

CHAPTER 6 : DATA ANALYSIS AND INTERPRETATION

6.1 INTRODUCTION

The target population of the empirical survey was the managers and/or units or departments concerned with quality assurance at teacher training institutions in the Gauteng Province. The purpose of the empirical survey was to determine the understanding of the concept internal quality assurance; the existing internal quality assurance practices in teacher training institutions; and the internal quality assurance needs of the management teams of teacher training institutions in the Gauteng Province. A summary of the data collected is presented and analysed in this chapter.

6.2 DATA ON THE GENERAL INFORMATION

6.2.1 Review of respondents

A total of 66 questionnaires were distributed. Of this number 60 (90,0%) were returned.

6.2.1.1 Gender

Table 6.1 depicts the respondents' gender.

Table 6.1: Data on respondents' gender

Gender	<i>f</i>	%
<i>Male</i>	26	43,3
<i>Female</i>	34	56,7
<i>Total</i>	60	100,0

The majority of respondents (56,7%) were females while males accounted for 43,3% of the total respondents. Females are thus stronger represented on the management teams of teacher training institutions and education departments of universities than their male counterparts.

6.2.1.2 Age of respondents

Table 6.2 depicts data on the age of respondents.

50+	17	28,3
<i>Total</i>	60	99,9

Table 6.2 shows that most respondents (68,3%) fall within the age group 40-49 years. Only 2 of the respondents (3,3%) fall within the combined age group of 30-39 years and 28,3% fall within the 50+ age category.

6.2.1.3 Positions held by respondents

Table 6.3 outlines data on the positions held by respondents

Table 6.3: Current positions of respondents

Current position	<i>F</i>	%
<i>Rector</i>	7	11,6
<i>Vice Rector</i>	15	25,0
<i>Dean</i>	1	1,7
<i>Head of Department</i>	36	60,0
<i>Director</i>	1	1,7
<i>Total</i>	60	100,0

Table 6.3 indicates that most of the respondents (60,0%) are heads of department. Seven of the respondents are rectors (11,6%) and 15 occupy vice rector positions. Only 2 respondents occupy the positions of dean or director.

6.2.1.4 Respondents' experience in present position

Table 6.4 depicts data on the respondents experience in present position.

Table 6.4: Respondents' experience in current positions

Experience in current position	<i>f</i>	%
1-10	28	46,6
11-15	16	26,7
16-20	10	16,7
20+	6	10,0
<i>Total</i>	60	100,0

The highest percentage of respondents (46,6%) had occupied their current positions for between 1 and 10 years. Sixteen of the respondents (26,7%) had occupied their current positions for between 11-15 years while 10 of the respondents (16,7%) had occupied their current positions for between 16 and 20 years. Six of the respondents (10,0%) had more than twenty years experience in their current positions. The data could possibly imply that most managers will occupy their current positions for quite a number of years in future. Training could thus be provided to equip these managers with the required skills for the effective management of internal quality assurance.

6.2.1.5 Type of institution

Table 6.5 outlines data on the type of institution where the respondents are employed.

Table 6.5: Type of institution

Type of institution	<i>f</i>	%
<i>University</i>	14	23,3
<i>College of Education</i>	46	76,7
<i>Total</i>	60	100,0

Table 6.5 shows that most of the respondents (76,7%) were employed at teacher training colleges. Fourteen respondents (23,3%) were employed at universities.

6.2.1.6 Highest academic qualification

Table 6.6 outlines data on the highest academic qualification of the respondents.

Table 6.6: Highest academic qualification

Highest academic qualification	<i>f</i>	%
<i>B-Degree</i>	5	8,3
<i>B Ed/Honours</i>	8	13,3
<i>M-Degree</i>	31	51,7
<i>Ph D</i>	16	26,7
<i>Total</i>	60	100,0

Table 6.6 indicates that most of the respondents (51,7%) had masters degrees. Doctoral degrees were held by 16 of the respondents (26,7%). Eight respondents (13,3%) had either B Ed or honours degrees while 5 of the respondents (8,3%) were in possession of a B degree. It seems that the majority of respondents are well qualified for the positions that they occupy.

6.2.1.7 Highest professional qualification

Table 6.7 depicts data on the highest professional qualification of the respondents.

Table 6.7: Highest professional qualification

Highest professional qualification	<i>f</i>	%
<i>HED</i>	50	83,3
<i>Other</i>	10	16,7
<i>Total</i>	60	100,0

Table 6.7 indicates that the majority of managers of teacher training institutions (83,3%) were in possession of the minimum professional qualification for their posts. It is, however, of concern that 10 of the respondents (16,7%) did not meet the minimum professional requirement for occupying a post at a teacher training institution.

6.2.1.8 Training in quality assurance

Table 6.8 outlines data on the training of respondents in quality assurance.

Table 6.8: Training in quality assurance

Training in quality assurance	<i>f</i>	%
<i>Yes</i>	13	21,7
<i>Null</i>	47	78,3
<i>Total</i>	60	100,0

Table 6.8 shows that only 13 of the respondents attended any form of training regarding quality assurance. Although 78,3% of the respondents were in the possession of masters or doctoral degrees and therefore seem well qualified for

management positions, there is a reason for concern regarding their knowledge and skills in terms of quality assurance. Most of the respondents had occupied their current management positions for between 1 and 10 years and the age of most of the respondents fell within the 40-49 years category. The above data indicates that the respondents will most probably occupy their managerial positions for quite a number of years in future. As the respondents will have the responsibility of implementing internal quality assurance in their institutions, there is a need for vigorous training and development programmes in this regard.

6.3 AN ANALYSIS OF THE RESPONDENTS' UNDERSTANDING OF INTERNAL QUALITY ASSURANCE

6.3.1 Data analysis and interpretation

The literature study (Chapters 3 and 4) revealed various definitions and characteristics of internal quality assurance. A number of these definitions and characteristics were tabulated to include the following:

- demonstrating effectiveness and efficiency to stakeholders;
- continuous improvement;
- fitness for purpose;
- conformance to predetermined standards and requirements;
- maximising customer satisfaction;
- institutional quality assurance mechanisms;
- a system of interrelated processes; and
- evaluation of performance.

Respondents were requested to indicate their own understanding of internal quality assurance on a three point scale (1=Yes; 2=No; 3=Unsure). Table 6.9 depicts data on the understanding of internal quality assurance.

Table 6.9: Data on the understanding of internal quality assurance

Item	ACTIVITY	UNDERSTANDING OF INTERNAL QUALITY ASSURANCE							
		Yes		Unsure		No		No Response	
		f	%	f	%	f	%	f	%
B01	A teacher training institution must demonstrate its effectiveness and efficiency to all stakeholders	60	100.0	0	0.0	0	0.0	0	0.0
B02	Continuous improvement should be the intention of all teacher training institutions	60	100.0	0	0.0	0	0.0	0	0.0
B03	Quality in teacher training can be defined as fitness to purpose.	47	78.3	12	20.0	1	1.7	0	0.0
B04	Quality in teacher training can be defined as conformance to predetermined standards and requirements	25	41.7	27	45.0	8	13.3	0	0.0
B05	Quality in teacher training can be defined as maximising customer satisfaction.	31	51.7	24	40.0	5	8.3	0	0.0
B06	Standards in teacher training must be matched by suitable quality assurance mechanisms	46	76.7	14	23.3	0	0.0	0	0.0
B07	Quality assurance should focus on the identification and improvement of the key processes in an institution.	46	76.7	13	21.7	0	0.0	1	1.7
B08	Quality assurance should focus on the identification and improvement of the key processes in an institution.	44	73.3	11	18.3	4	6.7	1	1.7
B09	Managing a system of interrelated processes for given objectives contributes to the effectiveness and efficiency of an institution.	37	61.7	21	35.0	2	3.3	0	0.0
B10	Performance must be evaluated and compared to intended goals and objectives	60	100.0	0	0.0	0	0.0	0	0.0
	TOTAL	456	76.0	122	20.3	20	3.3	2	0.3

Item B01: A teacher training institution must demonstrate its effectiveness and efficiency to all stakeholders

All the respondents indicated that a teacher training institution has to demonstrate its effectiveness and efficiency to all stakeholders. There is thus a definite perception that quality in teacher training should be related to satisfying customer expectations. The data might imply that all teacher training institutions identify stakeholder needs and expectations and, by means of delivering products or services that meet those identified needs, demonstrate the effectiveness and efficiency of the institution of all stakeholders.

The literature study revealed that teacher training institutions are extensively criticised for not being able to deliver products and services that meet stakeholder needs and expectations (*cf.* 2.2.3.20). The data obtained might be indicative of a situation within which the managers of teacher training institutions understand the importance of demonstrating institutional effectiveness and efficiency to

stakeholders, but do not practically channel enough energy and resources towards the effort. There seems to be a need for institutional managers to translate understanding into deliberate action in this regard.

Item B02: Continuous improvement should be the intention of all teacher training institutions

All the managers of teacher training institutions agreed that continuous improvement should be the intention of teacher training institutions. It is interesting that regardless of the pattern observed here, the literature study (*cf.* 2.2.3.12) revealed that although teacher training institutions engage in improvement efforts, for example, curriculum revision, the changes are generally cosmetic and without any real notion of improvement. The researcher is of the opinion that the managers of teacher training institutions are aware of the value of continuous improvement, but that they are not well informed in terms of stakeholder needs and expectations. Improvement efforts might therefore not be premised on satisfying stakeholder needs and expectations but rather on management's perception of the needs and expectations of stakeholders. As a result of not analysing the external environment of the institution, stakeholder needs and expectations are not considered in the planning of improvement efforts. It is clear that the identification of stakeholder needs and expectations should be a precondition for recognition of successful improvement efforts.

Item: B03: Quality in teacher training can be defined as fitness for purpose

The majority of respondents (78,3%) agreed that quality in teacher training can be defined as fitness for purpose. Twelve respondents (20,0%) were unsure and one respondent (1,7%) disagreed with this definition of quality. The data thus indicates differences in the perception of the concept "quality" in the training of student teachers. The researcher is convinced that attempts to deliver products or services of quality in an institution where quality is a contested concept, would be a futile exercise. It is vital that the managers of teacher training institutions clarify the concept "quality" before they embark on the implementation of any form of internal quality assurance.

Item B04: Quality in teacher training can be defined as conformance to predetermined standards and requirements

The definition of quality as conformance to predetermined standards and requirements was supported by 41,7% of the respondents. Eight of the respondents (13,3%) disagreed with this definition of quality while 45,0% were unsure. The differences that are indicated by the data is a matter of concern. The quality of a product or service has to be evaluated against the standards or requirements that have been specified for such products or services. Furthermore, the setting of standards and requirements should involve stakeholder participation. There is thus a discrepancy in terms of the overwhelming agreement on the fact that an institution should demonstrate effectiveness and efficiency to all stakeholders (Item B01) and the fact that conformance to predetermined standards and requirements was supported by a mere 41,7% of the respondents. The researcher is of the opinion that an institution would not be able to demonstrate its effectiveness and efficiency to stakeholders if they were not involved in the process of setting standards and requirements for the product or service that would be delivered to them. The responses to item B01 might therefore be misleading.

Item B05: Quality in teacher training can be defined as maximising customer satisfaction

The frequency counts indicate that 51,7% of the respondents agreed that quality can be defined as maximising customer satisfaction. However, the fact that 40,0% of the respondents were unsure and 8,3% did not agree with this definition of quality, reveals discrepancies in terms of the manner in which "quality" is understood. This might be one of the primary factors contributing to extensive criticism regarding the quality of the products and services produced by teacher training institutions. The researcher wants to advocate that teacher training institutions often produce products and services without identifying customer needs and expectations through an objective external environmental analysis. There is a general misplaced satisfaction among academics with the products and services of their institutions. As the external environment determines the right of existence of a teacher training institution, it is vital that these institutions are well informed in terms of the needs of their customers and that they create mechanisms through which these needs can be satisfied.

The responses to items B03, B04 and B05 support literature assertions (*cf.* 3.3.1) that quality is a contested concept. In order to assure quality in the training of student teachers it is essential that the management teams of teacher training institutions come to a common understanding of the concept "quality". Without knowing what "quality" in the training of student teachers constitutes, there can be no institutional commitment and joint effort towards achieving quality products and services.

Item B06: Standards in teacher training must be matched by suitable quality assurance mechanisms

Most respondents (76,7%) indicated that standards in teacher training should be matched by suitable quality assurance mechanisms. The data implies an awareness of the fact that teacher training institutions should determine standards for the products or services that they produce and that they should establish mechanisms through which achievement of results can be evaluated in the light of stated standards. However, the fact that only 41,7% of the respondents agreed that quality is conformance to predetermined standards and requirements is not supportive of the responses to this item (*cf.* B04).

Fourteen of the respondents (23,3%) were unsure as to the need of matching standards to suitable quality assurance mechanisms. There seems to be little agreement between the managers of teacher training institution regarding the relation between standards and suitable quality assurance mechanisms. The researcher's experience is that although teacher training institutions determine standards for the training of student teachers, these standards are not matched by suitable quality assurance mechanisms. In such a situation there is no substantial evidence to prove that standards have been met.

Item B07: Quality assurance should focus on the identification and improvement of the key processes in an institution

The majority of the respondents (76,7%) indicated that quality assurance should focus on the identification and improvement of the key processes in an institution in order to constitute a product or service of quality. It is, however, of concern that 21,7% of the respondents were unsure in terms of this item. If there is no consensus regarding the key processes in the training of student teachers, it is indicative of a situation within which such processes have not been clearly identified. The

managers of such institutions would therefore focus on different processes and there would be no unified effort towards achieving quality. The data indicates an urgent need for key processes to be identified if quality in the training of student teachers is to be improved.

Item B08: Quality assurance should reside in an institution's own quality assurance mechanisms and procedures

Frequency counts indicate that 73,3% of the respondents were of the opinion that quality assurance should reside in an institution's own quality assurance mechanisms and procedures. The data implies that the managers of teacher training institutions support literature assertions (*cf.* 3.1) that external quality assurance measures are not capable of evaluating or improving the processes involved in the training of student teachers.

It is notable that 18,3% of the respondents were not sure if internal quality assurance should reside in an institution's own quality assurance mechanisms and procedures and that 6,7 % did not agree. This might be attributable to a lack of understanding of internal quality assurance. However, the researcher believes that it is rather due to the fact that internal quality assurance is not general practice in most teacher training institutions. There is a need that all managers of teacher training institutions be educated regarding the necessity and value of internal quality assurance processes and mechanisms.

Item B09: Managing a system of interrelated processes for given objectives contributes to the effectiveness and efficiency of an institution

The responses to this item reveal that 61,7% of respondents agreed that managing a system of interrelated processes for given objectives will contribute to the effectiveness and efficiency of an institution. Although the 3,3% respondents that disagreed is of small practical significance, 35,0% of the respondents were not sure. The fact 38,3% of the respondents were either unsure or disagree, could possibly indicate that no system of interrelated processes for achieving objectives has been established in these institutions. If objectives are not clearly defined, the mission statement of an institution becomes suspect. If objectives are identified but a system of interrelated processes for achieving those objectives is not implemented, such objectives cannot be met. Without a system of interrelated processes for achieving

given objectives, an institution has no means of continuously monitoring, evaluating and correcting performance in the light of intended objectives. Quality can thus not be achieved.

Item B10: Performance must be evaluated and compared to intended goals and objectives

All the respondents indicated that performance should be evaluated and compared to intended goals and objectives. However, the responses propounded in item B09 indicate that a substantial number of respondents were unsure about the importance of managing a system of interrelated processes for given objectives. The data could possibly indicate that the activity of evaluating and comparing performance to intended goals and objectives, is not embedded in a formal system of interrelated processes. It is essential that the managers of teacher training institutions compare performance to intended goals and objectives, but then on a continuous basis as one of the activities in a system of interrelated quality assurance processes.

In conclusion the overall responses regarding internal quality assurance will be discussed.

6.3.2 The overall responses regarding the understanding of internal quality assurance-

Table 6.9 reveals that the majority of respondents (76,0%) understood internal quality assurance. However, the concept quality seemed to be a contested concept; there was no agreement regarding the relation between standards and quality assurance mechanisms; there was no consensus regarding the key processes involved in teacher training and there was little evidence of understanding a system of interrelated processes for given objectives. The fact that the data indicates that most managers of teacher training institutions understood the concept of internal quality assurance is not necessarily attributable to institutional quality assurance experiences. There is a possibility that the understanding of internal quality assurance could be attributable to widespread literature and government publications in this regard.

It is a matter of concern that 20,3% of the respondents indicated uncertainty in terms of the meaning of internal quality assurance and that 0,3% indicated that they did not understand the concept at all. As these respondents were all managers of teacher

training institutions, the data supports the researcher's argument that the high percentage of managers who seemed to understand internal quality assurance, most probably did not base their understanding of internal quality assurance on institutional experience. It is thus necessary that the existing internal quality assurance practices in teacher training institutions be investigated in the next section.

6.4 AN ANALYSIS OF EXISTING INTERNAL QUALITY ASSURANCE PRACTICES

6.4.1 Data analysis and interpretation

A number of essential elements in the management of internal quality assurance have been identified in the literature study (Chapters 3 and 4). This section intended to determine the existing internal quality assurance practices in teacher training institutions in the Gauteng Province. Elements in the management of internal quality assurance were tabulated to include, e.g., the following:

- whether the institution knows what customers expect from the products that are delivered;
- whether the institution has a clear quality policy;
- whether staff members are trained for the tasks that they have to perform; and
- whether the institution have regular management reviews to assess the effectiveness of its quality assurance system.

Respondents were requested to indicate their existing internal quality assurance practices on a three point scale (1=Yes; 2=No; 3=Unsure). Table 6.10 presents data on existing internal quality assurance practices.

Table 6.10: Data on existing internal quality assurance practices

Item	ACTIVITY	UNDERSTANDING OF INTERNAL QUALITY ASSURANCE							
		Yes		Unsure		No		No Response	
		f	%	f	%	f	%	f	%
C01	Does your institution know what customers expect from the products that your institution deliver?	36	60.0	18	30.0	6	10.0	0	0.0
C02	Does your institution draw detailed specifications based on customer needs?	20	33.3	21	35.0	19	31.7	0	0.0

C04	Does your institution believe in conformance with national requirements in terms of teacher training?	58	96.7	1	1.7	1	1.7	0	0.0
C05	Does your institution have a clear quality policy?	19	31.7	10	16.7	30	50.0	1	1.7
C06	Does your institution have written procedures covering all the main areas of service in the training of student teachers?	18	30.0	12	20.0	30	50.0	0	0.0
C07	Does your institution keep detailed records of the teacher training process?	45	75.0	9	15.0	6	10.0	0	0.0
C08	Does your institution have a system through which performance is continuously evaluated and compared to intended goals and objectives?	29	48.3	21	35.0	10	16.7	0	0.0
C09	Are deviations from specifications traced and rectified?	24	40.0	27	45.0	8	13.3	1	1.7
C10	Does corrective action in your institution primarily apply to the quality of the product?	14	23.3	33	55.0	13	21.7	0	0.0
C11	Are all your staff members trained for the specific tasks that they are performing?	15	25.0	9	15.0	36	60.0	0	0.0
C12	Does your institution have regular meetings regarding the quality of teacher training delivered?	21	35.0	12	20.0	26	43.3	1	1.7
C13	Does your institution do regular quality audits for internal benchmarking?	11	18.3	19	31.7	30	50.0	0	0.0
C14	Does your institution have a set of procedures for obtaining information in terms of assurance and objective evidence to management that an adequate level of quality is being achieved?	19	31.7	24	40.0	17	28.3	0	0.0
C15	Does your institution have regular management reviews to assess the effectiveness of your quality assurance system?	15	25.0	24	40.0	20	33.3	1	1.7
	TOTAL	369	41.0	255	28.3	271	30.1	5	0.6

Item C01: Does your institution know what customers expect from the products that your institution deliver?

The majority of respondents (60,0%) indicated that their institutions know what customers expect from the products that their institutions deliver. Six respondents (10,0%) revealed that their institutions do not know what customers expect and 18 (30,0%) were unsure in terms of customer expectations. The data indicates that there was no common understanding of customer requirements among the managers of most teacher training institutions. This may be indicative of a situation within which teacher training institutions do not identify their customers and do not determine what constitutes quality in the eyes of those customers. The result is that these institutions do not deliver products and services that satisfy customer expectations and that they are therefore being criticized for not delivering products and services of acceptable quality.

The fact that only 60,0% of the respondents were of the opinion that they know what

customers expect might also be indicative of a situation within which there is a lack of clear communication. Identified customer expectations are not discussed with the aim of determining ways to meet those requirements.

The pattern that is observed here implies that there is little recognition of the fact that customers have a contractual relationship with an institution. The management teams of teacher training institutions have to be made aware that educational institutions constitute a key part of the service economy of the country and should thus be dealt with as such.

Item C02: Does your institution draw detailed specifications based on customer needs?

It is interesting to find that although 60,0% of the respondents are sure that their institutions know what customers expect from them (cf. C01), a mere 33,3% of these respondents indicate that their institutions draw detailed specifications based on customer needs. Nineteen of the respondents (31,7%) do not know whether detailed specifications are drawn and 21 (35,0%) are unsure. The data supports the researchers opinion that managers of teacher training institutions *think* that they know what customers expect from their institutions but that they have no objective evidence to proof it. The data implies that curricula and programmes are structured and delivered without any clear sense of whether it satisfies customer needs. In such a situation, criticism of the products and services of teacher training institutions would be valid.

The concept of customer satisfaction implies accountability. Accountability implies demonstrating quality returns on quality investments through the provision of products and services that satisfy customer demands and meet customer expectations. The data indicates that there is an urgent need that teacher training institutions draw detailed specifications based on customer needs.

Item C03: Does your institution have a system through which customers are ensured that your institution has the capabilities to provide quality products and services?

The fact that only 41,7% of the respondents indicate that their institutions have a system through which customers are ensured that the institution has the capability to provide quality products and services, strengthens the researchers believe that

teacher training institutions do not draw detailed specifications based on customer needs and do therefore not know what customers expect from them. The 19 respondents (31,7%) who indicate that their institutions do not have such systems and the 25,0% respondents who are unsure, reveal that teacher training institutions do not involve stakeholders in the process of setting goals and objectives for the training of student teachers. However, those affected by the activities of an institution have the right to demand that it be carried out effectively and efficiently. Issues in teacher training are linked to accountability and the managers of these institutions should establish a system for ensuring customers that quality products and services are delivered.

Item C04: Does your institution believe in conformance with national requirements in terms of teacher training?

The majority of respondents (96,7%) believe in conformance with national requirements for teacher training. In contrast, responses propounded earlier indicate that of these managers only 73,3% agree that internal quality assurance measures are important (cf. B08). The pattern observed here implies that the managers of teacher training institutions will rather subside to external quality assurance measures than to implement a system of internal quality assurance. However, true quality can not be achieved if such measures do not reside within the institution itself. It could also be true that managers do realise the need for internal quality assurance measures, but do not have the knowledge or the skills needed for implementing such a system.

Item C05: Does your institution have a clear quality policy?

It is alarming to find that only 31,7% of the respondents indicate that their institutions have clear quality policies. Thirty of the respondents (50,0%) indicate that their institutions have no quality policies while 16,7% are unsure regarding this item. As the quality policy of an institution is the basic document stating the intent towards delivering products and services of quality as well as the means to achieve it, it seems that the majority of managers of teacher training institutions have never stated their commitment to quality activities at policy level. There is thus no substantial evidence of these institutions' commitment to quality.

Managerial ignorance of the requirements of internal quality assurance systems

training institutions have never stated their commitment to quality activities at policy level. There is thus no substantial evidence of these institutions' commitment to quality.

Managerial ignorance of the requirements of internal quality assurance systems could also be the reason for institutions not having quality policies. It is thus essential that managers of teacher training institutions be educated regarding the requirements for internal quality assurance systems.

Item C06: Does your institution have written procedures covering all the main areas of service in the training of student teachers?

The data reveals that a relatively small percentage of respondents (30,0%) indicated that their institutions have written procedures for all the main areas of service involved in the training of student teachers. Thirty respondents (50,0%) indicated that their institutions do not have such written procedures and 20,0% of the respondents were unsure. The data supports literature assertions (*cf.* 3.2) that written procedures are not regarded as very important and might be the primary cause of uncertainty and confusion in terms of which tasks need to be done, who is responsible for doing those tasks and how those tasks should be performed. The researcher is of the opinion that this might also be the reason for confusion in the case where tasks are handed over from one staff member to another. Where no written work instructions are available it would be impossible to monitor the performance of activities, to evaluate the success of such activities and to take corrective action when needed. The quality of the training of student teachers would certainly be improved if institutions were to implement written work instructions for all the main areas of service.

Item C07: Does your institution keep detailed records of the teacher training process?

The majority of respondents (75,0%) indicated that detailed records of the teacher training process are kept. Only six of the respondents (10,0%) indicated that no records are kept while 15,0% of the respondents were unsure in terms of such records. The data reveals that most teacher training institutions value detailed records of the teacher training process. It is, however, a matter of concern that 10,0% of the respondents had no knowledge of such records. This might be an

Item C08: Does your institution have a system through which performance is continuously evaluated and compared to intended goals and objectives?

Less than half of the respondents (48,3%) indicated that their institutions have systems through which performance is continuously evaluated and compared to intended goals and objectives. The fact that 35,0% of the respondents were unsure in this regard and 16,7% of the respondents indicated that their institutions have no systems for continuously evaluating and comparing performance to intended goals and objectives, raises concern in this regard. If performance is not continuously evaluated and compared to intended goals and objectives there would be no means of tracing problems back to their root causes. There would be no indication of shortcomings in the process of the training of student teachers and the reasons for not achieving intended goals and objectives would not be clear. In an institution where the same mistakes are made on a continuous basis, quality products and services can not be delivered. It is therefore necessary that the managers of teacher training institutions implement a system through which performance can be continuously evaluated and compared to intended goals and objectives in order to identify deviations from specifications with the aim of corrective action.

Item C09: Are deviations from specifications traced and rectified?

The data reveals that that most teacher training institutions do not have systems through which deviations from specifications can be traced and rectified in time. Only 24 (40,0%) respondents indicated that their institutions trace and rectify deviations from specifications. The majority of respondents (45,0%) were unsure if their institutions have such systems in place and 21,7% indicated that their institutions do not trace and rectify deviations from specifications. The researcher is of the opinion that the managers of teacher training institutions have a misplaced satisfaction with their institutional processes, products and services. The fact that a student does not achieve the objectives set for a course, is in most cases made out to be the result of not enough input from the specific student. The fact that there might be something amiss in the teaching-learning process or the course structure, is seldomly recognised. Without a system through which deviations from performance can be traced, the root causes of these deviations can be identified and the resulting corrective action can be taken, quality products and services cannot be delivered. The data indicates that there is a need that managers of teacher training institutions

not enough input from the specific student. The fact that there might be something amiss in the teaching-learning process or the course structure, is seldomly recognised. Without a system through which deviations from performance can be traced, the root causes of these deviations can be identified and the resulting corrective action can be taken, quality products and services cannot be delivered. The data indicates that there is a need that managers of teacher training institutions establish systems through which deviations from specifications can be continuously traced and rectified.

Item C10: Does corrective action in your institution primarily apply to the quality of the product?

A significantly low percentage of respondents (23,3%) indicated that they are sure that corrective action in their institutions primarily apply to the quality of the product. The majority of respondents (55,0%) were unsure in this regard and 21,7% of the respondents indicated that corrective action in their institutions does not apply to the quality of the product. The responses to this item support the researcher's interpretation that the managers of teacher training institutions are either not implementing systems that indicate areas where corrective action should apply or that they do implement such systems with very low success rates. The managers of teacher training institutions need guidance in the implementation of a system through which deviations from performance can be traced and rectified by means of corrective action.

Item C11: Are all your staff members trained for the specific tasks that they are performing?

The data reveals that the staff members of teacher training institutions are not sufficiently trained for the specific tasks that they are performing. Thirty six of the respondents (60,0%) indicated that staff members are not trained for the tasks that they are performing while 15,0% of the respondents were unsure. A mere 25,0% of respondents were convinced that the staff members of their institutions are trained for their tasks.

A basic requirement of internal quality assurance is that all staff members should be trained and skilled for the tasks that they have to perform. As the lecturing corps of a teacher training institution have primary responsibility for achieving quality in the

training of student teachers, quality cannot be achieved if they are not appropriately qualified and trained. There is thus an urgent need that the managers of teacher training institutions identify the training needs of lecturers and that a programme be implemented through which these lecturers can be developed in the areas specified.

Item C12: Does your institution have regular meetings regarding the quality of teacher training delivered?

The fact that the majority of respondents (43,3%) indicated that no regular meetings regarding the quality of the teacher training delivered are held and 20,0% of the respondents were not sure about it, is an indication that quality in teacher training institutions are not effectively managed. Only 35,0% of the respondents indicated that regular meetings in this regard are held.

In any institutions where internal quality assurance is effectively managed, regular meetings regarding the quality of the product or service is a basic requirement. In the absence of such meetings there is no communication in terms of the continuous achievement of intended objectives; the needs of the institution's customers; deviations from specifications; or the need for corrective action to be taken. Quality products and services should be the intention of all staff members of an institution. However, commitment to quality requires relevant information and feedback. If no regular meetings are held, staff members will not remain committed to the process of internal quality assurance. The commitment of the management team of the institution will also be suspect.

Item C13: Does your institution do regular quality audits for internal benchmarking?

Frequency counts indicate that regular quality audits are not performed in most teacher training institutions. The data reveals that 50,0% of the respondents indicated that there are no regular quality audits done in their institutions and 31,7% of the respondents were unsure if quality audits are performed. Only 18,3% of the respondents indicated that their institutions perform quality audits for internal benchmarking. Internal quality auditing is a mechanism for measuring progress and a source for future improvement to the overall quality system. If internal quality audits are not performed the managers of teacher training institutions can neither claim that all the activities involved in the training of student teachers are evaluated nor that

managers of teacher training institutions.

Item C14: Does your institution have a set of procedures for obtaining information in terms of assurance and objective evidence to management that an adequate level of quality is being achieved?

The majority of respondents (40,0%) were unsure in terms of this item. Only 31,7% of the respondents indicated that their institutions have procedures for obtaining information and objective evidence in terms of quality achievement and 17 respondents (28,0%) indicated that there are no such procedures in their institutions. The data is supportive of the statement that teacher training institutions do not perform internal quality audits on a regular basis. Without a set of procedures through which information can be obtained and objective evidence can be provided regarding the level of quality being achieved, statements about the quality of the processes in an institution are not data-based and can thus not be regarded as objective. Institutional managers claiming that their institutions provide quality teaching and learning processes and quality products and services, should be able to provide objective evidence of the quality of its processes, products and services. This can only be done if procedures are established for obtaining objective, data-based information of the level of quality being achieved throughout the process involved in the training of student teachers.

Item C15: Does your institution have regular management reviews to assess the effectiveness of your quality assurance system?

The frequency counts indicate that 40,0% of the respondents were not sure if regular management reviews are performed in their institutions. Twenty (33,3%) of the respondents indicated that no management reviews are done at their institutions while a mere 25,0% of the respondents indicated that management reviews are regularly performed to assess the effectiveness of the quality assurance system. The data supports literature assertions (*cf.* 6.6.7.8) that internal quality assurance processes in teacher training institutions are not effectively managed. In order to ensure the continuing suitability, adequacy, efficiency and effectiveness of an internal quality assurance system, periodic management reviews are essential. It is through management reviews that the overall status of the internal quality assurance process can be monitored and evaluated. The information obtained through

management reviews provides the basis for decisions regarding the success of the quality assurance system. Through management reviews the managers of teacher training institutions could remain committed and involved in the improvement effort.

The fact that few respondents indicated that management reviews are done at their institutions, supports the researcher's experience that the process of internal quality assurance is not effectively managed. Quality assurance initiatives are generally implemented in a haphazard manner during times of external pressure. However, the responsibility for the implementation of these initiatives is shifted to the lecturing staff. In a situation where there is no continual involvement and support from the management team of the institution, internal quality assurance initiatives are extremely unsuccessful and are therefore abandoned until external pressure rises again. The data indicates that there is an urgent need for a system to be implemented through which the process of internal quality assurance can be managed.

In conclusion the overall responses regarding existing internal quality assurance practices will be discussed.

6.4.2 The overall responses regarding existing internal quality assurance practices in teacher training institutions

The data reveals that a relatively small percentage of the respondents (41,0%) indicated that some form of internal quality assurance is practiced in their institutions. It is, however, noteworthy that the frequency counts further indicate that these processes are not effectively managed (cf. C08; C12; C13; C14 and C15).

Table 6.10 shows that 271 responses indicated that there are no internal quality assurance mechanisms in place in teacher training institutions. The data also reveals that 28,3% of the respondents were unsure regarding internal quality assurance practices in their institutions.

The researcher is of the opinion that although some teacher training institutions have implemented internal quality assurance measures in the past, these attempts were made on a periodic basis and were not effectively managed. It is, however, not enough to determine procedures for quality improvement without ensuring that these processes deliver the desired results.

In comparing the overall responses regarding the understanding of internal quality assurance (Table 6.9) to the overall responses regarding existing internal quality assurance practices (Table 6.10), it becomes clear that although the managers of teacher training institutions indicated an understanding of the concept of internal quality assurance, there was no substantial evidence of internal quality assurance systems being implemented and effectively managed in these institutions. The researcher is of the opinion that most of the managers of teacher training institutions have a clear sense of the urgency of internal quality assurance systems to be implemented, but do not have the required skills to do so. It is thus necessary to determine the needs of institutional managers regarding internal quality assurance in their institutions.

The next section presents an analysis and interpretation of the needs regarding internal quality assurance.

6.5 AN ANALYSIS OF NEEDS REGARDING INTERNAL QUALITY ASSURANCE

6.5.1 Data analysis and interpretation

Various needs regarding the management of internal quality assurance in the training of student teachers in teaching training institutions were identified in the literature study (Chapters 2, 3 and 4). This section of the questionnaire intended to identify the internal quality assurance needs of the management teams of teacher training institutions in the Gauteng Province. A number of essential elements of internal quality assurance management were structured to include the following:

- a system for ensuring customers that the institution has the capabilities to provide quality products and services;
- a quality policy;
- written procedures for the main areas of service;
- a system for tracing deviations from performance;
- management reviews;
- quality audits; and
- training.

Respondents had to prioritise these needs from high to low, as it is applicable to their institutions. They were requested to indicate their priorities on a three point scale (1=High; 2=Medium; 3=Low). Table 6.11 presents data on the needs regarding internal quality assurance.

Table 6.11: Data on the needs regarding internal quality assurance

Item	ACTIVITY	UNDERSTANDING OF INTERNAL QUALITY ASSURANCE							
		High		Medium		Low		No Response	
		f	%	f	%	f	%	f	%
D01	A system through which customers can be ensured that your institution have the capabilities to provide quality and services	42	70.0	13	21.7	3	5.0	2	3.3
D02	A quality policy	42	70.0	12	20.0	6	10.0	0	0.0
D03	Written procedures for the main area service in the training of student teachers.	31	51.7	24	40.0	4	6.7	1	1.7
D04	Detailed records of the teacher training process.	46	76.7	12	20.0	2	3.3	0	0.0
D05	A system through which deviations from specifications can be traced and rectified.	37	61.7	14	23.3	9	15.0	0	0.0
D06	A set of procedures for obtaining information in terms of assurance that an adequate level of quality is being achieved.	32	53.3	24	40.0	4	6.7	0	0.0
D07	Regular management reviews to assess the effectiveness of the quality assurance system.	44	73.3	9	15.0	6	10.0	1	1.7
D08	An effective quality management system.	40	66.7	14	23.3	6	10.0	1	1.7
D09	Training of staff for the implementation of an internal quality assurance system.	36	60.0	17	28.3	7	11.7	0	0.0
D10	Training for the management of an in quality assurance system.	28	46.7	24	40.0	7	11.7	1	1.7
	TOTAL	378	62.9	163	27.1	54	9.0	6	1.0

Item D01: A system through which customers can be ensured that your institution have the capabilities to provide quality products and services

The frequency counts reveal that the majority of respondents (70,0%) regarded the need for a system through which customers can be ensured that their institutions have the capabilities to provide quality products and services as being of high priority. Only 21,7% of the respondents regarded this as a medium priority and 5,0% perceived the need for such a system as of low priority.

The fact that the majority of the respondents regarded the need for a system through which customers can be ensured that their institutions have the capabilities to provide quality products and services as being of high priority, could possibly be attributed to the fact that much has recently been written regarding the poor quality of the products of teacher training institutions. A number of these institutions were

recently closed by the Department of Education. Currently, there is also a decline in the interest of prospective students to choose teaching as a career and the enrollments of teacher training institutions are decreasing tremendously. As the future survival of these institutions is dependent on student enrollments, teacher training institutions have entered the competitive marketplace and have to demonstrate to customers that they are capable of delivering quality products and services.

The image and right of existence of teacher training institutions are no longer protected by the Department of Education. In order to survive, these institutions will increasingly have to demonstrate effectiveness and efficiency to all stakeholders. This necessitates that a system be established through which customers can be ensured that these institutions have the capabilities to provide quality products and services.

Item D02: A quality policy

The majority of respondents (70,0%) perceived the need for a quality policy as being of high priority and 20,0% of the respondents regarded a quality policy as being of medium priority. Only 10,0% regarded it as being of low priority. A quality policy is a statement of management's commitment to improve quality. The objective of a quality policy is to come to terms with the notion of quality assurance and to accept it as a process essential in the improvement of quality.

The researcher is of the opinion that most teacher training institutions have written statements of their intention to deliver quality products and services. However, these statements are usually embedded in the mission statements of these institutions and not in a quality policy as such. The researcher's experience is that written statements of quality are developed by the managers of teacher training institutions but are not effectively communicated to the staff members of these institutions. Quality statements are developed and shelved.

The managers of teacher training institutions are responsible for structuring a clearly articulated and written quality policy statement and for communicating it to all staff members. The data indicates that the managers of teacher training institutions need guidance as to the format, content and development of a quality policy.

Item D03: Written procedures for the main areas of service in the training of student teachers

The frequency counts reveal that 51,7% of the respondents regarded written procedures for the main areas of service as being of high priority and that 20,0% of the respondents regarded it as being of medium priority. Only 6,7% of the respondents indicated that it should receive low priority. The data might indicate that few institutions have written procedures describing how policy objectives, as stated in the quality manual, have to be met in practice and how the institutional processes are to be controlled.

The researcher has experienced numerous situations where confusion and low productivity were the results of uncertainty regarding the procedures for meeting quality objectives. Procedures which are supported by work instructions that indicate how specific activities are to be performed, create a situation where people know what to do, know how to do it and know who is responsible for performing tasks.

It will be very difficult to manage the process for achieving quality products and services in an institution where there are no written procedures for the main areas of service. There is a need that procedures indicating the manner in which quality should be achieved, be developed and adhered to.

Item D04: Detailed records of the teacher training process

Frequency counts reveal that 76,7% of the respondents regarded detailed records of the teacher training process as being of high priority and 20,0% perceived it as being of medium priority. Only 3,3% of the respondents indicated that there is no real need for such records. Although the data reveals a definite need for detailed records, the indication of some of the respondents that there is no need for detailed records to be kept is of concern. If an institution does not keep detailed records of the teacher training process, it has no objective evidence of the quality of its processes. Monitoring and evaluation of progress as well as the application of any form of corrective action will not be possible. There is thus a need for detailed records of the teacher training process.

Item D05: A system through which deviations from specifications can be traced and rectified

The data reveals that the majority of the respondents (61,7%) regarded such a

system as being of high priority and 23,3% regarded it as being of medium priority. Only 15,0% of the respondents did not indicate it as a need. The fact that many student teachers are not successful in achieving the objectives stated for the courses that they are enrolled for, might be the result of institutional managers not regarding a system through which deviations from specifications can be traced as a high priority. A system for investigating the root causes of deviations from specifications and for taking corrective action that will prevent future occurrences of such deviations, need to be established and maintained.

Such a system should identify discrepancies in the teaching learning process, in course development and students' achievement of stated objectives.

Item D06: A set of procedures for obtaining information in terms of assurance and objective evidence that an adequate level of quality is being achieved

Frequency counts indicate that 53,3% of the respondents regarded procedures for obtaining information in terms of assurance and objective evidence that an adequate level of quality is being achieved as being of high priority and 40,0% of the respondents indicated that procedures for obtaining information should receive medium priority. Only 10,0% regarded this as being of low priority.

The researcher's has observed the tendency that managers of teacher training institutions are content with verbal statements regarding the level of quality being achieved in the training of student teachers. Objective evidence of quality levels is mainly requested during times of external pressure, however, in most cases, to no avail as there are no procedures in place through which such information can be objectively obtained.

In order to be in a position to manage internal quality assurance effectively, managers need to be informed of the quality levels being achieved on a continuous basis. This can only be done by means of written procedures and not by assuming that verbal statements regarding quality are valid and reliable. There is thus is need for a set of procedures to be developed and implemented if the managers of teacher training institutions wish to obtain objective evidence that an adequate level of quality is being achieved.

Item D07: Regular management reviews to assess the effectiveness of the quality assurance system

The data indicates that the majority of the respondents (73,3%) perceived the need for regular management reviews as being of high priority. The researcher believes that these responses might be indicative of a situation within which managers of teacher training institutions realise the need for regular management reviews, but do not have the skills to develop and implement such processes. However, before any management reviews can be done, an internal quality assurance system needs to be implemented. Management reviews would then focus on daily operational processes, results of internal audits, results of improvement activities, customer feedback and changing circumstances. If there is no internal quality assurance system implemented, there would be very little to review. This might be the reason for 15,0% of the respondents who gave medium priority to regular management reviews and 11,7% of the respondents who assigned low priority to such reviews. The data reveals a need for implementing an internal quality assurance system and for establishing a system through which management can review the effectiveness of the quality assurance system on a continuous basis.

Item D08: An effective quality management system

The responses to this item are quite equal to the responses to item B07. The fact that 66,7% of the respondents indicated that an effective quality management system is of high priority supports the researcher's previous interpretations that internal quality assurance processes are presently not effectively managed. No matter how intense the effort towards quality improvement in the training of student teachers might be, if the process is not managed these are no chances of achieving success.

The frequency counts reveal that 23,3% of the respondents regarded an effective quality management system as of medium priority and 10,0% regarded it as of low priority. This might be another indication that teacher training institutions do not have internal quality assurance systems in place. It could, however, also indicate that the responsibility for the success of the quality assurance system, is not regarded as a management responsibility. There is an urgent need that an effective quality management system be implemented in teacher training institutions.

Item D09: Training of staff for the implementation of an internal quality assurance system

In order to implement an internal quality assurance system effectively, it is essential that the skills needed for the implementation be identified and that appropriate training programmes be established. It is thus interesting to note that 28,3% of the respondents regarded staff training as of medium priority and that 11,7% regarded it as of no importance. If the staff of teacher training institutions are not trained to heighten their quality awareness and to develop positive attitudes towards improving quality, their input would be neither effective nor efficient. The success of the quality assurance system depends on the activities performed by staff members. It is essential that management provides training to equip the staff of their institutions with the necessary skills to perform assigned tasks and responsibilities.

The majority of respondents (60,0%) perceived the need for staff training as being of high priority. The data indicates a need for a system to be developed through which a formal identification of required skills can be done and through which the required training programmes can be planned and conducted.

Item D10: Training for the management of an internal quality assurance system

The data reveals that 40,0% of the respondents perceived the need for management training as of medium priority and that 11,0% of the respondents regarded this need as being of low priority.

The researcher interprets these responses as an indication of mediocre interest in managing an internal quality assurance system or as another example of misplaced satisfaction with the management capabilities and skills of the respondents. The fact that the quality of the products and services of teacher training institutions are extensively and increasingly being criticized, might be attributable to the fact that managers are not appropriately trained to manage the process of internal quality assurance. The management of quality assurance requires specific skills and successful implementation of an internal quality assurance system will be dependent on managers who understand the process and who are skilled to manage such a system. Through appropriate training programmes, managers of teacher training institutions should be equipped with the necessary skills to manage a system of internal quality assurance effectively and efficiently.

In conclusion the overall responses on needs regarding internal quality assurance will be discussed.

6.5.2 Responses on needs regarding internal quality assurance

The data reveals that the majority of respondents (62,9%) indicated that there is an urgent need for an internal quality assurance system to be implemented in teacher training institutions. The data supports the researcher's interpretation that institutional managers have some understanding of internal quality assurance, but that quality assurance measures and mechanisms are not systematically implemented and managed in a quality improvement process. The data indicates a definite need for guidance in the implementation and management of an internal quality assurance system.

The observation that 27,1% of the respondents prioritised needs regarding internal quality assurance as medium and the fact that 11,7% of the respondents indicated that the needs regarding internal quality assurance should receive low priority, is understandable in the light of the number of respondents (20,3%) who indicated that they are unsure about the meaning of internal quality assurance and the 3,3% who indicated that they have no understanding of this concept (*cf.* Table 6.9). If the managers of teacher training institutions do not understand the concept of internal quality assurance and as a result are not aware of the elements involved in the management of an internal quality assurance system, it is unlikely that they would be able to prioritise needs regarding such systems. The data thus implies that there is a need that managers of teacher training institutions be educated and skilled regarding the meaning, the implementation and the management of internal quality assurance systems.

6.6 THE REALATIONSHIP BETWEEN THE UNDERSTANDING OF INTERNAL QUALITY ASSURANCE, THE EXISTING INTERNAL QUALITY ASSURANCE PRACTICES AND THE INTERNAL QUALITY ASSURANCE NEEDS OF TEACHER TRAINING INSTITUTIONS

The relationship between the responses to the different sections of the questionnaire will be discussed according to the following aspects:

- overall responses;

- customer needs and expectations;
- key processes;
- internal quality assurance;
- evaluations and corrective action;
- quality policy;
- training; and
- management of internal quality assurance.

6.6.1 Data on the overall responses

Table 6.9 indicates that 76,0% of the managers of teacher training institutions had a general understanding of the key elements involved in the process of internal quality assurance. In contrast, Table 6.11 reveals that only 41,0% of these managers indicated that internal quality assurance practices exist in their institutions. It is of significance that the majority of the respondents (62,9%) regarded the need for internal quality assurance in the training of student teachers as of high priority. The data thus indicates a reasonable understanding of internal quality assurance as well as a need to implement it in teacher training. However, no significant evidence of existing internal quality assurance practices could be found. The data supports literature assertions that there is little evidence to indicate that systematic internal quality assurance systems pertain to teacher training institutions (*cf.* 3.1).

6.6.2 Customer needs and expectations

Table 6.9 reveals that all the respondents supported the fact that a teacher training institution should demonstrate its effectiveness and efficiency to all stakeholders. It is surprising to find that a significantly smaller percentage of respondents (60,0%) indicated that their institutions are aware of customer needs and expectations; that 33,3 % (C02) draw detailed specifications based on customer needs; and that an equally small number of institutions have systems through which customers can be ensured that their institutions have the capabilities to provide quality products and services (C03).

As the external environment determines the right of existence of an educational institution, quality can only be achieved through identifying all the customers of

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As the external environment determines the right of existence of an educational institution, quality can only be achieved through identifying all the customers of teacher training institutions, through determining what constitutes quality in the eyes of these customers and through delivering what is necessary to exceed their expectations. The data confirms literature assertions that dissatisfaction with current quality assurance efforts in higher education generally stems from these institutions' ignorance of community- and market needs (*cf.* 3.3.2).

The data implies that the managers of teacher training institutions are well informed regarding the vital role of the external environment in the future survival of these institutions. However, a relatively marginal number of these institutions have established mechanisms through which customer needs and expectations can be determined and satisfied. The data obtained and presented in Tables 6.9; 6.10 and 6.11, supports the literature assertion (*cf.* 3.3.1.3) that there is an urgent need that teacher training institutions establish a system through which some form of account can be rendered that their activities are carried out effectively and efficiently.

6.6.3 The key processes in the training of student teachers

Although the majority of the respondents recognised that fact that quality assurance should focus on the identification and improvement of the key processes in an institution (B07), a relatively small number of respondents (C06) indicated that written procedures for the main areas of service in their institutions exist. It is interesting to note that there was also no significant prioritisation of the need for written procedures in the main areas of service involved in the training of student teachers (D03).

performing the identified tasks. However, procedures should not be too written in isolation from those who are actually performing tasks and should not include unnecessary detail. Procedures should be pitched at the correct levels and should specify just enough to help staff to carry out tasks effectively. The intention is not to drown staff in paper work.

6.6.4 The quality policy

The responses to item B08 reveal that 76,7% of the respondents supported the statement that quality assurance should reside in an institutions own mechanisms and procedures. In Table 6.9 it has further been indicated that 76,0% of the respondents had an understanding of what the concept of quality assurance entails and that all the respondents endorsed the statement that continuous improvement should be the intention of teacher training institutions. However, only 31,7% of the respondents revealed that their institutions have clear quality policies stating their quality intentions.

The researcher's experience is that without exception, all organisational quality policies declare management's intention to meet the needs of customers through delivering products and services of quality and to improve quality continuously. The pattern observed in the data, indicates that although there is an intention to deliver and to continuously improve quality, few institutions have quality policies to support it. It is therefore interesting to note that 70,0% of the respondents assigned high priority to the need for a quality policy (D02). The reason might be indicative of a lack of knowledge and skills necessary for structuring an institutional quality policy. As it is of vital importance that the commitment, intention and quality strategy of management be clearly communicated to the staff and to stakeholders, there is a need for guidance regarding the development of institutional quality policies.

6.6.5 Evaluation and corrective action

Table 6.9 indicates that all the respondents regarded the evaluation of performance against intended goals and objectives as essential. On the contrary, only 48,3% of the respondents indicated that their institutions have systems through which this can be done. Evaluation of performance against intended goals and objectives is a precondition for corrective action to be taken. It is therefore not surprising to find that a mere 40,0% of the respondents indicated that deviations from specifications are

traced and rectified in their institutions. The data supports literature assertions that evaluation within higher education is typically conceived of as an end-inspection activity (*cf.* 3.5.3.11). The researcher is of the opinion that in the absence of a system through which performance can be continuously evaluated and deviations from performance can be traced, the root causes of non-conformance can not be identified and not be rectified. The same mistakes would thus be continuously repeated.

The responses to item (D05) which indicate that only two thirds of the respondents gave high priority to a system through which deviations from specifications can be traced and rectified, might indicate that criticism of the products and services of teacher training institutions is not unfounded. In order to deliver quality products and services, data must be continuously collected and reported to those who require it in order to improve. Mechanisms have to be established through which results of evaluation can be fed back into the planning of an institution. No quality initiatives can be successful unless the causes of non-conformance are known and made subject to corrective action procedures.

6.6.6 Training

It is a matter of grave concern to find that a very small number of respondents indicated that the staff members of their institutions are trained for the specific tasks that they are performing (C11). The success of any attempt at implementing an internal quality assurance system is entirely dependent on the knowledge and skills of the staff members of teacher training institutions. The staff are responsible for applying the procedures and for performing the tasks necessary for the success of such a system. They should thus be equipped with the required skills. Based on experience in this regard, the researcher wants to advocate that the underestimation of the importance of staff development, is one of the primary causes of unsuccessful attempts at internal quality assurance. Management often shifts the responsibility for the successful implementation of an internal quality assurance system to the staff without providing the required training in terms of the knowledge and skills needed for such an effort. When the process does not provide the desired results, the process in itself is regarded as inappropriate for teacher training institutions or the staff is made responsible for the results not being achieved. The quality assurance system is abandoned, however, for the wrong reasons.

Table 6.11 indicates that 60,0% of the respondents regarded the training of staff for the implementation of an internal quality assurance system as being of high priority. This might be due to government demands for internal quality assurance measures to be implemented in teacher training institutions. It might also be the result of the managers of teacher training institutions realising the importance of skills in the implementation of internal quality assurance measures. There is thus a perceived need for training in this regard.

6.6.7 Management of internal quality assurance

The data in Table 6.10 reveals that, in general, there were no procedures through which teacher training institutions could determine customer needs and expectations. Customers could therefore not be ensured that these institutions have the capabilities to provide quality products and services. It had also been revealed that although continuous improvement was the intention of all teacher training institutions, there was little evidence of these institutions having clear quality policies to state their commitment to quality. Furthermore, a relatively small number of institutions had written procedures for the main areas of service in the training of student teachers. Few institutions had procedures through which evaluation and deviations from performance could be traced. Corrective action was seldomly taken in terms of the quality improvement process. Staff members in teacher training institutions were as a rule not trained for the implementation of internal quality assurance. Regular meetings regarding quality were not held and evidence of procedures for obtaining information in terms of the achievement of adequate levels of quality was not significant. There was no substantial evidence of regular quality audits or regular management reviews through which the effectiveness of quality assurance systems could be assessed.

The shortcomings in the internal quality assurance practices of teacher training institutions as indicated in Tables 6.9, 6.10 and 6.11, confirmed literature assertions that the process of internal quality assurance in educational institutions is as a rule not managed (*cf.*3.5.2). This finding reinforced the motivation behind this research, namely, that there is a need for the designing of a model for the management of internal quality assurance in teacher training institutions. The researcher believes that no internal quality assurance initiative can be successful unless the process is effectively and efficiently managed.

6.7 CONCLUSION

This chapter presented the analysis and interpretation of the research results. The biographical data of the respondents was presented. It was revealed that although the majority of the respondents were qualified for the positions that they occupied, a relatively marginal number of respondents had acquired the skills necessary for the implementation and management of an internal quality assurance system. The major findings of the research confirmed literature assertions regarding the need for an effective system through which the process of internal quality assurance can be managed.

Finding in terms of the understanding of the concept internal quality assurance indicated that the managers of teacher training institutions understood the elements of internal quality assurance. The research, however, indicated that internal quality assurance systems were not implemented in most institutions. Institutions that had implemented internal quality assurance processes, did not provide any evidence that these processes were effectively managed. Responses to the needs regarding internal quality assurance, indicated that there was a perceived need for a system through which the process of internal quality assurance could be managed.

The next chapter presents a model for the management of internal quality assurance in the training of student teachers in teacher training institutions in the Gauteng Province.