaching aids and electronic media.

In addition, Kistan (1998: 3) and Smuts (2002: 26) state that the ISO 9000 concept of quality, where quality is evaluated in terms of customer satisfaction. This concept has been used by technikons, partly because it does provide a good benchmark for industry which especially employs professionally trained graduates. The general feeling is that ISO 9000 is more applicable to institutions offering service-orientated training, as opposed to subject-orientated teaching. In terms of the FET Colleges, ISO 9000 is implemented in providing strategic operations in relation to customer relations. In this regard, Quality Management System is the currently audited system in FET Colleges in the North West Province and the IQMS system which is the umbrella system is not audited at all. ***(refer to4.3.5.1)***

Cullen, Joyce, Hassall and Broadbent (2003: 5) and Kaplan and Norton (1996; 200) maintain that the progression from the monitoring of service providers like schools and colleges to manage quality in education, requires the adoption of IQMS. Managing quality in education is aimed not only at

performance measurement of the institution, but also at streamlining programmes offered, and focusing the strategy of education delivery towards the objectives of the different stakeholders. Basic strategies are the standardization of institutional service delivery, management practices and examinations. Forecasts on the service delivery of educational stakeholders globally and in Africa are imperative as a yardstick to measure the South African education system for global competence.

2.1.3 Managing transformation challenges in teaching and learning

The paradigm shift in South African education system directly influenced the provision of classroom teaching and learning. Marais and Meier (2004: 223) and Munonde (2007: 28) point out that since South Africa has embarked on the implementation of a new national curriculum based on OBE philosophy or approach, new school and classroom realities have been created that require educators to reconsider existing teaching practices. The old curriculum delivery channeled educators to the path of dictating and providing information to learners for them to know it. In the new dispensation, educators provide knowledge, skills and attitudes to learners in order to understand phenomena being imparted for future purposes.

It is indeed a challenge to change mind sets of individuals, because the method of teaching in the old way of education were indoctrinated in such a manner that after three years some educators did not even need textbooks to go to class. They would also just change dates in their lesson plans because the same thing, the same level does not change. Teachers of the day did not even need libraries or research material to prepare for a

classroom teaching and learning situation. Frigon and Jackson (1996: 131) and Mohlokoane (2004: 3) argue that in all leadership environments today is the transformation from management duties and prerogatives to leadership. Educators need to ensure that they provide guidance and support to learner in terms of research in libraries and using other sources to create new information as leaders of their respective classrooms. Educators need to change from prompt management of providing predetermined textbook information into the innovative creation of new knowledge.

Ramsden (1998: 110) and Mohlokoane (2004: 3) further state that the idea of leadership as transformation and the leader as an agent of change is as old as time. This implies that educators need to be transformed through training to become agents of the new OBE type of education. Du Plessis (2005: 96) and Kobola (2007: 31) indicate that training is a vital component in the acquisition of managerial competence as it is a clear understanding of how to ensure the successful implementation of change. They emphasize that the importance of training before implementation by stating that training is a prerequisite for meaningful and successful implementation of the change.

2.2 WESTERN PERSPECTIVES OF QUALITY ASSURANCE PRACTICES

The paradigm shift in education does not only affect South Africa, worldwide education also needs to respond to the ever growing demands of the labour market. The current labour market requires prospective employees from schools, colleges, and universities to enter the market fully

prepared to perform according to market needs. The labour market needs also to impact heavily on education departments and governments globally. In the Sunday Sun (2007: 16) reported that the progress in International Reading Literacy study, which was conducted in 40 countries around the world, was conducted in South Africa by the University of Pretoria's Centre for Evaluation and Assessment. It showed that South African pupils achieved the lowest score compared to children in the other 39 countries. The study showed that, only 2% of South African Grade 5 learners reached the highest international benchmark compared to 7% internationally. The quality of schooling in South Africa is internationally benchmarked to countries like Russia, Hong Kong, Singapore and Italy who were among countries whose pupils participated and scored the highest. The survey further revealed that almost 80% of South African pupils in Grade 4 and 5 did not reach the lowest international benchmark. These grades are in the GET band where pupils are being prepared for the FET band. The above statistics therefore attests to the need to critically scrutinize the implementation and dependability IQMS to enhance the quality of teaching and learning.

In view of implementing IQMS to enhance the quality of teaching and learning in South Africa, it is imperative to compare it to other quality assurance practices in other countries in the world. In line with the South African perspective, Verwiere and Van Den Berghe (2004: 59) referred to the European Foundation for Quality Management (EFQM) as a quality management system used to measure the quality of organizations such as educational institutions. They state that EFQM define self-assessment as comprehensive, systematic and regular components of an institution's

activities and results should be referenced against the EFQM Excellence Model. The self-assessment process allows the education and training institution to discern clearly its strengths and areas in which improvements can be made. The process culminates in planned improvement actions, which are then monitored for progress.

Contrary to the integrated type (IQMS) of quality assurance practices in South Africa, the USA's quality assurance practices operate in silos. Jeynes (2003: 108) reflects on these practices as a cause for the decline in the USA's education provision. He cited that the general decline in education performance that began in the 1960's and which encompassed elementary and secondary education, as well as education at college level. The evidence of this decline includes not only results on a variety of objective tests, but also first-hand observations by educators and professors and dismaying experiences by employers who have found the end-product seriously lacking. The decline of the quality of education in the scores of the Scholastic Aptitude Test (SAT) indicated a problematic situation where graduates were found to be incompetent for employment. Scores also declined on the rival American College Testing Programme (ACTP) examination, as well as on the Iowa Test of Educational Development and on a variety of local tests. As of 1991, only 11 percent of eighth-grade students in California's public schools could solve seventh-grade mathematics problems. It is evident that the USA type of educations' quality assurance practices are fragmented as opposed to the South African quality assurance tool, IQMS which is integrated and centralized in one national body called Umalusi.

Contrary to the decline in the quality of education in the US, Woods (2002: 73) notes the quality of teaching and learning in the United Kingdom (UK) are currently high on everyone's agenda. In the UK, as in many other countries like South Africa, using IQMS, there is a national drive for 'improved' teaching and learning. The British Education Ministry recognizes the urgent need for national competitiveness and an improved standard of education and training. The performance of British children and workers compared to those in Germany, Switzerland, and, until recently, countries in the Pacific Rim, indicate that change is needed in terms of the quality of education in the new millennium. In developing countries there is also a renewed focus on learning outcomes to prepare graduates for employment and higher education.

The Quality Assurance Agency for Higher Education in the UK (2003) reported on the academic audit in Further and Higher Education Institutions. The academic quality audit was a form of enquiry covering all higher education institutions. It sought to establish how far an institution had adequate and effective overall procedures in place for the management of standards and quality. From 1991 to 1997, the former Higher Education Quality Council and its predecessor, the Academic Audit Unit, conducted the first round of audits. From 1998 to 2002, a second round, known as 'continuation audit', was undertaken by the Agency. Continuation audit focused on quality strategy, academic standards, the learning infrastructure and communications. Later audit reports concluded with a view on the degree of confidence that could be placed in the way in which an institution was safeguarding its standards and quality. A South African version of IQMS can easily be compared to the UK where the quality assurances

practices are implemented holistically from the DoE to the classroom teaching and learning.

Similarly, the Irish education and training sector shares similar sentiments as the UK in envisaging continuous development of the education system. There is a need to continue the rolling reform process within the educator community, which cherishes Ireland's valuable assert of very high-quality candidates for teacher education, good morale in the teaching force and high retention patterns in the profession. Having experienced many vicissitudes of fortune over a long time, it would seem that education as a subject of study and research is now securely established within Irish higher education, and the system is well positioned for further development in the knowledge society (Coolahan, 2004: 46).

In Norway Monsen (2002: 85) reports that what is published in education manuals and other official documents about quality control in education and the actual competency of education to deliver quality was problematic. What is being said in the public debate about the poor quality in schools is a contradiction of the education manual. Therefore, many of the demands for school-based evaluation coming from county and municipal levels were interpreted by the majority of educators as a cover-up for external school-evaluation popular in the public debates. The education fraternity in Norway is against external evaluation as to them it reflects an investigation rather than an assessment for development purposes. This is a clear indication that IQMS in Norway is not implemented because external and internal departments work in isolation which implies that they are not integrated.

Thus, in Western countries quality control measures like IQMS in view of improving teaching and learning remains an issue and the trend also highly impacts on education systems in Africa.

2.3 AFRICAN PERSPECTIVES ON THE QUALITY CONTROL OF TEACHING AND LEARNING

In Malawi, Chalila and Nkhoma (2003: 13) express the notion that assessment and certification can facilitate achievement of educational, social and economic goals in that country. The driving force is the thinking that assessment and certification create greater life opportunities, which are employment and career opportunities for students. In that country a number of people re-sit examinations to improve their grades. The belief is that a better certificate provides prospects of upgrading or promotion for those in employment. Prospective parliamentary candidates sit examinations to obtain a certificate, a condition for registration as a political candidate for elections. Malawi's assessment processes relates to the South African IQMS sub-component which is Continuous Assessment (CASS) which provides learners with opportunities to be continuously assessed until they are found to be competent.

Kadzamira (2003: 7) elaborates on the current stance of Malawian education and training to give a clear picture thereof. He indicates that tertiary education institutions include teacher-training colleges, technical and vocational education and training colleges and other post-secondary institutions as well as public and private universities. The overall transition rate from secondary to tertiary education remains low. The University of

Malawi (UoM) admits about 10 percent of eligible secondary school leavers. The Ministry of Education estimates that there were approximately 13 300 students in tertiary institutions in 1999, including the 8 000 students at the six teacher training colleges. Tertiary education, like secondary education, remains a privilege of a few Malawians. University of Malawi (UoM) comprises of five constituent colleges with enrolments of only about 4 000 students in 1999. With such small enrolments, most students come from relatively better-off households. Gender inequalities in access are even more marked than at primary or secondary levels. In 2000, females comprised about 25 % of the university enrolments and most female students are concentrated in a limited number of traditionally female-dominated subject areas such as nursing and teaching.

In Tanzania, examination bodies face challenges related to assessment and certification. These challenges originate from the changes in education and the economic and social context. In terms of the educational changes, the majority of stakeholders mainly depend on reliable assessment and certification procedures for them to declare cognitive abilities of individuals under their ambit. Certificates from competent authorities are customarily used for placement of individuals in various positions for employers and employees alike. Before one is declared to be the holder of a certain qualification, reliable assessment procedures and certification must be in place. The majority of technical institutions in Tanzania are under the umbrella of the National Council for Technical Education (NACTE) which is entrusted to examine students and carry out continuous assessment and final examinations for the awards provision (Majindo, 2003: 2). Tanzanian national quality assurance practices are similar to the South African IQMS

which is centralized and dependable to determine quality certification in education.

As opposed to South African nationally integrated system of IQMS for quality assurance practices, Botswana has an international version of quality assurance practices. The Botswana Ministry of Education in partnership with the University of Cambridge Local Examination Syndicate started the localization of the Cambridge School Certification Examinations around 1993. The National Commission on Education spurned the period from independence to the present, bringing tremendous changes to the education system. The Revised National Policy on Education (RNPE) was the second of the National Commissions instituted to review and recommend changes in the education system. The major aim of such changes was to instill quality into the system (Utlwang, 2003: 1).

While Zambia had a national quality Assurance system like the South African IQMS, its economic downfall affected the resourcing of the system because in order to maintain quality management systems effective and efficient, financial is crucial. In Zambia, assessment and certification pose challenges to an examination body in the quest to maintain quality and ensure standards. In Zambia, assessment plays three main roles in the education system: monitoring of learning achievement at middle basic level; certification at Grades 7, 9 and 12; and the selection process in Grades 8 and 10 and for tertiary education. The deterioration in the national economy in the 1970s and 80s due to the fall in copper prices resulted in the reduction in funding for social sectors, including education. The decline in education was manifested by desolate teaching and learning and

dilapidated infrastructure. The decline in education standards set the context for establishing the Basic Education Sub-sector Investment Programme (BESSIP) in 1999. BESSIP's objective was to improve quality and relevance of basic education. A national assessment survey of the education system became necessary. The first national assessment survey was conducted in 1999 based on needs and ways to improve the quality of education in Zambia (Mutanekelwa & Sumaili, 2003: 2).

2.4 THE SOUTH AFRICAN PERSPECTIVE OF QUALITY ASSURANCES PRACTICES

Kruger (2003: 235) refers to school-based management as an approach whereby public schools are redesigned to give educational stakeholders who are educators, parents, learners and the community at large the opportunity and power to improve and develop their school. The researcher sought to discuss various quality assurance practices as implemented in South African schools.

In addition Rowe, Mason, Dickel, Mann and Mockler (1994: 206) indicate that strategic effectiveness consists of overall organizational effectiveness rather than just unit, product, or operational effectiveness. Therefore, assessment of strategic effectiveness involves evaluating the organization's ability to meet all its goals, subject to environmental uncertainty and internal politics and constraints. Strategic effectiveness also measures the organization's sustainable competitive advantage. The competitive advantage can be registered when the institution's performance has been measured using a variety of assessment tools.

2.4.1 Performance Measurement

The school's product is a population of learners who have acquired the necessary skills, knowledge and attitudes to cope in a competitive world. By means of assessment, principals provide a quality control check on the preparation of learners (Krug, 1992: 433). The assessment of learner progress forms an important part of a principal's instructional leadership task, and can be done in a variety of ways using different assessment techniques throughout the learning process. A continuous assessment system ensures that the teaching and learning outcomes are attainable by educators and learners, and can be done by means of tests examinations, learner portfolios, self and peer assessment, and projects. Assessment results are important both to educators and principals for the following reasons:

- Educators use them to measure and adjust their instructional strategies
- Principals use them to regulate the total instructional programme of the school and to ensure that outcomes and standards are attained (Van Der Merwe, Prinsloo and Steinmann, 2003: 253).

Mathye (2006: 34) with reference to ELRC Collective Agreement 8 (2003: 3&5 section A) cites that educators will be evaluated for performance measurement. This means that performance standards will be used to measure their performance. The relevant forms will be completed and submitted to Persal for the purpose of pay progression in the following year. Educators become more accountable. Accountability becomes more evident to the Development Support Group (DSG) and the School

Development Team (SDT). Educators have to work closely with these structures that will evaluate, develop and support them.

2.4.2 Portfolio of Evidence (PoE)

Meyer and Botha (2000: 172) relates back to the NQF as a set of principles and guidelines by which records of learner achievements are registered in order to obtain national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages life-long learning. In terms of this new education and training framework all learning content will be described in terms of unit standards or registered qualifications, indicating NQF levels (1-8) and credits (reflecting the average time it takes the average learner to meet the outcomes). These records are called Portfolios of Evidence (PoEs) and are meant to serve as proof during the appraisal of educators in IQMS assessments on continuous basis.

Marnewick and Rouhani (2004: 305) further lament that portfolios should be kept in the learners' classrooms. Educators need to allocate space for them. A box in the corner of the classroom could be a good place. Educators can use different materials for portfolios. They can be made out of files, or less expensively from plastic covers available at all stationery shops.

Instead of employing only traditional tests and examination-based or bell shape of questions representing easier and complex content by educators, self-assessment and peer group assessment become more important in order to achieve a well balanced assessment of the set criteria.

2.4.3 Continuous improvement

De Bruyn, et.al. (2007: 311) state that in a school context everybody needs to constantly look at for ways to improve quality. Schools should add value to learning experiences which require regular team discussions and analysis of every significant process and method that affects outcomes and results. It is important to realize that no method, no lesson plan, no school structure or arrangement is ever perfect. There is always a need to refine processes and procedures in order to become even more effective. A climate should be created in which principals, teachers and learners are empowered to continuously evaluate and improve their own productivity and services.

In OBE, knowledge systems are interrelated in that English as a Learning Area is used in other Learning Areas such as Mathematics and Arts and Culture as a mode of communication. Le Grange (2004: 205) recognizes the wide diversity of knowledge systems through which people make sense of lessons being taught in class and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking of developing skills instead of importing skills and social practices that have evolved over thousands of years. The National Curriculum Statement Grades 10-12 (FET) has infused indigenous knowledge systems, such as Technology and Mathematics as compulsory programmes into the Subject Statements. These Subject Statements afford learners an opportunity to easily cross over to the FET college sector with the relevant technical background.

Evaluation of programmes and practices is essential to any ongoing effort to improve a position. Evaluation is not **apart from** but is **a part** of the educational process. However, sound evaluation practices must be based on a set of beliefs and principles that are congruent with the outcomes desired. Three programmes need to be in place in order to enhance and monitor performance of the education system. These are:

- Developmental Appraisal;
- Performance Measurement; and
- Whole School Evaluation;

Each of these programmes has a distinct focus and purpose, and there should be no contradiction between any of them (The Quality Assurance Agency for Higher Education, 2005).

It is important to measure and evaluate a system of education and training as this ensures that standards will be maintained. Motilal (2004: 155) argues that the conceptualization of a new appraisal system is a part of a number of initiatives by the Department of Education to improve the quality of education. The Department of Education has reorganized and revised the nature of teacher education by repealing the former colleges of education and incorporating teacher education into universities and universities of technology. The motive was to transform teaching and learning to meet the demands of democratization and change in the scope of quality control in education.

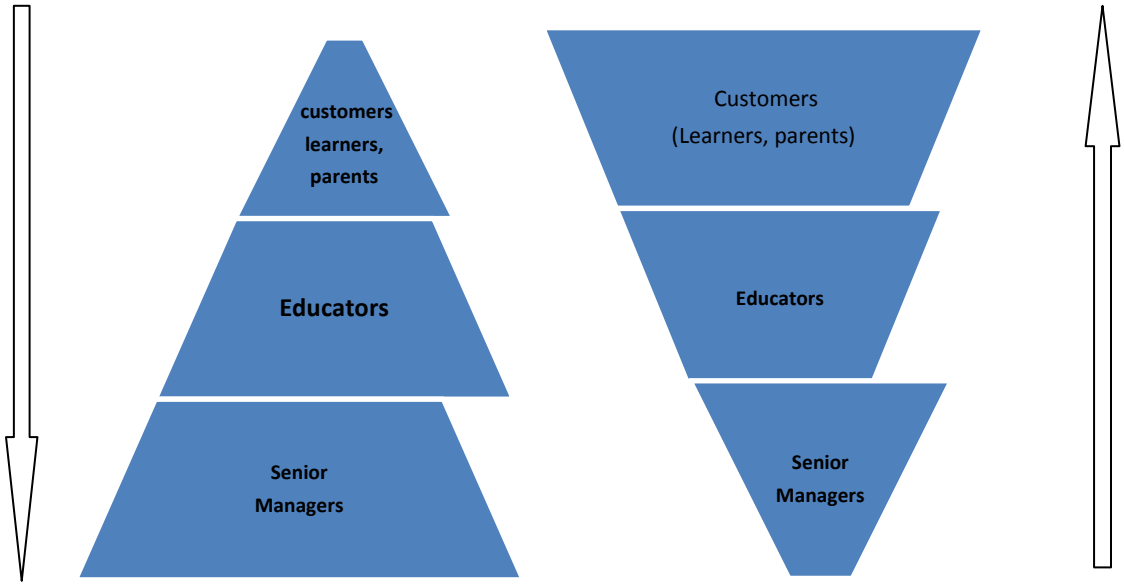
Arguably so, Govender (2008:1) reported on the Sunday Times Newspaper that South African Teachers' Union (SADTU) and National Professional Teachers' Organization of South Africa (NAPTOSA) have demanded the reopening of teacher training colleges shut down in the '90s by the African National Congress (ANC) government to rationalize higher education institutions. Govender further reported that Thulas Nxesi, SADTU's general secretary indicated that SADTU have recently decided to 'vigorously campaign' for the reopening of teacher training colleges because "no proper teacher training was taking place at universities".

2.4.4 Total Quality Management (TQM)

Cotton (2001: 4) and Ncube (2004: 24) say that the 'lead factor' in TQM is the process of systematic change itself. The point is to develop the organization as an integrated, organic set of relationships and to gain the ability to change and direct those relationships again and again in the direction of improvement as directed by the organization's internal and external customers. Sallis (1996: 15) and Ncube (2004: 24) posit that in an educational setting, the transformation of culture is a function of staff motivation and academic leadership in an environment which is student centred. This notion implies that quality is not determined exclusively by material inputs rather human beings must be willing and able to deliver the quality. Leadership charts the direction of the quality to be pursued in order to satisfy the student.

Furthermore, De Bruyn, Erasmus, Janson, Mentz, Steyn, Theron, Van Vuuren and Xaba (2007: 297) state that TQM represents a quality management process which is concerned with people, systems and culture and which harnesses leadership, systems thinking and employee empowerment to continuously improve the organization's capacity to meet current and future customer needs. The optimization of systems and processes is aimed at improved quality, greater effectiveness and change of the organizational culture.

Figure 2.1



Management pyramids in classrooms (Murgatroyd & Morgan, 1993: 55).

The inverted pyramid concept of management (see figure 2.1) presents an essential prerequisite for TQM, puts the educators closest to the customers. This means that classroom educators are seen to be customer oriented to provide quality improvement to the customer stakeholders. They are also

seen as necessary in supporting the ideas of top management. In the inverted pyramid the hierarchical organizational structure is also inverted and the manager is no longer placed at the top level but manages from the bottom up. At the same time the increasing importance of sub-ordinates and clients is evident from their positions in the upper part of the inverted pyramid. Accordingly, top management is expected to be less prescriptive and more supportive of personnel. This can be affected by removing the obstacles to improvement and listening carefully to educators' ideas on improving quality for their customers (De Bruyn, et. al. 2007: 301).

2.4.5 Performance Management

Kula (2000: 380) defines performance management as a purposeful continuous process that is geared towards positively influencing employees' behavior for the achievement of the organization's strategic goals. He further says that performance management process may involve some or all of the following interventions:

- Weekly/ monthly staff meetings;
- Daily green areas/ "Ubuntu" meetings;
- Twice monthly one-to-one performance reviews; and
- Performance appraisal.

Further, *tools such as reward systems, job design, leadership, and training should join PAs as part of comprehensive approach to performance* (Grobler, Marx, and van der Schyf, 1998: 258). Performance management has specific objectives set to be achieved. An example may be referred to set objectives for the attainment of a qualification on the NQF per level to be 120 credits per programme, where 1 credit equals to 10 notional hours.

2.4.6 Management by objectives (MBO)

In OBE education, activities are controlled by set goals or outcomes. To achieve those outcomes, specific objectives must be met. In this regard, educators must set specific outcomes and critical outcomes for each and every lesson to be taught. They must ensure that learners are comfortable with the arrangement for the period in which the lesson will take place. This means that teaching and learning during that particular period is managed, planned and executed to yield the expected results. A period in a school environment has a specific time frame an example, one period for the Grade 11 classes may be allocated 30 minutes. Robbins (1991: 249) and Meyer & Botha (2000: 397) define MBO as a programme that encompasses specific goals, particularly set, for an explicit time period, with feedback on goal progress. MBO's appeal, the author proceeded, undoubtedly lies in its emphasis on converting overall organizational units and individual members.

Rowe, Mason, Dickel, Mann and Mockler (1994: 501) assert that MBO emphasizes the setting of objectives and frequent evaluation to be sure that those objectives are being met. MBO has been widely used to achieve personal commitment and motivation and to improve both performance and job satisfaction. Typically, if individuals participate in setting their own goals and objectives, they tend to be committed to achieving them. In a classroom environment where teaching and learning takes place, different methods of assessing whether learners did understand the lesson are used, like verbal assessment, writing of a short speed assessment, classwork, or homework may be used on a continuous basis.

2.4.7 Quality Management System (QMS)

Sallis (1996: 15) and Ncube (2004 :24) points out that quality can be seen to be achieved by putting systems and procedures into operation and ensuring that those systems are sufficiently and effectively operated. This view appears based on the concept of quality assurance that emphasizes monitoring the production process to eliminate faults before the final product. This can be achieved by using CASS and capturing marks or scores in Portfolios of Assessment (PoA) or Mark Schedules.

De Bruyn and Van der Westhuizen (2007: 317) further indicate that in addition to the TQM philosophy there are various quality management systems that support TQM that are instrumental in setting standards and can even be regarded as a vehicle for achieving them. They gave been designed to assure the quality of organizations (schools). These include the International Organizations for Standardization (ISO 9000), THE British Standards for Quality Systems (BS 5750), Investors in People (IIP) THE European EN 29000 and EFQM models, the Malcolm Baldrige Education Criteria for Performance Excellence in the USA, and the Integrated Quality Management System (IQMS) in South Africa.

2.4.8 Integrated Quality Management System (IQMS)

The Umalusi document of October/ November (2004: 5) on publication of the GENFETQA ACT of 1998, clearly indicates that provincial departments of Education are public providers of education and training and are accredited by the Umalusi Council. The accreditation status is

informed by the Department of Education's standing as the body in charge of education and training. This implies that public FET colleges as learning sites of the provincial departments enjoy the status of being accredited as providers. The accreditation status is for the whole institution as a school or college. Programmes and systems like quality management, assessment, monitoring of external examinations and DAS are not inclusive in the accreditation of institutions as providers. Consequently, Umalusi will initially conduct the process of evaluation and monitoring systems like the provision of programmes and the Quality Management System (QMS). Umalusi, in collaboration with provincial departments of education, will conduct the process for accreditation of schools and colleges. The process of evaluation and monitoring will lead to confirmation of the accredited status of public FET colleges.

Schools and colleges are challenged because they need to perform in terms of delivering quality education and training. Umalusi must evaluate and monitor schools and colleges as they implement OBE education and training. The diagnosis of institutional performance is necessary if the performance of institutions should be assessed. It is necessary to go further with performance diagnosis if the institutional goal is to maximize productivity across all sections of a school or college (Bacal, 2004: 122).

The performance of schools and colleges can be enhanced by quality resources, such as competent human resources and appropriately equipped learning sites. The development of the critical skills required by OBE as needed by personnel in education and training has become the targeted

focus of FETC provision by 2008, as indicated by the Department of Education.

2.4.8.1 The Development Appraisal System (DAS)

Mutshinyani (2002: 23) and Bondesio and De Witt (1991: 255) maintain that educator appraisal is seen as the way in which the competency of educators can be measured. Charles and Centre (1995: 8) argue that performance appraisal is usually quantitative, precise and acceptable when used in relation to learners, but it might have negative connotations when linked with educators.

The Development Appraisal System is a system used to evaluate the performance standards of educators and lecturers. This is an integral part of IQMS where staff members rendering teaching services are appraised in classroom management. The purpose of the appraisal is to identify areas where educators and lecturers need to be developed in teaching and learning. Educators and lecturers are thus prepared to impart skills and knowledge in OBE (The Free State DoE, 2002: 2).

Before starting the self-evaluation, all staff, and particularly those who will be involved in the evaluation, must be informed of the purpose and value of the exercise. The self-evaluation exercise enables staff members to find out about their institution by identifying the strengths and weaknesses, and by highlighting areas for internal development. Changes and improvements cannot be made if the staff members are not prepared to implement them. In other words, quality awareness is required. People should not get the

impression that the existing concern for quality in the organization is being side-stepped in favor of a completely new system. The emphasis must be on improving the coherence with what currently exists. Each provider should develop a quality assurance system that is adapted as much as possible to the context and the characteristics of the institution (SAQA, 2005: 2).

According to SADTU Speeches (2001) concerning recommendations to the National General Council of SADTU, the NEPC recommended that SADTU ensures:

- a strong comprehensive campaign for the implementation of the Developmental Appraisal System (DAS) in 2001;
- that NEDCOM develops a management plan before the end of July;
- that Teacher Development (PRESET, INSET) should include principles of DAS;
- that funds be redirected from Whole School Evaluation (WSE) to implement DAS;
- that funds be allocated for the development of skills and needs identified by the DAS process (Link to SETA processes);
- that all structures of DAS be reviewed, revised and then re-established to ensure success;
- that a dispute be declared at the level of the ELRC on the reneging of collective agreement for implementation of DAS by the employer;
- that skills development facilitators be speedily appointed in districts;

- that the Post Provisioning Models be reviewed in order to provide schools with the human resource capacity to deal with Developmental Appraisal System (DAS); and
- that monitoring and evaluation be done in systematic ways.

Torrington, Earnshaw, Marchington and Ritchie (2003: 18) argue that once HODs are clear on the criteria they feel are appropriate to encompass competence, then any monitoring of teaching staff can be carried out with such criteria in mind. All schools are now expected to carry out monitoring as part of performance management and in general this appears to take place by some combination of classroom observation, scrutiny of children's work and the teachers planning, analysis of examination results and feedback from the pupils and, in some cases, from parents.

Furthermore, educators and lecturers should be retrained to teach according to the new OBE method of imparting knowledge, skills, values and attitudes to students and learners (DoE, 2005: 5).Furthermore, the educator should try to master all available technologies which serve as sources of knowledge if he or she is to remain relevant in the classroom of the 21st century. The National Department of Education has acknowledged the critical position occupied by educators in the education system of the country by stating that 'OBE encourages educators to translate the learning programmes into achievable objectives of quality teaching and learning in an adequate education and training environment' (Vakalisa, van Niekerk and Gawe 2004: 165 & Department of Education: 1997a: 28). The adequacy of the classroom environment with set objectives will result in the proper establishment of an educators' systematic development plan.

2.4.8.2 The Performance Management Development System (PMDS)

The Performance Management Development System **(**PMDS) is a management function within a school or college which ensures that evaluation of staff members is effectively conducted and recorded. The system encompasses educators, support staff like cleaners and security members working in the same school or college. Burger (2005: SA Yearbook) stipulates that the South African Council of Educators (SACE) functions under the auspices of the Act 31 of 2000, and is responsible for the registration, promotion and professional development of educators and setting, maintaining and protecting their ethical and professional standards. It aims to enhance the status of the teaching profession. The Council relies on initial registration fees and monthly levies from educators as its main source of revenue. The SACE Code of Conduct determines the ethical rules of the profession which educators must adhere to. It is dedicated to ensuring adherence to the Code, which includes dealing with complaints against educators. Serious offences by educators and lecturers can lead to their losing their professional right to teach. The SACE partners in the development and empowerment of educators and lecturers are the Department of Education and the Education Labour Relations Council (ELRC). The three parties are responsible for facilitating the upgrading of educators' teaching skills and qualifications.

The upgrading of skills and competencies of educators and lecturers faces different challenges. These include resistance by individual educators, lecturers and managers to change. Hence, Rosa (2004: 67) argues that obstacles in the development of an effective education environment are not

only limited to the school or college environment and the poor self-image of educators. Other problems include educators or lecturers who often do not know how to develop programmes for or adapt their teaching methods and classwork to a wide range of work related scenarios because they strictly teach the set syllabi. Thus, the performance of staff members will be assessed based on the skills and competencies they demonstrate as they perform their teaching duties.

2.4.8.3 Whole School Evaluation (WSE)

On 1 August 2002, the then Minister of Education, Professor Kader Asmal, met with NAPTOSA at the Departmental head office in Tshwane. NAPTOSA had requested that two items to be placed on the agenda for discussion, i.e. issues related to the FETC and problems and concerns around Whole School and other Evaluations. The NAPTOSA delegation was cordially received by the Minister, the state's chief negotiator and two Deputy Director Generals. Discussions took place in an excellent spirit and the Minister expressed appreciation for NAPTOSA's contributions. Regarding Whole School Evaluation, the Minister stated that the Departmental viewpoint was also along the lines of trying to find coherence across the different quality management policies. NAPTOSA and the Department were therefore thinking along the same lines. The question that remained was how this would be realized. The NAPTOSA delegation left the meeting feeling very positive about what had been discussed (NAPTOSA Update 2004).

Assessment for accreditation refers to the process via which the entire institution is assessed in terms of its policies, management systems and procedures. This process starts with the establishment of standards to which the organization pledges itself. The organization analyses all activities that it performs and lays minimum standards by which it wishes to be judged. Part of this assessment exercise has to do with the identification and training of assessors internally to assess the institution in its various areas of work (Hoppers *et al* 2001: 184).

In contrast, in 2001 SADTU recommended that the union:

- suspends Whole School Evaluation;
- researches the concept of Whole School Development and subject it to further examination;
- make WSE unworkable and develop mechanisms to protect members from the State's re-appraisal;
- carry out a concerted campaign against Whole School Evaluation by all SADTU members; and
- convene a workshop to further clarify issues on WSE and develop a common understanding of the policy.

Contrary to the SADTU's stance of reviewing the WSE, Gauteng News (2006: 1) reveals that Gauteng held its second Provincial Consultative Conference on the African Peer Review Mechanism (APRM) in February 2006 to discuss the province's draft APRM assessment report. Furthermore, the ARPM is a self-monitoring instrument agreed upon by the African Union (AU) to achieve the development of the objectives of the

New Partnership for Africa's Development (NEPAD). It is unique and pioneering in that it encourages African countries to analyze and assess their own progress and performance, particularly regarding education and training.

Umalusi would lead the establishment of the schools' and colleges' audit of standards in collaboration with the provincial departments and the schools' and colleges' sector, both private and public. These standards, when piloted, will initially be driven by a more direct intervention by Umalusi. Umalusi would relinquish the leading or driving role as soon as the departments have developed the expertise to audit public colleges and would concentrate on the assessment of the provincial capacity to manage this function (Lolwana 2004: 4).

Contrary, Okumbe (1998: 70) argues that educational managers need to tailor the goals of educational institutions to the needs of the students and educators. He further stipulates that educational managers have to ensure that educators participate in goal setting. Also that educational management should help educators to achieve their goals through lesson plans, schemes of work and participative decision making.

2.5 TRANSFORMATION IN THE SOUTH AFRICAN EDUCATION AND TRAINING SYSTEM

South Africa is undergoing a period of rapid transformation and democratization that also influences education. One consequence of concomitant academic, social and political change is greater opportunities

for marginalized knowledge and voices of participating stakeholders to be heard. The Department of Education has developed policies to provide frameworks for charting a process for transforming and reconstructing education within the South African society (Le Grange, 2004: 204). The major impact was the development of an FET sector to meet the needs of the diversities of culture, society and the economy.

After the elections of April 1994, South Africa entered a period of radical change especially the education system. The traditional system of education guided by principles of the apartheid regime was content-based and stereotypic. Learners or students had to master and regurgitate predetermined textbook information that was crammed, in order to be declared competent. The OBE system of education introduced by the democratic government in South Africa was influenced by the ability and capability of the learner or student to acquire knowledge, skills and attitudes to be competent. The transformation of the existing education system was officially announced in the African National Congress's (ANC, 1994) document, A Policy Framework for Education and Training, which had the following goals, among others:

1 All individuals should have access to lifelong education and training irrespective of race, class, gender, creed or age.

2 The pursuit of national reconstruction and development, transforming institutions of society in the interest of all, and enabling the social, cultural, economic and political empowerment of all citizens (Geyser, 2000: 22; ANC, 1994: 10).

The monitoring of the quality of education drastically changed, as indicated by Coetzee (2002: 43) who shows that traditionally the education and training sector relied on the professionalism of its personnel, external inspection and examinations to maintain the quality of its services. This reliance on externalized quality control is outmoded, expensive and has largely broken down in South Africa. Modern approaches to quality assurance have moved away from external inspection systems towards internal quality management systems that are developed and owned by the Department of Education. The drastic changes in the South African education system have influenced other countries in Africa.

In this regard, Keevy (2003: 5) argues that South Africa has never really been reluctant to develop the quality of education. South Africa continues to dominate development on the African continent, specifically south of the equator, as is evident in its role in the development of a regional qualifications framework in the SADC region. The establishment of a methodological framework for the effective measurement of the impact of the South African NQF needs to be informed by the SADC role-players, who in turn will be able to contribute more effectively to similar national and regional initiatives.

During 2000, considerable work was done in terms of developing a strategy to create a vibrant FET system to equip the youth and adults to meet the social and economic needs of the 21st century. The aim is to ensure that the FET is complementary to general school and higher education. There must be synergy with initiatives and policies emanating from the Department of Labour and the Department of Education on the development of practical

skills relevant to the academic theory expounded in the classroom. The acquired knowledge and skills must be aligned to the needs of the job market and self-employment (SAQA report of 2001).

2.6 OUTCOMES BASED EDUCATION AND TRAINING IN THE FET SECTOR IN SOUTH AFRICA

2.6.1 The perspective of OBE in South Africa

The decision to introduce OBE in the GET and FET was taken by the Council of Education Ministers (CEM) on 26 February 1997. This decision envisaged the phasing in of OBE in both the GET and FET bands in 2005. Hence the brand name, Curriculum 2005 (DoE, 2005: 2).

OBE forms the foundation for the curriculum in South Africa. It strives to enable learners to reach their maximum potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centered and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10-12 on Critical Outcomes and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process (DoE, 2003: 3).

OBE is a learner-centered and result-orientated approach to education and training that is a constructive approach to teaching and learning (Nordhoff, 2000: 1) and (Government Gazette 1998: 9). The approach specifies clear definitions of what learners are expected to learn with demonstrated

progress of their learning through Portfolios of Evidences (PoE) as proof. PoE's demonstrate learners' Continuous Assessment progress and affords the learner an opportunity to be assisted individually and to realize their potential and understanding of the syllabus.

The transitional trend in education and training resulted in the re-designing and re-writing of syllabi to align it to the needs of the OBE. OBE requires syllabi to respond to the socio-economic needs, for students and learners to use their knowledge, skills and values in these sectors. The former education system did not fully respond to these imperatives because subjects (Learning Areas) were not linked to the requirement of these sectors as noted by Bloch (2006: 7).

The introduction of Curriculum 2005 (C2005) was seen as a move to change from a racist, apartheid, rote learning model of learning and teaching, to a liberating, nation-building and learner-centered outcomes-based initiative. In line with the training strategies, the reformulation of the education system is intended to allow greater mobility between different levels and institutional sites. The new learning pathways are intended to promote the integration of knowledge and skills. The development of the curriculum models is expected to meet the requirements of the NQF in terms of assessments, qualifications, competencies, and skills-based frameworks in theory and practice (DoE, 2002: 2).

The new curriculum brought many implementation challenges. Educators, previously termed teachers, had great powers of decision-making in the classroom; now learners have the right to make decisive inputs in the

classroom process. The curriculum has shifted the emphasis from a textbook type of data to be memorized by learners into information to be gathered through research by educators in collaboration with the learners to make a meaningful teaching and learning situation (DoE, 2005: 2).

It is in this regard that Mankato and Managua (2002: 228) stress that the transition in teaching and learning to OBE enhances HRD need. Educators and lecturers need to be retrained to fit into the new system. Therefore, the role of universities and universities of technology as providers of education and training for educators and lecturers is paramount in preparing them for the transformation in teaching and learning.

The South African FET sector has most recently undergone change in terms of education transition. All colleges, including colleges of education and technical colleges have been scrapped and in their place the FET sector has been introduced. Hence, Du Pre (2005: 7) argues, “Instead of rationalizing the 150 former technical colleges to 50 FET colleges, the government should have increased them to 300. This is a critical sector in any developing country and if you look at the factors that take the developing country to developed status they are: technology and career focused education.” Du Pre’s argument is based on the legislation governing education and training that learners be categorized according to age groups for specific National Qualifications Framework (NQF) levels. This implies that learners for the General Education and Training band must be between 6 to 15 years of age and in the FET band their ages should range between 15 and 18 years. Clearly, drop-outs and unplanned pregnancies among learners cause overcrowding of the FET colleges.

Dave Balt, president of the National Professional Teachers Organization of South Africa (NPTOSA), said that the educators' body was encouraged by the enormous improvement in the standardization of the FET examinations in 2005, which is one of the fundamentals of OBE. OBE requires that learners achieve specific outcomes like the completion of the Portfolio of Evidence. This is proof that the learner has gone through and achieved expected outcomes in a programme such as, for instance, being able to work on the gearbox of a vehicle. The process of the gearbox starts with the identification of different parts of the gearbox, the dismantling and assembly of the unit and being able to identify faults. Each procedure is assessed separately on a continuous basis with the accumulation of marks, which are combined with the once-off examination at the end of the programme. The process of combining continuous assessments and once off examination marks, had been handled with great professionalism by engaging all relevant stakeholders in education (Misbach, 2005: 3).

Integrated Quality Management System is a system of integration and cohesion of educators, lecturers, management, support staff, the Department of Education, the Department of Labour, and other education and training stakeholders to enhance the improvement of education. Once the synergy of all these stakeholders is maintained, then the OBE principle of combining all relevant teaching and learning components that make up a qualification will be achieved. OBE requires that practical components of theory in terms of teaching and learning must be integrated during the period of education and training. Hence, Brink, Lill, Brink, Fourie, Holtzkamp, Huysamer, Kotze, Olivier, Van Deventer and Venter (2005: 5)

cite that OBE uses the principles of integrated learning which is integrated in three ways: integration of skills within a subject; integration across the subjects; and integration with real life. Thus, integration within and across subjects is essential in OBE because of the view that fields of knowledge are connected. Skills learned in one subject are often needed to reach a learning outcome in another subject.

In addition, the rendering of teaching and learning must also meet the appropriate standards of the transformed education system. The Department of Education must ensure that staff members also attend relevant training and development programmes in factories and industries for them to be able teach the relevant content in class. Glover and Coleman (2005: 252) acknowledge that educators and the Department of Education organize professional development activities to keep staff members abreast in terms of the ever developing education systems, specifically the FET sector. Private providers are being used to train and develop educators in OBE. The challenge is whether the content of the training is appropriate for classroom delivery and whether the Department of Education has monitoring tools to determine the relevance of training. Basically, the training and development of educators and lecturers should be continuously monitored and evaluated based on the competence of learners in the workplace. Students and learners who are to be placed in the workplace must be evaluated by their mentors in the Company. For example, if a student is studying Mining Engineering and is being placed on the mines for practical training, the mentor at the mines must have an evaluation tool to assess the student's progress. The progress report will then be combined with the classroom report to determine the entire student's performance.

Continuous evaluation is concerned with the 'wholeness' of the institutions in terms of human resource, infrastructure, academic delivery and management within which educational stakeholders live and work. The exercise of these evaluations is to look at the level of readiness of the entire institution so that the department can be able to assist if there are challenges like shortages of staff, infrastructure and learning material.

2.7 CO-OPERATIVE EDUCATION

2.7.1 Education philosophy in providing quality learning

Co-operative education refers to an education paradigm whereby theory is combined with relevant practical training to acquire a qualification. In South Africa, the maturing education and training system requires institutions like schools and colleges to question and reshape fundamental values, beliefs and paradigms to force the negotiation of two worlds – the world of practical experience and the world of the academy. It will encourage schools and colleges to become not only places of learning, that define and construct knowledge, but also places where people examine and engage with the context of knowledge creation in practical workshops. The education and training system should use schools, colleges and the workplace for the different traditions of knowledge emanating from different sites of practice (SAQA, 2002: 1) and Osman et al, (2001).

In addition, Dhlamini (2003: 22) and Fleish (2002: 123) maintain that theoretically, the NQF should be the vehicle to close the divide between academic and technical education. Under the NQF, all qualifications should

be registered in such a way as to encourage transferability and access to life- long learning. By setting exit level outcomes for particular qualifications, providers, whether schools or colleges, could ensure that all learners acquire the combination of practical, foundational and reflexive skills, knowledge and values. In addition, the role of FET colleges is becoming more important as a possible entry level for students on the road to higher education and as preparation for the world of work. FET colleges must provide students with the academic skills and learning and training competencies to ensure that they are able to face future academic challenges and demands of the occupation and to enhance the notion of life-long learning. FET colleges should transform students and learners from mere imitators of ideas and information regurgitates to innovators and creators of new insights (National DoE Draft Document, 2005: 14).

The paradigm shift in education and training in South Africa is so challenging that educators and lecturers must begin to empower themselves with regards to the OBE system. They should not wait for the Department of Education to organize their training and development because OBE requires self-motivated and dedicated educators and lecturers for effective delivery of teaching and learning.

Pretorius and Lemmer (1998: ix) argue that South African schools and other institutions for education and training, as well as their body of educators, are currently unable to meet the needs of learners and the national needs of socio-economic development while also keeping abreast with the global explosion of knowledge, technological innovation and changes in the world of work. Thus, the school is dependent on multi-

sectoral strategies and action. For example, schools and colleges cannot finance themselves completely. FET schools and colleges require state involvement in the financing of education and training, in the supply of buildings and other facilities, in the remuneration of educators and the integration of education and training.

The integration of education and training is vital as the training in classroom is practically implemented. Engelbrecht (2003: 6) defines co-operative education as a structured strategy integrating classroom studies with learning through productive work experiences in a field related to a learner's academic or career goals. Co-operative education provides progressive experiences in integrating the theory studied in the classroom and the practice in the workshop as simulation or workplace.

Angelis, Lolwana, Marock, Matlhaela, Mercorio, Tsolo and Xulu (2001: 112) argue that technical and vocational education and training provided by the FET colleges and schools is an integral part of society and does not exist on the periphery. This need for technical knowledge, skills and the vocation is sharper in developing societies and has increasingly been seen as pivotal to responding to the developmental needs of the developing nation.

This view is endorsed by overseas practice. The University of Cambridge and the colleges in the UK continue to believe that formal assessment of skills is not appropriate, but that the skills are best developed through well designed and challenging academic programmes, undertaken in a

stimulating educational, social and cultural environment. The college environment, in particular, fosters many of these skills, both through undergraduates' interaction with their Tutors and Directors of Studies and through a range of formal and informal opportunities for involvement in college governance, societies, cultural and sporting life (University of Cambridge, 2003).

Monama (2005: 2) stipulates that SETA's in South Africa, established in 2000 to provide training, are mandated by government to raise the skills level of the workforce. SETA's have been criticized for poor performance in providing practical training opportunities and overspending on executive salaries and their administration. Monama further indicates that, the Minister of Labour, Minister Mdladlana argues that business has not taken its fiduciary responsibilities of influencing quality training of the workforce and envisaged employees from academic institutions. Industry does not have appropriate and experienced executives who understand the needs of industry that influence education delivery, representing the business fraternity within the boards of SETAs. Appropriate representation of industry within SETAs would ensure that relevant and authentic co-operation of education and training takes place.

2.7.2 Education philosophy in providing quality teaching

Pretorius (2000: 148) argues that co-operation can also be aimed at meeting various goals. Examples include partnerships between schools and higher educational institutions or other institutions concerned with further

education and training of educators where more efficient management of institutions may be the long-term objective. It simply implies that co-operation may be defined by a collaboration of two bodies or parties sharing common goals. An example being the DoE and DoL in Education and Training where, education is specifically a DoE component while training is DoL specific.

Furthermore, Botha (2005: 282) cites that the relationship between the educator and learner is also reflected in the education relationship of authority. The balance between freedom and authority creates order in the learner's mind as well as in the classroom, and this enhances learning. Both learner and educator must become reciprocally involved with each other if the learner is to accept the educator's authority. Botha adds that the learner who identifies with the educator usually accepts the study matter offered. For example, if Mathematics is perceived to be difficult by learners, those who identify themselves with the educator always seek assistance in terms of extra classes or study methods to acquire good results in class.

It is imperative for the Departments of Education and of Labour to unite in operations to ensure that the country's socio-economic goals of producing productive graduates are met. The collaboration between the two departments is vital for responsive education and training to the needs of labour market and industry. The integration of operational systems within an institution based on the quality delivery of services can be linked as well. These systems are the assessment of educators' delivery with the purpose of development and empowerment and the evaluation of the entire institution. According to the Minister of Education, Minister Pandor (2004:

15), schools and colleges can only begin to succeed at integrating education and training if they adopt a holistic approach that includes the entire institution which in IQMS is termed WSE. In terms of DAS, components such as curriculum, teaching methodology, language, learning and institutional management will all have to be addressed if change is to take place in the South African education system.

Unfortunately, change affects all education and training components like the economic structure and the ethnic needs of the society of a particular institution. The socio-economic needs affect the education support staff of cleaners, administrators, gardeners, maintenance workers and securities to carry out other institutional duties imperative for effective teaching and learning. The quality control of all these structures is so vital that these are the frontline bodies whom a visitor may meet. It is not only South Africa that is faced with change from a Quality Management System (QMS) to IQMS. Change in the quality control of education is taking place world-wide. Coulby (2005: 23) indicates that quality control is simultaneously becoming more internationalized and more centered on knowledge within educational institutions and beyond. As always when there are changes in the economy, there will be resulting changes in society, and not least in education. The current trend of rapid and wide-ranging changes actually involves knowledge, the subject of education itself. To this extent schools and university curricula ought to be at the forefront of the implementation of these developments (Burton-Jones, 1999; Etzkovit & Leydedorff 2001; Neef 1998; Witchit Srisa-an 2000).

2.8 EDUCATION POLICY DISCOURSE FOR THE FET SECTOR IN SOUTH AFRICA

2.8.1 Legal framework guiding quality assurance practices

The education perspective in South African education and training has been redirected from multi-national system of segregation during the apartheid era to a single National Qualifications Framework (NQF). The NQF structure is governed by different quality assurance legislative acts. The FET sector was governed the General and Further Education and Training Quality Assurance Act 58 of 1998 which promulgated the enacting of the FET Act 16 of 2006. The GENFETQA Act 58 (SAQA-NQF, 2001:1) reads as follows:

> 'To provide for the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council; to provide for quality assurance in general and further education and training; to provide for control over norms and standards of curriculum and assessment; to provide for the issue of certificates at the exit points; to provide for conduct of assessment; to repeal the South African Certification Council Act, 1986; and to provide for matters connected therewith.'

Whereas on the other side the FET Act 16 of 2006 reads as follows:

> 'To provide for the regulation of further education and training; to provide for the establishment, governance and funding of public further education and training colleges; to provide for the

> employment of staff at public further education and training colleges; to provide for the registration of private further education and training colleges; to provide for the promotion of quality in further education and training; to provide for transitional arrangements and the repeal or amendment of laws; and to provide for matters connected therewith' Government Gazette No. 29469, 2006: 2).

On the backround of the two acts, a complementary element can be identified where Umalusi which implies 'The Sheperd in English' is mandated by the Education Ministry of South Africa to facilitate quality assurance practices within the GET and FET sectors. Umalusi Enveloper (2000-2005) states that the GENFETQA Act also makes provision for Umalusi to assume its functions progressively. The challenge for Umalusi is that of having a limited capacity of staff members and a large constituency of service providers in terms of schools to service.

According to Lolwana (2004: 3) the Umalusi's Chief Executive Officer (CEO), the FET framework attempts to articulate a workable and ultimate goal which Umalusi aims to reach by progressively reorganizing the terrain of quality assurance and building on current international and, in particular, African practices. The terrain for quality assurance practices for Umalusi is based on FET curricula, assessments, monitoring, evaluation and certification at FET schools and colleges. Quality assurance practices involve all education stakeholders: learners, educators, principals, parents and other related social partners. Educational stakeholders influence control over norms and standards of curricula and assessment, and certification to meet the needs of higher education and industry.

The promotion of quality teaching and learning is South Africa is guided by three categories of quality assurance guideline as implemented through IQMS and promulgated by the FET Act 16 of 2006 as below;

‘(1) Subject to the norms and standards set by the Minister in terms of section 3 of the National Education Policy Act, 1996 (Act No. 27 of 1996), and by SAQA, the Director-General must—
(a) promote quality in further education and training; and
(b) assess and report on the quality of education and training provided at colleges.
(2) A provincial department of education or college must, on the request of the Director-General, provide him or her with any relevant information required to comply with subsection (1)’.
The three categories or sub-tools of IQMS are DAS, PMDS and WSE which are implanted to ensure that an institutional quality delivery from teaching and learning to management and governance are properly monitored and evaluated (Government Gazette No. 29469, 2006; 38).

The policy document for FET reflects on the efficiency of Umalusi, the quality assuror of the FET schools and colleges. This document reflects the contents of the General and Further Education and Training (GENFETQA) Act 58 of 2001. Naidoo (2005: 1) indicates that Umalusi as the Council for Quality Assurance has as its mandate (in terms of the GENFETQA Act 58 of 2001) to ensure that the providers of education and training have the capacity to deliver and assess qualifications and learning programmes and are doing so to expected standards of quality.

Umalusi's scope is determined by its mandate of ensuring that quality teaching and learning takes place. The GENFETQA Act 58 of 2001 mandates Umalusi to initiate a full accreditation process with providers that offer NQF registered qualifications from NQF levels 1 – 4 that lead to a Certificate in General Education and Training (GETC) and a Certificate in Further Education and Training (FETC). It is Umalusi's position that it will phase in its accreditation initiatives incrementally. Therefore in the first round, full accreditation excludes providers who solely offer occupational qualifications and/or short courses unless these are credit bearing and through accumulation lead to either of the above certificates through a national examination (Umalusi, 2005: 17).

Lubisi (2004: 7) issued a report on behalf of Umalusi citing that Umalusi standardizes both the examination marks and the Continuous Assessment (CASS) scores presented by different schools in the country. Standardization of the examination marks is necessary to address the variation in the standard of question papers and the variation in the standard of marking that may occur from year to year and across examining bodies.

South Africa has been a global attraction since the new democratic governance with education reform. Claasen (2000: 39) stipulates that policy borrowing between states will grow as the world becomes smaller. He states that more recently, the past 20 years have been a period of huge international trading in educational ideas. For example, the newly introduced curriculum in South Africa which is premised on outcomes-

based education has been influenced by experiences in Australia, Canada, New Zealand and the US. Similarly, Japan has internationalized its curriculum, increased educational exchanges, promoted foreign languages and supported education in developing countries.

2.9 RECOGNITION OF PRIOR LEARNING (RPL) AS A DEPENDABLE TOOL FOR IQMS

In view of implementing IQMS as a dependable tool to enhance the improvement of teaching and learning, learners in a particular level of education must have mastered the previous level. An example is the grade 11 learners cannot proceed to grade 12 without having mastered grade 11 programme contents. SAQA‘s policy document (SAQA Report of 2002) defines Recognition of Prior Learning (RPL) in the National Standards Bodies (NSB) Regulations (No 18787 of 28 March 1998, issued in terms of the SAQA Act 58 of 1995) as follows:

> Recognition of prior learning means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements

If IQMS is not properly implemented in monitoring the quality of teaching and learning in the FET sector, the products of the sector will be incompetent to progress to higher levels of learning, and will not be able to make meaningful contribution to the South African economy. Hence, RPL

should be an integrated feature of the assessment policies of ETQAs and their constituent providers and not an 'add-on' procedure. However, it is clear from both local and international experiences of RPL that the principles of equity, access and redress are objectives that need an explicit translation into practice if they are to be met. This policy provides direction and support for an evolving system of RPL that will be able to set the required standards to meet the challenges of social, economic and human development. At the same time it will contribute to the overall quality and integrity of standards and qualifications registered on the National Qualifications Framework (NQF). A set of specialized criteria has been developed for this purpose (SAQA- RPL, 2002: 8).

SAQA's adopted policy document of June 2002 is based on Recognition of Prior Learning (RPL). The policy states that RPL in South Africa is critical to the development of an equitable education and training system. As such, a policy to develop and facilitate the implementation of RPL across all sectors of education and training is critical and should be carefully constructed. An RPL policy should meet the needs of all the role players, including ETQAs, providers [1] of education and training, constituents of SETAs and most importantly, the main beneficiaries of the process, the learners. This policy document has as its main audience the ETQAs who facilitated the implementation of RPL and quality assure assessment policies of their constituent providers (SAQA, 2002).

In essence, to validate the quality of education and training in South Africa, the 50% residency clause was introduced which states that a learner, having

been granted credits through an RPL process in terms of a recognized qualification, must still complete at least 50% of the learning programme with the institution regardless of whether the credits granted exceed 50 % of the requirements, or even fulfill all the requirements of the qualification. The RPL process challenges has become particularly evident from providers of education and training who doubt the academic skills of candidates who have accessed education and training via non-traditional routes. This is in direct contradiction to the principles of RPL (SAQA, 2004: 12). It is specified in the SAQA-RPL policy document that any educational institution, which assesses for the purpose of making a judgement about an achievement that will result in credits towards a unit standard or qualification has to be registered with the relevant ETQA. The ETQA for Education and Training for the FET band is Umalusi, whose duty it is to manage quality control in the FET sector (SAQA-RPL, 2002: 46). This implies that RPL depends on the IQMS records or Portfolios of Evidence (PoE) which declare specific competency level of a learner.

2.10 THE ROLE OF INSTITUTIONAL MANAGEMENT IN THE FET SECTOR

Management and leadership are integral parts of the running of a successful academic institution. According to Taylor and Francis (2005: 213), educational leadership is widely recognized as complex and challenging. Leaders in education are expected to develop learning communities, build the professional capacity of educators, take advice from parents, engage in collaborative and consultative discussions, resolve conflicts, engage in educative instructional leadership and attend respectfully, immediately and

appropriately to the needs and requests of families with diverse cultural, ethnic, and socio-economic backgrounds. Increasingly, educational leaders are faced with tremendous pressure to demonstrate that every child for whom they are responsible is achieving success.

The academic achievement of learners for socio-economic participation is determined by educational programmes as may be approved by an institutional governing body. Moreover, Ngidi (2004: 260) and the Department of Education and Science (1992: 18) acknowledged that changes in the governance of educational institutions have taken place world-wide. One of the most important reforms in England and Wales as well as in South Africa has been the devolution of responsibilities to governing bodies. The aim of these changes was to put governing bodies and principals under pressure of public accountability.

Prior to 1994, the School Governing Body (SGB) of an institution was responsible for the smooth running of the institution. However, it was not accountable to the quality of graduates of the school but the number or quantity of Grade 12 or Matriculants graduating from the school. School governance in South Africa was driven by segregating education laws of the Apartheid Government by the National Party. During the National Party regime, educational funding norms and standards were allocated on racial categories. Whites, Coloureds, Indians and Blacks were allocated funds and opportunities consecutively in depreciating percentages. Coolahan (2004: 34) laments that what is important in education measurement is the concept that an understanding of the education process requires reflection of the quality of the academic provision based on the readiness of graduates for

the job market. The ability of students to read and write properly is reflected in their communication with peers or organizations. Proper planning before imparting knowledge, skills, values and attitudes by an educator shows that education is worthy of the seriousness of educational leaders in society.

The post 1994, African National Congress led Government brought about drastic changes in education by combing all the different education bodies in South Africa to one National body, called SAQA. It is in this regard that Services SETA's (2005: 65) document reported that, FET institutions, previously known as technical colleges, are not deemed as providers. Instead, the provincial Departments of Education are accredited as providers and their FET institutions are regarded as delivery sites of education and training. In essence, the current FET provision of education is equal, national, non-racial, economic related, job viable and meets the HE required access standards

Sarason (2002: 169) believes that the understanding of the concept of context when offering a programme is crucial. Thus, understanding of the thoughts, actions and feelings of discreet individuals are an inadequate basis of explanation of how they are influenced by and are an influence in their circumscribed surround. So, the leader of the site, referred to as the principal, is unquestionably crucial: his or her values, personality, style, conceptions of self, stated purposes and the motivation of staff members play a major role in their participation in institutional leadership.

The democratic school requires strong leadership, but not in the sense of the autocratic exercise of authority. The democratic leader should rather have a strong personality to be able to inspire his team and persuade them to move with him or her in a certain direction. During the period of a transformation strong and firm leadership is the very quality necessary to bring about change. Discipline and authority should, however, be harnessed to highlight values of transformational management (Steyn, De Klerk & Du Plessis, 2005: 126).

Herein, Grosse (2000: 33) insists that transformational management is management that carefully considers the competition in academic provision in which a school or college finds itself competing against other schools or colleges offering similar programmes. Transforming management identifies the characteristics of future competition in academic activities that the institution must deal with as it implements transformational strategies. Murray (2000: 81) insists that shifting paradigms in education, arguably, constitute the toughest challenge facing leaders of change. He further states that to deal with shifting paradigms in education and training is, therefore, a key to becoming globally competent in academic provision in order to align with the global concept of Total Quality Management (TQM).

Total Quality Management (TQM) advocates that all stakeholders in education and training become so student-focused that they continually find new ways to meet or exceed students' expectations. Students' expectations are quality education and training that are job related and aligned to the requirements of higher education institutions (Steyn, 2001: 116; Barry 1991: 5; Weller & McElwee, 1997: 209).

MacGilchrist and Buttress (2005: 184) state that teaching and learning can be transformed if a transformation of leadership practices and management can be arranged. These practices and arrangements need to have their own focus like the capacity of the school or college as a whole or of teams of educators or lecturers to learn how to sustain and accelerate the learning of learners or students in OBE. According to Brook-Smith (2003: 66), throughout the paradigm shift in education and training, change in an academic institution is almost certain to elicit resistance, turbulence and dissonance.

According to the SA YEARBOOK 2004/05, the stance of the FET Branch is its responsibility for the development of policy for Grades 10 to 12 in public and independent schools as well as public and private FET Colleges. It oversees the integrity of assessment in schools and colleges and offers an academic curriculum as well as a range of vocational subjects. FET Colleges cater for out-of-school youth and adults. The Branch oversees, co-ordinates and monitors the system's response to improved learner participation and performance in Mathematics, Science and Technology. It devises strategies aimed at the use of Information and Communications Technology (ICT) in schools and identifies and nurtures talent. The Branch provides leadership through:

- establishing a system to promote open and lifelong learning;
- promoting the integrity of the assessment of learners; and
- rendering a professional support service to the FET Board.

In essence the management structure of institutions in the FET sector leads and manages operations as opposed to governance which seeks to look at strategic decision making for FET institutions.

2.11 GOVERNANCE OF FET INSTITUTIONS IN SOUTH AFRICA

The governance of institutions plays an integral part in the quality control of education and training in the FET sector. FET schools use School Governing Bodies (SGB) while colleges are governed by College Councils according to law. An academic board is a requirement for public FET colleges according to the Further Education and Training Act No. 98 of 1998 and in this respect, the academic boards of the private FET colleges will be benchmarked (where applicable) against those of the public FET colleges. The role of the academic board is to make recommendations to the board or council regarding the mix of qualifications and programmes and the quality of programmes (SAQA, 2005: 7).

Umalusi (2004: 10) indicates that the institution must show that it has developed and implemented an acceptable Quality Management Plan and must demonstrate that the plan is part of an ongoing improvement and evaluation process. The institution must implement a quality management system which promotes its mission through continuous improvement by an ongoing review of its programmes through teaching and learning. The quality management plans' progress would be measured by the client satisfaction audit.

Risimati (2007: 1) declares that it is therefore apparent that schools are evaluated, inter alia, to ensure quality. According to Coetzee (2000: 1) quality assurance means "a formal guarantee or degree of excellence". Quality assurance is concerned with the effectiveness and efficiency of an institution.

Risimati (2007: 2) states that Since 1994, the National DoE indicated that for many years there has been no national system of evaluating the performance of schools, the is no comprehensive data on the quality of teaching and learning or the education standards achieved in the system.

2.12 CURRICULUM TRANSFORMATION IN THE FET SECTOR

Jacobs (2000: 97) states that the word 'curriculum' comes from the Latin verb *currere* which means 'the running of a race'. Its root meaning can therefore be described as 'a course to be run'. A notable feature of this description is that it emphasizes the role of the individual, that is, the personal experiences of an individual as he or she runs the race of life. To run the race successfully, it is believed that one needs a certain type of knowledge described as 'desirable knowledge'. For example, when parents wrestle with decisions about what they wish their children to learn in terms of values such as honesty and good manners, knowledge needed for a career, social skills Mathematical skills and others, they deliberate about desirable knowledge. In the same way curriculum planners, educators, politicians and others involved in curriculum issues constantly deliberate about the nature of the desirable knowledge they believe students should learn.

Subject matter known as curriculum is selected according to specific criteria based on socio-economic needs (Rosa, 2004: 68; Gunter, 1983: 136). A needs analysis of a specific society is conducted before curricula for that society can be decided upon. The implication is that the accumulated knowledge, experience and culture of society such as an

agricultural- based society require relevant curricula. The selected curriculum is then organized and arranged in Specific Learning Area (syllabus) of the various Learning Areas (subjects), which are forged together into a whole and imparted to the school or college. The relevance of what is taught to learners or students should be built on their experiences and existing knowledge rather than the predetermined education contents by a particular Department of Education.

SAIDE (2003: 4) articulates that current programmes and qualifications offered at FET institutions inhibit learner mobility from GET through FET to higher education programmes. The indication is that there exists poor articulation within the FET band, as well as between FET and GET and between FET and higher education. Currently, the standards generation for FET sector is proceeding only within the broad guidelines contained in the National Standards Body (NSB). Increasingly, the generation of standards will be done in terms of the narrower guidelines provided by the Further Education and Training Certificate (FETC) policy document. The policy document provides clear guidelines used to establish the criteria for a qualification. But there is a need for more specific guidance to be provided by a coherent approach to all qualifications available within the FET band, particularly articulation. Such an approach to FET qualifications should facilitate the development of flexible and innovative qualifications to meet a range of requirements, and to support the accumulation and transfer of credits to higher education or work-related training and development.

According to Silcock (2001: 35), learner or student perspectives upon curricula should be ‘transformational’, which implies that curriculum

design has to be understood, owned and potentially managed by learners, in negotiation with educators and institutional managers. The curricula offered by FET institutions have to adhere to the needs of higher education and job market for learners to access either of the two easily. It is imperative, therefore, to align curricula to the needs of both higher education and job market.

Burger (in SA Year-Book of 2004/05) says that the FET curriculum shifting from the traditional divides between academic and applied learning, theory and practice, and knowledge and skills. The new curriculum moves towards a balanced learning experience that provides flexible access to lifelong learning, higher education and training, and productive employment in a range of occupational contexts. The FET comprises three different pathways, namely academic, vocationally orientated and occupation-specific. The curriculum consists of three components of learning which are the fundamentals, consisting of Communication and Life Skills; core based learning in the chosen field of study and electives as additional Learning Areas which are complimentary to complete the NQF level. Curriculum development in the FET regards the 12 learning fields of the NQF as its point of departure. The National Curriculum Statement Grades 10 to 12 (general) as well as the Qualifications and Assessment Policy Framework Grades 10 to 12 (general) were developed and declared policy in September 2003. The training and development of educators and lecturers were crucial.

SADTU members refused to be retrained in OBE to enhance the promotion of quality education in South Africa. The Department of Education has

been advised that SADTU members refused to report for training during the July holidays in 2005 in preparation for the introduction of the new FET curriculum, which was a disappointing response from a union. The major transformation initiative was overtly supported by SADTU but their words did not match their actions and self-interest prevailed over quality public education. The refusal of SADTU members led to a meeting of their national committee with the then Minister of Education, Kadar Asmal, to engage SADTU members in transforming curricula and assessments in education and training (DoE, 2005).

2.12.1 Transformation of assessment practices

In the SAQA Policy Document 0242/02 (2002) a clear indication of changes from the old testing methods to assessment of current competences is stipulated and termed Recognition of Prior Learning. Institutional leaders have skills, knowledge and attitudes gained from previous experiences which they can implement during their term as managers. Hence the policy document states that it should be noted that there is no fundamental difference in the assessment of previously acquired skills and knowledge and the assessment of skills and knowledge acquired through a current learning programme. RPL applies to all stakeholders in education and training, referred to as candidates. The candidate seeking credits for previously acquired skills and knowledge must still comply with all the requirements as stated in unit standards qualifications or job specifications. The difference lies in the route to the assessment. RPL is a form of assessment, which ideally, should continuously be fully integrated into all

learning programmes and management structures. As such, the principles of good assessment are equally applicable to RPL and all other forms of assessment. This includes taking a holistic view of the process of assessment, where the context of the learning, as well as the context of the person who is being assessed is taken into account.

Grima (2003: 4) notes that it is important to point out that although conceptually distinct, both external and School-Based Assessments have their strengths. External assessment is reliable and is perceived as rigorous because candidates take the same assessment administered under the same conditions. Normally, with external assessments, special provision is made for the central marking of scripts, with fixed time frames being allocated when writing assessments. External assessments are reliable because students or learners of the same grade are assessed across the country. On the other hand, School Based Assessment, if carefully planned and implemented may be stronger in terms of validity because the assessment will be on the content taught or treated in class. The other important element of School Based Assessment is its flexibility to accommodate natural disturbances that may be caused by disasters and strikes. The major difference between the two is described by Haynes (2001): according to external assessment, the awarding body is in direct control of the mark or grade awarded to each candidate through individual educators appointed by SAQA to make the assessment decisions. Thus, potentially, it has less control over School-Based Assessment.

Traditionally, School Based Assessment is controlled and monitored in schools and it was not as reliable, as individual educators would prepare

assessments, previously known as tests. Educators would set the tests based on what they have taught and not what is expected from that particular grade or standard. The learner was not considered to be the right person to judge whether the knowledge had been correctly acquired. The new education system of assessment roles changed because all stakeholders in a teaching and learning environment participate during the planning and implementation of the assessment process. Learners and educators decide on the content, date and time for the assessment. The management of assessments and records thereof are the responsibilities of educators and the institutional management. The senior manager of the faculty or division is responsible for the quality of the assessment and its relevance to achieve the expected outcomes of the programme (Mabaso, 2001: 171).

Previously educators at schools and lecturers at colleges would submit term marks on a mark schedule as proof of written tests. Alternatively, OBE requires proof in terms of the scripts and Portfolios of Evidence for credibility purposes. When records of written assessments and Portfolios of Evidence are submitted, the monitoring of the assessments becomes easy and the integrity thereof is restored. This includes the secure production, storage and distribution of records, reports and other data relevant to assessment and the recognition of prior learning (SAQA Policy Document 0242/02, 2002).

2.13 THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY ACT (SAQA ACT)

On 28 September 1995 the SAQA Act was passed to govern the education framework. It reads as follows: “To provide for the development and

implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority; and to provide for matters connected therewith."

Similarly, Isaacs (2000: 3) says that SAQA was established through the SAQA Act of 1995 to oversee the development and implementation of the NQF. The NQF is a means for transforming education and training in South Africa and has been designed to:

- create a single, integrated, national education and training framework;
- make it easier for learners to enter the education and training system and to move and progress with it;
- improve the quality of education and training; and
- enable learners to develop to their full potential and thereby support the social and economic development of the country as a whole.

The establishment of the SAQA act was a government initiative to eradicate the imbalances of the apartheid regime. Thus the establishment of SAQA was aimed at distributing all education and training resources equally.

The SAQA Position Paper (2006) stated that one of the criticisms of the past system of education was that certain institutions were privileged above others. The previous government had a policy of unequal allocation of resources to learning institutions. In addition, as a result of this discrimination, the perception grew that the standard of provision of privileged institutions was superior to that of other institutions. Institutions

were divided into racial groups. Consequently, students from the privileged institutions were granted preferential treatment in access to further education opportunities and the labour market. The qualification obtained was more important than what qualifying students actually knew and could do. In addition to problems of access, there was the problem of portability in that institutions arbitrarily chose to recognize or not to recognize qualifications achieved at historically Black institutions; employers actively sought graduates from certain institutions and ignored graduates from Black institutions. The SAQA Act addresses the imbalances of the past by having a single education structure that caters for the entire nation.

2.13.1 Education and training quality assurance bodies (ETQAs)

The SAQA Report (2004: 5) states that accreditation of an ETQA, or the granting of an accreditation extension, should be seen as a two-way process between SAQA and the ETQA concerned. The relationship should be seen as mutually beneficial because SAQA must clearly stipulate the requirements for accreditation and the expected outcomes to the ETQA. However, the ETQA should fully comply with the stipulated outcomes based on quality standards which are the relevant curriculum, standardized assessments and authentic certification in terms of International Standards Organizations (ISO). ETQA standards must reinforce the interests of the learner and the users of learning outcomes which are the principal focus of all stakeholders, such as higher education and the labour market. During the monitoring and auditing of ETQAs, the challenge is to ensure that this mutual beneficial relationship is maintained for the ultimate benefit of learners.

An ETQA is an education and training body that oversees the implementation of curricula, the development of unit standards and the monitoring of curricula delivery by all service providers. ETQAs in South Africa are divided into 25 sectors as Sector Education and Training Authorities (SETAs) to guide and accredit services providers. A SETA responsible for education and training is called an Education and Training Development Practitioner (ETDP) SETA. The main function of SETAs is to ensure that education providers like schools and colleges, both public and private are accredited. SETAs carry the responsibility of confirming the outcomes of graduates in terms of their competencies by endorsing the certificates through SAQA. Recognized certificates in South Africa are only those that are SAQA endorsed.

The SAQA Position Paper (2006) argues that if South Africa is to take up its position in the global village, it needs to embrace the new vocabulary of ***competence and outcomes***. Countries in Europe, the Pacific Rim, Australia, and North America have either adopted or moved in the direction of a National Qualifications Framework (NQF), underwritten by a commitment to OBE. South Africa cannot afford to ignore these developments. The NQF with its emphasis on the notion of applied competence and the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification is already contributing to these debates and developments.

By creating NSBs, to act in essence as agents of SAQA, this diversity is managed. SAQA requires that each NSB includes representation from the

various stakeholders for its ultimate service. In this way, SAQA is seeking to ensure that the standards developed by individual SGBs reflect the vision, address the problems identified and meet the needs of the different stakeholders. They are to quality assure the standard setters. The potential Moderating Bodies have a similar role. To simplify operations, providers are to be served by a single ETQA, but the implementation of the standards is not to be limited to a particular sector of providers. ETQAs assure quality services of education and training based on the interpretation of unit standards. Mobility and credibility will depend on the adequately consistent interpretation of standards by all that use them. The role of the Moderating Bodies will be to assure this consistency across ETQAs. They too are agents of SAQA (SAQA Document 0837/01, 2001: 4).

Meyer, Mabaso and Lancaster (2001: 89) argue that many 'qualified' people are walking the streets, looking for work, unable to perform competently in the workplace because they did not acquire necessary skills and competencies during their studies.

2.13.2 The National Qualifications Framework (NQF)

The National Qualifications Framework as stipulated by the Presidential office of South Africa has clear objectives that govern the education framework.

The stipulated objectives of the NQF are to:

- Create an integrated national framework for learning achievements whereby learners are deemed competent in their grades of study;

- Facilitate access to education and training and mobility from FET to the world of work. Progression within education training and career paths between GET, FET and HE levels of education must be spontaneous;
- Enhance the quality of education and training through the IQMS;
- Accelerate the redress of past discrimination in education, training and employment opportunities in cases where white dominated institutions were better equipped and financed by the government of the National Party; and thereby
- Contribute to the full personal development of each learner in knowledge, skills, values and attitudes and the socio-economic development of the nation at large (Presidential Office of SA, 1995: 1).

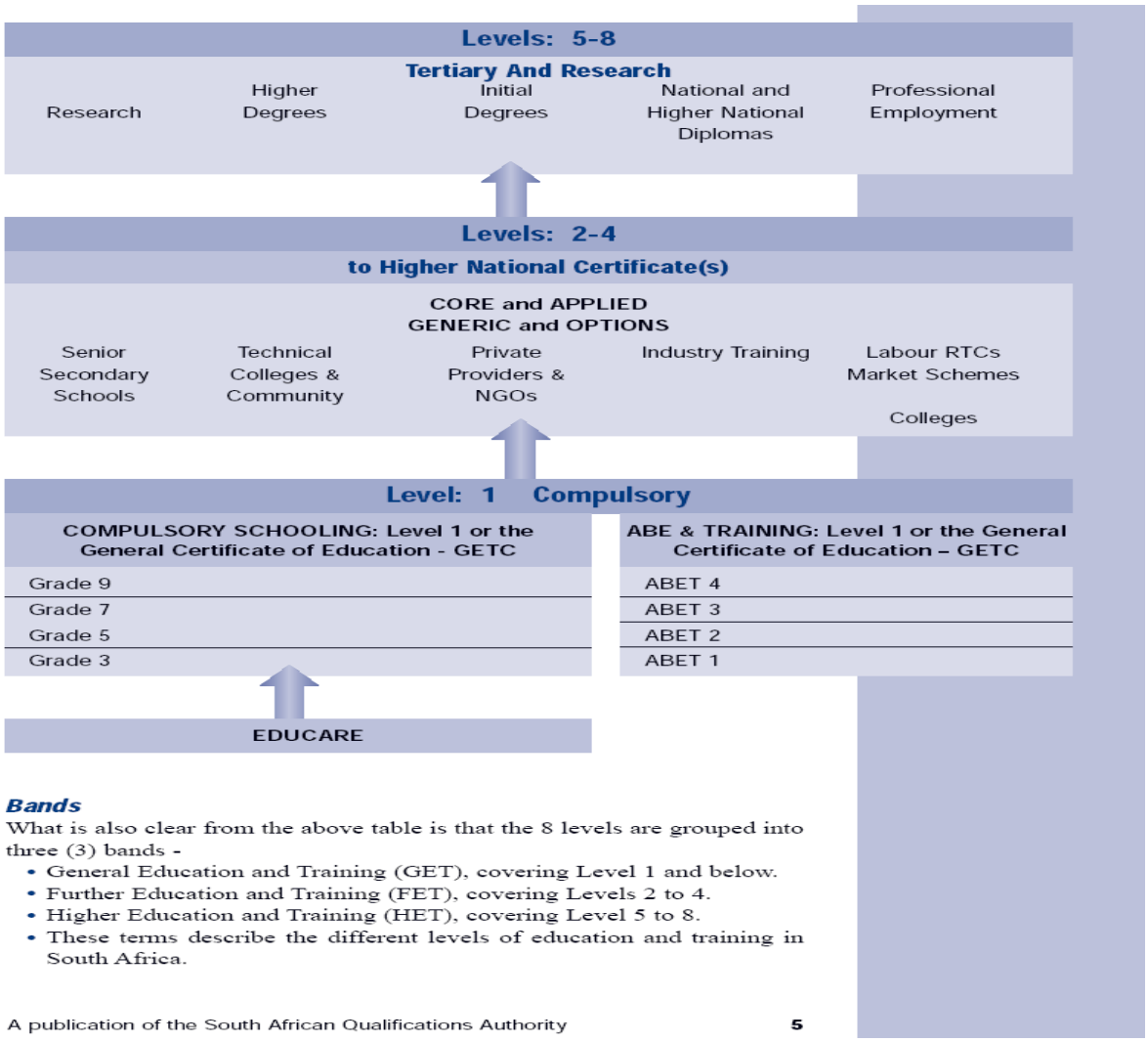
Pandor (2005) indicates that more attention should be given to academic development programmes; perhaps relationships should be built with FET colleges to draw students from this sector into higher education. She maintains that a stronger, more focused FET college sector will assist in addressing these concerns. Planning at a higher education level also implies greater attention to the skills needs of South Africa. Greater growth in research degrees is clearly necessary as well as increased expansion in critical fields, such as engineering technology. Such growth does not imply mandatory closing of departments, such as philosophy. Rather, universities should define a more diversified curriculum so that competent and knowledgeable graduates can be produced, rather than single discipline experts.

The Department of Education and the Department of Labour (2002: 131) appointed a team to look at the implementation of NQF. The team identified the most important characteristic of the NQF as its political origin. The team stated that the NQF is more or less a technical exercise to convert standards into a new outcomes-based format. However, it can be argued that it has always been more than that. The NQF is a transformation project, closely identified with the objective of ridding South Africa of its apartheid legacy and opening the doors of learning to all. This accounts for much of the passion that is invested in NQF implementation, and also for the depth of the disappointment that so few signs of progress are yet apparent. The Green paper (1998: chapter 6) refers to the principle of an `integrated approach' to education and training that underlies to the *South African Qualifications Authority Act* (Act 58 of 1995), and the assumption behind the NQF is that a single national learning system can and will be brought about. While co-operation between the education and labour portfolios, and across the education and training divides, is possible and does take place, the reality is that the DoE and the DoL presently have substantially different responsibilities and modes of operation with respect to FET.

A South African Education Framework is presented diagrammatically in Figure 2.2 to explain the standards and requirements of each level. Academic levels range from level 1 to level 8 based on the competency of the individual and as his or her effort and commitment to achieve educational goals. As South Africa experiences a rapid transformation in all spheres of government, education and training is not different because the

Government Administration of President Mbeki viewed Education and Training as reflected in figure 2.2. It remains to be seen how President Gedleyihlekisa Zuma's Government Administration will view and present the structure and operational framework of education and training in South Africa from 2009.

Figure 2.2



NQF Levels structure as stipulated by SAQA (Isaacs, 2000: 5)

2.13.3 Quality assurance trends in FET institutions

In the previous dispensation quality assurance practices were based on results obtained by learners or students. The measurement of prospective higher education and job market students was informed by the Matric results. Learners' ability to learn contents and regurgitate the predetermined information was determined through the end of the year examinations. Learners who were good at reproducing data during examinations would usually get high marks, recognition and access to universities and universities of technology. Arguably, Rosa (2004: 122) and Brady (1996: 250) say that traditional education is not only irrelevant to human experience, but it is an active creator of problems because qualifications acquired do not prepare graduates for the job market.

Qualifications have been the focus of much of South Africa's attempts to transform education and training. This has been based on a belief that qualifications are increasingly important measures of educational achievement. Employers want an accurate assessment of potential employees' knowledge and ability to do envisaged jobs. Institutions of higher learning also have a firm view of how learners ought to be prepared for successful further learning (Umalusi Enveloper 2000-2005). The FET sector with its quality practices must ensure that the quality of teaching and learning rendered by institutions responds to the needs of higher education and the job market.

Furthermore, Hoppers *et al* (2000: 31) indicate that competency-based FET is a means of education and training that places emphasis on measurable

outcomes and allows for considerable flexibility in the methods used to attain those outcomes. The outcomes referred to, are OBE driven and can be easily evaluated and submitted as evidence whenever needed. These outcomes are accumulated in the form of portfolios which are compiled practically throughout the teaching and learning period. The SAQA guideline document 0837/01 (2001: 4) on Quality Management Systems (QMS) states that education and training providers in the form of FET schools and colleges are the powerhouses, the productive units, creators and constituent providers of education and training.

In their action plan the Northern Cape Education Department (NCED) (2006) stresses that quality education challenges department officials, School Management Teams and educators to develop a passion for quality education. Accordingly, the NCED has positioned its Human Resources Development and Management component to ensure that their 'investment in staff' is guided by a deep insight into the teaching service conditions, sources of motivation and by a comprehensive profile of the various sections involved in providing quality education for all. The development of the critical skills needed by personnel in education has been given targeted focus. Such an initiative encourages all staff members in assuring that quality education and training takes place in the province.

Holdstock (2003: 2) gives a definition of quality assurance as 'the sum of institutional entities that assure the quality teaching and learning provision, delivery and assessment.' Institutional entities refer to the interrelation between DAS, PMDS and WSE to yield IQMS as the end product of the sum. In yielding IQMS in education and training, there are two partners

involved during assessment: Umalusi, and the provider like a school or college. On the one hand, within this primary focus, Umalusi is responsible for the standard of learning achievements and provision. Learning provision is quality assured through registering assessors, accrediting providers and ensuring that provision is located within a quality management system. The provider, on the other hand, needs to manage, develop and deliver learning programmes and services that are accredited. This would include aligning the learning experience directly with registered unit standards and recording and reporting on results achieved, and the impact of the programmes and services.

2.13.4 The role of Umalusi for quality assurance in General and FET institutions

In terms of certification in South Africa, Umalusi replaced the South African Certification Council (SAFCERT). SAFCERT was established in 1986 under the act with the same name and issued certificates as learners passed national examinations in schools and technical and non-formal education. The issued certificates served as single national qualifications during that era, instead of the large number of provincial and other certificates. SAFCERT had to ensure that the certificates represented the same standard of certification everywhere in the country and that appropriate standards were maintained (Lolwana, 2003: 9). The certificates issued during the apartheid era did not reflect the standard of education and training but the qualification obtained. The reason was that resources were distributed under the apartheid dispensation based on racial segregation where the National Party's supporters who, were the Whites people,

received more percentages of resources than other nations. Umalusi's task is a combined effort to ensure that education and training is equal in the sharing and provision of equal education and training resources.

The GENFETQA Act No 58 of 2001 mandates Umalusi to initiate a full accreditation process with providers that offer NQF registered qualifications from NQF levels 1 – 4 that lead to a certificate in GET and FET. It is Umalusi's position that it will phase in its accreditation initiatives incrementally to all service providers like schools and colleges that submit formal applications. Thus in the first round, full accreditation excludes providers who solely offer occupational qualifications like companies who give internal training and/or institutions who offer short courses. An exception will be made to programmes which are accredited and carry credits from SAQA unit standards and lead to either of the above certificates through a national examination. This means that Umalusi will accredit the following private providers of education and training:

- independent schools (secondary schools and primary schools);
- private FET colleges; and
- private adult education and training providers.

Furthermore, the accreditation of providers like schools and colleges implies that they should comply with the requirements of SAQA. In this regard, SAQA insists that providers meet the International Standards Organizations (ISO) demands in terms of the quality of education and training provision. Included as the requirement for ISO standards is the control and monitoring system by individual institutions to be accredited. A criterion is set to indicate requirements for accreditation. If a provisionally

accredited provider does not meet this criterion, he may elect to seek accreditation with another education and training quality assuror (ETQA) or make the necessary adjustments to his provision so as to comply. This should be reflected in their three-year strategic plan and one-year operational plan (Umalusi Publication, 2005: 10).

However, Minister Pandor has stated that the Department of Education will not recruit independent examination monitors, because independent examination monitors are in place. Firstly, key stakeholders in education, including the unions and the universities, are represented on the provincial examination at provincial, regional and district levels. Secondly, Umalusi, the Council for Quality Assurance in General and Further Education and Training, monitors the exams. Thirdly, members of the provincial portfolio committees undertake monitoring visits. Finally, at schools where irregularities had taken place in previous years, the chief invigilators were replaced and monitors were stationed at schools for the duration of the examination. In some areas, monitors were assigned to oversee a group of schools that are in close proximity.

2.13.5 The further education and training certificate

In a document prepared on behalf of Umalusi, SAIDE (2003: 6) maintain:

> ‘We analyzed the shortcomings of the Senior Certificates, for example, the fact that it does not adequately serve as a university screening mechanism, which is generally regarded in South Africa as one of its significant roles. It also is seen as deficient both as an employment screening mechanism and as a preparation for the world

> of work. Similarly, the national certificate and programmes offered by public FET colleges (former technical colleges) are outdated and have in many cases lost credibility. Thus, broadly speaking, current public FET college offerings, as well as the Senior Certificate, do not meet the purposes of FET qualifications; both will have to change in terms of structure, scope and content to fit into a new approach to FET qualifications.'

NAPTOSA (2002), in a meeting with the Minister of Education, argued that the phasing out of the Report 550 (present Senior Certificate) curriculum and phasing in of the new Curriculum Statement for FET (Grades 10 to 12) is not simple. NAPTOSA (2002) states that there is a cohort of learners, presently in grades 4 to 9, who are 'trapped' between the old and the new education curricula of C2005 and OBE. They have followed Version 1 of C2005 and have been exposed to OBE but there is no curriculum that is aligned to Version 1 of C2005 that they can follow into the FET band. This is particularly troubling given the fact that Version 1 is 'high on skills, low on concepts' and the non-alignment with existing syllabi (which are low on skills and high on concepts) will clearly make it difficult for learners to cope with the 'conceptual gaps' that have been created. If learners are to follow the existing syllabi for Grade 10 in 2003, it will be possible to add on 'the skills in order to ensure some continuity within Version 1 but a mechanism has to be created for them to catch up on concepts… and before this can be done an audit, of what concepts are missing, is essential.'

The FETC Policy Document of 2001 stipulates that the existence of the Senior Certificate with the matriculation endorsement system suggests that there is a point at which a learner can be deemed ready for higher education. In NQF terms this point refers to the FETC qualification. The FETC refers to an outcomes-based education system's notion that a learner receives the qualification on the basis that a full teaching and learning took place throughout the year. In other words, the concept of endorsement requirements poses a problem for the NQF in that it identifies learners for further study on the basis of the criteria that may not relate directly to the verifiable competencies that have been achieved and are necessary for further study. Rather it identifies broader learning outcomes that have little or no relationship to the actual experience of the learner or the course of further study that the learner wishes to embark upon. The aggregate requirement illustrates the point well: it does not give any indication of potential or achievement of a learner within a specific area of study. Hence, a good science student may be denied access to higher education because of poor performance in the language areas of study (there is a requirement that two languages must be offered at the higher grade level) and this may have affected the aggregate score negatively. Others will argue that the aggregate is an indicator of general ability (i.e. success across a number of disciplines) and, in that light, is a valuable indicator of success. Again this is only guaranteed in the higher categories. The emphasis on achieving these broader generic outcomes whether at national, regional or institutional level begins the process of establishing 'glass ceilings' while at the same time its reliability and validity are questionable.

Furthermore, the FETC Policy Document (February 2001) states that the FETC marks the highest level of the FET band and hence it is pegged at Level 4 of the NQF. The FETC, being a national certificate, consists of a minimum of 120 credits. The assumption is that learning that has to take place at levels below level 4 of the NQF. Learners who achieve the learning outcomes pegged at these levels could be awarded qualifications at the lower levels of the NQF e.g. a National Certificate, Level 3. Such a certificate would consist of a minimum of 120 credits, with a minimum of 72 credits at level 3 or above. Furthermore, it would have compulsory credits allocated to fundamental learning in keeping with the requirements set out in the NSB regulations.

The stipulation of a minimum number of credits implies that it is possible for a FETC of more than 120 credits be registered on the NQF. In that case, it would be possible for more than 48 credits to be at NQF level 3 and could even include credits at NQF level 2.

Regulation 8(2) allows for the registration of a qualification consisting of less than 120 credits, if it meets the requirements stipulated in regulation 8(1) and complies with the objectives of the National Qualifications Framework contained in section 2 of the Act. Hence it is possible for a FETC qualification of less than 120 credits to be registered on the NQF. It is envisaged that this would be the exception rather than the rule.

The primary reason for including the requirement of 20 credits for a FETC qualification to be in the field of Language and Communication and 16

credits to be in the field of Mathematics is an attempt to bring some coherence to the qualification. Currently there are a number of qualifications at the Senior Certificate level, each of which enjoys different levels of social acceptance. The diversity of construction of qualifications from a Senior Certificate with matriculation endorsement to a National Training Certificate encourages these different perceptions about the validity of the achievement and hence, intellectual ability of its holder (i.e., the societal grading of the qualifications).

The SSACI Newsletter (2005: 2) indicates that some of the resulting inefficiencies in the FET college sector are quantified in an overview of the South African HRD published in June 2005 by the Human Sciences Research Council (HSRC). It reveals that most students enter these colleges with a Grade 12 certificate and subsequently leave with a N3 certificate, which is equivalent on the NQF to the Grade 12 they already have. Thus, 81 % of the students attending the colleges exit with a qualification no higher than the one they entered with (though most do acquire additional subjects with a more vocational focus). The HSRC study also found that employment prospects for FET graduates remain low, with only 34 % finding jobs after graduation. This was attributed to the poor image of FET colleges amongst employers and especially their perceived lack of responsiveness to labour market requirements.

The implication of the HSRC study reflects a non-progressive system which implies that poor quality of education prevailed in South Africa which needs vigorous implementation of quality assurance practices.

2.13.5.1 Requirements for the FETC qualification

The learner or student emerging from the FET band must also demonstrate an achievement of the Critical and Developmental Outcomes listed in Figure 3.2. Subjects or Learning Areas in the Fundamental Learning Component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the Core and Elective Components individually promote the achievement of particular Critical and Developmental Outcomes (SA-NCS, 2005).

The following table has been adopted from the SAQA Webpage which defines a qualification as comprising of three components: Fundamental, Core and Elective learning. The description of the three components is aligned below. The table indicates the different sections of a qualification requirement to obtain an NQF Level. Learners and students must show competencies by achieving critical outcomes in order to obtain the FETC. In each phase of the Fundamentals, Core and Elective learning learners and students must show development in understanding the subject matter.

Figure 2.3 below is a reflection of the qualification framework suitable to provide FET graduates at NQF Level 4 with an entry requirement at a University or University of Technology. It also provides graduates with the opportunity to streamline their career paths towards specific fields of study.

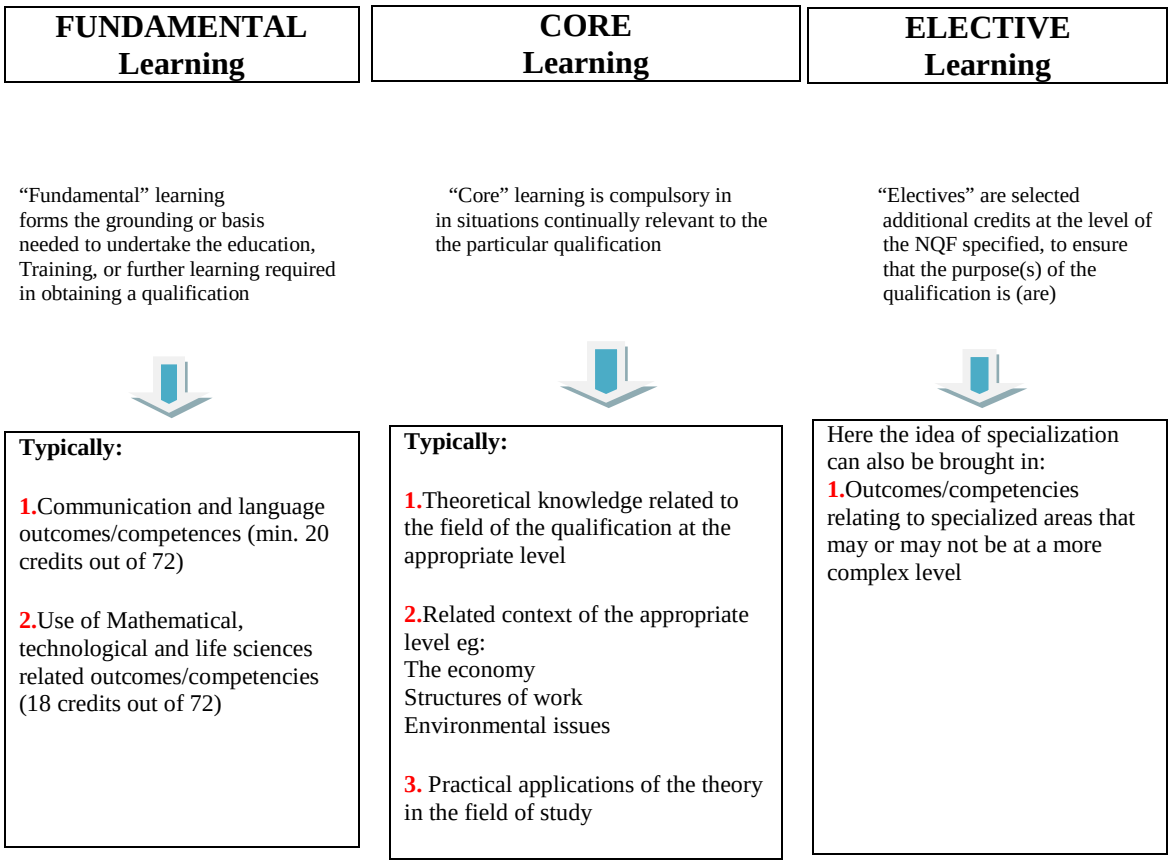


Figure 2.3 Qualification requirements per NQF Level (Green paper, 2005: chapter 4)

The Minister of Education, Naledi Pandor (2005), when addressing the Limpopo Provincial Summit stated that for many young people educational opportunities in the past were seen as a straight line from Matric to University. This has left a troubling legacy of inadequate engineering and technical skills. Fortunately, Government has recognized that the gap must be closed and increasingly young people are beginning to see that institutions that focus on economic prospects and new skills are the FET colleges. Provincial education departments have also recognized the importance of investing in new skills and new opportunities for their

graduates. There has been considerable growth in spending on FET colleges' staff development and infrastructure in the past six years.

2.14 DISTINCTION BETWEEN RURAL AND URBAN AREAS IN MANAGING QUALITY EDUCATION

The Educational Ministerial Report (2005: 1) stipulates that the challenges facing rural schooling are complex, intractable and inter-dependable. After ten years of democracy, rural schooling has shown little improvement. Addressing the challenges requires multi-faced integrated strategies operating at macro and micro levels that link education interventions with interventions of other government departments, businesses, unions, and the civil society, as well as on-going consultation with, and participation of, educators, learners, parents and communities. One factor that emerged strongly during the committee's consultation process was the diversity of rural areas. The rural areas of each province have different demographies, geographies, economies, and cultures that shape the lives of rural people in fundamentally different ways.

The Member of the Executive Council (MEC) for Gauteng Provincial Government (GPG), Motshega (2005) reiterated that a challenge in education and training that needs to be addressed is the recapitalization of FET colleges with modern and appropriate equipment. Recapitalization refers to a process of refurbishing infrastructure, supplying new technology material and equipment to schools and colleges. The recapitalization process also covers the retraining of institutional staff members at industry level to be able to impart industrial skills and knowledge to students and

learners. During the second quarter of 2005, as provincial government, they convened a gathering bringing together the FET colleges and the managers of the different South African industries in areas in which they look at partnerships to fast track the recapitalization of colleges. Already FET colleges are linking up to the learnership and SETA system in line with national policy. In FET colleges, 4 358 students are participating in one or another learnership, including in areas of tourism, hospitality, hair-care, mechanical and electrical engineering. Learnerships to industry related training where learners taught the theory at the colleges' training site and practice at the relevant industry. In this regard, motor mechanic students receive their theoretical instruction at their FET College and the college must ensure that it links with Motor Industries and Motor Repair garages to ensure that their students are placed in these institutions.

The SADTU Report (2001) indicated a concern with the institutional programmes that do not respond to the economic needs of local communities. Instances prevail where Agriculture related courses are offered at Mining located communities (cf. Chapter one). In addition, Tsopo (2005), the Free State MEC for education, reflected on the Freedom Charter reiterating that fifty years ago, the People's Congress in Kliptown gave birth to the Freedom Charter that was to form the foundation of the Constitution. As the Free State Department of Education (FSDoE), and as an education community, one should pause and reflect on how far education has been able to respond to the call, 'The doors of learning and culture shall be opened to all.' Such an evaluation must form part of the celebration of the fiftieth anniversary of the Freedom Charter as it will

ensure that the foundation for building a just and equitable system that provides good quality education for all is laid.

The role of quality management is vital in skills planning. Quality standards are crucial to ensure quality of teaching and assessment. Part of the broader process of human resource planning would be to have a quality management system. This system would provide quality guidelines for human resources. Such a system would include policies and procedures which the enterprise would apply to ensure quality in the design and delivery of learning as impeded by a pile of forms to be filled in (Van der Schyff, 2001: 79).

Umalusi (2003: 3) argues that the South African education environment is also not clear in its attempts to invoke quality. For example, there are many discrete quality components in the system. In school education alone there is Whole School Evaluation, Examinations, Systemic Evaluation and Outcomes Based Curriculum. There is an absence of a single national system, as the private and public systems are still miles apart with regards to imparting teaching, despite the common curriculum. The NQF was brought into the system partly to harmonize the conversations about quality. However, the NQF tends to speak more to the vocational and industry training, leaving formal schooling on the periphery. The formal education system is still isolated with very little communication with other components. Lastly, OBE, although welcome, does not give specific outcomes to indicate that quality education is only possible through competent educators and managers who will manage the system.

2.14.1 Parental and community impact on IQMS

Bereiter (2002: 214) elucidates that parents have a strong investment in preparing their children for life in the global, knowledge-based economy, thus determining that the best way to do this is through a kind of education that is a throwback of older times. He implies that the best investment for children is to grant them the kind of education that will pave its way to either higher institution, the world of work or self- employment.

2.15 NATIONAL BOARD FOR FET (NBFET)

The Green Paper of 1998 stated that a fully integrated education and training system is not immediately achievable, given current realities that adequate resources are not yet fully in place. The National Board for Further Education and Training (NBFET) is the link between Government and its social partners, such as industry and commerce. It will intervene in aligning education and training programmes to the needs of socio-economic development as per the National Skills Development Strategy (NSDS). The NSDS seeks to promote the quality of education and training to respond positively to the needs of the job market. The Ministry expects the Board to play a leading strategic role in conceptualizing and promoting the development of a new, responsive national FET system. The Minister will consult the Board on the development of the national policy framework for a transformational FET system, the determination of national goals and objectives, the establishment of a regulatory framework

and steering mechanisms, and the development of effective strategies for transformation. The basic functions of the NBFET are to:

- advise the Minister on national FET policy, goals and priorities;
- advise the Minister on norms and standards, including funding norms and the terms, purposes and conditions of earmarked grants;
- receive reports on FET from provincial advisory bodies;
- monitor and report annually to the Minister on the goals and performance of the national FET system; and
- analyze and disseminate information about FET.

In addition, in his report as the chairperson of NBFET, Dennis (2004/5: 3) says that their mandate as the Board is to advise the Minister of Education on matters relating to FET. These matters relate to policy making processes and the outline of implementation of strategic plans that govern FET schools and colleges as shall be aligned in the WSE reports from Principals and Governing Bodies. The NBFET also deals with reports as they assess FET schools' managerial performances as shall be stipulated in the School Improvement Plans (SIP).

2.16 SUMMARY

In this chapter, the researcher focused on the aspect of quality teaching and learning with the aim of exploring the value of quality assurance practices in the classroom environment.

Chapter 3 will focus on exploring the reliability of quality assurance practices in the FET sector in South Africa with regards to classroom evaluation and monitoring.

The period in education and training where students' and learners' minds were enslaved to master and reproduce textbook contents has passed. Globally, the paradigm has shifted to where classroom teaching and learning is facilitated by teaching staff in Outcomes-Based Education and Training (OBET). This is the kind of education and training currently practiced in South Africa. The delivery of education and training is through FET institutions where skills development and academic programmes are combined to form a co-operative education based on expected specific outcomes. Coetzee (2002: 8) states that OBET means focusing on and organizing an education and training system around that which is essential for all learners to be able to succeed at the end of their learning experiences.

The Department of Education has also adapted global transition trends to address socio-economic needs. These socio-economic needs are training and development that must be offered to all stakeholders in education and training. Hence, Coetzee (2002: 94) refers to the training and development needs assessment phase as the starting point of the OBET quality assurance circle. Training and development needs are the examination or diagnostic aspect of the OBET system. Quality Assurance in the South African education system within the FET sector is paramount because the sector is central to higher education, the labour market and general education.

This chapter dealt with perceptions behind the quality of education in South Africa. The next chapter critically deals with the global perspectives as a benchmark for the South African FET sector's quality assurance framework.

Chapter Three

Description of Research Design and Methodology

3.1 INTRODUCTION

Chapter one reflected on the problem and objectives of this study in the context of the implementation of IQMS to measure and improve quality teaching and learning in the FET sector in South Africa.

In chapter two and three, provision of literature on the philosophy behind measuring the quality of classroom teaching and learning in the context of OBE in South Africa was discussed. This chapter promulgated the use of both qualitative and quantitative approaches in fieldwork to investigate the implementation of IQMS in high schools and colleges.

This chapter outlines methodologies and designs used to test aims and objectives as defined in chapter one. The methods of investigation were triangulate because both qualitative and quantitative methods were used. The quantitative methodology focused on learners in the form of questionnaires to verify data collected from Teaching Staff and SMTs using an interview schedule. Cohen, Manion and Morrison (2000:112) define triangulation as the use of two or more methods of data collection in the study of some aspect of human behavior. They further argue that it is a technique of research to which many subscribe in principle, but which only a minority use in practice.

3.2 RESEARCH DESIGN

Creswell (2008: 53) indicates that qualitative research, is best suited for research problems in which the researcher do not know the variables, which are '*IQMS; measurement and improvement; teaching and learning*' and need to explore them. The literature might yield little information about the phenomenon of study which is IQMS, and the researcher needs to learn more from the participants through exploration. Unquestionably, using IQMS to measure teaching and learning has not been grounded to a theory to yield dependable and accurate results of the system in the FET sector in South Africa. To examine the dependability and accuracy of using IQMS to measure and improve teaching and learning in the FET sector, the researchers embarked on using mixed research methods to explore different avenues of the central phenomenon. A *central phenomenon* is the key concept, idea, or process studied in qualitative research, of which in this study it is IQMS.

3.2.1 Triangulation

Rigsby (2007) in the George Masson University Web-Publication refers to 'triangulation' as a key tenant of the anthropological approach to data gathering (and therefore, teacher research). It states that a researcher should gather a wide variety of evidence for the purposes of triangulation. It is in this regard that qualitative and quantitative strategies are employed in this study to justify the dependability of IQMS to measure quality teaching and learning provision. As opposed to relying on one single form of evidence or

perspective as the basis for findings, multiple forms of diverse and redundant types of evidence are used to check the validity and reliability of the findings. Over-relying on any one form of evidence may impact validity of the findings **(*also refer to co-operative education in 2.6).***

3.2.2 The idyllic stance of the research study

The role of IQMS to measure teaching and learning is paramount to the South African FET sector because it intends to assure quality provision. Cho and Trent (2006) in the SAGE Website argue that concerns with the validity in qualitative research have dramatically increased. According to the authors, validity in qualitative research traditionally involved determining the degree to which researchers' claims about knowledge correspond to the reality (or research participants' construction of reality) being studied. Cho and Trent further note that recent trends have shown the emergence of two quite different approaches to validity with the literature on qualitative research. They categorize and label these 'transactional' validity and 'transformational' validity.

3.2.3 The dependability of the research study

Lomawaima and Tsianina-McCarthy (2007); and Kelly (1996: 43) state that a dependable/ '*reliable*' method or instrument gives consistent results in different applications of the research investigation. Consistency, however, 'says nothing about being right or wrong.' The author of this research study explored the accuracy of the investigation by employing triangulation. The author intended to prove that the role of IQMS to

measure and improve teaching and learning may be successfully investigated in any institution in South Africa where IQMS is implemented (*also refer to 1.9.2*). The author showed an element of synergy by using the qualitative and quantitative methods to gather data on the quality measurement of teaching and learning.

3.2.4 Population

Vockell and Asher (1995: 170) define population as 'the entire group from which the sample is drawn.' The sample in this study was drawn from a population in the North-West Province (*also refer to 1.9.1*).

An empirical investigation was conducted into the reliability and validity of IQMS in measuring the quality of education and training in South Africa. FET Institution's Managers responsible for the implementation of IQMS within the FET sector were requested to participate in the investigation. Managers responded to interview schedules regarding PMDS and WSE, because it involved management structures and institutional governance of teaching and learning. Teaching Staff responded to questionnaire interviews that relate to teaching and learning taking place in the classroom in relation to DAS as an assessment tool for teaching staff. Babbie, Mouton, Vorster and Prozesky (2001: 174) refer to a study population as an aggression of elements from which the sample is actually selected. On the basis of this study, the study population refers to all FET institutions in the North West province of South Africa.

3.2.5 Inductive study population

Mouton (2001: 117) specifies that whenever one draws a sample from a target population and then, ones the results are available, generalizes from the sample to refer back to the population, one is employing inductive generalization. According to this research study, this refers to the usage of specific management teams, school learners to generally induce the findings to be subjective to the entire South African population of the FET sector.

3.2.6 Request to conduct the investigation

The topic of this thesis received extensive support from district, institutional and regional officials. Requests by the researcher to visit schools and colleges to distribute questionnaires and conduct interviews with relevant officials were successful. Attached annexure is proof of letters from the various districts, schools and colleges permitting the researcher to conduct the empirical study on the title Integrated Quality Management System (*refer to Annexure D1 on Communication letters*). The sample of this research study was chosen from a population of different districts because the cornerstone of the investigation has limited subjects. It is also in this regard that the researcher was obliged by the types of variables to choose purposive sampling strategy.

3.2.7 Research sample

Mutshinyani (2002, 70); and LeCompe, *et al* (1993: 60), defines a sample as a subject of a larger group. The samples in this research were

categorized in terms of quantitative and qualitative methodologies. The influence of the different sample strategies was promulgated by subtopics of IQMS which are DAS, PMDS and WSE.

Neuman (1997: 222) argues that a sample stands for or represents the population. Researchers are not interested in samples in themselves; they want to infer to the population. This research study on the FET institutions in the NW province was conducted on specific focus groups that directly work on assessment tools that assess teaching and learning in the classroom. FET managers like classroom teaching staff in terms of PGPs and DSGs from FET Institutions responded to questionnaire interviews which were verified by learner questionnaires.

Neuman (1997: 201) refers to sampling as process of systematically selecting cases for inclusion in research project. When a researcher randomly assigns, he or she sorts a collection of cases into two or more groups using random process. A researcher can both sample and randomly assign.

In this study, the researcher assigned SDTs, DSGs and SMTs in FET institutions out of all institutional staff members based on the needs of the investigation on the quality measurement of performance.

3.2.8 Probability sampling strategy

Chen, Manion and Morrison (2000: 99) stipulate that in a probability sample the chances of members of the wider population being selected for

the sample are known. They further state that a probability sample, because it draws randomly from the wider population, will be useful if the researcher wishes to be able make generalizations, because it seeks representativeness of the wider population. This is a form of sampling that is popular in randomized controlled trials. In this study, SDT members in Schools and Senior Lecturers in Colleges have access to all POEs of teaching staff which indicate their classroom performances to submit to DSGs and HODs respectively. DSGs then formulate support mechanisms for teaching staff in areas of deficiency with recommendations to Senior Managements of FET institutions.

3.2.9 Non-probability sampling strategy

As opposed to the probability sampling strategy, the possibility of knowing the exact sample or the investigation are not Known. In this regard researchers are sometimes guided by prevailing situations at that particular time and place of research.

3.2.9.1 Purposive sampling

This is the most important kind of non-probability sampling. Researchers rely on their own experience, ingenuity and/or previous research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population (Welman and Kruger, 1999:63). In this research study the researcher purposefully selected members of academic staff in FET institutions who are directly involved in the implementation of IQMS to measure teaching

and learning. IQMS is a management tool used by managers to measure the quality of teaching and learning in a particular institution. ***(refer to 1.8.4)***

3.2.9.2 Snowball sampling

Welman and Kruger (1999: 63) state that in the first phase of this sampling, a few individuals are approached from the relevant population. These individuals then act as informants and identify other members (for example, acquaintances or friends) from the same population for inclusion in the sample. The latter may in turn identify a further set of relevant individuals so that the sample, like a rolling snowball, grows in size. Hence this research study did take a different route, but the same principle drove the researcher to further involve learners as recipients of learning. Learners in this research study were involved because they are the objects of the implementation of IQMS. Educators have to teach learners and compile PoEs which serve as evidence and accessories to measure their quality teaching and learning delivery.

3.3 THE QUALITATIVE METHODOLOGY

In a qualitative study the “variables” are usually not controlled because it is exactly this freedom and natural development of action and representation that we wish to capture. Based on this research study on the measurement of teaching and learning in the classroom, Teaching Staff were interviewed from FET School and College respectively.

The measurement of quality of education begins in the classroom where the actual teaching and learning takes place, in view of assessing the Personal Growth Plan (PGP) of individual educators. PGP refers to a measurement tool which indicates Key Performance Areas (KPI) of an educator or lecturer which determines results for DAS. Educators are assessed in the classroom situation and administration, which prompted the researcher to conduct the investigation on learners. Learners and students from the FET sector are thus implicated in the evaluation process of the standard of teaching and learning. To avoid subjective responses from individual students or learners due to attitudes towards specific Learning Areas (Subjects) questionnaires were used to guide their responses to the expected study imperatives (refer to 2.6 study co-operatives). Mutshinyani (2002: 23); and Charles and Canter (1995: 8) alludes that performance appraisal is the use of measurement and /or grading based on known criteria. They believe that it is quantitative, precise and acceptable when used in relation to learners, but it might have negative connotations when linked to educators or lecturers. It was ideal to implement DAS involving learners to assess the performance of educators.

3.3.1 Qualitative ethical stance

Neuman (1997: 376) states that a researcher learns intimate knowledge from the field that is given in confidence. He or she has a moral obligation to uphold the confidentiality of data. This includes keeping information confidential from others in the field and disguising member's names in the field notes. Neuman (1997: 377) adds that the intimate knowledge that the researcher obtains and reports creates a dilemma between the right of

privacy and the right to know. A researcher does not publicize member secrets, violate privacy, or harm reputations.

Furthermore, Henning, van Rensburg and Smit (2004: 73) indicate that respondents need to give informed consent to participate. This means that they must be fully informed about the research in which the interview is going to be used. They need to know that their privacy and sensitivity will be protected and what is going to happen with their information after recording.

3.3.2 Selection of participants

Selecting participants for this topic was an ice breaker because the role of IQMS to measure teaching and learning in FET institutions is people driven. Management teams in FET institutions are clustered according to their roles and responsibilities. These teams emanated from Teaching Staff, DSGs and Senior Management of FET Institutions. Henning, van Rensburg and Smit (2004:71) refers to the selection of participants as the driving consideration which is thus not the setting as in ethnographic research; the main motivation is the people. The researcher needs to get to people who can travel with him on the journey towards more knowledge about the topic.

3.3.3 Interview schedule

On the basis of producing new knowledge, I compiled a common specific questionnaire schedule as a guide throughout all interviews. The schedule allowed for probing and follow-up questions in an orderly manner.

3.3.4 Structured interview schedule

A survey researcher asks people questions in a written questionnaire (mailed or handed to people) or during an interview, then records answers. The researcher manipulates no situation or condition; people simply answer questions. The researcher asks many people numerous questions in a short time period and typically summarizes answers to questions in percentages, tables or graphs (Neuman: 1997: 31). To maintain the reliability of this survey, similar structured interview schedules were drawn for FET School and College subjects.

Henning, van Rensburg and Smit (2004: 65) argue that a highly structured interview with set questions and a predetermined sequence and strict protocol or interview guide may be "open" to discursive or digressive interpretation and thinking too. Even the asking of a single question and a single sentence answer may have discursive qualities. However, the researcher during interviews was conscious of possible discursive circumstances without also creating a boring and manipulative situation.

3.3.5 Qualitative focus group interview

Neuman (1997: 253) states that the focus group is a special kind of interview situation that is largely non-quantitative. I n focus groups, a researcher gathers 6 to 12 people in a room to discuss one or more issues for one to two hours. Qualitative interview is normally conversation related. In this regard, Babbie, Mouton, Vorster and Prozesky (1998: 290)

warn researchers that they must keep reminding themselves that they are not having a normal conversation.

The researcher interviewed Teaching Staff from both school and college's subjects in line with the measurement of quality delivery of teaching and learning in the classroom. After grappling with different situations that prevail between schools and college set-ups, my approaches to asking similar questions differed slightly to accommodate my subjects. Furthermore, John and Lyn Lofland (1995: 56-57) suggest that investigators adopt the role of the *socially acceptable incompetent* when interviewing. They should offer themselves as people who do not understand the situation they find themselves in and must be helped to grasp even the most basic and obvious aspects of that situation.

3.3.5.1 Advantages and disadvantages of focus groups

This research used focus group interviews because of the advantages of the strategy which may also have disadvantages as indicated below.

3.3.5.1.1 Advantages of focus group interviews

Mutshinyani (2002: 67) and De Vos (1998: 324) outlined advantages of focus group interviews as used in the investigation on the role of IQMS to measure and improve teaching and learning in the FET sector in South Africa. They state that focus group interviews can be conducted at a relatively low cost and in a brief time. They also expose the researcher to

the participants' world views and permit considerable probing. Focus groups also shed light to phenomena that we know little about.

Furthermore, Babbie (2007: 309) in Krueger (1988: 47) notes disadvantages of focus groups as that:

1. The technique is socially oriented research method capturing real-life data in a social environment
2. It has flexibility
3. It has high face validity
4. It has speedy results
5. It is low in cost

In this research study, through focus group interviews, the researcher managed to identify critical aspects of the study like the use of Portfolio of Assessments (PoA). This PoA is used to keep records of any assessment activity that the learner went through being it theoretical, Peer-group, on the job assessment or practical assessments. This tool assists in the event that the learner due to unforeseen circumstances does not write the end of the year final examinations, then these marks are used to credit their promotion to the next level.

3.3.5.1.2 Disadvantages of focus group interviews

Babbie (2007: 309) in Krueger (1988: 47) notes disadvantages of focus groups as:

1. Affording the researcher less control than the individual interviews
2. Data are difficult to analyze

3. Moderators require special skills
4. Difference between groups can be troublesome
5. Groups are difficult to assemble

In this study it was difficult to assemble interview groups because the variables require specific individuals like IQMS implementers in an institution who serve in management positions with tight work schedules.

Neuman (1997: 254) states that the role of interviewers is difficult. They obtain cooperation and built rapport, yet remain neutral and objective. They encroach on the respondents' time and privacy for information that may not directly benefit the respondents. Teaching staff in most institutions were engaged in final year examination monitoring and invigilation's. They also had to reveal PGP report statements of teaching staff at various FET institutions.

3.3.6. Data collection

Qualitative analysis does not draw on a large, well established body of formal knowledge from mathematics and statistics. The data are in the form of words, which are relatively imprecise, diffuse, and context based, and can have more than one meaning (Neuman, 1997: 420). Furthermore, Collins (1984: 353) stipulates that words are not only more fundamental intellectually; one may also say that they are necessarily superior to mathematics in the social structure of the discipline. Data for this study were collected through interview questionnaires which were tape recorded. Structured interview questionnaire schedule was used in order to ensure

that similar questions were asked in different targeted groups from different FET institutions. It is imperative to indicate that quality management systems in FET Schools and FET Colleges differ in implementation but share similar objectives. In schools, IQMS is popularly known for being the effective tool for the 1% educator salary progression while in FET Colleges, QMS is used as a monitoring tool in the implementation College systems.

3.3.7 Data analysis

Macintyre (2000: 91) states that during this phase, raw data shall have been amassed from different source, different strategies and different research episodes (triangulation). The researcher must now study it all and pull meaning from the different records of evidence to identify constructs such as themes, incidence, patterns and trends. This is the critically important step in providing explanation of what occurred and rather than merely descriptions of what went on.

3.3.8 Data transcription

Research within schools and particularly classrooms is not usually concerned with large numbers, and so sophisticated statistical analyses are not usually required. However, diagrams, tables and graphs can still usefully illustrate the findings. They make useful, concise reference points and break up solid text. They help readers who interpret visually more easily than through reading (Macintyre, 2000: 92).

3.3.9 Proving study objectives

Costello (2003:82) advises researchers that, in terms of drawing conclusions about the research, it is imperative to provide honest accounts of the study. He stipulates that it is important not to disguise the problems that researchers came across that they may have experienced or the fact that they may have been unable to (due to circumstances beyond their control) fulfill all the aims with which they began the study.

In this research I embarked on proving objectives which are premised around the provision of quality teaching and learning, de-stigmatizing IQMS from 1% pay progression status and a paradigm shift from inspectoral status to new knowledge production of implementing IQMS.

3.4 GROUNDED THEORY OF THIS RESEARCH STUDY

Creswell (2008: 432) defines grounded theory design as a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, process, an action, or an interaction about a substantive topic. In grounded theory research, this theory is a “process” theory – it explains an educational process of events, activities, actions, and interactions that occur over time. Also grounded theorists proceed through systematic procedures of collecting data, identifying categories (used synonymously with themes), connecting these categories, and forming a theory that explains a process.

The searcher on the basis of the data collected from the subjects of the study, observed that IQMS is basically being used:

3.4.a To access 1% pay progression for educators rather than appraising educators' to measure their quality teaching capability to improve where need arises;

3.4.b As a Measurement instrument to determine the effectiveness of the system however, there is no feedback from the Provincial DoE to justify the efficiency of IQMS;

3.4.c Assess its dependability as a measuring instrument of the quality of teaching and learning without a National Mandatory Legislature to enforce its implementation thus IQMS is not grounded to any theory to bench mark with any National nor International Standards available; and (***refer to chapter 1 page 8);*** and

3.4.d No clear principle has been formulated to guide the implementability of IQMS as a system from the input to the process up to the output policy in order to outline the actual objectives of IQMS. ***(refer to page 162)***

Therefore, the researcher created an 'IQMS Grounded Theory' as below:

'IQMS to be an ISO 9000/1 compliant instrument for continuously assessing the quality of teaching and learning using DAS, PMDS and WSE in an effective and efficient manner through the implementation of PGPs and DSGs instruments as PoEs for Umalusi to conduct external audits in South African institutions'. (refer to 1.6)

Williams (1994: 99) describes that ISO 9000 registration encompasses a series of standards that cover all aspects of an organization's operations. The IQMS operations refer to DAS, PMDS and WSE which cover institutional operations being implemented by educators and managers in assessing learner, educator, HOD and institutional head's PoEs in view of providing complete institutional evaluation.

3.4.1 The IQMS process coding analysis

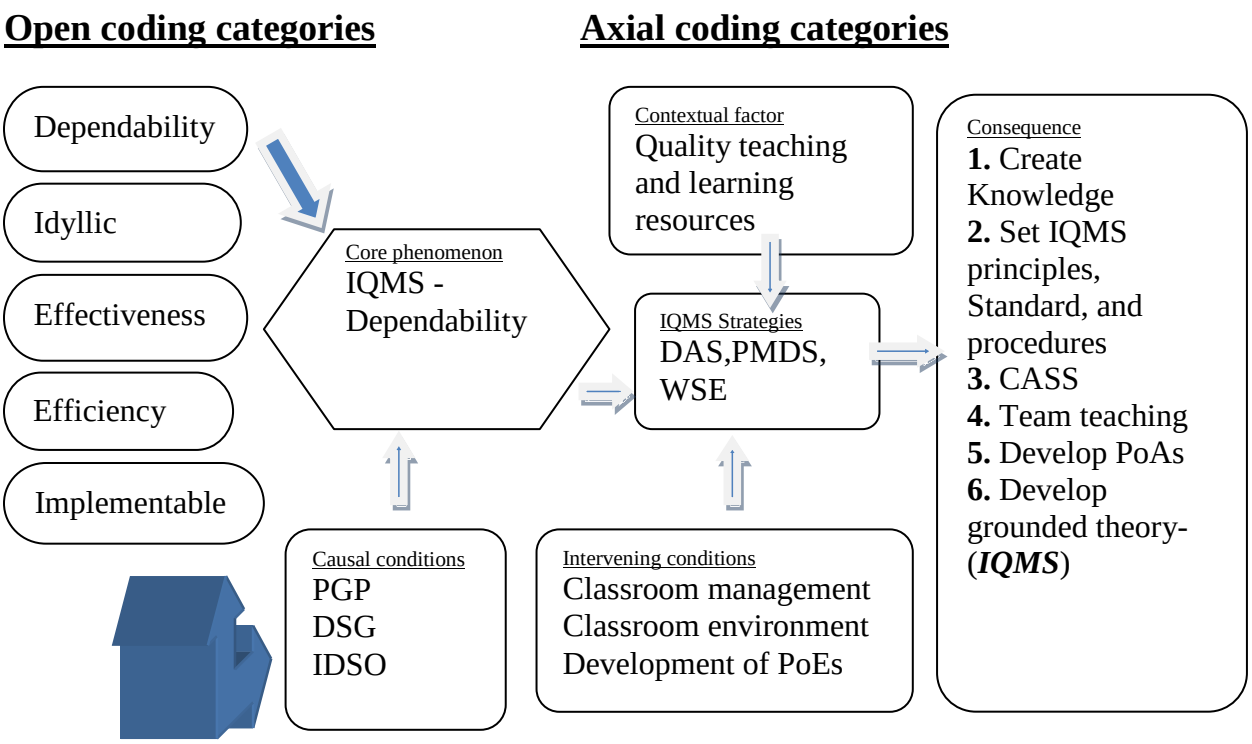
Babbie (2007: 325) stipulates that coding analysis is essentially a coding operation. Coding is a process of transforming raw data into a standardized form. In this study, the researcher collected raw data from schools and a College in the North West Province of South Africa and identified coding elements of the IQMS.

In reforming raw data for this research study, the researcher used axial coding of the systematic design. Creswell (2008: 434) alludes that in axial coding, the grounded theorist selects one open coding category, positions it at the centre of the process being explored (as the core phenomenon), and then relates other categories to it. These other categories are the causal conditions (factors that influence the core phenomenon), strategies (actions taken in response to the core phenomenon), contextual and intervening conditions (specific and general situational factors that influence the strategies), and consequences (outcomes from using the strategies). This phase involves drawing a diagram, called a **coding paradigm**, which portrays the interrelationship of causal conditions, strategies, contextual and intervening conditions, and consequences.

In view of the above description by Creswell, the researcher created a framework for IQMS implementation by identifying the Axial Coding Paradigm for IQMS in view of responding to the problem statement about the effectiveness and efficiency of IQMS to measure and improve the quality of teaching and learning in the FET sector. The figure below clearly depicts the coding as per the empirical evidence in the next chapter of this research study. ***(refer to chapter 1 page 9)***

3.4.2 The Axial Coding Paradigm of the IQMS study

Figure 3.1



In figure 3.1, the researcher adapted the diagram from Creswell (2008: 437) on the axial coding paradigm. The researcher in this **figure (3.1)** presents IQMS coding paradigm to justify the grounded theory of the central phenomenon which is called IQMS.

3.4.2 Open coding categories

3.4.2.1 **Dependability-** An exploration into IQMS as a quality measurement tool to measure teaching and learning has been investigated to justify its efficiency to enhance improvement.

3.4.2.2 **Idyllic-** Refers to the ideal effectiveness of IQMS to improve the quality of teaching and learning.

3.4.2.3 **Effectiveness-** The dependability of IQMS to measure quality teaching and learning is proved to be the results of implementing IQMS strategies of DAS, PMDS and WSE.

3.4.2.4 **Efficiency-** The ideal situation of implementing IQMS will be that of providing a grounded theory in a way of developing strategic and operational plans for the efficient implementation of the system.

3.4.2.5 **Implementable-** In this regard, the researcher refers to the execution of the implementation plan which needs two way communication channel from top management (DoE and institutional management) to bottom management (educators and lecturers).

3.4.3 Axial coding categories

3.4.3.1 **Causal conditions-** This refers to PGPs, DSGs and IDSOs which are the actual elements of IQMS which determine the evaluation rate of each assessment.

3.4.3.2 **Strategies-** In the IQMS jargon, DAS, PMDS and WSE are the instruments used in gathering institutional data of assessing quality teaching and learning.

3.4.3.3 **Contextual and intervening conditions-** These are structural facilities that enhance and have a direct impact in influencing the quality of teaching and learning whereby the evaluation of IQMS exists; and

3.4.3.4 **Consequences-** The consequences of embarking on this research study resulted in the establishment of means to close IQMS gaps and eventually recommend the creation of new knowledge; set IQMS principles; standard procedures; IQMS of CASS; team teaching; development of PoAs; and the development of grounded theory-(***IQMS***).

3.5 THE QUANTITATIVE METHOD

The quantitative focus of this study rallies around the support of the qualitative enquiry to verify the empirical reflections of the qualitative investigations in classroom situations. Questionnaires that the learners responded to were related to questions asked on the interview questionnaires for teaching staff. Henning, van Rensburg and Smit (2004:3) state that a quantitative study's focus is on control of all components in the actions and representations of the participants whereby the variables will be controlled and the study will be guided with an acute focus on how variables are related.

A complete questionnaire was constructed and distributed to subjects for completion. Data was then reduced where only appropriate questions were analyzed in relation to qualitative analysis to produce appropriate information.

3.5.1 Questionnaire constructs

Imenda and Muyengwa (2000: 150) stipulate that questionnaires are typically used to glean information from a large number of people about the way they think and behave. Questionnaires are usually employed in survey research because of their capacity to reach large numbers of people. Questionnaires, as in the case of instruments, should be designed in such a way that each major section corresponds to one of the research questions, hypothesis, and/ or objectives. Each section of the questionnaire should have a corresponding section in the literature review chapter.

3.5.2 Ethical considerations

Dhlamini (2003:44) and Lewis & Munn (1997: 7) indicate that the research is not done in a vacuum. It may well impinge on learners, parents and colleagues. The researcher will need the support of interested parties especially if the research is to have any kind of impact outside one's own classroom. In addition, talking over the research with colleagues, and examining the key features of the school context in which one works, can help the researcher to clarify in the researcher's own mind what it is one is really interested in investigating.

3.5.3 Quantitative ethical stance

Letters of request to gather empirical data for this research study had clear stipulations to management structures of schools and colleges in terms of participation. Students and learners were informed by the educator or lecturer and the researcher in terms of their rights and responsibilities before accepting questionnaires. The first section of questionnaires, highlight ethical considerations to inform learners and students about their rights before having to answer questions.

3.5.4 Stratified random sampling

Hopkins (2000) argues that a researcher has to work with a sample of subjects rather than the full population for data gathering. But people are interested in the population, not the sample. To generalize from the sample to the population, the sample has to be representative of the population. The safest way to ensure that it is representative is to use a random selection procedure. You can also use a **stratified** random sampling procedure, to make sure that you have proportional representation of population subgroups (e.g., sexes, races, regions). The researcher ensured that a representative section of the population was chosen by carefully selecting respondents from different subgroups. The subgroups were Grades 12, 11 and 10 respectively from schools, while in colleges Business Studies and Engineering students were chosen.

The second set of questions in both school and college questionnaires consecutively, quantified the representivity of the population in terms of demographics. According to Dhlamini (2003: 46); and Graziano and Raulin

(1997: 146), stratified random sampling procedures are used when it is important to ensure that subgroups within a population are adequately represented in the sample.

In respect of this study, objective one of this investigation in chapter 1 is aligned to the third set of questions on the subject ‘Knowledge of OBE’ of the college student’s questionnaire (3.1 to 3.10). This section intended to measure classroom teaching delivery by lecturers which impacts on their performance indicators for DAS.

The last section of the questionnaire seeks to measure WSE in terms of an institution as operating within the principles of a system. These principles are intake, process and exit. ‘Intake’ refers to the career choices made by the student as guided by the career choice department, the ‘process’ unfolds during the actual teaching and learning in the classroom and ‘exit’ refers to the graduation of students at the end of their study period at the college.

3.5.5 Applied scaling

Questions for interview questionnaire for Educators are interlinked to the questionnaires which learners answered. The purpose was to check the reliability of the investigation into the quality delivery in the classroom.

Questionnaires were dominated by two-point and three-point scaling in order to ensure that students and learners are not bored by long and complicated questions.

3.5.6 Data analysis procedure

The quantitative data was analyzed by clustering sub-questions in order to relate headings of these questions to the objectives of the study to assist in easy interpretation of information.

3.5.7 Questionnaire analysis

The questionnaire analysis was undertaken to support the efficiency of IQMS to measure teaching and learning. FET Institutions were also clustered as a unit in the analysis because common goals were targeted, as the system of IQMS is the one tested for its value and reliability in measuring teaching and learning in the FET sector.

3.6 OBSERVATIONAL RESEARCH

Mitchell and Jolley (2007: 220) indicate that there are three basic types of observation: laboratory observation, naturalistic observation and participative observation. In both naturalistic and participant observation, you study real behavior in the real world. In contrast, laboratory observation, as the name suggests, occurs in the laboratory. Arguably, Johnson and Christenson (2004: 186) stipulate that the other method of data collection involves something that you do most of your waking hours, meaning observing things. Researchers are also observers of things in the world. In research, observation is defined as the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest.

During the empirical investigation period, the researcher observed a variety of situations that directly affect the provision of effective and efficient teaching and learning. One of the critical situations is the conditions and availability of resources in different schools to enhance conducive teaching and learning situations. City institutions possess infrastructure like classroom and laboratories conducive to effective teaching and learning. Their counterparts in townships do not have such education support facilities. Upon investigations, the researcher detected that some facilities like laboratories and libraries have been provided by the DoE, however, safekeeping and maintenances thereof were not properly managed. In this regard, the researcher recommends that in the definition of **observation research**, observation of objects be added. The reason is that for conducive teaching and learning to take place, three critical elements complement each other which are the Educator, the Classroom and the Learner. The three components form the basis for the delivery of quality teaching and learning.

3.6.1 Advantages of research observations

Cohen, Manion and Morrison (2000: 305; and Paton, 1990; 203) state that observational data are attractive as they afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations. The researcher is given the opportunity to look at what takes place *in situ* rather than at second hand. They further argue that observed incidents are less predictable because there is certain freshness to this form of data collection that is often denied in other forms of investigation like a questionnaire, an interview or a test.

The researcher visited different schools and observed different classroom management cultures of the different schools and colleges that influence the quality of teaching and learning in classrooms. The indications are that institutions situated in cities still enjoy the previous 'Model C' state of management as compared to township institutions.

3.6.2 Disadvantages of research observation

Cohen, Manion and Morrison (2000: 313) relates that the accounts that typically emerge from participant observations echo the criticisms of qualitative data, as being subjective, biased, impressionistic, idiosyncratic and lacking in the quantifiable measures that are the hallmark of survey research and experimentation. Hence the researcher in this study applied observation data as collected by mere looking at the infrastructure of different institutions and only used it to supplement empirically collected data. In this regard, he observed classrooms, laboratories and libraries and made a comparative analysis to add on the findings of the study which are also elements of enhancing quality teaching and learning.

3.7 THE ROLE OF THE RESEARCHER

It is this regard that the researcher followed principal research guidelines in conducting this research study which he extracted from the Research Guide and Instrument by Breakwell, Hammond, and Fife-Schaw (1995) and cited below as:

- 'A researcher is, in many ways, a careful and **scientific observer.** Your role is to objectively identify and analyze factors in a particular context

that relate to the question of your research. While we all have our opinions and perceptions on matters, it is important in the research process that we put these aside to ensure the **reliability** of the research. What is implied by the concept of reliability is that another researcher should be able to repeat your research process, using the same research methodology, and obtain the same results. In more scientific terms this means the likelihood that a given measurement procedure will yield the same description of a given phenomenon if that measurement is repeated.

- Part of being a researcher involves learning how to **listen** to other people. When a researcher is attempting to ascertain other people's perceptions on a particular subject, their role is to listen to the information being provided and not to engage with the subject by contributing their own opinions. It is critical to remain **neutral** during the research process. This process of listening to a particular respondent is how we gather data but listening also provides us with an opportunity to pick up on interesting themes and probe the respondent for further elaboration and/or clarification.

- Researchers are often in the position of having privileged information entrusted to them. In this way, a researcher must maintain a high standard of **ethics**. For example, if a respondent tells you something negative or personal about the actions of another person, the researcher is compelled not to spread this information and to keep it absolutely confidential. If confidentiality cannot be guaranteed, then the participant must be warned of this before he or she agrees to participate in the

study. The researcher must also respect the rights of any individual participating in a study and should let them know that they are free to withdraw from the research process whenever they desire.

- A final point to remember in taking on the role of the researcher is accepting the inevitability of **'Murphy's Law'**: if anything can go wrong, it will! As one writer on the research process put it: 'there is very little that can be done to thwart it [Murphy's Law], except to form an appropriate mental set at the very outset of the planning process, to think through every single aspect of the research in advance in minute detail, and then to double-check and triple-check everything before the research is ready to roll'. Proper planning is critical in your research tasks. It is important to develop a plan in writing and to keep adjusting this plan whenever you need to'.

3.8 Conceptualizing this research study through the matrix

- **IQMS-** According to the Department of Education (2001b: 30) as cited by Cele (2008: 10) refers to the Schedule One of the Employment of Educator's Act no 76 of 2008 whereby the DoE needed to determine performance standards for educators in terms of which their performance will be evaluated. An agreement in the (ELRC) resolution 8 of 2003 was reached to integrate programmes on quality management in education. Those programmes were Development Appraisal System (DAS) (28 July 1998). (Resolution 4 of 1998). **DAS** was originally implemented with the aim to appraise individual educators in a

transparent manner, determining areas of strength and weaknesses. A programme for individual development was drawn up. **Performance management** was (10 April 2003, Resolution 1 of 2003) was aimed at evaluating individual educators for salary progression, grade progression, rewards and incentives. **Whole School Evaluation (WSE)**, (Resolution 1 of 2003), was aimed at evaluating the overall performance or effectiveness of the school and the quality of teaching and learning (Department of Education, RSA 2001b: 1-96).

Figure 3.2

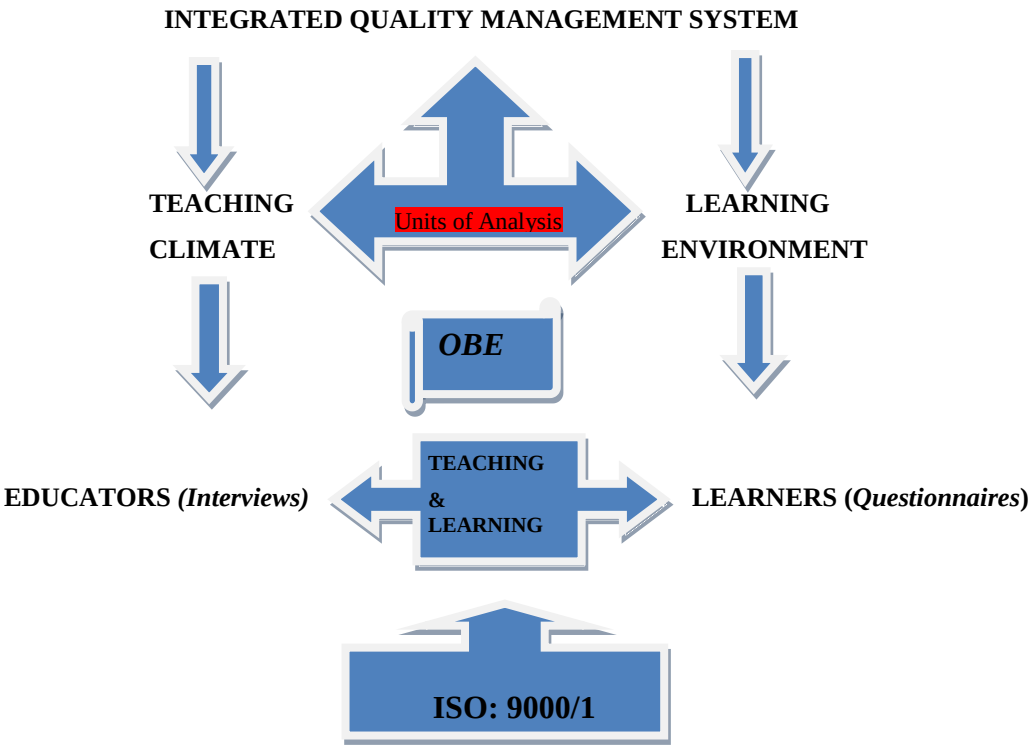


Figure 3.2 reflects on the recommended synthesis that grounds IQMS to be an internationally compliant instrument for measuring quality teaching and learning in South African institutions of learning.

Umalusi as the quality assurer of the provision of quality teaching and learning proves to be operating without guidelines, principles, procedures and specific standards of operations thus compromising the quality provision of teaching and learning which negatively impacts on the standard of education in South Africa. It is in this regard the researcher formulated a grounded theory and recommended a principle to guide the implementability of IQMS as an instrument to measure and improve teaching and learning in South African institutions (***refer to 3.4)***. This research study further recommends the standardization of the Quality Assurance Practices in line with the ISO 9000 with regards to the operation of Umalusi as it is the practice with the NQF as promulgated by SAQA. The NQF is the standardization of the education system which of which the South African government grounded to a single national framework with clear legislative guidelines unlike Umalusi operating in silos as an autonomous structure without a clear operational framework.

3.9 SUMMARY

Chapter three vividly reflected on the research design and methodology as implemented to investigate the dependability of IQMS to measure the quality of teaching and learning in the South African FET sector. The next chapter will reflect on the data presentation and analysis to justify the synthesis of the researcher's 'IQMS Matrix'.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

In this chapter, the researcher presented, analyzed and interpreted data to produce new information on the role of IQMS practices to measure and improve teaching and learning in South African FET sector. New information produced will therefore create new knowledge basis about IQMS as a quality assurance tool. The researcher juxtaposed research approaches since the quality of teaching and learning involves educators and managers as providers and learners as recipients. This study allows the use of both qualitative and quantitative approaches.

In a concurrent mixed research study, the qualitative and quantitative data can be interpreted separately or together depending on the research purpose and rationale. However, more often than not, some integration or comparison occurs during occurs during data interpretation because this type of mixing can help the researcher to identify convergence, inconsistency, and contradiction in the data. The ultimate goal of the mixed researcher, as with monomethod researchers, is to form trustworthy conclusions after ruling out as many rival hypotheses as possible. Therefore, data validation and data interpretation are extremely interactive, reciprocal, and important to forming accurate and defensible conclusions (Johnson and Christensen, 2004: 427).

In contrast, Sandifer and Johnson (2002) signified that in simplest terms, qualitative research is a kind of research that answers research questions by

making highly believable arguments based on non-numerical data. This is in contrast to quantitative research, which instead, utilizes numerical data and statistical tests of significance to accept or reject statistical hypotheses within a given level of statistical confidence.

Based on the above description of the implementation of mixed methods of qualitative and quantitative researches, the researcher managed to make validated findings of the study. The combination of the designs is also supported by Borland (2001: 5) and Ncube (2004: 135) who say that the relationship between qualitative and quantitative should not be considered in terms of the mutually exclusive dichotomy, but rather as a continuum of complementary paradigms within scientific enquiry that, when used in concert, produce complete or useful knowledge. This is line with probing strategic arguments with FET Institutions on the implementation of IQMS to measure and improve teaching and learning using DAS, PMDS and WSE instruments.

4.2 DATA ANALYSIS

Mutshinyani (2002: 72; Miles and Huberman, 1994: 10) defines ‘analysis’ as consisting of three concurrent flows of activity, namely data reduction, data display and conclusion drawing and verification. The three activities are discussed below.

4.2.1 Data reduction

Data reduction is a process of selecting, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions

(Mutshinyani, 2002: 73; Miles and Huberman, 1994: 11). The fieldwork in this research investigation acquired data from school principals, deputy principals, HODs, senior educators and educators (SDT and DSG members). Data gathered from DSG members supported and forms part of the SDT data that formulate information for the WSE. In this regard, the researcher used critical information which is in line with the objectives of the study to analyze and interpret data for this thesis. In justifying research findings, a quantitative study was also conducted because teaching takes place in the classroom environment where learners are the recipients of education.

4.2.2 Data display

LaPorte (1997; Patton, 1990) states that qualitative researchers tend to use inductive analysis of data, meaning that the critical themes emerge out of the data. Qualitative analysis requires some creativity, for the challenge is to place the raw data into logical, meaningful categories; to examine them in a holistic fashion; and to find a way to communicate this interpretation to others. To ensure that logic and meaningful categories are maintained, information was coded identifying questions to responses. This implies that Question 1 of the questionnaire Schedule matches question 6.2.1.1 of the analysis table. Data reduction in this thesis is shown in the table below.

4.2.2.1 Purposive Sampling

This study is characterized by a specific quota of a sample in terms of the qualitative research method used. The main objective is to clearly source relevant data from these particular subjects, who according to this study are DSG and SDT members. The complement of data from the DSG and SDT members, form a school management report for the purpose of WSE. Babbie (2007: 184) agrees with the researcher by indicating that sometimes it is appropriate to select a sample on the basis of knowledge of a population, its elements, and the purpose of the study.

The researcher chose to use these particular subjects to directly investigate the effectiveness and efficiency of implementing IQMS to measure and improve teaching and learning in classroom environment. In this regard DSG and SDT members comprise of HODs and Senior Educators who are directly involved in the monitoring, mentoring, evaluating, coaching and guiding classroom Educators in view of enhancing quality teaching and learning in the newly established FET sector. In this study a total of 23 academic staff members were interviewed by using the interview schedule. Each interview lasted approximately 20 minutes.

Table 4.1

Name of FET school	Number of interviews conducted	Number as Teaching Staff interviewed with SDTs	Number of Teaching Staff Interviewed
FET School A	2	3	4
FET School B	1	2	0
FET School C	1	2	0
FET School D	2	2	4
FET College	1	0	6
Sub-total number	6	9	14

Table 4.1 shows the presentation of interview schedule data

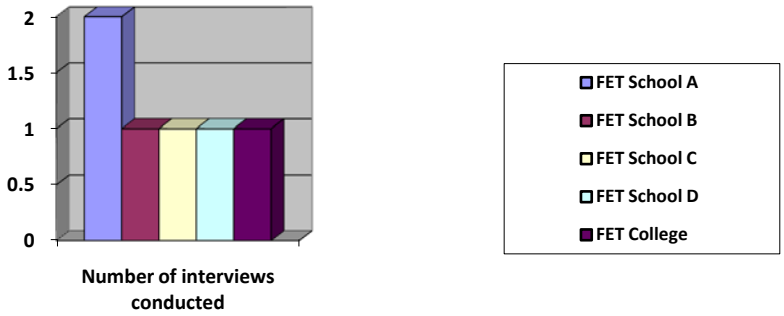


Figure 4.1 presents data on number of institutions visited

4.2.3 Conclusion drawing and verification

Based on the research questions in chapter 1 on the implementation of IQMS to measure and improve teaching and learning in the South African FET sector, conclusions were drawn from the triangulation perspective. Furthermore, verifications of conclusions were measured against research objectives.

4.3.1 SUMMARY OF EMPIRICAL DATA

Similar questions were asked at various FET institutions which covered similar aspects of IQMS. These questions addressed IQMS imperatives on the role of Institutional Management to measure and improve teaching and learning in the FET sector. Interview reflections as indicated below are the presentation of raw data being analysed into meaning full information to be used as referral to draw research conclusions. The following table captures qualitative data from tape recorded transcripts of interviews.

4.3.2 The dependability (*reliability*) of this research investigation

Babbie (2007: 143) views reliability as a matter of whether a particular technique, applied repeatedly to the same object, yields the same result each time. This has been the success measurement of this research as as the same interview schedule has been used throughout the different academic staff of FET institutions and similar responses yielded from them. An

example is reflected on the first question of the interview schedule (refer to 5.3.4.1).

4.3.3 The adequacy of the study

Babbie (2007: 146) states that validity is a term describing a measure that accurately reflects the content that it is intended to measure. IQMS is intended to measure the quality of teaching and learning with the intention to improve the standard thereof. The researcher seeks to measure the efficiency and effectiveness of implementing IQMS from both the classroom point of view through internal adequate instrument (***quantitative method***) and out sight the classroom through external adequate instrument (***qualitative method***). (**refer to 1.5.1**)

4.3.3.1 Internal adequacy (*validity)*

Mitchell and Jolley (2007: 100) refer to internal validity as a degree to which the study can make cause-effect statements. For example, the use of IQMS to measure the extent of the quality of learning acquired in the classroom by implementing assessment tools like PoEs for Continuous Assessment (CASS) throughout the academic period. To validate this internal investigation, the researcher used quantitative investigation on learners who are the recipients of teaching.

4.3.3.2 External adequacy (*validity*)

Mitchell and Jolley (2007: 100) refer to external validation as the degree to which the results can be generalized to different people, settings, and times.

For example, the qualitative investigation of the study focused on a broader sphere of subjects where school educators and college lecturers within the same FET sector were interviewed. The settings and people varied in internal operations however, the investigation yielded similar results.

4.3.4 Contextual analysis of interview reflections with SMTs

4.3.4.1 What is the meaning of IQMS to the institution in terms of its implementation and what purpose does it serve?

In this category of questions, respondents' responses on the use of IQMS in the context of OBE reflected its reliability to measure the quality of teaching and learning.

P 1: '*The primary aim of this IQMS is to ensure quality aims to develop educators, but up to this point in time one has not realized its effectiveness particularly in our school'*

HRM 3: '*Oh I think as well that OBE and how I see it I think it's good because you get learner involvement not learner just sitting and listening to the educator it's more where everybody is involved*'.

Evidence of the implementability of IQMS is alluded to in the literature study in chapter 1, that IQMS is technicist in its approach because authentic and reliable assessment tools like peer assessment and self-assessment are implemented during quality control (Weber, 2005: 7).

4.3.1.2 What common problems do you normally encounter when assessing PGPs, those which seek attention for improvement?

DP 2*: 'Concerning the common problems we prioritized the common one was Classroom Management because it taken care of and, educators stated that they cannot take control for their classes'.*

T 4**: '***The other problems that we are encountering are problems like, as we have indicated that learners are too much in the classroom situation, we really understand that is the contextual factor but we cannot fold our arms and say we will try and see how we can reach the number, we are basically focusing on all things that we can manage and that we can implement, so these are common problems that we encounter'.*

Classroom management is reflected as a common problem from the different schools. This indicates that schools do not follow specifics that guide classroom components like the educator's workload and the ratio of the educator to learners. Based on the literature review, similar problems emanated from improper curriculum design which indicates that proper information sessions need to be in place as stipulated in chapter 3 by NAPTOSA (2002) that: '***Educators have followed Version 1 of C2005 and have been exposed to OBE but there is no curriculum that is aligned to Version 1 of C2005 that they can follow into the FET band'.***

4.3.1.3 How authentic are the PGPs?

PGPs have a direct impact of the training and development of educators to be able impart education within the OBE framework. Thus, with reference to research question 1.4.5 on the readiness of teaching staff to impart education, the empirical indication is that not enough was done to empower teaching staff to meet the needs of the transformed education system. ***(refer to 1.5.2.4)***

DP 7: '*In this case the new system that P mentioned; so in terms of OBE there was not enough training for educators because educators were trained for five consecutive days, educators were trained, after school so that was a shortcoming to the part of the department in different schools',*

4.3.1.4 What is the role of the DSG?

EVW 6: '*Well we each get a evaluating form to evaluate our departments to get inputs and that put together and we sit together as a team and we do the rest of the whole school activity you know we take point to point and discuss it and see where we are and'*

4.3.1.5 What impact does IQMS have during the process of teaching and learning?

4.3.1.6 How dependable are learner's PoEs?

DP 12: '*We can say they are dependable, dependable yes, in terms of what is being put in the learners' portfolio as evidence of the current assessment is actually the work of the learner according to his capabilities or abilities because there is the condition when the learner does not perform well in a certain portfolio task he should not be penalized he should be given e..*

another chance to do that task, taking into cognizance the fact that some of the learners might be disturbed from home when they were given that task so we are giving them several chances to can complete the tasks'.

5.3.1.7 How adequate is the implementation of IQMS to measure teaching and learning?

DP 12: '*We can say they are adequate and dependable yes, in terms of what is being put in the learners' portfolio as evidence of the current assessment is actually the work of the learner according to his capabilities or abilities because there is the condition when the learner does not perform well in a certain portfolio task he should not be penalized he should be given e.. another chance to do that task, taking into cognizance the fact that some of the learners might be disturbed from home when they were given that task so we are giving them several chances to can complete the tasks'.*

4.3.1.8 How involved is the Business Sector with the school?

P 9*: 'Yes, yes, as a requirement we drawing up our School Development Plan which is our priority and you know having looked at our annual audited financial report you will find that the little that we get is been spent on transport, channeled or directed to transport every time, we then said let us approach the business sector and we planned and handed out business plans to our business communities, unfortunately, unfortunately we got only one response from one Mponeng Mine with a very little amount of money, but the intension was if we can cover this challenge of transport maybe by buying a school vehicle, then it would make us address*

other primary important things like upgrading our library, upgrading one of the Science laboratories, Biology laboratory and some of the classes, but up to now really one is just frustrated and discouraged'. (*Also refer to 2.6 on Minister Mdladlana's statement)*

4.3.1.9 How adequate are physical resources for teaching and learning?

P 8: '*Chief with the infrastructure is so much to be desired, we don't have laboratories, we don't have libraries we do have spaces or centers for Laboratories but they are purely used as class because of overcrowding even if it was not of overcrowding they are built, they are also just built as ordinary classrooms without security, so really and that worries me'*.

PK 8: '*They are not adequate we have a lot of vandalism, I don't know sometimes it is the members of the community, sometimes it's our learners (School siren rings impeding communication) we have Science laboratory and we also have Home Economics and the library you'll find that they are so'*

The indication from educators is that libraries, science laboratories and computer laboratories are built but there are no resources like computers, chemicals, etc. This clearly indicates that plans must be initiated by school managers to seek donations of relevant material and equipment.

4.3.1.10 Comment on parental involvement in the school?

DP 10: '*Ya, the serious problem that we encounter also is parents only come to school when they have personal problems and that is the time when we find that parents living, we called several meetings whereby*

maybe notices are issued out may 5 day before the meeting or 3 days before the meeting but even if we do that parents do not take'

Lolwana (2004: 3) indicates that quality assurance practices involve all education stakeholders: learners, educators, principals, parents and other related social partners. Educational stakeholders influence control over norms and standards of curricula and assessment and certification to meet the needs of higher education and industry.

4.3.1.11 Who eventually assesses the principal in terms of WSE?
This question was based on institutional assessment of governance structures ***(also refer to 3.16 last paragraph).***

PK 17.1: '*We don't get any feedback, we complained, last time when we had a meeting with the guys also from Mafikeng, Institutional Support Group (ISD), We told them that you guys we submit the School Improvement Plans but there is no response, so its like IQMS is just the IQMS is a formality process for a 1% increase'.****(Also refer to objective 1.5.2.3)***

P 15: '*IDSO is Institution Development Service Official who visits the institution to monitor and guide me as the Principal in terms of the Whole School Evaluation'.*

To the contrary, the literature revealed the following in chapter 3 by Lolwana (2004: 4); ' ***Umalusi will lead the establishment of the schools and colleges' audit of standards in collaboration with the provincial***

departments and the schools' and colleges' sector, both private and public'.

In supporting the above presentation that leads to the following presentation on qualitative analysis, LeCompte and Preissle (1993: 238) in Cohen, Manion and Morrison (2000: 148) advised the researcher to assemble chunks or groups of data, put them together and make a whole collection to outline the role of IQMS to measure teaching and learning which is the phenomena being studied. Furthermore, the researcher should painstakingly take apart the field notes match, contrast, aggregate, compare and order these notes as on the analysis table below. The intention is to move from description to explanation and theory generation.

It is in this regard that Cohen, Manion and Morrison (2000: 147) state that data analysis involves organizing, accounting for, and explaining the data; in short making sense of the data in terms of the participants' definitions of situation, noting patterns, themes, categories and regularities. Typically in qualitative research, data analysis commences during the data collection process.

This clearly indicates that the implementation of IQMS is not adequately executed to measure and improve teaching and learning in the South African FET sector. In essence there is no consistency nor a mandatory body assigned to facilitate, assess and monitor the implementation of IQMS in order to measure the quality of education and training. ***(refer to 3.4.d)***

4.3.5 Presentation of qualitative analysis *(refer to 1.5.2.4)*

Table 4.2

Question	FET School A	FET School B	FET School C	FET College
4.3.5.1 ***(refer to 3.4.b and page 33)***	IQMS is basically implemented at Secondary A to improve the quality of education.	At School B, IQMS helped in the realization of the delivery mode of teaching and learning where standards improved with more learner involvement in classroom teaching.	At School C, IQMS, the implementation of IQMS assisted to improve service delivery and improve educator's performance.	Colleges implement SABS accredited QMS. IQMS discourse was done in 2007 and the implementation of system is not done yet.
4.3.5.2	The most common problem is classroom	The common problem is that new	Lack of resources in terms of time and	Teaching methodology, the current transition

	management: educators find it difficult to manage their classrooms.	educators are being developed and trained are absorbed by private companies: schools loose educators to private companies.	committed staff members are common problems as staff only become committed when PGPs are requested by the DoE.	period where NATED Programmes are being replaced by NC(V) Programmes and teaching and learning resources like textbooks from the DoE. The other problem is the non-availability of subject advisors when they educators need them.
4.3.5.3	The Senior Management relies on the usage of PGPs for assessing the level of competence of Educators.	The Management is not totally convinced by the usage of PGPs because they believe that an Educator must be evaluated by an external person.	The Senior Management uses PGPs to identify the individual performances of Educators.	PGPs are recognized by the School Management because they give direction as to the individual needs and strengths.

4.3.5.4	Senior Management is fully involved and promptly uses PGPs for the development of SIP through WSE.	Senior Management is fully involved in executing the WSE in order to develop the SIP. They gather all PGPs and assess them.	For the WSE the Senior Management fully implements the process of IQMS to develop the SIP.	Senior Management is involved in processes of QMS especially the development of the College Improvement Plan (CIP). They get the CIP to be administered by the QMS Manager to the Senior Management and College Council.
4.3.5.5 Refer to research question 1.4.5 and interview question	(a) Teaching Staff feels that IQMS consumes much time of their teaching because many forms have to be filled. (b) DSGs have to	The general feeling from Teaching Staff is that it consumes much time presupposed to be for teaching and learning because of a many	The feeling of the Teaching Staff is that it consumes a lot of time supposed to be for actual teaching and learning.	Internal and external QMS are conducted on specific dates being captured on the annual College calendar to allow enough time for planning and organization of teaching

4.3.5.3	evaluate PGPs and interview educators while in the process many teaching staff members are disturbed for their teaching .	meetings and forms to be completed by different groups.		and learning.
4.3.5.6	The Senior Management suggests that an independent body must be used to assess schools because they believe that since schools are have different back-grounds, it is unfair to use the same tool of	The Senior Management strongly recommends the use of an independent body so that gaps can be identified between the previously disadvantaged schools and the previously	The importance of implementing IQMS in this institution is not recognized because it has become the burden of the Post Level 1 (PL1) educator assigned to be the chairperson of the	The Senior Management of the school is positive about the implementation of QMS because it inculcates the spirit of commitment in Lecturers as they know that they will be assessed in terms of the usage and knowledge of the QMS as

	measurement like the common IQMS.	advantaged schools in order to standardize teaching and learning.	IQMS Team from the staff complement. This implies that the Senior Management of the institution is reluctant in implementing IQMS.	a quality assurance system.
4.3.5.7	The Management of the institution approached several business institutions for sponsorship, without luck. Some businesses do offer sponsorships in terms of small events and activities.	The school is a partnership with the Mines around, that sponsor important events and activities. Some of the school learners are employed by the Mines and related businesses for internship after	The business sector is fairly involved by donating for specific events like the matric farewell functions and other one day events	Due to the Practical component required for College Students to acquire a full qualification, Business sector is fully engaged in FET Colleges in response to addressing the Skills shortage in South Africa.

		matric because of the facilities at the school.		
4.3.5.8	There are buildings for a library and different laboratories however, there is no relevant material for teaching and learning.	The institution is from a previously advantaged environment and there are computer laboratories. They are fully functional with educators being able to teach learners on these aspects of technology.	There are physical resources prepared for computer laboratories but without computers in them and also a room is identified for a library, but it has been turned into a classroom.	The Recapitalization of FET Colleges by the National DoE brought tremendous change in improving and developing Education and Training facilities in all FET Colleges in the country.
4.3.5.9	Parental involvement at school is very low and only parents with	Parents are very positive and satisfactorily	Parents are not supportive in the daily running of the	Parents do have access to the daily teaching and learning environment

	problems relating to school fees come to school. Only a few are members of the Governing Body.	participate in school activities when requested to do so.	institution.	through the usage of the Student Support Services Unit in FET Colleges.
4.3.5.10	The Institutional Development Support Official (IDSO) with the purpose of helping with the assessment of the SIP and making recommendations together with the Principal.	The IDSO visits the school principal and they discuss the SIP and recommendations are made between the two parties.	In the North-West Province Departmental Officials who visit the school for IQMS are called Institutional Support Group (ISG), which implies that there is no specific one assigned for a particular school.	SABS auditors visit the College every six months to audit the implementation of QMS as a quality assurance tool.

4.3.6 Contextual analysis of key areas from interview responses as conducted with Teaching Staff in the NW Province

4.3.6.1 In the context of QAP in the FET Sector, teaching staff indicated that in Schools IQMS is fully implemented while in Colleges QMS is used.

TNZ 1: '*IQMS is Integrated Quality Management System, this is the system which is brought by the Department of Education to see that we improve the service that we are offer to the community'*.

Respondent 3: "*We are using Quality Management System (QMS) at our College and then we have this monitoring of instructions that is done by either senior lecturers or HODs and they would visit classrooms on agreed intervals or agreed schedules and they would check on how the instruction is being done or conducted in the classroom"*

4.3.6.2 In terms of measuring the effectiveness of classroom teaching and learning, teaching staff indicated the usage of PoE and PoAs as records kept to assist in following trends of learners and student's progress (*also refer to literature study: 3.3 third paragraph*).

Respondent 3: "*PoE is a portfolio, it is all about a student's evidence that is all the work that a student has done throughout the whole year and the Lecturer also has to have his or her, a lecturer has a portfolio of evidence that we call a Subject File and we have also what we call a Portfolio of Assessment (PoA) where it will be related to all the assessments the have been conducted throughout that particular year".*

4.3.6.3 In relation to 'key performance measurement standards' PoE and PoAs are used to determine certain year mark credits for students and learners.

Respondent 5: "*They do have internal continuous assessment marks, all the marks are stipulated in there, all their tasks as stipulated in the assessment schedule we add them up as stipulated in the guideline, what percentage should be taken in all their marks and we take again from the core subject a certain percentage called the ISAT and we take a certain percentage from the ICAS and a certain percentage from ISAT we add them up to come up with their final year mark".*

4.3.6.4 Based on curriculum delivery, it is evident that FET Schools and FET Colleges offer different types of Curricular. In Schools, the current curriculum is based on NCS while in Colleges in emphasis is on NC(V) while NATED is gradually being faced out. (*Reference is on 1.7 the last paragraph*).

4.3.6.5 With regard to challenges around monitoring of quality teaching and learning delivery, teaching staff complained about time spent in preparing for the HOD's visits as wasting quality time for teaching and learning because, they do not look at the content of the files that has been prepared.

Respondent 2: *"We don't like it. You immediately feel threatened because they are looking for mistakes. I think sometimes you are a new lecturer you feel intimidated because you are still walking the road and if they come and tell before hand that you are going to have a class visit. You prepare everything very well, everything is in place for that specific period so it's only artificial, its window dressing. After that you just relax again or whatever so if they come unannounced you just now and then and you look so friendly you will not feel intimidated by them. I think everybody will tell you that class visit is very stressful".*

Respondent 4: "*We would like to have something where someone comes to you and you have in-service training or on the job training when they come to you they check your file, but now you have the whole thing where you have everything ready for your class visit they don't even look into those files, in other words then you assume that why do you have to spend so much time in developing the file that no one is going to even have a look at anyway, instead of spending that time preparing for the lessons and that staff".*

4.3.6.6 In relation to Teaching Staff being ready to facilitate teaching and learning using OBE, there was a concern registered by teaching staff in terms of training. They indicated that training was provided by the DoE on short courses of which they feel that it was not enough because of the responsibilities attached to the implementation of OBE strategies (*also refer to 2.7 paragraph 5*).

DP 7: '*In this case the new system that P mentioned; so in terms of OBE there was not enough training for educators because educators were trained for five consecutive days, educators were trained, after school so that was a shortcoming to the part of the department in different schools'*,

4.3.7 Presentation of co-operative empirical information analysis from FET Sector Teaching Staff

Table 4.3

Key Strategic Practices for Teaching Staff	**FET School**	**FET College**
1.Quality	IQMS is fully implemented in FET	In FET Colleges, in the NW the

Assurance Practices ***(refer to 1.5.2.1)***	Schools with the purpose of measuring the quality of teaching and learning delivery.	SABS Accredited QMS is implemented towards enhancing quality assurance in teaching and learning.
2. Measurement of classroom teaching for continuous quality delivery	DAS as appraisal tool is used and Learners POEs.	POE and POA for both Lecturers and Students of which the information on the Lecturer's POE must be the same as that of all his or her classroom students and Visits by Senior Lecturers and HODs
3. Curriculum Delivery	Academic related NCS is offered in schools	Skills Based NC(V) programmes are offered in Colleges
4. Key Performance Standards	POEs are perceived to be relevant for continuous assessment and continuous interventions to maintain standard classroom and learner's performances.	POE and POA have clear guidelines on the schedule for all Programmes and levels of which Lecturers have to comply with their instructions

5. Key Performance Measurement Standards	In terms of FET Schools, IQMS is used to measure the classroom performance of Educators as monitoring tool that compliments normal classroom visits. However, there seems to be no consistency in monitoring visits by HoDs because in some schools class visits happen every day and in some frequently. The other issue of concern is the standard performance measurement of which only Grade 12 Level has a standard examination nationally, while from Grade 09 to 11 individual schools and sometimes class teachers and departments set their own examinations.	The College monitoring is quite efficient because all programmes are Nationally assessed which implies that all FET Colleges write Standardized Examinations at all levels. This means that the quality of teaching and learning is measured through results at the end of each trimester for Engineering Studies and semester for Business Studies on the NATED Programmes. For the new NC(V) programmes, annual standard examinations are also written to measure teaching and learning in FET Colleges.

6. Improvement of Quality Teaching	Educators in schools recommend Team Teaching where personnel offering the same programme on the same level may interchange classrooms per different chapter	To improve quality of teaching, lecturers recommend that Continuous Peer Assessments is the best method for them because when one assesses the other lessons will be learned from each other and that it will be a daily teaching practice.
7.Improving quality Learning *(with reference to Literature study)*	"The success of our interventions in improving the quality of teaching and learning in schools has reduced the number of schools with a pass rate of under 20% from 1 034 in 1999 to 183 in 2004" Lamented the Minister of Education	'The OBE system of education introduced by the democratic government in South Africa was influenced by the ability and capability of the learner or student to acquire knowledge, skills and attitudes to be competent'
8. Monitoring of Classroom teaching and learning	Monitoring is done by HoDs frequently depending on the human capacity and the location of the institution. In	College diverse operations allow classroom monitoring to be done frequently and sometimes twice a year

	advantaged schools monitoring takes place daily while in disadvantaged schools frequent visits takes place.	per individual Lecturer with reports being furnished in trimester and semester basis, also done by HoDs.

4.3.8 Interpretation of the empirical analysis

Table 4.4

Key Element	Respondents	Instrument	System	Process
a. Knowledge of IQMS	Positive responses in terms of using IQMS to measure teaching and learning	National DoE forms to be filled in by educators and lecturers institutionally	Predetermined assessment of institutions by DoE through IDSOs	Internally administered and consolidated by the Head of the Institution
b. Understanding of IQMS	Conversant, especially FET Schools while FET Colleges have just introduced the IQMS in	Short-term workshops and training to empower institutional staff on	Quality Assurance of institutional systems like teaching, learning and	Application of PGPs, SDTs and WSE to ensure that institutional teaching and learning is properly

	June 2006	the importance and implementation of IQMS to improve teaching and learning	Governance	measured to adequately devise prospective improvement plans
c. Teaching and Learning Measurement	Uncertain about their future as professionals because of the Paradigm Shift in Education and Training	Implementation of CASS, POEs and Summative Assessment	Addition of the CASS+ POE+ Summative to determine progression to the next level of study	Critical Outcomes as evaluated at the end of the year
d. Teaching and Learning Improvement	Prefer 'team-teaching' or assisting one another in the classroom teaching and to have external evaluation organized by	Common in use is Matric/ Grade 12 results reflects objectivity	External Evaluation by DOE.	Standard examinations written at the end of the year

	the DoE			
e. Collaboration with Economic Sector	Managements fear educator poaching by lucrative salaries from businesses or companies	Organize lunch or presentation sessions with economic sector management	Explore institutional needs to the business sector	Invitation of business sector to institutions for presentation of current programmes offered by the institution
f. Collaboration with Society	Institutions are not directly involved in the community activities	Invitation of parents not only for meetings but also for Extra-curricular activities	Parental involvement in institutions needs to be improved	Parents must participate in the daily running of the institution through participation in their children's classroom home-works and assignments
g. Co-operative Education	Not readily trained for education and training because of the past non-	Part-time training of educators in relevant companies and firms	Institutions must collaborate with firms or companies to train	Send staff to companies relating to their classroom activities

	responsive education system	is imperative	teaching staff	
h. Type of Curriculum	Curriculum in Institutions does not respond to socio-economic needs	Curriculum delivery is for qualifications and not for future implementation by graduates	Education and training in South Africa operates in isolation to socio-economic imperatives	DoE is not involved with the DoL and it is imperative that the two departments pave a collaboration
i. Time spent on IQMS	They feel that IQMS takes up too much time supposed to be used for teaching and learning because of all the administrative work.	PGP forms are completed by educators and lecturers during classroom teaching and learning.	Educators are expected to complete these forms with the assistance of their peers and seniors who form the DSG who are also expected to be teaching in their respective classes.	An Educator completes a PGP with the assistance of the DSG and submits the PGP to the SDT.

Table 4.4 Showing data on the measurement of teaching and learning

4.3.9 Description of the interview reflections

Critical aspects concerning the role of IQMS to measure and improve teaching and learning in South African institutions were identified. These aspects, among others, include Cooperative Education and the transition of Curriculum delivery in South African FET Schools and Colleges. The researcher has brief descriptions of respondents, instruments, the system and processes identified during the empirical study, as presented below:

4.3.9.1 RESPONDENTS

Teaching staff in schools and colleges are aware of the education and training developments taking place in South Africa. Their challenge is the changes brought forward in terms of the new methods of teaching where Facilitation Skills are imperative. The old method of teaching allowed educators and lecturers to dictate in class as to what is to be taught and when learners and students should write tests (*Also refer to 1.7).*

4.3.9.2. INSTRUMENT

In the old system of education, tests and examinations were written by all learners and students, whereas in the new dispensation, CASS is used throughout the academic period of a particular study and level. This implies that Biology learners at Grade 11 have their individual files compiled for a PoE. The competency of the individual learner or student will be determined by the combination of the CASS, PoE and Summative Assessment scores respectively (*refer to section: 5.3.3.8).*

4.3.9.3 SYSTEM

The OBE type of education and training has an impact on the learner's or student's continuous development with records of acquired knowledge being kept on the PoE. It is evident in the way that teaching and learning is expected to take place in class and the assessment methods used. The new system assesses the understanding of knowledge, skills and values while the old system would test the quantity of regurgitated information acquired *(refer to section 5.3.3.9).*

4.3.9.4 PROCESS

The new system of education and training, impacts on the measurement of the quality of teaching and learning in South Africa. IQMS determines that everybody involved in teaching and learning to be assessed including educators, learners, support staff and management.

4.4 QUANTITATIVE DATA PRESENTATION

4.4.1 Assessment of the institution

Table 4.5

Question	Yes School E	No School E	Yes School B	No School B	Yes School D	No School D
3.1	12	18	2	24	19	1
3.2	26	4	25	1	18	2
3.3	20	10	26	0	14	6
3.4	12	18	17	9	5	15
3.5	17	13	25	1	12	8

3.6	26	4	26	0	14	6
3.7	17	13	2	24	8	12

Table 4.5 shows data on responses based on the learner assessment of the institution

Questions in this category referred to the accessibility of academic support systems like reference material and relevant facilities that play a major role in enhancing the improvement of teaching and learning. In this regard the status of the institutions in terms of relevant material and facilities can be measured against the actual teaching and learning through IQMS.

The conduciveness of the classroom quality teaching and learning is an imperative aspect of the educator's DAS status. Educators are expected to plan and organize their classrooms to meet the needs of learners during teaching and learning.

4.4.2 Practical or simulation learning

Table 4.6

Question	Yes School E	No School E	Yes School B	No School B	Yes School D	No School D
4.1	15	15	17	9	14	6
4.2	20	10	20	6	10	10
4.3	26	4	23	3	9	11
4.4	1	29	26	0	18	2
4.5	0	30	22	4	1	19

Table 4.6 shows data on the availability of simulation learning in schools

In this regard, questions are based on the position of schools in terms of addressing cooperative education to qualify teaching and learning for employability prospects and self-employment. The quality of teaching and learning is measured through IQMS by its relevance to the world of work and the provision of entrepreneurial skills.

4.5 QUANTITATIVE DATA ANALYSIS AND INTERPRETATION

Figure 4.5

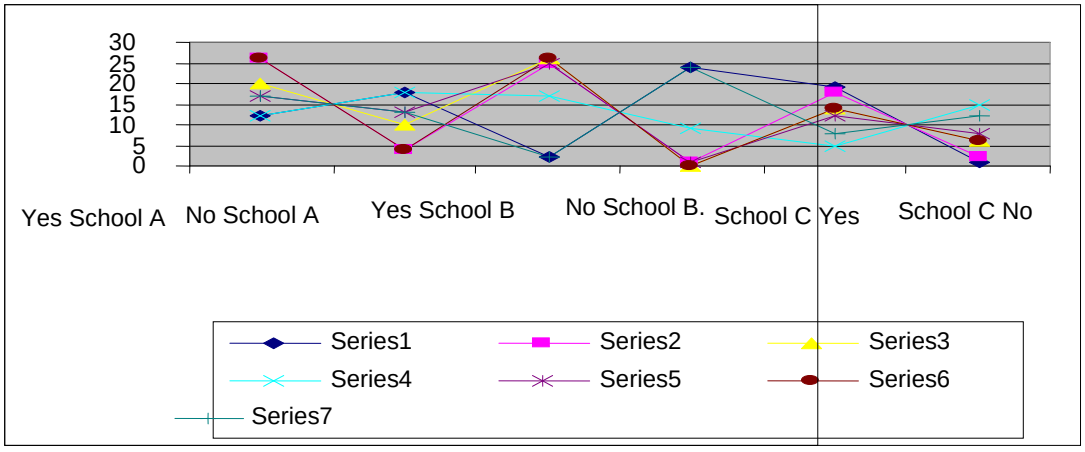


Figure 4.5 shows data on the learner assessment of the institution

4.5.1 Analysis of the assessment of the institution

4.5.1.1 Findings

The graphic indications reflect that positive responses from learners dominate negative responses. A clear example is Series 6 which represents responses to question six: the indication is that from the three schools on the scale, the total number of scores on the Yes section is 66 while the No section is 10. Six questions in this category reflect a similar pattern.

4.5.1.2 Conclusion

Learners' positive responses that dominate their assessment of their institutions in terms of the conduciveness to offer quality teaching and learning suggest that prospects of improvement through implementing IQMS are feasible.

Figure 4.6

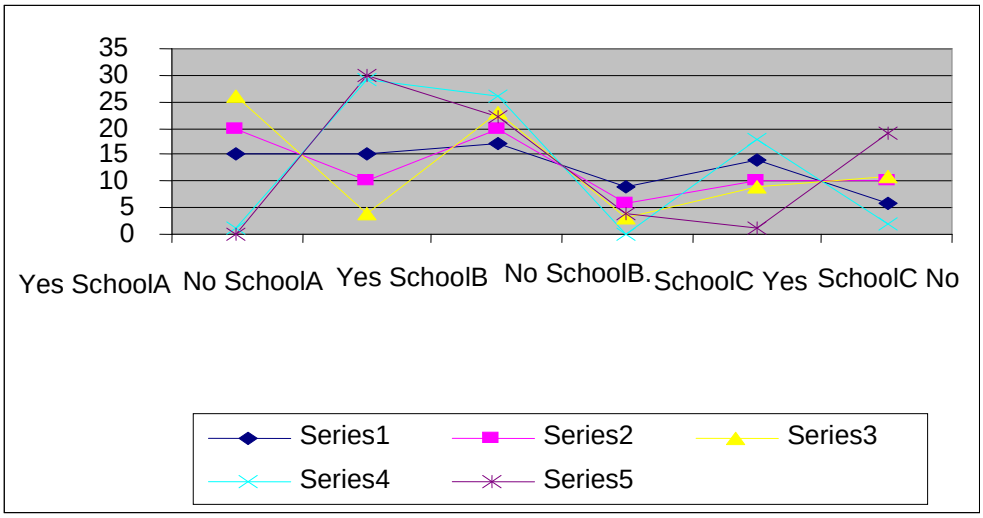


Figure 4.6 shows data on simulation or practical learning

4.5.2 Analysis of practical or simulation learning

4.5.2.1 Findings

In this category, series one, two and three are dominated by positive responses from learners with the total score of 104 to Yes and 48 to No. The responses in these series assess classroom teaching in relation to relevant practical offering in schools. Series four and five are dominated by negative scores of 68 to Yes and 84 to No in terms of the availability of computers in schools.

4.5.2.2 Conclusion

In terms of series one, two and three schools there is a clear indication that schools have no computers. Series four and five clearly stipulate that schools need computer laboratories.

4.6 DEDUCTIVE ANALYSIS OF THE STUDY

4.6.1 Qualitative deduction

Qualitative deductions are based on data collected from Institutional Managers. Institutional Managers form part of the SDTs who assess classroom teaching and learning. These SDT teams get feedback from DSGs who are the immediate assessors on the classroom.

4.6.2 Quantitative deduction

The quantitative method for this study is based on the classroom teaching and learning where the development of the Educator's PGPs emanates. The validity of Educators PGPs was determined by learners' responses on classroom issues.

4.7 SUMMARY

This chapter dealt with data presentation and analysis that was complemented by the quantitative method as depicted in chapter 1.

In chapter five, findings, recommendations and conclusion will be dealt with.

CHAPTER FIVE

RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The previous chapter produced information emanating from juxtaposed qualitative and quantitative data analyses. Findings of this research investigation in response to the problem statement revolved around research aims, objectives and questions. During the 1st session of the 4th Parliament on the 11 September 2009 and in response to the enquiry about the posting of the 76 external moderators for the purpose of moderating IQMS outcomes and their location, the Department indicated that although the moderators were appointed at national level, they were based in rural areas (Government Gazzette no. 57; page 812). This clearly underpins the fact that even in Parliament where legislature is debated, amended and put in place there are still no adequate auditing policies and procedures for the implementation of IQMS. Imagine the fact that moderators are placed in rural areas and what about urban areas? The fragmented implementation of IQMS as a dependable tool to measure and improve teaching and learning is in this regard evident and quite deems this study worthy to meet its intended purpose which is:

> "***To explore the dependability and authenticity of using IQMS as a quality assurance instrument to measure the quality of teaching and learning in the FET sector in South Africa***".

5.2 SUMMARY OF THE RESEARCH STUDY

This research study was based on the role of IQMS to measure and improve teaching and learning in the FET sector. IQMS is an instrument that correlates

three sub-tools which are DAS, PMDS and WSE to one another. Therefore, correlational techniques were implemented to relate theory to practice. Wilkinson and McNeil (1996: 220) stipulate that all correlational techniques are rooted in the basic idea that two events go together. Researchers in the 'helping' professions extend this idea to include variables of interest such as intelligence and achievement, depression and anxiety, case load and quality of service, and so on. This research study was based on the on the latter aspect of 'case load and quality service'. The researcher's point of interest in this study was based on the implementation of quality assurance practices (*case load*) to measure and improve teaching and learning (*quality of service*) in the FET sector. The two aspects of this study proved researchable because clearly, subjects were easily identified on the basis of the speciality of tasks for the measurement of quality teaching and learning which can be done by Institutional managements who are very few in numbers.

In view of correlation research, the empirical reflection mode of this research rallies around the Oedipal Model: A Discourse of Sameness and Difference (McCallum, 2005: 59). This model is based on the distinction between sameness and difference (between the conscious and unconscious or symbolic and semiotic realms) upon which subjectivity is traditionally constructed. Consciously in 1994, the South African Education Ministry shifted education paradigm from the Apartheid type of education to OBE of which as a new system it was subjected to align to specific National and International Standards.

5.2.1 The sameness mode

The sameness mode in terms of the role of IQMS to measure teaching and learning in the FET sector has reliably been tested and achieved through

questionnaires and interviews. This research study through the researcher's observation revealed that the new education framework in South Africa brought the former Technical Colleges and High Schools into the same education band, the FET Band (***refer to chapter 2 fig. 3.1).*** Even the *modus operandi* is common with reference to the qualification requirements as stipulated in figure 3.2 (***also refer to observation research*).**

5.2.2 The difference mode

The researcher observed that the difference between the FET Schools and FET Colleges is on Curriculum Delivery. FET Schools provide more of Academic directed curriculum that leads to further study at Universities while FET Colleges provide vocationally directed curriculum for further study at Universities of Technology (former Technikons).

5.2.3 The collective mode

Both FET Schools and FET Colleges are expected to produce a common qualification known as the Further Education and Training Certificate (FETC) at NQF Level 4.

5.3 CONCLUSION OF THE STUDY

The focus of this research study was on the role of IQMS to measure and improve teaching and learning in the South African FET sector. The study was aimed at establishing the efficiency and effectiveness of the role of IQMS as a dependable instrument to establish improvement strategies for teaching and learning in the South African FET sector.

The central problem here is: *What is the role of an Integrated Quality Management System (IQMS) in measuring and improving teaching and learning in the South African FET sector?*

To explore the role played by IQMS as a quality assurance tool, I empirically discovered that IQMS is an integral part of other quality management principles like TQM and QMS operating interdependently ***(also refer to figure 5.1)***. The study also revealed that the success of quality classroom teaching and learning delivery depends on synergic strategies and operations of all institutional stakeholders.

The research in chapter 1, began with a backround to the study, the problem statement that promulgated the research.

In chapter 2 the focus was based on literature study on perceptions regard IQMS in the new South African education system compared to African and global trends. Education quality assurance practices which directly affect classroom teaching and learning were cited. South African literature on the perspective of the FET education system that replaced Apartheid education was explored to on the role of IQMS as an instrument used to assure quality teaching and learning in the FET sector.

In chapter 3 the research methodology and design were discussed. This was done against the backround of this research study with the juxtaposition of quantitative and qualitative research methods.

In chapter 4 the collected qualitative data was presented and analyzed. Focus group interviews were conducted in 5 FET Schools and one College in the North-West Province with diverse geographical locations. In justifying

qualitative findings, questionnaires were used for learners as recipients of Education and Training.

Chapter 5 is the final chapter of this research where the conclusion, findings and recommendations are given. The researcher in this study implemented Correlational Research to indicate the relationships of theories to practices, quality to quantity and perceptions to perspectives.

5.4 CRITICAL FINDINGS

The literature study of this research is reflected in the empirical reflections as stipulated in the following findings:

5.4.1 Findings from the literature study

1. IQMS is a system of integration and cohesion of educators, lecturers, management, support staff, the Department of Education, the Department of Labour, and other education and training stakeholders to enhance the improvement of teaching and learning. Motilal (2004: 155) alludes that the conceptualization of a new appraisal system which is IQMS is a part of a number of initiatives by the Department of Education to improve the quality of teaching and learning.

2. Rosa (2004: 68) notes the lack of motivation and failure to achieve in education of the majority of learners in South African classrooms. This lack of motivation by learners has been brought by the quality of teaching and learning provided by the Basic Education and training as indicated in Chapter one of this study as described on '*page 8 item 1.2'* on a report by Umalusi'

3. Furthermore, OBE is a learner-centered and result-orientated approach to education and training that is a constructive approach to teaching and learning (Nordhoff 2000: 1; Government Gazette 1998: 9). The approach specifies clear definitions of what learners are expected to learn with demonstrated progress of their learning through Portfolios of Evidence (PoE) as proof. PoEs demonstrate learners' continuous assessment progress and afford the learners the opportunity to be assisted individually and to realize their potential and understanding of the syllabus.

4. The Member of the Executive Council (MEC) for Gauteng Provincial Government (GPG), Motshega (2005) reiterated that a challenge in education and training that needs to be addressed is the recapitalization of FET colleges with modern and appropriate equipment. Recapitalization refers to a process of refurbishing infrastructure, supplying new technology material and equipment to schools and colleges. The recapitalization process also covers the retraining of institutional staff members at industry level to be able to impart industrial skills and knowledge to students and learners.

5. The Minister of Education, Pandor's (2005: 3) response to the question based on school governance was that referred to in the report of the Ministerial Review Committee on School Governance of 2003. The committee found that parents and communities of all races and languages indeed play a role in their school governing bodies. As role-players they have a good grasp of the legislative and educational environment in which schools operate.

6. Grade 12 and NQF Level 4 are equivalent qualifications of which Learners from FET Schools and Students from FET Colleges will at their graduation receive the FETC qualification.

7. On their article, Umalusi indicated that there is an extremely small number of staff to monitor and evaluate schools in their capacity. The capacity of Umalusi in itself compromises the quality of teaching and learning. Educators are tempted to submit false and forged CASS results because it is not easy for Umalusi to pick up forgery on the documents.

5.4.2 Findings from the empirical study

Significant areas were identified as key performance indicators of the role played by IQMS to measure and improve teaching and learning in the South African FET sector. These areas were also reflected in literature findings as: IQMS as an appraisal tool, school infrastructure, parental participation in schools, and curriculum response to socio-economic needs.

1. Based on the interviews conducted, educators were quick to indicate that there exists infrastructure that may enhance quality teaching and learning. The challenge is that it is not conducive to effective teaching and learning with dilapidated buildings caused by poor maintenance. Libraries and laboratories exist without relevant material that renders them useless to healthy teaching and learning environments.

2. The secret to a successful teaching and learning environment is the participation of parents in the education of their children. Interview responses from school managers revealed that most parents only participate when there is a crisis at school affecting their children. Parents do get

invitations to participate in school activities; however, they often do not turn up for meetings.

3. Curriculum response to socio-economic needs received negative responses from learners on the availability of simulation rooms, computer laboratories and workplace related training. Also the interview responses with educators did not reflect on the relevancy of the programmes to job related prospects of learners, except sourcing some funds from the business world for school activities.

4. PoEs are evidence-carrying documents to prove the individual learner progress, which is used for their promotion and for the identification of their academic challenges for assistance. Educators are happy to use these tools as reference material and academic history for learners for their PGP development with their immediate supervisors. PGPs of individual educators are combined to develop a School Improvement Plan (SIP) as indicated during the interview responses. The SIP is then used for the WSE by the IDSO, and it is called the IQMS evaluation tool.

5. During interviews school managers also indicated a worrying factor that the DoE did not efficiently train and develop educators in terms of the transition from Apartheid type of education to the new OBE system of education.

6. The other major finding is that the measurement of the quality provision of teaching and learning is not reliable because FET Schools only have, one Standard National examination written by Matriculants in Grade 12, while in FET Colleges all examinations from Level 2 to 4 and NATED Level 1 to 6 are nationally standardized.

7. The quality assurance practices of institutions within the same NQF Band are executed differently while the education framework expects them to meet the same expected outcomes. FET Schools purely implement IQMS which is monitored by the Provincial DoE while in FET Colleges they use SABS accredited QMS that needs to comply with International Standards Organization (ISO) and monitored by independent external body through audits.

5.5 FINDINGS FROM EMPIRICAL OBSERVATIONS

5.5.1 Previously disadvantaged FET Schools

5.5.1.1 The researcher found that the Institutional Senior Managements of FET Institutions comprise of two or three persons which may result in biased managerial decision making *(Refer to annexure 1).* Senior Management Structures with only two Personnel who are the Principal and Deputy Principal.

5.5.1.2 The researcher found that there are no Institutional rules or regulations in terms of classroom maintenance and services as basic classroom management initiatives. Classrooms which are not conducive to quality teaching and learning environment due to lack of teaching aids around the walls with walls and floors being dirty are left unattended to;

5.5.1.3 It was evident that there was no sense of ownership in as far as infrastructure is concerned. However, blame was always shifted to DoE. An example is that Science Laboratory buildings are there with damaged furniture, broken utensils and buildings abandoned.

5.5.2 FET College Campuses

5.5.2.1 On the contrary, FET Colleges enjoy the improved infrastructure that relates to the offering of the NC(V) programmes in the form of Engineering workshops, Simulation rooms for Business Studies and new classrooms with modern equipment said to have been financed through the National DoE's Recapitalization Project. These visible transitions positively affect the envisaged quality education and training. FET Colleges may only achieve this, through optimal utilization of Government afforded resources with quality teaching and learning environment.

5.5.3 Previously advantaged FET School

5.5.3.1 On the other hand, schools from the previously advantaged backgrounds have current and adequate classrooms with computer and science laboratories.

In the light of the above findings, recommendations will now be discussed.

5.6 RECOMMENDATIONS

The focus of this research was to investigate the role that Integrated Quality Management System plays to improve teaching and learning in the South African FET sector. After intense literature study on quality assurance practices, critical issues were identified to justify quality evaluation of FET Education System in South Africa. These issues include training and the development of teaching staff, alignment of infrastructure to the needs of OBE, industry and

HE. In view of the above stipulation, the following recommendations were outlined:

5.6.1 Recommendation one

To have a responsive FET Sector to Economic imperatives where graduates become qualified for the job market, the Higher Education Sector and the Labour Sector must sit together and design the academic curriculum. The process requires facilitation from the Education and the Labour Ministry in Skills Transfer from both departments mutually.

5.6.2 Recommendation two

A resuscitation of Public Teacher Education and Training Colleges which are subsidized by Government which will be responsive to the current needs of scarce and critical skills in South Africa in line with the NC(V) and Curriculum 2005 provisions of the OBE system.

5.6.3 Recommendation three

The introduction of annual training schedules to replace the short-term workshops and seminars of two days to five days in the development of educators in OBE. In terms of this strategy of short term training, educators tend to even quickly forget to implement because they do not have the time and courage to conceptualize training taught lessons.

5.6.4 Recommendation four

The Education fraternity is meant to create educated, employable persons and entrepreneurs, but it is not involved in responding to vision 2014 of curbing unemployment and poverty by half. Therefore, education and training from the grass-roots level must be directly involved in related Government initiatives of achieving the 2014 goal. This can be achieved by aligning academic curricula of the FET sector to the needs of industry and HE sector.

5.6.5 Recommendation five

Since school principals have IDSOs for the objective and external assessment of their performances, based on the findings of this study where Educators feel that an external assessor is crucial for IQMS, a strong recommendation is that an External Moderator from the ETQA be appointed to assist and guide the principal in compiling WSE. This must be a continuous process of reporting and feedback discussions between the IDSO and SMT with the involvement of the Provincial DoE.

5.6.6 Recommendation six

The FET Sector needs qualified educators and lecturers who studied teaching methodology and Life-skills to be able to impart skills, values and attitudes to learners enrolled at the FET institutions.

5.6.7 Recommendation seven

To enhance and inculcate a culture of teaching and learning through the proper usage of Media Centres in FET institutions, professionally qualified librarians must be appointed to man these centres. Learners will be properly monitored

and guided in the usage and importance of the library in order to learn research conducting skills which are prerequisites for a university student.

5.6.8 Recommendation eight

IQMS as a tool used to measure the quality systems in schools must be clearly regulated by the DoE in terms of its implementation to curb educators' frustrations because of the time spent on its paper-work. Time has to be allocated for implementation.

5.6.9 Recommendation nine

IQMS as an instrument of quality assurance for the provision of quality teaching and learning be registered in the ISO 9000 for it to be embedded within the international quality assurance framework in line with the researcher's formulated IQMS grounded theory.

5.7 RECOMMENDED FURTHER RESEARCH TOPICS

5.7.1 The effective and efficiency of quality assurance practices in other Provinces in South Africa as assessment tools within the FET Sector.

5.7.2 The role of FET Institutional Governance to enhance a culture of teaching and learning in the FET sector: Provision of Lifelong learning.

5.8 NEW KNOWLEDGE CREATED

Recommendations drawn from this study can help the DoE to use IQMS efficiently and effectively to enhance the continuous improvement of teaching and learning in South Africa.

Firstly, the centralization of quality assurance practices in institutions within the FET sector that may improve the quality of teaching and learning. The exercise can also result in the objective evaluation of institutions for the development of informed Institutional Plans.

Secondly, is the introduction of training opportunities for educators and Lecturers in OBE with relevant qualifications being offered on completion of their study periods.

Thirdly is an increase in parental involvement in Institutions of learning which is fundamental to the holistic development of students and learners.

Fourthly, the study provides guiding principles for the DoE to realign the curriculum to the needs of the Labour Market and HE. This will be an opportunity to engage industry in the development of a skilled workforce. Some graduates drive taxis, work in taverns/bars and some are employed as petrol attendants with a Grade 12 Certificate, which is not even covered in class teaching and learning scope.

The fifth important knowledge created is the formulation of a '*principle*' to ground IQMS to specific ISO 9000 requirement to enhance quality teaching and learning in the FET sector in South Africa.

Finally through this research study I managed to draw a South African perspective of the contextual framework of QAP from a variety of assessment tools used to monitor Education and Training (*also refer to 3.15 paragraph 4).* Based on this context, an outline of the framework is as follows:

- **QAP** refers to the combination of quality management principles implemented to monitor quality delivery in the FET SECTOR in South Africa.
- **TQM** refers to the principle of monitoring quality delivery of strategic team based on the governance of institutions as supported by Provincial bodies.
- **QMS** refers to the principle of monitoring quality delivery of operational teams at institutional level from the Senior Management, Middle Management, Teaching Team, etc. (*also refer to 3.11 paragraph 4*).
- **IQMS** refers to the principle of monitoring quality delivery of TQM and QMS interdependently to enhance strategic and operational development of institutions.

Figure 5.1

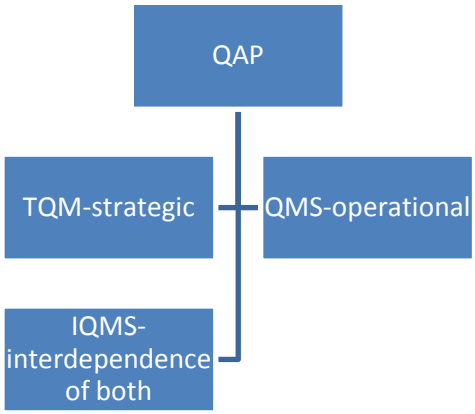


Figure 5.1 shows the South African perspective of Quality Assurance Practices Model as reflected by this research study

5.9 PROPOSED MODEL OF QUALITY ASSURANCE PRACTICES (QAP)

The following outline is the proposed implementation of Quality Assurance

Practices Model for the FET Sector in South Africa:

STEP 1: Establishment of the Central National FET Sectoral Quality Assurance Body to monitor both FET Schools and Colleges using IQMS as a quality assurance instrument.

STEP 2: Establishment of the Provincial Quality Assurance Body providing a mandate to Regional Structures with clear dates for readiness to avail IQMS files or PoEs to those regional offices in ensuring that all FET Institutions are regularly monitored with the purpose of providing continuous support.

STEP 3: The Regional Structure's complement must include Institutional Senior Managers and one Lecturer or Educator Representative per region to ensure that classroom related issues are a standing item on their agenda. The programme should preferably be IQMS aligned in order to have best practices in all institutions.

STEP 4: Finally, a standard reporting template on the IQMS instrument must be compiled and information be disseminated to all stakeholders on a monthly bases. Annual dates per month must be established by regions in terms of the moderation of reporting and have meetings to discuss regional challenges, opportunities, strengths and support initiatives for quality education and training provision per regional socio-economic needs.

5.10 SUMMARY

Finally, the researcher in this research study has established that if IQMS can be grounded to the principles of ISO 9000, then there will be readily available information for media, parents, learners, education ministry, business sector, HE sector, and other stakeholders in education. This information may assist in

development and improvement submissions and initiatives from such stakeholders to improve the quality of teaching and learning in the FET in South Africa. This will also pave way for such stakeholders to even support institutions with finances, teaching and learning materials, educator support initiatives and others all because performance indicators shall be availed. An example is that of the high drop-out rates in universities of the first year students due to poor academic performances. In this regard, universities have in place a bridging course, of which if there was a linkage between universities and the FET sector institutions, progressions would be easily synergized.

This initiative will avoid additional study years of some students and enhance the improvement of quality teaching and learning in the FET sector. As it is the current situation in South Africa, where the General Education and Training operates without the involvement of the FET sector however, it is expected to be the feeder of the FET sector. The HE sector operates independently to the FET sector however, it is expected to get its student from the FET sector. In other words, these sectors operate in silos but in principle they need each other to enhance the quality of teaching and learning for the improvement of education and training in South Africa.

An effort has been brought forward by the new Parliament in South Africa through the new Minister of Education, Dr Blade Nzimande in an effort to try and synergize FET and HE through the development of the new education ministry called the ministry of Higher and Further Education (Government Gazette, no. 32743: 3). The Minister promulgated a Gazzette to mandate synergy between the HE and FET institutions in South African eventually implies that IQMS as an instrument must be compliant to ISO 9000 of which all HE institutions an autonomous institutions in the country subscribe to it in terms of quality teaching and provision.

In addition, educators can share assessment results with important education stakeholders including parents, other educators, community members and learners. Parents want to know how their children are doing in schools. Regular reports from educators based on CASS will inform parents about their children's progress. With this knowledge in hand, parents can assist and support children with their studies during the academic year before opportunities for grade level achievement have passed (EQ Review, 2003: 3).

Through this research study, it is evident that ***the role of IQMS to measure and improve teaching and learning in the South African FET sector*** is dependable to empower the Rainbow Nation because the holistic approach to institutional assessment is implemented. It is in this regard that the former President of the Republic of South Africa, Thabo Mbeki (2005: 4), courageously stated that Government has to take the necessary additional measures to ensure that the academic challenges facing education which are lack of adequate equipment, books, libraries, laboratories, learning materials and classrooms are taken care of. The President refers to these challenges as serious impediments to good quality education.

Furthermore, the President indicated that all South Africans, as Government, educators, communities and the private sector have the responsibility to continue to work together to ensure that better education is delivered, because the youth is the best investment for South Africa. Better education guarantees a better future for the youth, people and the nation.

This research programme attained its aims and objectives to determine the dependability and authenticity of using IQMS to measure and improve teaching and learning in the South African FET sector.

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6.12 ANNEXURES

Annexure refer to six key interview transcripts recorded in FET Institutions in the North West Province of South Africa and communication letters of requests to undertake the study.

9.1 SMT Interview at a FET School Interview

ANNEXURE 1
FOCUS GROUP INTERVIEW AT A FET SCHOOL
PRESENT PARTICIPANTS: 1 INTERVIEWER (T) AND PRINCIPAL (P) AND DEPUTY PRINCIPAL (DP)

T 1: Ee- Good morning Lady and Gentleman my name is Thabang Dhlamini, I'm doing research IQMS, which is Integrated Quality Management Systems to measure and improve the quality of education and training in South Africa. I have opted for this Secondary School as not only as an institution from which I have the back-round but to an institution that is yet to respond to the socio-economic needs. Now would really like pass my gratitude to the SGB of the institution, Senior Management of the institution and would appreciate your inputs prior to starting the interview, really it's worthwhile to be part of this community. The first question would be the IQMS, what is it's meaning to you and the institution as Secondary School? What purpose does it serve to the institution?

P 1: What purpose does it serve? Ya it's a bit vague, but if one has to make a presentation around it. It aims at developing Educators. The primary aim of this

IQMS is to ensure quality aims to develop educators, but up to this point in time one has not realized its effectiveness particularly in our school

DP 1: In edition to that short coming s at times they are evaluated to their level of authoriry, What we call the short comings evaluated performance what we call the PGP. They are being evaluated so that they can be given support around that.

T 2: It is very clear what the Principal stated , the outcomes of IQMS is not showing the positive signs in terms of the PGP as the senior management team have you identified common needs in your teaching staff, or common short comings did you identified them?

P 2: You mean common needs, that we come across.

DP 2: Concerning the common problems we prioritized the common one was Classroom Managements because it taken care of and, educators stated that they cannot take control for their classes.

P 3: We were called to address this challenge and one of the Educators assisted in helping address this problem through Peer group assessment.

T 4: As may we can jump to the point of

P 5: Chief I have to tell you that, if you look at the quality of their work, they are not familiar with the NCS. They have to learn and familiarize themselves with the new system of education. There is also the Development Support Group that has to function within an institution at the same time. Chief the whole thing really impedes on the classroom delivery. The DSG structure is

democratically elected, if I may be given that opportunity to I suggest that a common structure be elected because problems at School may not be the same problems at another school. Our measure stick may not be a measures stick for another school.

T 6: So in other words Sir you suggest that there must be a Regional Independent Monitoring Team?

P 6: Not necessarily, let it be a provincial issue or a national issue you see the school in the Township must be the same as quality of Curriculum delivery at a school in Sandton, then I would be convinced that our education is equal.

DP 6: No, I share the same sentiments as the Principal, you see as the IQMS is consuming much time especially that it is conducted internally by the very same educators that we expect them in terms of curriculum delivery, it also er.. consumes much of their energy cause you might find at school we set aside time after school so I share the same sentiments that it should be controlled by an outside body whereby there would be consistent monitoring by either provincial or national or even district level an d can you imagine whereby we and it consumes the energy school that it should be controlled independently by an outside body. P: That's right. whereby there is consistent monitoring

T 7: Thank you very much Sir- Mam, I would like to go to the next point,
Where the Principal indicated the new system of education, how does it impact on you as the Management of the Institution?

DP 7: In this case the new system that the Principal was mentioned, so in terms of OBE there was not enough training for educators because educators were trained for five consecutive days, educators were trained , after school so tat

was a shortcoming to the part of the department in their different schools and least to say we struggle, also the same scenario with the NCS as we attended the workshop in 2005 and another one in 2006, that was the continuation of the we started to understand the new shift

T 8: Thank you very much it is clear that, I also have this issue of infrastructure is it conducive to the needs of teaching and learning. Classrooms,, laboratories are they I good standard that the y can be used.

P 8: Chief with the infrastructure is so much to be desired, we don't have laboratories, we don't have libraries we do have spaces or centers for Laboratories but they are purely used as class because of overcrowding even if it was not of overcrowding they are built, they are also just built as ordinary classrooms without security, so really and that worries me.

T 9: But the issue is Government, the mandate, is clear that your education must respond to the socio-economic needs, is there anything that you do to challenge business or the economic sector to participate in school activities in terms of sponsorships etc and other activities?

P 9: Yes, yes, as a requirement we drawing up our School Development Plan which is our priority and you know having looked at our annual audited financial report you will find that the little that we get is been spent on transport, channeled or directed to transport every time, we then said let us approach the business sector and we planned and handed out business plans to our business communities, unfortunately, unfortunately we got only one response from one Mponeng Mine with a very little amount of money, but the intension was if we can cover this challenge of transport maybe by buying a school vehicle, then it would make us address other primary important things like upgrading our

library, upgrading one of the Science laboratories, Biology laboratory and some of the classes, but up to now really one is just frustrated and discouraged.

T 10: Thank you very much. I Know, I know, the last point, last but one point is the parental involvement, how do you get your parents?

P 10: Eh-I'm happy that you came at he right time and the very noise that disturbed you at the staffroom, it is, it is ee, the attempt to bring parents well parent are participating as representatives of parent committee , the SGB which is the democratically elected committee,,,,,,, things are not happening as they are supposed to be happening, or e they are afraid to be labeled or be given strange names when they come to school or is it because of the past parents were not treated well by teachers then, hence they are so reluctant to came we have parents meeting we have generally parents meeting we also graded the parents per grade we also have Band, FET Band to discuss with parents, we have FET or GET, we, we are trying all these forms of communication with parents unfortunately we don't realize or we don't receive e. 50 % parents coming let alone 30% and its frustrating Sir really frustrating, I think Mam, you can add on that.

DP 10: Ya, the serious problem that we encounter also is parents only come to school when they have personal problems and that is the time when we find that parents living, we called several meetings whereby maybe notices are issued out may 5 day before the meeting or 3 days before the meeting but even if we do that parents do not take

T 11: Thank you very much, maybe to be inquisitive in that regard, ee, you know some times you realize the communication to parents, some parents are not literate, how do you deal with that?

DP 11: Ok, during our meetings we become human enough we address them in their mother tongue and then some times there are interpreters who will deliver the message to them. There is no meeting that we addressed I English

P 11: We, we, take into cognizance the essence of the School, yes, Tswana, Sotho, Nguni so parents are being catered for in all languages.

T 12: Now, thank you very much now the last question in terms of POE's for Continuous Assessment now as the Principal and the Deputy you endorse your signatures. The question is that how reliable are these PoEs?

T 12.1: How reliable are these POE's, in terms of acquired skills, values and attitudes at a Secondary School, How reliable are these POE's?

DP 12: We can say they are reliable, reliable yes, in terms of what is bei…….ng put in the learners' portfolio as evidence of the current assessment is actually the work of the learner according to his capabilities or abilities because there is the condition when the learner does not perform well in a certain portfolio task he should not be penalized he should be given e.. another chance to do that task, taking into cognizance the fact that some of the learners might be disturbed from home when they were given that task so we are giving them several chances to can complete the tasks.

T 13: In other words can I conclude by saying they are valuable and reliable, can they be used by external people

Both P and DP: simultaneously: YES for sure

DP 13: In addition to that for, for Grade 8 the is this thing that the profile when to learner have too, learners from Grade 4 from Grade 7, the Primary school, they have to bring along their profile into the Secondary school meaning that we as the educators, we have to assess learner according to what is being put in that profile, you'll find that educators in Grade 8 might not know the learner much better, so the profile is going to assist the educator to know who this child

T 14: E. thank you very much, I want to be nasty, a bit funny, Sir, you are the overall appraiser of this institution, who appraises you?

P 14: My Institution Development Service Official (IDSO), he, …..he,…. he,… he

T 15: Your IDSO?, May I please know the IDSO?

P 15: IDSO is Institution Development Service Official who visits the institution to monitor and guide me as the Principal in terms of the Whole School Evaluation.

T 16: Thank you very much Colleagues for your time and responses and participation in this research study. I really appreciated it.

9.2 Teaching Staff Interview at a FET School

ANNEXURE 2

FOCUS GROUP INTERVIEWS

TEACHING STAFF INTERVIEW AT A FET SCHOOL AS MEMBERS OF THE SCHOOL DEVELOPMENT TEAM (SDT)

DSG MEMBERS: JCP, HPV and EVW

T 1: God morning colleagues e… my name is Thabang Dhlamini, a student Unisa studying PhD in education management my topic is The role of IQMS to measure and improve teaching and learning in South Africa. E.. I would like…….would appreciate if we could introduce please ourselves because I need to have in detail to type it down…….Thank you very much

JCP: I am from this High School and I am the HOD for Economical Sciences Department

HPM 1: I'm ATP, I am HOD Natural Science Department

EVW 1: I am HOD and I deal with all the OBE matters

T 2: Thank you very much colleagues and I would like to say I really appreciate allow to say it is a privilege to me to have you as senior Carleton Jones High School, and Colleagues I would request to say that the first question that I might pose. We have to go straight to the questions, In terms of the Education system prior to the 1994 we are having this new system of which EVW said she is part of that of new OBE system, What changes, what improvements

EVW 2: Oh the way that we teach or the way that we used to teach had to change we used to give children the knowledge and give them work sheets, to think more for themselves and to do more activities and more group activities and the way of assessment changed a great deal, I think that's what people didn't like because to change from level one to four, it certainly did not work because if you look at it from the parents side to say your child got something

between seventy and hundred that actually say and obviously the level that they brought in I think that was the biggest thing that people because I mean if m you bring everything to level one . I would like to know if my child got seventy or my child got because there is a big difference between seventy and nineghty

T 3: Thank you very much EVW, I don't know and gestured to HPV to respond

HRM 3: Oh I think as well that OBE how I see it I think it's good because you get learner involvement not learner just sitting and listening to the educator it's more where everybody is involved.

JCP 3: I think that the good schools are getting better and the bad schools are falling out of the bus at this stage, also learners they are involved but I would say some times not even with the work you know it's really that you start at zero its I feel that the teachers that are created are now really coming to the forth but other one's there are unfortunately are but now. We have very strong part and we have people that which is gonna be a problem in our country because Government is gonna have to battle with very educated oakes on the one side and people but now have learned in OBE how to negotiate and how to do this and how to manipulate that might be the problem

EVW 3: Ja because it makes it easy for and unfortunately they are there like in any other job the lazy teacher OBE says the children must do many activities so you often see it there my child activity this so do it in

T 4: Thank you very much that you realize that there is a gap two spheres within the same structure whereby they introduced Integrated Quality Management System where as SMT you are involved with staff development ee activities, now how do you…… the so called lazy teachers and the so called hard workers,

they are, they are there! But now as senior management of Carleton Jones High School, how do you mend the gap between the two

HRM 4: I got a bit of a problem with that, you know what you doing you spend a lot of time, it takes a lot of effort from your side without extra pay or something, the next thing these teachers have to leave and you have to start a new process all over again, so what we doing now is we gave our students and try to show them what we are doing now, I bet you that in a year from now I will have to loose her again in a month I lost one teacher in a year I lost in my department, I myself could have gone, the thing is I bet you now in a month ago I lost one…. The more exposure you have the better your teacher, the more people robed him

EVW 4: (Emotionally Interrupts)…….they are earning the salary every month but they perform little in terms of the quality of the expected work.

HPM 4.1: (Continues)……so this vast venture got robed because they were actively involved, the company will say we want you and this is what you earn and we will double it come work for us.

T 5: It is very interesting colleagues to realize that in an institution where businesses very prominent companies now I would like us to dwell more on this issue like I said the role of IQMS to measure now I realize that you are able to identify the gap between you know educators HPV just alluded that gap you that it's difficult to work on that because of human resource. Now at the Senior management you are having what we call the Development Support Group, what is it that you are engaged with in terms of supporting educators or helping DSG. What is your role?

EVW 5: Well we monthly giving advise, well that is what

HPM 5: I'll tell what works the and tell you why I said what said just now what works the best is when you have a teaching team and then you say let's team-teach, so another teacher can come to my class and see how do it and I can go to another teacher and see how they do it, but now we are understaffed how can we then team-teach because we are surviving each and every day, team teaching works very well but some teachers have a problem with that they are too proud to come to other class, but if you have a person that is willing to learn, that is the ways that you become , then what we had here yesterday, we took a grade, grade 10 and all the people within that grade worked together and we teamed up with Biology, Mathematics and again to see what the other teachers do and you learn from what and another way and I would like to say I have a very big problem with that, you wanna see your school is in fact on track, there can be other outcome to take with this IQMS I have been in moderation situation where the oak next to me told me that my work is fine, I can take that work and ask another teacher who is very good in he field to criticize my work and then she told me, I'm way off trek then I can go back to my department and say to them look we are missing the point but if just went with what that first colleague said I would say O! we are very good, so the different schools are now maturing at different rates we have very, very good schools and the people out there at companies know that that product and you have other schools when you send in a CV and they see that school they take that CV and they chuck it away because they know what's happening in that school, there is no discipline ……it not all about teach your staff me…….we must not forget that the soldiers of tomorrow do not fight with guns any more they sit classes, they gonna buy companies, they gonna go to other countries buy companies where there is more.

T 6: Quite interesting Sir and I'm very much excited about your input in that regard, now colleagues we are having this issues of Whole School Evaluation how, how, as a team, how what is your take what is your participating role in that regard?

EVW 6: Well we each get a evaluating form to evaluate our departments to get inputs and that put together and we sit together as a team and we do the rest of the whole school activity you know we take point to point and discuss it and see were we are and

JCP 6: You know there's also an outside person who came to evaluate Carleton Jones three years ago, that OFSTED

EVW 6: Ja They went to many of the schools in the country to evaluate and the problem is feedback from them, which is not sufficient.

JCP 6.1: To be quite the only problem that I have with WSE is like as HPV has already said is that the one school is of higher standard than the other school but they are more criticizing the other staff members of a lower standard so the problem I have, they will be, …… a standard cannot be determined in a school there must be an outside body coming to evaluate a school, that's the problem I have with IQMS.

T 7: Thank you very much The role IQMS to measure…..

9.3 SMT Interview at a FET School

ANNEXURE 3

SMT MEMBERS INTERVIEW AT A FET SCHOOL

TJ 1: Good day lady and gentleman, my name is Thabang Dhlamini I am a student at Unisa doing PhD in educational management. My topic is the role of IQMS to measure and improve teaching and learning in South African FET Sector. Dear Colleagues I would request that we introduce ourselves and your roles at this Secondary School. I would like to pass my gratitude for the opportunity that you have afforded me in undertaking this research study. Thank you very much for your time and effort in this time of the year, the 09 November 2006 very busy with the exam schedule. Thank you.

T 1: Deputy Principal for this Secondary School and you are most welcome we are prepared to help you in your research, Thank you.

PK 1: The Principal at this High School.

T 2: Thank you very much colleagues it is a privilege to have the heads of the institution for the research study and….especially in terms of Integrated Quality Management, colleagues I would like us to start with the first question. What is the meaning of IQMS in terms of, pertaining at this Secondary School?

T 2: IQMS stands for Integrated Quality Management System and we are implementing it for the reason that it gives us the direction to identify the weaknesses of the teacher in the classroom situation and also the strength of the teacher in the classroom whereby paving the way forward to see how we can sustain these strength and generally as the whole school

Interviewer 3: Mam, what is your take there?

PK 3: Well as it says the Integrated Quality Management System we want to focus more on the quality part of it ee..to improve the quality from Grade 8 up to Grade 12, the quality of teaching, teaching and learning so that ultimately so that our learners can do much better.

Interviewer 4: Thank you very much, eee dear colleagues, I'm looking at the issue of, as the Senior Managers of the institution you are part of the SDT and Mame maybe one of your mandates is to develop a School Improvement Plan, now in that regard, what is your common problem that you come across or a common challenge when you assessed the PGPs of the Educators?

T 4: The most common problems that we come across when we assess the PGPs, are the problems, number one we come across the areas where teachers need attention in terms of methodology, in terms of assessment, in terms of classroom management, and sometimes in terms of the subjects like Arts and Culture, that is where they are raising a serious concern in terms of support from the Subject Advisors and all these other and Technology too, and the basically they are able to teach and they are able to assess but they need guidance through workshops and other forms. The other problems that we are encountering are problems like, as we have indicated that learners are too much in the classroom situation, we really understand that that is the contextual factor but we cannot fold our arms and say we will try and see how we can reach the number, we are basically focusing on all things that we can manage and that we can implement, so these are common problems that we encounter. Other problems are related to the resources, there are other problems of the textbooks, but we are working on the issue we the Department, these are problems that we are encountering.

Interviewer 5: I don't whether PK that you want to say anything?

PK 5: Maybe outside the classroom I forgot to mention the issue of class attendance, late coming ee….

Interviewer 6: Now maybe, lets say, may be a little bid dwell on this issue of this common problem, you know I terms of workshops or Departmental arrangements besides, Departmental arrangements, do you have a plan as an institution to say this year you plan as an institution for staff development,

T 6: Yes we do budget for such kind of, and sometimes we do invite the subject advisors for individually addressing individual problems that individual teachers are encountering, so basically we do make an allocation and we do make a follow up on such issues.

PK 6: The only problem is the availability of the subject advisors, you might need them for a certain subject you will not find them interruption by **Interviewer**: Subject advisors, (PK continues) like we have submitted the School Development Plan to the Department to say we need subject advisors for this year, they are not available.

Interviewer 7: That is a serious problem that really needs attention, ee Dear Colleagues the important aspect again the authenticity of the PGP, How authentic are they, how do you feel about them, as you assess them?

T 7: Ya the as I said they give direction but we take time to address these problems because they still involve the subject advisors, and some on the lines what they are able to do they do manage the activities that are reflected, but sometimes it is very difficult because there are other things that, but sometimes

it is very difficult to go through because there are other things that are needed like resources so we are running out of finances at school, so we are really trying to address these issues

T 8: Thank you very much, T, I would request to make me understand the issue of the infrastructure, by virtue of the buildings that I see, I can see that you've got very big buildings which can be conducive for teaching and learning, how reliable are the resources with the buildings in terms of teaching and learning?

PK 8: They are not reliable we have a lot of vandalism, eee…I don't know sometimes it is the members of the community, sometimes it's our learners (School siren rings impeding communication) we have Science laboratory an we also have Home Economics and the library you'll find that they are so

Interviewer 9: It's a very common problem, so the labs themselves don't they have a certain kind of security, …security personnel

PK 9: Well we have employed them we call them Security Guards, and then there are burglars, burglar doors its only this year that we have installed the alarm system, and because of the finance we have not been able to install the whole school.

Interviewer 10: Thank you very much eeee. PK, Mam ee.. Colleagues there is the issue of the Business, School, Business issue now as an institution you produce products for the business sector now how do you engage with the Business sector.

T 10: Ya we normally involve business for a particular coarse like for an example we have almost 1 500 learners at the school and some of them are

coming with the hungry stomach and then we normally involve business to assist by providing food or providing money or maybe cloths either internally or externally and ten for another coarse it's normally for the what we call when we have some activity at the school like the Grade 12 camping, normally the other guys in the community help us even the Municipality, but only for a particular course not for the other courses Mrs Kaunda adds: 'And even Anglo Platinum

Interviewer 11: It is very interesting that the school oes out of its way, to go and get, it's very encouraging, because at the end of the day the products that you are that you are having and it's like npw you can write a letter to Anglo-Gold, Anglo-Platinum, you can have some of your learners being there, these are partnerships that I'm trying to get the institutions to, encourage them to do. Eeee.. although I'm not supposed to be encouraging you I'm very much happy about that, eee.. Dear colleagues we are also having the issue of parents, how involved are parents in the daily running of the school.

T 11: I think the daily running of the school, rests squarely on both the teachers and the SMT of the school, in terms of planning and seeing how the school; is organized, how the colleague are coming in and out, so basically the school…… the parents do come when they are invited to check the performance of their learners but they are not necessarily involved in the daily running of the institution as such, in terms of parents meetings we involve them, in terms of Governing body meetings we invite them, but there are not involved in the daily running of the institution

Interviewer 12: Thank you very much T, Dear colleagues the other question will be in terms of the Portfolios of Evidence, how do you see the

PK 12: You know with IQMS there is this one percent increment it is very difficult because when you go to these PGPs, you'll find that I have given myself five out of five (5/5) because I want the score to go up so that I can receive an increment then you go to the Portfolios of Evidence, if you say I need to have this I need to have your records I need to have your CASS marks they are there recorded but you'll find that teachers don't have some teachers do not have the Portfolios of Evidence to say that I deserve this because this is my evidence.

Interviewer 13: Is there no team that controls the existence of the PGPs?

PK 13: We have the team, all HODs are members of that team.

Interviewer 14: That is very great, one other aspect will be the PoEs for learners, eee… the one's that you submit to the DoE, how do you feel, in terms of using them for the Year Mark, they are also Portfolios of Evidence at the end of the year, students, write test, exams …….its also a Portfolio of Evidence that will stay for a certain period of time, so what is your take in terms of their reliability, can you advise other schools to do that also?

T 14: I think this is a Departmental policy, all schools are implementing it, but ee.. like we said earlier, we can't say they are reliable because there are still problems that cannot be addressed by the school or by the SMT, but the thing is we can say they are reliable because we can see the evidence that has been achieved at a particular level, but at another level it has been kept, well we will say they are reliable because the teachers when they assess the learner's work they are able to see the quality and standard of the work that has been put on the learners PoE and how they compute the CASS mark, really one would say they are reliable and one would say they are not reliable, but we normally approach

them by the quality, I think they've got value they give the learners various tasks and learn various skills and the teachers are able to assess that learner, so I think they are reliable but not at that level.

PK 14: I think the Department has also realized that they are not reliable because eee .. like for an example this year Grade 10 learners did write what we call letters and compositions, and all along we've been dealing with Portfolios during the course of the year, they'll be writing these and Educators we'll be marking, at the end of the year its marks out of 100, but this year they had to write as paper which means at the end of the year the Grade 11s will be writing and then Grade 12s will be writing, so they are canceling and going back to the old system.

Interviewer 15: Are they doubting the value of the PoEs?

PK 15: Yes.

Interviewer 16: I get the point, dear colleagues a very, going back to the infrastructural issue, is the institution equipped with computers? But do you have any computer subjects that you are teaching?

PK 16: We don't have we were promised ee computers from January when we reopened the Centre was prepared for the computers, up to today, there's no delivery we will love to have computers

Interviewer 17: Maybe also teachers also teachers will be able to impart knowledge to learners in terms of Computer Science or a particular programme in computers, thank you very much ee the last question. When you've got the

school improvement plan, designed through the PGPs, by the DSG who's going to assess it, who assesses you as the Principal? I' m becoming funny now.

PK 17: (Laughing) Eeee, it is the Institutional Support Coordinator (ICS), like the former inspector, thank you very much, But do you get support like feedback in terms of, I take that when they take the information form you, they come back, to say based on your School Improvement Plan, these are the recommendations, because I take that you as the you give them this School Improvement Plan, it has got its own recommendations, do you get feedback?

PK 17.1: hhk..We don't get any feedback, we complained, last time when we had a meeting with the guys also from Mafikeng, Institutional Support Group (ISD), We told them that you guys we submit the School Improvement Plans but there is no response, so its like IQMS is just the IQMS is a formality process for a 1% increase.

Interviewer 18: It has lost, its loosing its role actually?

PK 18: YA!

Interviewer 19: Because it is meant to measure

PK 19: YA!

Interviewer 20: and improve teaching and learning. YO! Thank you Colleagues I really appreciate it, thank you very much at this time of the day it's quarter past two already, I would like to say to everybody who took part in organizing this interview it is well appreciated, please pass my Gratitude's to the entire staff members as well.

9.4 Teaching Staff Interview at a FET School

ANNEXURE 4

TEACHING STAFF MEMBERS INTERVIEW AT A SECONDARY SCHOOL: This institution has only two teaching staff members in charge of implementing IQMS without the involvement of SMT

T 1: Good day Lady and Gentleman, Colleagues my name is Thabang Dhlamini I'm a student at Unisa doing PhD in Educational Management , my research topic is 'The role of IQMS to measure and improve teaching and learning in South African FET Institutions', eee.I would like to thank you very much colleagues to avail yourselves during this hectic period of exams ,I know it's 11: 55 now on the 09 November 2006 and I would request that you introduce yourselves and your roles in terms of your roles at this Secondary School.

NZ 1: The Chairperson of the SDT at This Secondary School responsible for the implementation of IQMS.

Thank's Sir for coming into our school, my name is BM, a teacher here at this Secondary School, and a member of the SDT. I'm the Secretary, our aim is to make sure that we do all the developmental appraisal of the department, so we do every thing in our power to……..so as the member of the SDT we make sure all the rules are followed, all the policies are implemented as required thank you.

Interviewer 2: Thank you very much dear colleagues I am very much privileged to have you as my Subjects to do research and I really appreciate this

opportunity.. eeee Dear colleagues I would request that as we answer questions we try to be as brief as possible ee What is the meaning of this IQMS to you as SDT at this High School?

NZ 2: Eeee IQMS stand for Integrated Quality Management System ee this is the system brought by the Department of Education to improve the service that we are offering to the

BM 2: I think that the aim of IQMS is to make sure that the all the teachers are evaluated so that at the end of the day their work is of standard so that is why they evaluated on a cycle of three years period so that their performance e can indicate how you are so that SDT should help you if there are any problems.

Interviewer 3: Thank you very mush colleagues, colleagues it is we started at a very high note I really acknowledge that, I want to say thank you very much we are looking at the SDT, You are members of the SDT and you just mentioned that you are dealing with staff development the Development Appraisal System within the Integrated Quality Management System, how do you do your staff development, cause I believe that there are PGPs that are what is your role there?

BM 3: Concerning the PGPs we take what the people are saying in the PGPs, eee…sometimes they indicate their problems like over crowding in class, lack of resource, lack of help from their HODs, sometimes there certain skills that are brought in by the department which they expect teachers to implement sometimes they do indicate that there are problems with certain skills that they do, but at the end of the day when ever there's a problem they give it to the Institute Manager, (interference: T: Senior Managers) ee… the Subject Advisors (interference: IDSOs) ..Ja.

T 4: Thank you very much I know there is an issue of IDSOs

BM 4: But at the end of the day there are some problems here…….

T 5: I'm very much interested Mam in terms of problems, MZ, may you please identify the common problem that you normally come across at our Educators or Teachers eee… the common problem that you encounter at the institution.

BM 5: Concerning the PGPs? I think the main problem is the lack pf resources and then secondly mmm they usually talk about the having to develop some…what is it? Space whereby you have to teach in a space that is conducive for education but because of the number of learners, their noise and other issues like discipline at the end of the day they do hinder, at the end of the day you have to check the time, time frames as we are given one period when they come with this noise at the end of the day

Interviewer 6: In short the issue of the ratio, teacher learner ratio

BM 6: And then also in our school we have a problem of moving from one location to the next, the learners don't stay in the same class, there is the problem of rotation.

Interviewer 7: Thank you very much, NZ what is your take in this?

NZ 7: Actually the common problem is..is when the SDT

Interviewer 8: PGPs are meant to measure …….what is your take in terms of the common problem that you come across at this intitution?

NZ 8: The very common problem is that the issue of IQMS is just taken ……..and people get serious when the documents are wanted, people

BM 8: The issue here is the follow up so that if we have enough time, so we knock off at half past two (14:30), so at the end of the day parents,
It's a serious problem.

Interviewer 9: So in other words the PGP ends up loosing its value.

BM 9: It does, to be honest it does, 'there's no, we have to meet, there's a problem in our school, we did ask that the school should knock off at half past one (13:30) so that we so that we can be able to meet with the DSG. So that we can have a discussion with the DSG, but we always do that during the last minute. So the Management here gives us a problem.

Interviewer 10: In other words you have your annual plan, I think that the issue of PGPs has to do with annual plans for an example where you would say that the first SDT meeting will be in January, the second in February, it's an example!

BM 10: Actually from 2004 and 2005 we have been working we have done everything according to record, but now, this year there's been a difference, this year is different than, all the things that we have been trying to do as the SDT have been shun out, so all the things that we have been

Interviewer 11: Thank you very much dear Colleagues. Your participation is much appreciated. Pleased pass my gratitude to the entire School Staff and Management for arranging this interview.

ANNEXURE 5

FOCUS GROUP INTERVIEW AT A FET COLLEGE

PRESENT PARTICIPANTS: INTERVIEWER AND TEACHING STAFF

5.3.3.1 Interviewer: Do you have classroom teaching and learning monitoring?

Respondent 3: Yes there is.

5.3.3.2 Interviewer: How is your classroom teaching and learning being monitored?

Respondent 3: Eee we are using Quality Management System (QMS) at our College and then we have this monitoring of instructions that is done by either senior lecturers or HODs and they would visit classrooms on agreed intervals or agreed schedules they would check on how the instruction is being done or conducted in the classroom

5.3.3.3 Interviewer: Thank you Ma'am, other colleague who would like to say something on that? In essence what is it that you need to be capturing in monitoring and does it involve you as a lecturer? Does it have anything to do with exams or does it have anything to do with the way that you conduct your class?

Respondent 1: EE that is not the Police work which is being done, it is all about controlling of the outcome what type of outcome are you going to get, Are you still on track?; What you should work on or give to the learners and also for yourself its actually checking on yourself wh you are doing the correct thing or not?

Interviewer: Ma'am do you have something?

Respondent 2: I think sometimes you are a new lecturer you feel intimidated because you are still walking the road and if they come and tell before hand that you are going to have a class visit. You prepare everything very well, everything is in place for that specific period so its only artificial, its window dressing. After that you just relax again or what ever so if they come unannounced you just now and then and you look so friendly you will not feel intimidated by them…… I think everybody will tell you that class visit is very stressful.

Interviewer: Stressfull?

Respondent 2: (Everybody laughed) We don't like it. You immediately feel threatened because they are looking for mistakes.

5.3.3.4 Interviewer: I picked up two important aspects in this, the self development and window dressing, there are different perceptions in terms of the classroom monitoring. What is you take in terms of the window dressing part?

Respondent 4: At this stage it takes all of our time, this window dressing it definitely takes away quality teaching.

5.3.3.5 Interviewer: Is it not going to be feasible for us to have a continuous peer monitoring? Just to ensure that when the actual monitoring comes you are used to monitoring.

Respondent 4: We would like to have something where someone comes to you and you have in-service training or on the job training when they come to you they check your file, but now you have the whole thing where you have everything ready for your class visit they don't even look into those files, in other words then you assume that why do you have to spend so much time in developing the file that no one is going to even have a look at anyway, Instead of spending that time preparing for the lessons and that staff but if they come on a continuous basis and spend the time with you like the peer and you go to the other and not only the one person always coming to you because if that person always comes to you and don't like you will always give a negative report. If it's different people coming to you can learn from them and they can also learn from you as well. Then it will develop our staff and it will become sense.

Respondent 2: It's time consuming; there's a lot of time spent in preparing these files

5.3.3.6 Interviewer: A very interesting thing, how long does it take because you say it's time consuming?

Respondent 3: I personally was monitored twice (in 2008) this year that makes it one per semester

5.3.3.7 Interviewer: In other words if I go to your personal file or can I call it a PoE, in the current language, do you colleagues have PoEs?

ALL: YES WE HAVE.

5.3.3.8 Interviewer: And then what is the purpose of the PoEs?

Respondent 3: PoE is a portfolio, it is all about a student's evidence that is all the work that a student has done throughout the whole year and the Lecturer also has to have his or her, a lecturer has a portfolio of evidence that we call a Subject File and we have also what we call a Portfolio of Assessment (PoA) where it will be related to all the assessments the have been conducted throughout that particular year. And the Lecturer's PoE and PoA HAVE TO BE IN LINE WITH THE STUDENT'S PoE like all the documents must talk to one another like the student's mark sheet must be the same as the mark sheet in the Lecturer's PoE

5.3.3.9 Interviewer: The difference between the PoE and the PoA?

Respondent 3: The PoE is all the Lesson plans and classroom preparations and the PoA is according to the assessment schedule, all the tasks in the assessment schedule

5.3.3.10 Interviewer: In terms of the assessment schedule, coming to the schedule, do your students have continuous assessment system then the final examination, what is the situation?

Respondent 5: They do have internal continuous assessment marks, all the marks are stipulated in there, all their tasks as stipulated in the assessment

schedule we add them up as stipulated in the guideline, what percentage should be taken in all their marks and we take again from the core subject a certain percentage called the ISAT and we take a certain percentage from the ICAS and a certain percentage from ISAT we add them up to come up with their final year mark

Interviewer: Where does the QMS and IQMS link as in your case as the College where you use QMS?

Respondent 5: I know that we are on version 53 of the QMS. We do not use IQMS.

Interviewer: Colleagues, I want check in terms of your PoE and quality delivery in the class, how do you involve Student's parents?

Respondent 5: Ok, we have parents meeting where we invite parents to come over and then they would visit respective Lecturers whereby they are shown or told about their children and behavior and problem areas that the Lecturer might have encountered with the learner and again we sent out SMS bundles we used to do it weekly pertaining to the student's attendance, so we set out to indicate to the parents about heir children's attendance.

Interviewer: So the parents are involved in terms of the cstudent not performing n the class?

Respondent 4: We contact them through the Student Support Office.

Respondent 1: For the Lecturers to access the Student Support Office is through Poor performance where we look at how we can assist the parent, the learner as well as the Lecturer to improve the performance of the Learner.

Problems that we identify we refer the Learners to the Reading Excellence and PLATO programmes that we have at the College.

Interviewer: The transition from the old education system to the new system of education, what systems have been in place?

Respondent 3: We used to use the old traditional type of teaching where the teacher is the sole or owner or the boss of the classroom where students do not have much to say and where we did not understand that learners or students are not supposed to be regarded as empty vessels where we just impart without properly ensuring that the knowledge that we impart is properly acquired, and we are gradually phasing out NATED they have phased out N1 and N2 and this year (2008) we are phasing out N3. We have started with the new Curriculum NC(V) since 2007 with the Level 2.

Respondent 2: That is Outcomes based, they call it Outcomes Based Education, the one that is more student centered.

Interviewer: How do you feel about it?

Respondent 3: I am having a child that is not an academic child, three of them actually, the one started at school, she had no self confidence and the leadership, here they get an opportunity to gradually develop because the old system you would get only formal examinations about what you can study and put down in writing. The new system is more flexible to me and it also encourages me as a Teacher or Lecturer to be who I am because the old system had put in a box, this is what you must do and this is how we are doing it and that's then that's end of the story. But now it is flexible, I can be where I want in the class and with my personality and the same with the students they don't have to be scared

because they have to remember stories, they can now become Artists they can now draw plans.

NB: The rest of the interview was relaxed and not quite relevant to the research project.

ANNEXURE 6
FOCUS GROUP INTERVIEW AT A FET SCHOOL
PRESENT PARTICIPANTS: INTERVIEWER AND TEACHING STAFF

Interviewer: Good morning ee Ladies and Gentlemen, ee, my Colleagues, my name is Thabang Dhlamini, I am student at UNISA studying PhD. My topic is the role of Integrated Quality Management System to measure and improve the quality of teaching and learning, now I would like you to introduce yourselves

Respondent OneS: (The tape is not on the name) I have been teaching for three years and have been teaching Accounting.

Respondent TwoS: I am an English teacher and I have been teaching for twenty and I have completed my PhD at Potchesfstroom.

Respondent threeS: I have been teaching for 26 years, the last ten years at this institution and have been teaching Home Economics and Biology.

Interviewer: Thank you very much its quite interesting to eeee.. Colleagues of that magnitude and expertise, It very much gives courage. Ee by the way we need to look at the questions. The first question would be, the role , since the introduction of this IQMS prior 1994, What role does this IQMS have in as far as teaching and learning is concerned.

Respondent TwoS: It is a positive thing because you as a teacher, you have to judge you own criteria and have to see whether you meet your own criteria and you have to assess your own performance and have to be honest with yourself and see the assessment according to the rubrics which we have to use to assess ourselves are quite honest, ee if you compare the HODs who are actually keeping track of the assessment, if you compare their scores with the scores with the individuals' scores you will suddenly find that that person misjudges their own performance, they are very honest and I think it is very positive, and it's encouraging and motivating 'cause you can actually see whether you are developing or improving or growing.

Interviewer: Thank you very much Doctor,

Respondent OneS: As far as IQMS is concerned I just find, well, I think it's the last two or three years, sometimes my score actually decrease, I don't know why and for some reason I just think that I get more critical, actually I know that I have improved and they don't allow that you give yourself 100%

Respondent ThreeS: I tend to agree with Respondent one, I think one becomes more critical about what one is doing in the classroom and it is quite difficult to really judge yourself. What I think is that when you go and teach your own subject what do you measure yourself against so I think the only thing there is

that at the end of the year when you get your Matric where it's nationally set out and you can see whether your children have performed

Respondent TwoS: The question I always ask myself is we pretty strict the way we do we have our management team we have the IQMS the HoDs to check our work and they the come on daily basis in the class situation, but how many schools actually do these things, how many do actually state that these are my strong points, these are my weak points and, I mean who actually standardizes it, is there someone to compile it, that's my concern

Respondent TwoS: I thing the Department does it and they are inspecting the school to follow up on the IQMS and I think that all schools will realize that they have been monitored and that somebody will come and see whether they are pulling their weight and it is definitely sort of a way to get South Africa to focus on education and on performance even in schools that are more deprived than these who have advantages…….. and we know that the these who do not have electricity that also needs to be addressed because how can teachers in a school with deprived circumstances perform in the same way that teachers with the whole advantages so these schools need to be uplifted and these teachers need to be encouraged and motivated their moral will definitely be addressed if they see that they get help from the government

Respondent ThreeS: So they can't be assessed on the same criterion, it's not fair

Interviewer: Quite interesting the fact that there is this gap between the schools themselves and I realize that as a Country we need to look at the criterion in terms of evaluating schools

Respondent TwoS: Talking about what is available in one school and what is available in another school, Teachers and Management Teams must teach learners because they take or steal equipment that has been provided, I think it causes a lot of damage.

Interviewer: May let us look at curriculum its, how do you feel about your students who graduate from your school, as they go out are you happy that they will be job ready or ready for high education institutions?

(Social related responses were posed by respondent until Respondent twos)

Respondent TwoS: You were talking about curriculum and integration of curriculum, and with the National Curriculum Statement we have integrated that with every subject and that was our topic and each subject had done something towards that task and we presented it to the mines in one evening, And as School we were chosen to represent Anglo Mines in South Africa.

Interviewer: That's amazing because if I have to put my last comment on that, I would like to say that is a critical point, if we speak of improvement brought about by IQMS it speaks about workplace being integrated to school, and involving the Mines it means that you exposing the learners to the workplace.

Respondent OneS: There are trips organized to the mines, to the Arts Festivals in Pretoria to express themselves.

Respondent ThreeS: What is interesting is that the Mines realize that investing in children that come from this area to get them to study and to come back isn't such a shock to them like people who are used to City life and they invest in them and these only work for three to four months and then they leave, but our

children that are used to our place and believe in what they have learned where their roots are is something to invest in. They give them bursaries and a lot of back up.

Interviewer: Colleagues thank you very much, please pass my gratitude's to the learner that you left in class, to the Management of the institution, I would like to say thank you very much.

6.12.1 This Annexure refers to questionnaire distributed to Schools as a complementary resource to the qualitative empirical study.

Questionnaire for FET School Learners

RESEARCH QUESTIONNAIRE

FOR SECONDARY SCHOOL LEARNERS

1. ETHICAL CONSIDERATIONS

This questionnaire is **only** meant for research purposes, no learner or student is expected to divulge his or her identity. The response by the individual learner is not **compulsory,** however, the researcher will treat each questionnaire confidentially. Remember that this research is not only meant for academic attainment by the researcher, but, shall also be used as one of the guides to enhance the improvement of education and training in South Africa.

1. DEMOGRAPHIC DATA

Please tick the answer on the correct block

1.1 At which province is your school situated?

North West		Gauteng		Limpopo	

Which Grade are you presently studying?

Grade 10		Grade 11		Grade 12	

1.3 How old are?

14-16 years		16-18 years		18-22 years	

1.4 What is your Gender?

Male		Female	

2 KNOWLEDGE OF THE FET SECTOR

2.1 Are you aware that you are studying at the Further Education and Training (FET) institution?

Yes		No	

2.2 Do you know anything about the Further Education Training Certificate (FETC) obtained after Matric or Grade 12?

Yes		No	

2.3 In your Life Orientation Learning Area, did you learn about the FET?

Yes		No	

2.4 Are you studying to prepare yourself for the Higher Education at the your school?

Yes		No	

2.5 Do you have any plans of working after completing Matric?

Yes		No	

3 LEARNER ASSESSMENT OF THE INSTITUTION

3.1 Learners receive free textbooks for learning at the beginning of each year.

Yes		No	

3.2 Learners use Public Libraries to get additional study material.

Yes		No	

3.3 There is a school library for learning material and study.

Yes		No	

3.4 The library has relevant material for reference when doing homework, portfolios, assignments and preparing for assessments.

Yes		No	

3.4 Classrooms have teaching aids like overhead projectors, audio systems for teaching and learning.

Yes		No	

3.5 Learners do participate in extra-mural activities like Music, Sport and others at school.

Yes		No	

3.6There is an HIV and AIDS centre for the affected and the infected to gather and support each other.

Yes		No	

4. PRACTICALS OR SIMULATIONS RELEVANT TO THE STUDY

Work taught in the classroom is also done practically in the Laboratory or workshop.

Yes		No	

The school has a relationship with companies or places of work that offer opportunities to do practical work on the theory that is studied at school.

Yes		No	

There is a Science laboratory at our school with equipment to be used for practicing the theory taught in the classroom.

Yes		No	

There is a computer laboratory for Computer Studies.

Yes		No	

The school has Computer facilities for internet and electronic learning use by learners.

Yes		No	

DEAR LEARNER THANK YOU VERY MUCH FOR YOUR TIME.

6.12.2 Communication Letters

ANNEXTURE D1

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CES: PROFESSIONAL AND EDUCATIONAL SUPPORT SERVICE – OFFICE OF THE DIRECTOR
SOUTHERN REGION

25 October 2006

J T Dhlamini
UNISA Student No: 3-155-155-6

RE: **PERMISSION TO CONDUCT RESEARCH:**
ANY TWO OF THE SECONDARY SCHOOLS IN POTCHEFSTROOM

The above matter refers.

Permission is herewith granted for you to conduct a research at any two of the secondary schools in the Potchefstroom APO under the following provisions:

- the activities you undertake at school should not tamper with the normal process of learning and teaching;
- you inform the principals of your identified schools of your impending visit and activity;
- you provide my office with a report in respect of your findings from the research.
- you obtain prior permission from this office before availing your findings for public or media consumption.

Wishing you well in your endeavour.

Thanking you

DR S H MVULA
ACTING REGIONAL EXECUTIVE MANAGER
SOUTHERN REGION

cc *Ms S Yssel – APO Manager: Potchefstroom*

Joseph Thabang Dhlamini
38 Gesina Street
Merafong City
Carletonville
2499

The Principal
Carleton Jones High School
P. O. Box 138
Carletonville
2500

Dear Mr Babopi

APPLICATION TO CONDUCT RESEARCH: BADIRILE HIGH SCHOOL

I am a Doctoral student at UNISA in the faculty of Education Management. I request permission to conduct research on the quality assurance practices at Badirile High School with the Institutional Quality Managers (Interviews) and learners (Questionnaires) as per attached addendum A.

This research is meant for study purpose however, it touches on latest FET issues for future reference.

Thank you for your attention.

Yours sincerely

J. T. Dhlamini
UNISA Student No: 3-155-155-6
Cell: 082 853 4025
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Corporate Centre

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Committed to Achieve

ORBIT FET COLLEGE

10 July 2006

Mr J T Dhlamini
Corporate Centre
ORBIT FET College
RUSTENBURG
0299

Mr Dhlamini

REQUEST TO CONDUCT RESEARCH AT ORBIT FET COLLEGE

Approval is given to conduct the requested research on the condition that you:

1. Provide my office with an original and signed request in this regard.

2. Provide my office with copies of the intended research questionnaires before your rese commences.

M. MARAIS (Mrs)
CEO/PRINCIPAL

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Website: www.westcol.co.za

ATTENTION: JT DHLAMINI

38 Gesina Street
Merafong City
CARLETONVILLE
2499

APPLICATION TO CONDUCT RESEARCH: WESTERN FET COLLEGE

Permission is hereby given that you may conduct your research as requested. You should however make appointments with the relevant people.

Hope you find this in order.

LSD COETZER
PRINCIPAL

AD/008/R01-06

‘The Lord placed his throne in heaven; He is King over all!

Praise the Lord, you strong and mighty angels,
Who obeys His commands,
Who listens to what He says.
Praise the Lord, all you heavenly powers,
You servants of His,
Who do His will!
Praise the Lord, all His creatures in all the places He rules.

!!!!!Praise the Lord, my soul!!!!!’

Psalm 103: 19-22