

## **CHAPTER 8 : SUMMARY, FINDINGS AND RECOMMENDATIONS**

### **8.1 INTRODUCTION**

In this chapter a summary of the research is presented. Consequently, findings regarding the research aims (Chapter 1); the nature of teacher training in South Africa (Chapter 2); the nature of the management of quality assurance in education (Chapter 3); models for the management of quality assurance in education (Chapter 4); the empirical research design (Chapter 5); the data analysis and interpretation (Chapter 6); and a management strategy for internal quality assurance in the training of student teachers in the Gauteng Province will be presented. Finally, recommendations, based on the research, will be made.

### **8.2 SUMMARY**

Chapter 1 outlined the rationale of the study. The study focused on concerns about the nature of teacher training in South Africa and the fact that most of the problems that education currently faces can directly be related to the unsatisfactory quality of teachers training. In order to restore a culture of teaching and learning in South Africa there is an urgent need for an effective management strategy to assure quality in the training of teachers. In this chapter the reader was guided as to the contents of the research project. An introductory motivation for the research, a definition of the aims of the research, an explanation regarding the collection of data and an outline of the research methodology were presented.

The second chapter dealt with the nature of teacher training in South Africa. The existing situation regarding teacher training was exposed (*cf.* 2.2). The urgency for the development of a national policy framework for teacher training was highlighted (*cf.* 2.2.2). It was exposed that the most critical matter regarding teacher training is the poor quality of education in teacher training institutions (*cf.* 2.2.3). Existing regulations for teacher training were exposed (*cf.* 2.2.4) and the implications of curriculum developments, the registration of programmes on the NQF and the proposed requirements for teacher training were discussed (*cf.* 2.3).

Chapter 3 focused on the nature of the management of quality assurance in education. It was indicated that teacher training institutions have to demonstrate effectiveness and efficiency to all their stakeholders in a visual manner (*cf.* 3.2). With

the aim of clarifying the concept "quality", broad dimensions of quality were discussed (*cf.* 3.3). The concept "quality" was also defined in the context of higher education (*cf.* 3.3.2). The differences in focus regarding quality control (*cf.* 3.4.1) and quality assurance (*cf.* 3.4.2) were indicated. A number of quality assurance measures in South Africa higher education were exposed (*cf.* 3.4). The management of quality assurance, as the "glue" for substantial and continuous educational improvement, was defined (*cf.* 3.5.2). The characteristics of quality assurance systems were presented in the context of educational institutions (*cf.* 3.5.3).

Chapter 4 presented an overview of models for the management of internal quality assurance in education. Three models were discussed, namely TQM (*cf.* 3.2), the strategic management model for purposes of internal quality assurance in higher education institutions (*cf.* 3.3) and ISO 9000 (*cf.* 3.4). TQM was discussed in terms of its philosophy (*cf.* 3.2.2 ), its application in educational institutions (*cf.* 3.2.3 ) and the building blocks essential for its successful implementation (*cf.* 3.2.4). The strategic management model was discussed in terms of its philosophy (*cf.* 3.3.2) and its strategic approach to internal quality assurance (*cf.* 3.3.4). The component of institutional self-evaluation as the basis for initiating change and improvement was exposed in more detail. It was indicated how the model should be implemented at institutional and departmental levels of an institution (*cf.* 3.3.4: i).

The ISO 9000 standard series was discussed in terms of its philosophy (*cf.* 3.4.2), its building blocks (*cf.* 3.4.3); and its twenty elements and requirements (*cf.* 3.4.4.2). The elements and requirements were translated for use in educational institutions. An overview of strategies for ISO 9000 implementation was presented (*cf.* 3.4.5). The importance of evaluating quality assurance system maturity through institutional self-evaluation was highlighted (*cf.* 3.4.6). The core features of the three models that are exposed, were then discussed (*cf.* 3.5).

Chapter 5 and 6 presented the research design and the data analysis and interpretation.

The research instrument's design and administration, as well as the method of research were detailed. This chapter presented the data analysis and interpretation by means of tables detailing frequencies and rankings. The relation between the categories of data collected was examined.

Chapter 6 presented a management strategy for internal quality assurance in the training of student teachers in the Gauteng Province. The concept "model" was exposed (*cf.* 6.2) and two types of models were discussed, namely the open model (*cf.* 6.2.3.2) and the closed model (*cf.* 6.2.3.1). The Systematic Approach to Internal Quality Assurance (SIQAA) was then presented (*cf.* 6.3). Essential elements in the implementation of this model were detailed (*cf.* 6.3.2). Finally, an implementation strategy for systematic internal quality assurance was designed and presented (*cf.* 6.2.5).

The next section presents the findings in accordance with the stated aims so as to indicate how each aim of the research was achieved.

### **8.3 FINDINGS FROM THE RESEARCH**

#### **8.3.1 Findings on research aim 1: The nature of teacher training in South Africa**

- The primary purpose of teacher training is to improve the quality of professional practice and to improve the conditions of learning for all South Africans. Quality in teacher training must therefore be related to the extent to which it assists the country to develop the human skills required for reconstruction, development, consolidation of democracy and economic growth in a competitive global economy (*cf.* 2.1).
- Teacher supply, utilisation and development in South Africa have been hampered by the lack of a national vision and mission, coherent policy frameworks and implementation strategies, as well as inadequate teacher training curricula, quality assurance and capacity building in teacher training institutions (*cf.* 2.2.1).
- South Africa is producing and training lots of teachers of poor quality at considerable cost to the state and private donors. The majority of teachers are ill prepared for the realities of South African schools, a democratic society and the changing global context. The above situation manifests in a breakdown in the culture of teaching and learning, in disruptive behaviour and in a lack of discipline (*cf.* 2.2.1).
- All teacher training institutions realise the need for change and there is general commitment to the core values in the White Paper and the goals of the

Reconstruction and Development Programme. However, most teacher training institutions portray a lack of vision and limited forward planning to effect transformation (*cf.* 2.2.3.6).

- Education and training is an important vehicle towards economic success in South Africa. The perception, however, exists that educational institutions do not measure up to this demand. Dissatisfaction regarding the quality of teacher training stems from the following factors (*cf.* 3:1):
  - massive economic and political changes;
  - an ignorance of the needs of learners, parents and employers;
  - increasing cost without an increase in value;
  - irrelevance of the teacher training curriculum;
  - inconstant descriptions and evaluation of quality;
  - a lack of quantitative measurement and the results thereof;
  - a lack of accountability;
  - reactive instead of proactive management;
  - ignorance of community- and market needs; and
  - a resistance to change.
- A comprehensive array of initiatives, policy and legislation has been initiated by government to transform the education system. These initiatives include SAQA; the curriculum framework for general and further education and training; norms and standards for teacher training; and the norms and standards for educators, as revised by the technical committee (*cf.* 2.2.4).
- Curriculum development, the registration of teacher training programmes on the NQF and the proposed requirements, roles, outcomes and applied competences for educators have profound implications for teacher training. It is required that teacher training institutions ensure ongoing training of teachers, curriculum innovation, effective delivery and institutional development through a systematic approach to internal quality assurance. The quality assurance responsibilities of teacher training institutions would in future encompass the following (*cf.* 2.3.8):

- developing and implementing a range of quality assurance mechanisms and processes;
- developing an institutional vision and mission in keeping with national policy;
- rigorous and comprehensive selection of students with emphasis on training;
- establishing sound examination procedures and rules for promotion;
- validating course work and examinations;
- ongoing professional development of staff;
- stimulation of curriculum development and innovation;
- maintaining accurate data-bases;
- establishing acceptable key performance indicators to be used in course evaluation;
- financial management systems and audits;
- the implementation of staff appraisal; and
- establishing accreditation and licensing bodies for teacher training and teachers.

### **8.3.2 Findings on research aim 2: The nature of the management of internal quality assurance in education**

The following are the findings regarding the nature of the management of quality assurance in education:

- The purpose of the management of quality assurance is to (*cf.* 3.4.2.2):
  - improve the quality of higher education provision;
  - ensure accountability for public funds;
  - stimulate competitiveness between institutions;
  - transfer authority between the state and institutions;
  - provide assurance of professional and academic standards;
  - assign institutional status; and
  - make international comparisons.

- A considerable number of institutions offer teacher training in South Africa. However, there are no systematic internal quality assurance systems pertaining to these institutions. In general, initiatives towards quality assurance in education are characterised by an over-emphasis of regulatory elements of the external sphere. Quality in education can, however, not be evaluated effectively by means of external regulatory measures. The primary responsibility for quality assurance should rest with teacher training institutions themselves (*cf.* 3.1).
- Pressure to focus on quality necessitates that higher education institutions review their traditional conceptions and practices of quality. Due to the fact that stakeholder expectations form part of the accountability framework within which educational institutions must operate, it is increasingly expected that quality assurance and quality commitment should be part of all education systems and institutions (*cf.* 3.3.2).
- Although educational institutions have implemented quality assurance measures in the past, most institutions have not been successful due to lacking the following essential components of quality assurance (*cf.* 3.1):
  - a shared vision of education;
  - defined, measurable objectives related to an ideal vision;
  - a corporate culture in education where everyone shares a passion to move continuously nearer to the ideal vision and accomplishment of the objectives;
  - a view of education as a service to clients; and
  - a record-keeping system in which progress is monitored and failure and success are identified and continuously improved.
- Educational institutions are notoriously vague in terms of the meaning of the concept "quality". The definitions and description of quality in the educational context can be categorised as fitness for purpose; perfection; customer satisfaction; and value addedness (*cf.* 3.3).
- For any quality assurance system to be effective, it should be managed at all stages of the customer-institution relationship. The responsibility for assuring quality in the activities within an institution is an implicit part of the management function (*cf.* 3.4).

- The management of quality assurance should focus on providing confidence to the institution and its customers of its ability to provide products and services that consistently fulfil stated requirements. This involves an analysis of customer requirements, defining the processes that provide products and keeping these processes under control (*cf.* 3.5.2).
- Successful quality management depends largely on top management commitment to designate and train implementers, to launch the quality assurance initiative, to invest in continuous improvement of skills and to recognise success (*cf.* 3.5.2).
- The process of managing quality assurance should be facilitated by a systems approach. Identifying, understanding and managing a system of interrelated processes for given objectives will contribute to the effectiveness and efficiency of the institution (*cf.* 3.5.2).
- Quality assurance can only be successful if continuous improvement is a permanent objective of an institution (*cf.* 3.5.2).

### **8.3.3 Findings on research aim 3: The nature of existing internal quality assurance models for education**

With regard to models for the management of quality assurance in education the following findings may be stated:

#### **8.3.3.1 TQM**

- TQM is a management tool that aims for "total" and "quality" (*cf.* 4.2.6). It is an organisational strategy that makes quality the responsibility of all employees and its primary goals are to reduce costs deriving from deviation from performance standards and maximising the quality of products and services. Quality assurance is an integral part of TQM as it forms the quality system that ensures that standards are consistently met (*cf.* 4.2.2).
- The writings of Deming, Juran and Crosby reveal the basic philosophy of TQM. Although these writings focus on quality in the manufacturing industry, it can be successfully applied to education as it advocates a process of continuous

improvement, customer satisfaction, positive return on investment and doing things right the first time and every time (*cf.* 4.2.2).

- TQM does not force adherence or compliance with requirements, but rather provides every employee with an opportunity to become a full partner in defining and creating institutional success (*cf.* 4.2.2.3).
- TQM requires that all components of strategic management be addressed in the process of quality assurance (*cf.* 4.5).
- Quality assurance through TQM requires that institutional needs are defined and arranged in priority order. Based on the priority order, the best ways and means to close gaps must be identified (*cf.* 4.2.4.7).
- TQM involves a large component of quality control and encompasses a set of techniques and systems for fostering continuous improvement through the whole institution (*cf.* 4.5).
- Any institutions that intend to implement the process of quality assurance should consider adherence to Deming's fourteen points for successful implementation of TQM in institutions (*cf.* 4.2.4.2).
- TQM necessitates a willingness to move out of present comfort zones in order to be able to use wider boundaries for thinking, planning, doing and evaluating. Quality assurance necessitates a shift from a reactive to a proactive mode of thinking and doing (*cf.* 4.2.4.3).
- The successful implementation of TQM in educational institutions requires commitment from senior management. Management has to provide the vision and the culture of a mutually supportive environment for assuring quality (*cf.* 4.2.4.1).
- Higher education institutions often haphazardly apply business-oriented models for quality assurance as a means of survival during times of external pressure. However, if these models are not supported by internal commitment to quality and is not managed, few chances of success exist (*cf.* 4.2.6).

### **8.3.3.2 The strategic management model for purposes of internal quality assurance in higher education institutions**

- Internal quality assurance has the aim of accountability and institutional improvement (*cf.* 4.5).
- The major responsibility for quality assurance rests with the institution itself (*cf.* 4.3.1). The process of self-evaluation should lead to institutional development and should be integrated with it.
- The responsibility for quality assurance activities within institutions is a direct management function (*cf.* 4.3.2).
- To achieve success in a quality assurance attempt, a strategic management approach much be adopted. Strategic management is a conscious process by which an institution assesses its current position and the most probable future condition of its environment, identifies possible future states for itself and then develops organisational strategies, policies and procedures to achieve the desired future state (*cf.* 4.3.4).
- Analysis with a strategic focus is vital in the management of internal quality assurance. Such an analysis should include an assessment of the institution's external environment (*cf.* 4.3.4.1); an analysis of the internal environment (*cf.* 4.3.4.1) and the making of detailed predictions with reference to the identified trends and the impact that they might have on the institution.
- Self-evaluation at institutional and programme levels should be at the heart of a quality assurance system (*cf.* 4.3.1). Self-evaluation is a process whereby an institution collects information about itself in order to determine what action needs to be taken to put into effect those decisions. The factor of subjectivity inherent in self-evaluation can be controlled by the use of information sources and second opinions or independent reviews.

### **8.3.3.3 ISO 9000**

- Management is responsible for 95% of quality related problems in educational institutions (*cf.* 4.4.2.6).

- Educational institutions are vague about quality processes and control mechanisms and about the position of authority and responsibility in terms of these processes (*cf.* 4.4.1). A great deal of uncertainty also exists in terms of what tasks need to be done, how tasks have to be done and who is responsible for performing those tasks (*cf.* 4.4.3.3).
- ISO 9000 sets out how to establish, document and maintain an effective management system that will indicate a serious commitment to quality and a willingness to satisfy customer needs (*cf.* 4.4.1). Although initially designed for manufacturing industry, it provides a general set of principles about good management, which is relevant for educational institutions.
- The SABS has accepted the ISO international standard as a South African standard but altered it to "Code of Practice". It is thus an international code of practice, which promulgates the ISO 9000 international standard for quality management systems (*cf.* 4.4.1).
- ISO 9000's philosophy is based on the requirement that a quality system must be implemented to ensure customers of an institution's capabilities and systems to provide quality products and services (*cf.* 4.4.2). ISO 9000 provides the basis for systematic methods of working and demands a disciplined approach to the performance of work (*cf.* 4.4.2.6).
- Various activities or requirements exist within each ISO 9000 quality standard. These clauses are interrelated to form a quality management system (*cf.* 4.4.1.1).
- ISO 9000 defines quality as fitness for purpose or conformance with requirements (*cf.* 4.4.2.1). Quality involves an understanding of what the customer expects from a product or service; detailed specifications based on customer needs; managing variables which can lead to deviation from specification; and keeping detailed records of the process (*cf.* 4.4.2.1).
- Management commitment is essential to successful quality assurance and involves all activities that determine the quality policy and objectives (*cf.* 4.4.2.3). Management commitment involves changing from directional roles to leadership and coaching roles and inspiring employees to excel.

- Quality assurance is a prevention based philosophy including the total system of activities implemented within the quality system which provide assurance and objective evidence to management and the customer that an adequate level of quality is being achieved (*cf.* 4.4.2.5).
- Quality management requires documented manuals, procedures and records (*cf.* 4.4.3.6).
- Corrective action is one of the cornerstones of successful quality assurance management. It does not apply to the quality of the product as such, but rather to the quality of the production process as a whole (*cf.* 4.4.3.8). Incorrect action should be corrected and attention must be focussed on preventing the problem from recurring.
- Quality system maturity has to be evaluated on a periodic basis. ISO 9000 provides an approach and usable questions that can be used by any institution to conduct the process of self-evaluation (*cf.* 4.4.6).

### **8.3.4 Findings on research aim 4: The empirical survey**

#### **8.3.4.1 Findings regarding the understanding of internal quality assurance**

The empirical investigation into the understanding of internal quality assurance yielded the following findings:

- The majority of the managers of teacher training institutions are aware of the key processes involved in internal quality assurance (*cf.* 6.3.2; Table 6.9).
- "Quality" in the training of student teachers is a contested concept (*cf.* 6.3.1; Table 6.9).
- Managers of teacher training institutions do not agree as to the importance of matching standards by suitable quality assurance mechanisms (*cf.* 6.3.2; Table 6.9).
- In the majority of institutions in the Gauteng Province there is no system of interrelated processes for given objectives in the training of student teachers (*cf.* 6.3.1; Table 6.9).

- The respondents' awareness of the key processes involved in internal quality assurance is not based on institutional experience in the implementation of internal quality assurance systems (*cf.* 6.3.2; Table 6.9).

#### **8.3.4.2 Findings regarding the existing internal quality assurance practices**

- No substantial evidence could be found of effective internal quality assurance practices in teacher training institutions (*cf.* 6.4.2; Table 6.10).
- The majority of teacher training institutions do not have systems through which performance is continuously evaluated and compared to intended goals and objectives. This results in a situation within which deviations from specifications are not traced and rectified through corrective action (*cf.* 6.4.1; Table 6.10).
- The staff members of teacher training institutions are not trained for the specific tasks that they have to perform (*cf.* 6.4.1; Table 6.10).
- In institutions where internal quality assurance processes have been implemented, the process is not effectively managed (*cf.* 6.4.1; Table 6.10).
- There is no evidence of regular meetings regarding the quality of the teacher training (*cf.* 6.4.1; Table 6.10).
- In most teacher training institutions regular quality audits for internal benchmarking are not done (*cf.* 6.4.1; Table 6.10).
- The management teams of teacher training institutions have not established procedures for obtaining information in terms of assurance and objective evidence that an adequate level of quality is being achieved (*cf.* 6.4.1; Table 6.10).
- The management teams of teacher training institutions are not informed about the needs and expectations of their customers (*cf.* 6.6.2, Table 6.9).
- Teacher training institutions do not have written quality policy statements in which the intention and commitment to deliver products and services of quality is declared (*cf.* 6.6.4; Table 6.9).

#### **8.3.4.3 Findings in terms of the needs regarding internal quality assurance**

- The majority of respondents indicated a need for an internal quality assurance system to be implemented in the training of student teachers (cf. 6.5.2; Table 6.11).
- Although the managers of teacher training institutions have some understanding of internal quality assurance, quality assurance mechanisms and measures are not systematically implemented and managed in a quality improvement process. There is a need for a system through which internal quality assurance can be managed (cf. 6.5.2; Table 6.11).
- There is an urgent need that the managers of teacher training institutions be educated and skilled in order to enable them to implement and manage an internal quality assurance system (cf. 6.5.2; Table 6.10).

#### **8.3.5 Findings on research aim 5: A management strategy for internal quality assurance in the training of student teachers in the Gauteng Province**

- A model that represents the characteristics of both the open and the closed models are ideal for the management of internal quality assurance in the training of student teachers. It allows for changes and inputs from institutions themselves but also prescribes certain essential components of internal quality assurance (cf.7.6).
- Quality assurance is about identifying and specifying standards that must be obtained for each activity and then specifying procedures that must be followed to ensure that the standards are met, problems are identified and solved and that the system maintains quality in the end product. In turn it requires the establishing of checking procedures, documentation and job descriptions for key functions. If an institution can succeed in having these procedures in place, it can ensure quality improvement.
- The Systematic Internal Quality Assurance Approach (SIQAA) is based on the ISO 9000 series of international standards as one of the most significant influences on the advancement of the global quality movement (cf.7.7.1).

- The implementation of the SIQAA involves all twenty ISO 9000 elements and requirements (cf.7.7.3.9).
- Successful internal quality assurance necessitates management commitment (cf.7.1).
- An institution must have a clear sense of what it wants to achieve. This must be clearly stated in the mission statement of the institution (cf.7.7.3.2).
- As customer needs form the cornerstone for building a quality assurance system, it is imperative that an institution conducts an environmental analysis, including both the external- and internal environments of the institution (cf.7.7.3.4).
- Training of all staff members is essential for quality assurance system implementation (cf.7.7.3.5).
- Documented controls are at the heart of the SIQAA (cf.7.7.3.6).
- Internal audits and management reviews should be conducted continuously as it forms the basis for corrective action processes (cf.7.7.3.7).
- The SIQAA requires that self-assessment be conducted against all twenty elements and requirements of the quality management system (cf.7.7.6).
- Institutions conforming to ISO 9000 requirements will not only achieve quality improvement but could achieve ISO 9000 certification. This would raise the level of confidence in the reliability and consistency of the product and service that the institution delivers (cf.7.8).

## 8.4 RECOMMENDATIONS

In the light of the literature and the empirical studies the following recommendations are made:

### **Recommendation 1**

*Studies in educational management should include a component on the management of internal quality assurance.*

### **Motivation**

The efficacy of internal quality assurance practices in teacher training institutions is widely questioned. In the light of general dissatisfaction with the performance of

higher education institutions, it is vital that these institutions increasingly demonstrate their effectiveness and efficiency to all stakeholders. Although the management teams of teacher training institutions are responsible for creating a culture which supports and reflects the strategy for quality and quality assurance, educational managers seem extremely vague regarding the principles, advantages and management of internal quality assurance. The management of quality assurance includes all the activities that determine the quality policy and objectives. It also involves quality planning, quality control and quality improvement within the institution. It is therefore essential that managers be trained in quality concepts and thinking in order to facilitate the process of implementing and managing internal quality assurance.

### **Recommendation 2**

*The Department of Education should, by means of policy, ensure that the management of internal quality assurance becomes part of the daily management functions of the management teams of teacher training institutions.*

### **Motivation**

A key principle underpinning the reconstruction of teacher training is the improvement of quality. According to the Department of Education teacher training institutions would, with the aim of being accountable and improving quality, have to develop and implement a range of quality assurance mechanisms and processes. However, teacher training institutions in general portray misplaced satisfaction with their own products and services. In the light of this scenario, few institutions would be intrinsically motivated towards the effort involved in implementing internal quality assurance systems. It is therefore necessary that the implementation of such systems be ensured through policy.

### **Recommendation 3**

*The process of internal quality assurance in teacher training institutions should start with ISO 9000 conformance and then gradually be upgraded towards TQM.*

### **Motivation**

The implementation of TQM in educational institutions involves tremendous institutional involvement and institutional change. Institutional transformation towards

TQM seems to be extremely difficult in teacher training institutions as most of these institutions have limited management capabilities and limited resources and incentives. Although ISO 9000 cannot be a substitute for TQM, it provides a series of standards for quality management systems and quality assurance. ISO 9000 is relatively economical of resources and could be managed by minimal use of academics whose primary concerns are lecturing and researching. It would be advisable that internal quality assurance in teacher training institutions start with ISO 9000 implementation. Conformance with ISO 9000's elements and requirements would be a solid basis for transformation towards TQM.

#### **Recommendation 4**

*The Department of Education should initiate management development programmes regarding internal quality assurance as a matter of urgency.*

#### **Motivation**

The Education White Paper 3 (SA, 1997:28) proposes quality assurance underpinned by clear criteria and procedures, a formative notion of quality assurance and a mix of institutional self-evaluation and external independent assessment. The demand for quality assurance systems to be implemented has a direct implication for managers of teacher training institutions. It is essential that the Department of Education initiate training programmes through which the management teams of teacher training institutions can be prepared for the implementation of internal quality assurance systems. As the process of successful internal quality assurance requires management commitment, support and guidance, such training should be compulsory for all managers of teacher training institutions.

#### **Recommendation 5**

*Teacher training institutions should create posts for quality assurance managers or facilitators.*

#### **Motivation**

The internal quality assurance efforts of teacher training institutions have not been very successful in the past. This is not due a lack of interest or motivation but rather to inefficient management of the process of internal quality assurance. The management teams of teacher training institutions often decide haphazardly to apply

quality assurance measures as a means for survival during times of external pressure. As soon as there is a decrease in external pressure, management's priority changes and quality assurance receives little or no attention. However, quality assurance is about continuous improvement efforts and integration of day-to-day management practices to support a strategic plan for improvement.

As quality assurance involves a system of co-ordinated activities to establish policy and objectives and to achieve those objectives, it is essential that a quality assurance manager or facilitator be appointed to manage the process of internal quality assurance.

### **Recommendation 6**

*A national quality assurance agency should be established to perform independent external audits of the quality management systems of teacher training institutions.*

### **Motivation**

The Department of Education has to ensure the implementation of internal quality assurance systems in teacher training institutions. In the light of these institutions having a history of inefficient implementation and management practices in this regard, it would be essential to perform independent external audits. The aim of the external audit would be to verify that a quality assurance system has been implemented, that it is effectively managed and that it satisfies all the requirements.

### **Recommendation 7**

*Good internal quality assurance practices should be formalised by way of certification and registration in order to make the institution's reputation formally known to others. A certification body could be located in SAQA.*

### **Motivation**

In the past government was the primary provider of funds for teacher training institutions in South Africa. Presently, there is a decrease in government funding and institutions are compelled to seek other sources of money. At the same time, customers of teacher training institutions increasingly demand quality services and products. Teacher training is thus becoming market-orientated. Once competition enters a market, providers have to find ways to distinguish their services from that of their competitors.

Quality system registration is an independent, accredited, third party certification that the institution's quality system complies with pre-determined standards. Formalising good quality assurance practices through independent certification and registration would raise the level of confidence in the reliability and consistency of the products and services provided by the institution. Such a certification agency could be located within SAQA.

## **8.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

In acknowledgement of possible limitations of the present research, the following recommendations for further research are made:

- Research should be conducted to develop a statistical model that would enable the key elements involved in an internal quality assurance model for the training of student teachers to be measured prior to implementation and at set intervals after implementation. The results would indicate the measure of improvement attained by the implementation of a system for the management of internal quality assurance.
- Research may be undertaken to develop a training programme that will equip the staff members of teacher training institutions with the required knowledge and skills for the implementation of an internal quality assurance system.
- There is a need that research be conducted with the aim of structuring a training programme that would equip the managers of teacher training institutions with the skills needed for the management of an internal quality assurance system.

## **8.6 CONCLUSION**

Teacher training institutions cannot expect to escape the current drive towards higher quality and being more answerable to the customer. Teacher training institutions will need some means of measuring their performance more sensitively than in the past and some means for improving on past performances. Such needs point directly towards some form of internal quality assurance.

This research has outlined the need for quality assurance in the training of student teachers. Although external quality assurance measures might contribute to quality improvement, real and enduring quality improvement resides in an institution's own quality assurance initiatives. In the light of a history of ineffective attempts at internal

quality assurance, it is vital that a system for the management of the process be established and implemented.

Quality teaching is imperative to improve the conditions of learning for all South Africans. Quality teacher training is a prerequisite for quality teaching. Teacher training institutions are likely to reap significant benefits from an appropriate quality management system.

If teacher training is to become an effective instrument in the development of the human skills required for the reconstruction and development of South Africa, it is vital to convince people that "quality" matters.