THE EXPERIENCES OF PRIMARY SCHOOL EDUCATORS ON THE IMPLEMENTATION OF INTEGRATED QUALITY MANAGEMENT SYSTEM IN VHEMBE DISTRICT MUNICIPALITY, LIMPOPO PROVINCE

by

BUDELI MPFARISENI BOLBERTH

8700451

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SUPERVISOR:

Prof T.S Mashau

CO-SUPERVISOR:

Dr A.T Nesengani

DECLARATION

I, **BUDELI MPFARISENI BOLBERTH,** declare that the dissertation titled **"The experiences of primary school educators on the implementation of Integrated Quality Management System in Vhembe District Municipality: Limpopo Province"** has not been previously submitted by me for a degree at any other university, and that, this is my own work both in design and execution, and that all sources used or quoted have been acknowledged by means of complete references.

Budeli MB   30 April 2021

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DEDICATION

This study is dedicated to my parents, Paulos Lavhengwa and Mukodeleli Evelyn, for their parental support, ideas, and wisdom throughout my entire life. I hope that my achievement will give them a sense of self-actualization and fulfilment.

ABSTRACT

As outlined in the Collective Agreement No.8 of 2003, IQMS is a collective concept of Whole School Development (WSD), namely, the Developmental Appraisal System (DAS), the Performance Measurement (PM) and Whole School Evaluation (WSE). However, the implementation of this agreement created challenges for some educators, especially in primary schools. This study examines the experiences of primary school educators in the Vhembe District Municipality regarding the implementation of an Integrated Quality Management System (IQMS) at school level. The study is based on an interpretive explanatory research design collecting data through interviews. A purposive sampling procedure was used to select the participants. The scope of the research was restricted to ten primary schools within the Vhembe District. In each school, three participants were interviewed, namely, the principal, chairperson of the School Development Team (DST) and one member of the School Development Support Group (DSG). The researcher also interviewed two District officials to find out about their experiences in the implementation of IQMS in schools. Data was also collected through observing the environment of schools.

The study found that IQMS was implemented too rapidly and was hampered by overwhelming challenges during implementation since educators did not have enough knowledge regarding the processes of IQMS implementation. Most of the educators had a negative attitude towards the system. The training and support given to educators was inadequate. The advocacy was poor because those introducing the programme were themselves not sure about its objectives.

The study recommends that in order for the IQMS to be effective, it should be well implemented, communicated and understandable to educators.

Key Concepts: *Integrated Quality Management System, Developmental Appraisal, Development Support Group, School Development Team, Whole School Evaluation, Experiences, Implementation.*

LIST OF ABBREVIATIONS AND ACRONYMS USED IN THE STUDY

CPD	:	Continuing Professional Development
CPTD	:	Continuing Professional Teacher Development
DA	:	Developmental Appraisal
DAS	:	Developmental Appraisal System
DBE	:	Department of Basic Education
DDP	:	District Development Plan
DIP	:	District Improvement Plan
DSG	:	Development Support Group
DoE	:	Department of Education
EEA	:	Employment of Educators Act
ELRC	:	Education Labour Relations Council
HODs	:	Heads of Department
INSET	:	In-Service Education and Training
IQMS	:	Integrated Quality Management System
LPDoE	:	Limpopo Province Department of Education
NAISA	:	New Adventure in Sound Art
NDoE	:	National Department of Education
NPDE	:	National Professional Diploma in Education
PD	:	Professional Development
PGP	:	Personal Growth Plan
PL	:	Post Level
PM	:	Performance Measurement
PMS	:	Performance Measurement System
PS	:	Performance Standard
QMS	:	Quality Management System
SACE	:	South African Council for Educators
SADTU	:	South African Democratic Teachers Union
SAPA	:	Southern Association for Performance Arts
SDT	:	School Development Team

SGB	:	School Governing Body
SIP	:	School Improvement Plan
SMT	:	School Management Team
WSD	:	Whole School Development
WSE	:	Whole School Evaluation
WSP	:	Workplace Skills Plan

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INTRODUCTION AND BACKGROUND

1.1   INTRODUCTION

The dawn of the democratic government in 1994 saw a major shift in the South African education that was, by then, racially segmented. There was a need for a better educational system that would address the shortage of skilled educators to increase effectiveness of teaching and learning in schools. According to Manganye (2004:7), teacher development was one of the major focus areas of transformation at that period.

In response to this demand, the South African Education Labour Relations Council formulated a Developmental Appraisal System (DAS) programme, which is Resolution 4 of 1998 that came into being on 28 July 1998. As indicated in the Employment of Educators Act 76 of 1998 (Department of Education, 1998), DAS was aimed at facilitating personal and professional development of educators to improve the quality of teaching practice and education management. It was based on the fundamental principle of life-long learning and development. Van der Westhuisen (2007:150) noted that implementation is the most difficult phase of the change process, as it involves creating new structures, changing rules and regulations, setting objectives and providing training. However, DAS had some problems and was, therefore, discontinued as it did not focus on the holistic functioning of the school.

In the article, "Total Quality Management (TQM) practices adopted by head teachers for sustainable primary education in Northern Senatorial District of Ondo state, Nigeria" Babatunde and Victor (2018 :182) found that both head teachers and teachers agreed that head teachers need to teamwork practices for sustainable primary education in Northern Senatorial District of Ondo State. These practices include involving teachers in developing the school vision and mission, encouraging teachers to work in teams to promote continuous improvement, collaborating with teachers to attain the school goals, setting up school committees to enhance teamwork among staff and encouraging inter-personal relationship with teachers to

build healthy team spirit in the school. This article recommended that school leaders should partner with the State of Ministry of Education in organising continuous training programmes for both teaching and non-teaching staff and also sponsor teachers to go on conferences, ICT proficiency courses and grant them study leave to update their existing knowledge.

The Integrated Quality Management System (IQMS) was negotiated with teacher unions in the Education Labour Relations Council (ELRC) and subsequently signed as the ELRC Collective Agreement No. 8 of 2003. The (IQMS) comprises of the following three programmes: Developmental Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE) to enhance and monitor performance of the education system (Collective Agreement No. 8 of 2003:4).

As outlined in the 2011/2012 IQMS Annual Report published by the Department of Basic Education (2012:7), it is the responsibility of the Department of Basic Education (DBE) to monitor the implementation of the agreement and ensure that all processes outlined in the Collective Agreement are fully complied with. Therefore, this study focuses on the experiences and challenges faced by schools in the implementation of IQMS with the view of exposing aspects that need immediate intervention so that the objectives of IQMS may be fully achieved.

The Education Labour Relation Council (2003:8) stipulates that the IQMS should be implemented uniformly and consistently in all schools. In contrast, a study by Mhangani (2012:71) in Mopani District found that the IQMS was only partially implemented due to lack of support from the Department of Education to schools. In the article, "Teachers' perceptions of the Integrated Quality Management System: lessons from Mpumalanga, South Africa" Queen-Mary and Mtapuri (2014:1) examined the attitudes and perceptions of teachers. They recommended an alternative implementation model that must focus on a bottom-up approach, continuous development, sustained (rather than once-off training) conducted by credible teams of eminent persons and strong leadership.

Since the introduction of the IQMS in South Africa in 2003, with special reference to Vhembe District Municipality, very little research has been done to determine whether

it serves the purpose for which it was introduced. It is, therefore, important to probe the experiences and understand assumptions, attitudes and perceptions of primary school teachers towards the implementation of IQMS in Vhembe District. This study also sought to uncover the role of school managers and district officials towards effective implementation of the IQMS in schools at Vhembe District in Limpopo Province.

1.2   STATEMENT OF THE PROBLEM

According to Sayed, Kanjee and Nkomo (2013:50), professional development is an important strategy to improve educators' skills and knowledge for quality teaching and learning. Therefore, the implementation of IQMS implies that professional development should be placed high on a school's agenda.

According to Khumalo (2008:82) IQMS has been found to be time-consuming as it leads to the workload of already overloaded school management and its personnel. On the other hand, Malema (2013:77) found that educators' main challenge was their lack of understanding of IQMS, resulting from a lack of inadequate training. She also found that principals experienced lack of cooperation from educators, time constraints which prevented them from following IQMS management plan, and workloads that were not manageable. Teachers seem to have different experiences of the effectiveness of the Integrated Quality Management System. There seem to be many challenges surrounding the effectiveness of the current quality management system implementation in primary schools at Vhembe District Municipality, hence the need for the study. Educators in the primary schools in Vhembe District Municipality seem to have varied experiences regarding the implementation of this system. The study also investigates experiences of primary school teachers in the implementation of IQMS, with a view towards improving the quality of teaching practice and education management in schools.

1.3   PURPOSE OF THE STUDY

The purpose of the study was to investigate experiences of primary school educators in the implementation of IQMS, with a view towards improving the quality of teaching practice and education management in schools.

The objectives of the study were to:

- investigate experiences of primary school educators on the implementation of IQMS;
- find out educators' perceptions with regard to the implementation of IQMS;
- find out the challenges facing educators in primary schools in the implementation of IQMS;
- find out the extent of support given by the District officials to educators in the implementation of IQMS; and
- recommend ways in which District officials can help improve the implementation of IQMS in schools.

1.4   RESEARCH QUESTIONS

The study was guided by the following research questions:

- What are the experiences of primary school educators with regard to the implementation of Integrated Quality Management system?
- What are the perceptions of primary school educators with regard to the implementation of IQMS?
- What are the challenges in the implementation of IQMS?
- What kind of support is given to educators by district officials in the implementation of IQMS?
- How can district officials improve the implementation of IQMS in schools?

1.5   SUMMARY OF THE LITERATURE REVIEW

According to Marshall and Rossman (2006:43), a thoughtful and insightful discussion of related literature builds a logical framework for research and locates it within a

tradition of inquiry and context of related studies. Literature review, therefore, describes the history of the topic and key literature sources, thereby illustrating major issues and refining the focus of the research in a way that can ultimately lead to one or more research questions.

Kumar (2005:30) identified the following functions of a literature review:

- It provides a theoretical background to the study.
- It reviews how the researcher establishes links between what the researcher proposes to examine and what has already been studied.
- Through the literature review, the researcher can show how ones' findings have contributed to the existing body of knowledge in one's profession; and
- It enables the researcher to contextualize his or her findings.

In response to the above expectations, this section focuses on literature related to teacher appraisal; the implementation of the Integration Quality Management System in South Africa; change management and previous research conducted with regard to the implementation of IQMS.

1.5.1 Teacher Appraisal

Teacher appraisal is an activity that determines whether the person is performing to pre-determined goals and standards. It forms an integral part of the performance management in schools. Craft (1996:290) indicates that the process of appraising can be understood as having both a formative and summative function. Appraising to improve practice and performance might be seen as formative. On the other hand, judging performance at a particular point in time without reference to improvement is summative and leans more toward appraisal for accountability purposes. Castetter (1990:253) defines performance appraisal as a process of arriving at a judgment about an individual's past or present performance against the background of his or her work environment and his or her future potential for an organization.

The appraisal system is designed specifically to assist personnel to achieve individual and organizational benefits. It is known that appraisal of human performance is a

system essential for organizational growth and development. Danielson (2011:3) maintains that teacher performance appraisal is important because teaching needs continuous improvement. Just as in other professions, every teacher has the responsibility to be involved in a career-long quest to improve practice. Most school boards list two sets of purposes in their performance appraisal policies and procedures, namely, to improve teaching and ensuring accountability (Fullan & Hargreaves, 1993:159). However, Du Plessis (2013:58) warns that supervision, monitoring and accountability should be developmental not judgmental.

1.5.2 Developmental Appraisal

Growth must be related to the increase in the amount and quality of knowledge possessed by individuals. Maturation should indicate that the individual has been able to interact with knowledge of various types to reinforce goal achievement that each individual is entitled to identify or describe. According to Steyn and Van Niekerk (2012:74), staff appraisal is a continuous and systematic process to help individual teachers with their professional development and career planning and to help ensure that the in-service training and the development of teachers matches complementary needs of individual teachers and school.

In 1988, the South African Education Department introduced a model for developmental appraisal (DAS). DAS was based on fundamental principles of life-long learning and development. Its aim was to facilitate personal and professional development of educators to improve the quality of teaching and education management.

There are different links between appraisal and professional development. Craft (1996:29) identified the following five dimensions in this relationship as follows:

- Appraisal provides opportunities for professional development, namely: reflection, paired observation and feedback, collaboration, involving the exchange of ideas and mutual support;
- Appraisal can be a precise way of identifying professional development needs;

- Appraisal can be a means of reconciling school and individual professional development needs (within financial constraints) by logging and making explicit difference and the reasons for them;
- Appraisal can be used to evaluate the effectiveness of professional development, particularly at the review meeting in the second year of the process; and
- Appraisal puts professional development on the agenda of all teachers on a regular basis.

However, in South Africa, DAS did not focus on the holistic functioning of the school, at a time when there was a need of quality management system in schools (Douglas, 2005:14).

1.5.3 Integrated Quality Management System

In 2003, the Collective Agreement No. 8 of 2003 was signed with the purpose of aligning the different Quality Management programmes and implement an Integrated Quality Management System which includes Developmental Appraisal, Performance Measurement, and Whole School Evaluation.

The purpose of DAS was to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness and draw up programmes for individual development. Additionally, the purpose of the Performance Measurement (PM) is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments, rewards and incentives. The overall effectiveness of the school, including the support provided by the District, school management, infrastructure and learning resources, as well as the quality of teaching and learning, are evaluated through Whole-School Evaluation (WSE).

The following are guiding principles that informed the alignment of the Quality Management Systems programme, as outlined in the Collective Agreement No. 8 of 2003 (2003:6):

- The recognition of the crucial role of the delivery of quality public education;
- That all learners have equal access to quality education;

- The need for an Integrated Quality Management System, which is understood, credible, valued and used professionally;

- That the systems' focus is positive and constructive even where performance needs to improve;

- That the system includes a process of self-evaluation and discussion of individual expectations;

- The need to minimize subjectivity through transparency and open discussion and quality controls to ensure validity, reliability and relevance;

- The need to ensure fairness by affirming the rights of educators; for example, there can be no sanctions against individual educators before meaningful development takes place;

- That the system promotes individual professional growth of educators and ongoing support for educators and the school;

- That the systems provide a clear protocol governing the interaction of the parties;

- The system meets professional standards for sound quality management, including propriety (ethical and legal), utility (useable and effective), feasibility (practical, efficient and cost effective), and accuracy;

- Development takes place within a National Human Resource Development strategy and Skills Development; and

- The need for all schools to look for ways to continually improve.

1.5.4 Change Management

Personal development is part of teacher development, and one aspect of it is managing feelings associated with changing classroom activities. However, Bell and Gilbert (1996:110) suggest that changing their approach to teaching required teachers to manage positive and negative feelings associated with change. Thus, the process of IQMS implementation invites a thorough understanding of change management by policy makers for effective implementation in schools. The Department of Education is, therefore, also compelled to manage IQMS strategically for the programme to be effectively implemented.

Fullan and Hargreaves (1993:12) argue that change is sometimes inflicted on educators, and they are expected to implement change without complaint. This may

lead to negative attitudes towards change programs. Some of the symptoms of negative attitudes towards change include the following:

- Increased absenteeism;
- Withdrawing from the change issues;
- Frequent late coming;
- Frequent early leaving;
- Reduced enjoyment of work;
- Anxiety;
- Depression; and
- Difficulty in making decisions and solving problems.

In their study, Bell and Gilbert (1996:111) found that while teachers had positive feelings and experiences, they also reported being uncomfortable with making changes because they felt out of control and inexperienced, as indicated below by one of the teachers:

> *"There were times when I felt quite threatened or quite uncomfortable with things that I was going to have to do. How am I going to do all this? I won't feel comfortable. I won't know what to say, I won't know what sort of questions to ask the kids. It will all get out of control because they will be doing a hundred and one things. It will be all right, it will be all right, it is just that I feel like a new teacher out of control."*

1.6   DEFINITION OF CONCEPTS

1.6.1 Experiences

According to Oxford South African Concise Dictionary (2011:411), an experience is an event or occurrence which leaves an impression on you. In this study, experience refers to what educators are experiencing in their schools with regard to the implementation of IQMS.

1.6.2 Implementation

To implement is "to begin to make a plan or process happen" (Longman South African School Dictionary, 2008:350). Implementation is referred to as putting a plan or decision into effect. According to Ramolefe (2004:6), it means doing what is either written or stated in a plan. In this study, the focus was on the implementation of IQMS policy in schools.

1.6.3 Integrated Quality Management System (IQMS)

According to ELRC Collective Agreement No. 8 of 2003 (2003:3), IQMS is an integrated quality management system that consists of three programmes aimed at enhancing and monitoring performance of the education system. The programmes are the Developmental Appraisal (DA), the Performance Measurement (PM) and Whole school development (WSE).

1.6.4 Performance Appraisal

According to Castetter (1990:253), performance appraisal is a process of arriving at a judgement about an individual's past or present performance against the background of his or her work environment and his or her future potential for an organisation. IQMS is a performance appraisal system used by the Department of Education in South Africa.

1.7 SUMMARY OF RESEARCH DESIGN AND METHODOLOGY

The development of research design follows from the research problem. Research design suggests the methodology that will be employed in a research study. Mouton (2000:107) defines a "research design" as a set of guidelines and instructions to be followed in addressing the research problem. Henning (2010:36) too, remarked that methodology refers to a coherent group of methods that complement one another to deliver data and findings that reflect the research question and suit the research purpose.

In this study, the researcher used an interpretive explanatory qualitative research design. This design can be interactive or non-interactive. Interactive modes of inquiry use face-to-face data collection to construct an in-depth understanding of participants' or informants' perspectives. The rationale for choosing the qualitative research approach is that the researcher was interested in interacting with the participants to gather data on their experiences regarding IQMS. The researcher used two data collection instruments, namely, interviews and observations. This was done through examining key features of appraisal effectiveness and school structures constituted by teachers themselves to encourage accountability and self-development, leading to the change of attitude and perceptions of teachers on the system. The qualitative research approach also covered the allocation of responsibilities performed by school managers, teachers and district officials in the implementation of IQMS.

1.7.1 Population

According to McMillan and Schumacher (2011:169), a population can be defined as a group of elements or causes whether individual, object or event, that conform to specific criteria and to which the researcher intends to generalize the results of the research. The population of this study comprised primary school educators, principals of primary schools and district officials in the Vhembe District.

1.7.2 Sample

The researcher needs to ensure that the sample is large enough to allow one to make inferences about the population (Terreblanche & Durrheim, 1999:44).

The sampling approach selected for this study is purposive sampling. Purposive sampling was chosen due to several reasons stated by Cohen, Manion and Marrison (2011:156) which include: to achieve representativeness, to enable comparisons to be made, to focus on specific, unique issues or cases and generate theory through gradual accumulation of data from different sources.

The researcher drew a sample of participants from 10 (ten) primary schools at Vhembe District. In each school, the researcher interviewed 3 (three) participants, namely; the

principal, 1 (one) teacher who is a chairperson of the School Development Team (SDT), and another teacher who is a member of the Development Support Group (DSG). The researcher also interviewed 2 (two) District officials to establish and analyze the roles they play in the implementation of IQMS in schools. Thus, a total number of 32 (thirty-two) participants were interviewed.

1.7.3 Instrumentation and Data Collection Strategies

McMillan and Schumacher (2010:343) identified five major methods used in gathering data in qualitative research: observation, interviewing, questionnaire, document review and use of audio-visual materials. Qualitative researchers employ, to some extent, observation, interviewing and analysis of documents to collect data. However, this study adopted qualitative methodology of data collection, and the methods used to collect data were structured open-ended interviews and observation.

1.7.3.1   Interviewing

Effective interviewing, as expressed by Arthur, Waring, Coe and Hedgesal (2012:172), depends on a well-planned interview guide to ensure that the researcher covers the topics he/she wants the participants to address. A qualitative interview is a kind of guided conversation in which the researcher listens carefully to understand the meaning of what is being conveyed. In this study, the researcher used standardized open-ended interviews as a data collection instrument in which the interviewer asks questions from interviewees. Interviews comprised open-ended questions to obtain information from participants about how they conceive of and give meaning to their world and how they explain events in their lives. The interview sessions were made known to participants well in advance, and interview schedules were prepared for particular participant categories.

1.7.3.2   Observation

Cohen et al. (2011:456) point out that observation is looking and noting systemically people, events, behaviours, settings and routines. Observational data are attractive as they give a researcher the opportunity to gather live data from live situations.

The researcher visited the sampled schools to collect data through observing school environments, as outlined in the Collective Agreement No. 8 of 2003 (2003:24), Performance Standard No. 8 Criteria (maintenance of infrastructure).

1.8   MEASURES TO ENSURE TRUSTWORTHINESS

Trustworthiness is of utmost importance in qualitative research. Maree (2016:123) proposes four criteria that he believes should be considered by qualitative researchers in pursuit of a trustworthy study, namely, credibility, transferability, dependability and confirmability. These four criteria work together to achieve trustworthiness in qualitative research and are discussed in the section below.

1.8.1 Credibility

Credibility refers to the degree to which a study's findings represents meanings of the research participants. According to Maree (2016:123), strategies that ensure credibility of the research include the adoption of well-structured research methods, a research design that fits the research question, a theoretical underpinning aligned with research questions and methods. On the other hand, Bertram and Christiansen (2015:190) warned that if a research article indicates that data were not sufficiently unpacked, it would reduce the credibility of the study.

In this study, the researcher ensured credibility through inclusion of selected research participants in data analysis. The researcher returned to the sample of participants with a draft of findings to ascertain their sense of agreement with the findings.

1.8.2 Transferability

Transferability refers to the degree to which findings are applicable to theory, practice and future research. Jones, Torres and Arminio (2014:37) emphasized that transferability requires findings to be meaningful to the reader.

In this study the researcher increased transferability of the study through thick descriptions. According to Marree (2016:124), thick description means that the

researcher provides the reader with a full and purposeful account of the context, participants, and research design so that readers can make their own decisions about transferability.

1.8.3 Dependability

Jones et al. (2014:17) indicate that to ensure dependability, the inquiry process must be explicit and include a chronology of research activities and processes. However, Maree (2016:124) emphasizes close ties between credibility and dependability, arguing that, in practice, a demonstration of credibility goes a long way in ensuring dependability. Dependability is demonstrated through research design and its implementation; the operational detail of data gathering; and reflective appraisal of the project. Marre (2016:124) argued that keeping a journal of one's decisions during the research process, especially as far as the data collection and analysis is concerned, will help others to follow one's reasoning.

In this study, the researcher guaranteed dependability by making sure that the process through which findings are derived was explicit and repeatable as much as possible.

1.8.4 Confirmability

Maree (2016:125) describes confirmability as the degree of neutrality or extent to which findings of a study are shaped by participants and not by researcher bias, motivation or interest. It addresses the fact that findings should represent as far as is humanly possible, the situation being researched rather than beliefs, theories or biases of the researcher. Bertram and Christiansen (2015:190) emphasized that confirmability can be improved by making the research process transparent, with enough details for readers to check if they would have reached similar conclusions.

The researcher ensured confirmability through demonstrating a clear link between the findings and collected data.

1.9 DATA ANALYSIS

Burton and Bartlett (2009:93) argue that it is important that areas to be analyzed be addressed in each interview, usually stemming from the original research questions. Thus, the ease with which data can be analyzed is dependent upon how effectively it has been recorded. On the other hand, Neuman (2003:441) maintained that "a qualitative researcher analyses data by organizing it into categories on the basis of themes, concepts or similar features".

In this research, the main form of data analysis is that of content analysis. According to Patton (2002:463), content analysis is the process of identifying, coding, categorizing, classifying, and labeling primary patterns in the data. The researcher analyzed data collected through observation and interviews to seek an understanding that led to sound conclusions and recommendations. The researcher looked for patterns that emerged through interviews and any particular points of commonality or differences. Raw data from interviews was transcribed *verbatim* (unedited) prior to analysis. The aim of the analysis was to establish trends and patterns that appeared in one-on-one interviews. Data was analyzed and organized into categories on the basis of themes, concepts or similar features.

1.10 DELIMITATION OF THE STUDY

Delimitation refers to the area, region or community in which the study will be conducted. Delimitations are in essence the limitations consciously set by authors themselves. They are concerned with the definitions that the researchers decide to set as the boundaries or limits of their work so that the study's aims and objectives do not become impossible to achieve. This study was conducted within the District of Vhembe Municipality in the Limpopo Province and only educators in the sampled primary schools were interviewed.

1.11 ETHICAL CONSIDERATIONS

Ethics are rules that bind the researcher as he/she conducts his/her research. According to Cohen et al. (2011:75) , "the awareness of ethical concerns in research

is reflected in the growth of relevant literature and in the appearance of regulatory codes of research practice formulated by various agencies and professional bodies". Therefore, the researcher is responsible for setting standards to adhere to. For this study, approval was sought and obtained from Vhembe Education District office for permission to interview the participants. The researcher wrote letters of information to participants who, in turn, responded regarding their willingness to participate in the research (Appendix H). Participants were also assured that personal information will not be made available to anyone who is not directly involved in the study. The essence of anonymity in this study is that no information provided by the participants revealed their identity.

1.12   OUTLINE OF THE STUDY

The study is presented in five chapters organized as follows:

Chapter 1 - Introduction

This chapter provided an overview of the research dissertation.

Chapter 2 - Literature Review

Chapter two dealt with the literature review, in which a historical analysis is provided regarding the implementation of a QMS policy in schools. It also provided a conceptual and theoretical framework for the study.

Chapter 3 - Research Methodology

This chapter described the research methodology adopted to collect and analyze data that helped to answer the research questions.

Chapter 4 - Analysis of Research Findings

This chapter focused on the overall conclusions drawn from the research, possible solutions to problems and challenges that have been uncovered, as well as recommendations on how similar situations could be dealt with in future.

Chapter 5 - Conclusions and Recommendation

The researcher concluded the presentation with a summary of conclusions and recommendations from the findings.

LITERATURE REVIEW

2.1   INTRODUCTION

The previous chapter reflected on the background of the study, problem statement, purpose and aims of the study, research questions, clarifications of concepts, research design and methodology. The chapter also highlighted ethical considerations taken in the study.

The main purpose of the current chapter is to explore what other scholars, authors and researchers have found about the implementation of the IQMS programme. In this chapter, literature, theories and policies with regard to the implementation of IQMS in schools were reviewed. The emphasis was on the IQMS policy framework, purpose, structures to implement IQMS, implementation process, records, documentation, perceptions and experiences of educators on IQMS. The impact of IQMS on Continuing Professional Teacher Development (CPTD) is also highlighted. The researcher concludes the chapter by reviewing some of the findings of studies held in other education districts (Queenstown District of Eastern Cape schools and Umlazi District of Kwazulu Natal). The Collection Agreement No.8 of 2003 and educator training manuals formed the basis of this review.

2.2   THEORETICAL FRAMEWORK

This study adopted the transformational leadership theory. According to White (2018), leaders encourage, inspire and motivate their employees through their transformational leadership style. This leadership theory was developed in the 20th century in the analysis of political leaders. The concept of transformational leadership was initially introduced by a leadership expert, James V. Downton in 1973 and expanded on by James Burns in 1978. In 1985, researcher Bernard M. Bass further expanded this concept to include ways of measuring the success of transformational leadership (White, 2018). This is a style of leadership where a leader is charged with identifying the needed change, thus creating a vision to guide the change through

inspiration and executing the change with committed members of the group. According to White (2018), Bass introduced characteristics of transformational leadership style or theory as follows:

- Encourages the motivation and positive development of followers;
- Exemplifies moral standards within the organization and encourages the same on others;
- Fosters an ethical work environment with clear values, priorities and standards;
- Builds organisation culture by encouraging employees to move from an attitude of self-interest to a mindset where they are working for the common good;
- Holds an emphasis on authenticity, cooperation and open communication; and
- Provides coaching and mentoring but allows employees to make decisions and take ownership of tasks.

In this study, the transformational leadership theory provided a theoretical framework for examining the contribution which school managers, School Development Teams (SDT's), Developmental Support Groups (DSGs) and District officials can make towards the implementation of IQMS in schools. Transformational leaders could reduce effects of uncertainty and raise employee performance. Transformational leadership is a theory of leadership where a leader works with the teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change with committed members of a group.

2.3   INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) POLICY FRAMEWORK

The South African Education Labour Relations Council formulated a Developmental Appraisal System (DAS) which came into effect on 28 July 1998. However, on 10 April 2003, the council reached an agreement to implement a Performance Measurement System (PMS) together with the Whole School Evaluation programme (WSE). An agreement was reached in the ELRC (Resolution 8 of 2003) to align the different quality management programs and implement an Integrated Quality Management System (IQMS), which included Development Appraisal, Performance

Measurement and Whole Evaluation. It was envisaged that in terms of IQMS, educators must be in control of identifying, for themselves, those areas for which they are most in need of development (ELRC Collective Agreement No. 8 of 2003:3).

2.4   THE PURPOSE OF IQMS

According to the ELRC Collective Agreement No. 8 (2003:4), the philosophy underpinning the IQMS is based upon the fundamental belief that the aim of quality management systems is sixfold:

- to determine competence;
- to assess strength and areas for development;
- to provide support and opportunities for development;
- to assure continued growth;
- to promote accountability; and
- to monitor an institution's overall effectiveness.

Each of the three programmes: Development Appraisal, Performance Measurement and Whole School Evaluation (DA, PM, WSE) of IQMS has a distinct focus and purpose. The purpose of Development Appraisal (DA) is to appraise individual educators in a transparent manner with a view of determining areas of strength and weakness and draw up programmes for individual development. However, Performance Measurement was designed to evaluate individual educators for salary progression, grade progression, affirmation of appointments and rewards and incentives. Bush and Middlewood (2013:211) believe that the three basic systems of reward distribution include money, esteem, career opportunities and development. Whole School Evaluation (WSE) is aimed at evaluating the overall effectiveness of schools, including the support provided by the district, school management, infrastructure and learning resources as well as the quality of teaching and learning (ELRC, 2003:3). Bush and Middlewood (2013:204) maintain that the educational performance of institutions, teachers and learners in many countries has been increasingly significant as economic prosperity has been perceived to be closely linked to the quality of an educated and skilled force.

2.5   STRUCTURES TO IMPLEMENT IQMS

The success of the implementation of IQMS rests on the effectiveness of key structures. These include the following structures:

- The Staff Development Team (SDT);
- The Development Support Group (DSG); and
- The School Management Team (SMT)

2.5.1 Staff Development Team

According to ELRC Collective Agreement No. 8 (2003:12), every school is expected to establish an elected staff development team consisting of the principal and democratically elected staff members. These may include all or some of the school management team (SMT) but must also include POST level 1 educators.

The following are some of the roles and responsibilities of the SDT, as outlined in the ELRC document (2003:12):

- Ensures that all educators are trained on the procedures and processes of an Integrated Quality Management System;
- All records and documentation on Quality Management System (QMS) are maintained;
- Oversees mentoring and support by the DSGs;
- Together with the SMT, develops the School Improvement Plan (SIP) based on information gathered during Development Appraisals;
- Coordinates ongoing support provided during the two developmental cycles each year;
- Completes the necessary documentation for Performance Measurement (for pay or grade progression), signs off on these to assure fairness and accuracy and submits the necessary documentation in good time to the Principal;
- Deals with differences between appraisees and their DSGs to resolve the differences;
- Provides all the necessary documentation (e.g. SIP) to the Principal for submission to the Regional/ District/ Area Manager in good time;

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- Coordinates internal WSE processes;
- Liaises with the external WSE team and SMT to coordinate and manage the cyclical external WSE process; and
- Ensures that the QMS is applied consistently.

2.5.2 Development Support Group (DSG)

A DSG is a structure established to provide mentoring and coaching to every educator towards professional excellence. For each educator, this should consist of the educator, immediate senior and one other educator (a peer) selected by the educator on the basis of appropriate phase and subject expertise.

According to Bush and Middlewood (2013:189), the following are the three dimensions of developmental coaching:

- professionalism: maintaining neutrality and explicit standards of conduct, guaranteeing confidentiality, committed to ongoing personal and professional development;

- purpose: helping the individual to adapt creatively and innovatively to the challenges involved; and

- the relationship: a collaboration between two people with the goal of growth in self-awareness and functioning of the client, power is equal.

The following are the roles and responsibilities of the DSG, as indicated in the ELRC document (2003:13):

- The main purpose of the DSG is to provide mentoring and support;

- If the immediate senior is the education specialist (Head of Department) in the school, then mentoring and support fall within the job description;

- The DSG is responsible for assisting the educator to develop a Personal Growth Plan (PGP) and work with the SDT to incorporate plans for development of the educator into the school improvement plan (SIP); and

- The DSG is responsible for the baseline evaluation of the educator (for developmental purposes). The immediate senior is responsible for summative evaluation at the end of the year for Performance Measurement (Pay or grade progression). The DSG must also verify that the information provided for PM is accurate.

Teachers who are appraised by their DSGs are required to give an account of their attempts to meet their responsibilities and scored accordingly. The appraisal is based on an appraisal criteria and documented expectations set out in the ELRC document, which teachers have to meet when they are evaluated on their curriculum knowledge and delivery. However, Middlewood and Cardon (2001:11) have warned that such situations may lead to the appraisal process being honed down to become just a mechanism for check-listing that minimum criteria have been met, so that staff can be allowed a performance pay bonus or move to the next level on the pay scale.

Balfour, Buthelezi and Mitchel (2003:203) indicate that professional development must be intentional, with clear achievable goals and purpose, on-going, with built-in intermittent monitoring and support; be systemic and involve various levels of the school and the education system.

2.5.3 The School Management Team

Teamwork has much to offer in dealing with school issues in a professional manner. Bush and Middlewood (2013:140) point out that teams mostly operate with what seems to be an inescapable hierarchical framework. Teams are valuable in coping with increasing workloads and promoting professional collaboration but can always be 'trumped' by the principal acting alone.

2.5.4 The District Office

The Department of Education District office is responsible for planning training schedules for educators. The district office has to monitor and moderate results of schools to ensure consistency. In cases where the summative evaluation results of a school are not consistent with the school's general level of performance, the district should refer the results back to school for consideration. Once the district office receives, from each school, a School Improvement Plan (in which each school highlights its specific development needs) by the end of March each year, the relevant office must incorporate it in its own improvement plan for the district. In this plan, schools that have identified similar needs and /or similar aspects in need of development can be clustered together for providing INSET and other programmes (ELRC, 2003:24). According to Bantwini and King-McKenzie (2011:1), district officials must enhance their communication channels and work rapport with teachers as these will facilitate their understanding of the various issues confronting teaching and impacting reform implementation.

2.5.5 Whole School Evaluation Unit

The External Whole School Evaluation Unit enables Provincial Education Departments and the National Department to measure and evaluate the performance of schools to make judgements about the level of functioning of individual schools as part of the public education system. It is indicated that the External Whole School Evaluation (WSE) can take place at any time in the year as the WSE team evaluates different schools almost every week (ELRC, 2003:28).

According to the Limpopo Provincial Assessment Policy (2000:9), the whole school evaluation unit is also responsible for carrying out the systemic evaluation process. The policy states that systemic evaluation shall embrace the following principles:

- Systemic evaluation is an integral part of ensuring that all learners derive maximum benefit from the education system. It includes periodic evaluation of all aspects of the school system and learning programmes and shall occur at Grades 3, 6 and 9.

Systemic evaluation shall be concluded on a nationally representative sample of learners and learning sites;

- The main objective of systemic evaluation shall be to assess the effectiveness of the entire system and the extent to which the vision and goals of the education transformation process are being achieved by it;

- It is a means of monitoring standards and effectiveness and determining strengths and weaknesses of the learning system on a periodic basis and shall provide feedback to all role-players so that appropriate action may be taken to improve the performance of learning sites and learning system;

- After each systemic evaluation, the Minister of Education, after consultation with the Council of Education Ministers, will release a national report on the system.

2.6   IMPLEMENTATION   PROCESS

2.6.1 Advocacy and Training

According to Collective Agreement No. 8 (ELRC, 2003:6), advocacy and training are different; however, both are necessary. Advocacy focuses on achieving a large-scale buy-in to the process and answers the questions: *what* and *why*? On the other hand, training focuses on capitalizing on all involved to ensure successful implementation and answer the question: *how*?

Advocacy relates to what the IQMS is and its benefits for educators, schools and the system as a whole. Training specifically addresses issues relating to how the IQMS should be implemented in all schools. All officials and educators must have a thorough understanding of the principles, process and procedures. Training must enable officials and educators to plan and administer the IQMS in a uniform and consistent manner. However, Bush and Middlewood (2013:47) maintain that participants welcome mentors who listen and act as a sounding board, offer guidance and reassurance, are non-judgemental and can admit that they are also fallible.

2.6.2 Baseline Assessment

The first evaluation of educators serves as a baseline evaluation. According to the ELRC document (2003:5), two development cycles are built into the annual programme, in the second and third terms. The first term is mainly used for planning the first evaluation of educators (baseline evaluation) while the fourth term is reserved for summative evaluations and internal Whole School Evaluation.

2.6.3 Self-Evaluation Process

Self-evaluation by individual educators should take place before any lesson observation of educators. The ELRC document (2003:21) stipulates that immediately after the initial advocacy and training, each educator should evaluate her/himself using the same instrument that will be used for both Developmental Appraisal (DA) and Performance Measurement (PM). This enables the educator to become familiar with the instrument. Educators also familiarize themselves with performance standards, the criteria (what they are expected to do) as well as levels of performance (how well they are expected to perform) to meet at least the minimum requirements for pay progression. Macbeath (2006:56) argued that self-evaluation has to be evidence-based, and we must also learn to measure what we value rather than valuing what we can easily measure.

Bartalo (2012:135) identifies the following five key questions to frame one's commentary:

- "What are my strengths?''
- "How do I work?"
- "What are my values?"
- "Where do I belong?"
- "What can I contribute?"

According to ELRC (2003:21), the emphasis on self-evaluation in an integrated quality management system serves the following purposes:

- The educator becomes familiar with the instrument that will be used for Developmental Appraisal and Performance Measurement;

- The educator is compelled to reflect critically on his/her own performance and set own targets and time frames for improvement. The educator takes control of improvement and is able to identify priorities and monitor own progress;

- Evaluation, through self-evaluation, becomes an on-going process that is more sustainable in the long term because fewer "outside" evaluations (involving other people) are required, thereby reducing the investment of time and human resources;

- The educator is able to make input when the observation (for evaluation purposes) takes place, and this process becomes more participatory; and

- The educator is able to measure progress and success and build on these without becoming dependent on cyclical evaluations.

2.6.4 Developmental Programme

Effective professional development is on-going, intentional and systematic. Fullan and Hargreaves (1992:158) indicated that although staff development programmes vary widely in context and format, they generally share a common purpose and mainly cater to professional practice and beliefs. There is a need to invest in continuing professional development of teachers. De Clercq and Shalem (2014:129) indicate that there is a growing consensus in international and local literature that to be effective, professional development activities in schools need to focus on ways of teaching that improve learning. However, Balfour et al. (2003:206) indicated that in spite of large amounts of money being spent on these well-intended efforts, evidence suggests that school and classroom practices are largely unchanged, and that teachers remain unwilling and/or are unable to implement many changes these programmes target.

The needs identified in the educators' personal growth warrant that the development programme takes place. The base line evaluation also serves as the basis for a development programme. The second and third terms are mainly reserved for development whereas the fourth term is reserved for the summative evaluations and the internal Whole School Evaluation (WSE). According to ELRC document (2003:5), it is believed that there could be significant pressure towards the end of the year when all educators in the school need to be evaluated for Pay Progression (PM); however, there is no way of avoiding the necessity for a summative evaluation at this stage - after development has taken place.

Teachers working in schools share many problems. According to Balfour et al. (2003:206), these include: problem of curriculum content, assessment procedures and process relating to the organisation of teaching and organisation of teaching and learning. Given the interdependence of curriculum, organisation and teacher development, attempts to bring about changes in the curriculum, organisation or teaching of a school must raise questions related to effective teaching and learning. Balfour et al. (2003:77) indicate that many teachers who are currently working in South Africa attended school and underwent their initial teaching training in the context of the rigid and authoritarian polices of the apartheid education system. Under this system, teachers were expected to act simply as technicians whose task it was to deliver the official curriculum that had been developed by "experts". Teacher education focused mainly on ensuring the effective delivery of prescribed content. Wragg (1987:12) further suggests that teacher development must emphasize the sharing among participating teachers of the problems and their possible solutions, perceived by these teachers as associated with describing effective teaching and learning.

Yaxley (1991:12) emphasises the following important aspects of teacher development:

- The shared problems of describing effective teaching and learning;
- Sharing theories which propose alternate solutions to this problem;
- Identifying the agreements and disagreements among these competing theories; and
- Resolving these by finding the solution, which is most coherent with the knowledge of, and beliefs about, effective teaching and learning.

In terms of assessing teacher performance, earlier models tended towards either an accountability or development scheme. Bush and Middlewwood (2013:216) argue that in any framework of assessing performance, "we need to ensure that all teachers are given appropriate development opportunities". Development is seen as incorporating improvements both in skills (for example, in classroom practice) and self-confidence and motivation in, for example, team membership and learning from and with others.

2.6.5 Pre-Evaluation Discussion

According to ELRC Collective Agreement (2003:8), the following issues must be clarified   during the pre-evaluation discussion:

- Whether the educator understands what is expected of him/her in terms of the performance standards and criteria;

- Whether the educator is given the opportunity to clarify areas of concern that he or she may have;

- The DSG informs the educator about procedures and procedures that will be followed;

- The educator must be told that classroom observation involves the first four performance standards; and

- The educator must also be given an opportunity to raise issues that are hampering his/her performance. This is important in the light of the contextual factors, which may   be recorded in the report and considered for possible adjustment of the mark awarded in respect of a particular criteria, for example, overcrowding.

2.6.6 Classroom Observation

After identifying the personal DSG, the educator needs to be evaluated, for the purpose of determining a "baseline" evaluation with which subsequent evaluations can be compared in order to determine progress. By this time, the educator will have completed a self-evaluation and will have determined strengths as well as areas in need of development. The evaluation (including the observation of the educator in practice) can be done by either one or both of the DSG members. According to ELRC Agreement (2003:22), the purpose of this evaluation by member(s) of the DSG is:

- to confirm the educators' perception of his/her own performance as arrived at through the process of self-evaluation;

- to enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion that may exist;

- to provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the school in terms of mentoring and support (especially by the DSG) and what INSET and other programmes needed to be provided by, for example, the department;

- to enable the DSG and the educator (together) to develop a Personal Growth Plan (PGP) which includes targets and time-frames for improvement. The educator must primarily develop the PGP with refinements being done by the DSG; and

- to provide a basis for comparison with the evaluation of PM purposes.

Educators are evaluated during classroom observation on the basis of the following first four Performance Standards:

- Creation of a positive learning environment;
- Knowledge of curriculum and learning programmes;
- Lesson Planning, preparation and presentation; and

- Learner Assessment.

A teacher requires a range of pedagogical skills, for example, the important technique of writing clearly on the chalkboard/whiteboard, as well as the more complex skills of being able to relate the subject matter to everyday experience. Balfour et al. (2003:57) suggest that a good teacher will possess, in varying degrees and different combinations, the following skills:

- explaining, informing and showing how;
- choosing systematically and arranging the content to be taught;
- organising physical resources, learning materials and learning site;
- formulating for oneself and others what outcomes are to be achieved by teaching and learning;
- initiating, directing and diversifying learning activities;
- assessing what has been achieved after any unit of teaching;
- diagnosing problems affecting learning, and
- evaluating, enquiring, recording and reporting.

These skills are supported by Bartalo (2012:74) who cited the teaching acts that constitute the core functions of teaching in the table below:

• giving information	• assigning homework
• asking questions	• reviewing homework
• giving directions	• assigning questions to be answered
• making assignments	• using a search engine
• monitoring seatwork	• settle disputes
• reviewing assignments	• punishing noncompliance
• giving tests	• marking papers
• reviewing tests	• giving grades

Educators can improve their teaching strategies through independent peer observation. However, Bartalo (2012:81) maintains that independent peer

observation occurs when teachers, on their own, watch each other teach and discuss what they are learning. Nowhere is an understanding of the culture of teaching more important than when it comes to facilitating independent peer observations, and ironically, nowhere can teachers learn more about teaching than by watching each other lessons and discussing them together.

In his study *"The NPDE: Challenge to Enhance Practical Competence/Classroom Practice"* Jugmohan, as cited by Balfour et al. (2004:179), found that during lessons, the educators asked closed questions that require simple factual answers. They also found that those educators placed at schools that were situated closer to the urban areas had better access to resources and this was evidenced in the difference in their lesson plans and additional resources that they presented.

However, the ELRC document (2003:23) warned that it is only in the first year of implementation that this evaluation/observation of an educator in practice will be carried out for all educators. In subsequent years, the summative evaluation (for PM) becomes the baseline evaluation for the following year.

2.6.7 Evaluation in Respect of other Performance Standards Outside Classroom Observation

The Collective Agreement No. 8 of 2003, Exemplars A, B and C indicate the following Performance Standards to evaluate educators outside classroom observation:

For Post Level 1 educator:
- Professional development in field of work/ career and participation;
- Human relations and contribution to school development; and
- Extra-curricular & co- curricular participation.

For Post Level 2 Educators:
- Professional development in field of work/ career and participation;
- Human relations and contribution to school development;
- Extra-curricular& co- curricular participation;
- Administration of resources and records;

- Personnel; and
- Decision making and accountability.

For Post Level 3 & 4 educators:
- Professional development in field of work/ career and participation;
- Human relations and contribution to school development;
- Extra- curricular & co- curricular participation;
- Administration of resources and records;
- Personnel; and
- Decision making and accountability.
  (ELRC 2003, Exemplars A, B and C)

2.6.8 Post-evaluation Meeting

Post evaluation is held before the DSG allocate the appraisee's final scorers. One of the hardest things in the world is to accept criticism, especially when it is not presented in a constructive way. Like mistakes, constructive criticism can be a most valued teacher. In fact, one of the reasons that some leaders do not grow on the job is because they shy away from constructive criticism. Bartalo (2012:142) suggests that it is only when you know how others perceive what you have been doing that you are able to address your short comings. Criticism can be a tough pill to swallow, but it will help you to improve more than flattery.

The professional development of teachers needs to be central, not peripheral in the appraisal process. According to Wragg (1987:66), it should certainly figure prominently in informal discussion as well as any more formal appraisal interview or written report. What is more, there should be a follow-up check at some future date, either after a year or at a subsequent appraisal, to see whether action has been taken.

2.6.9 Resolution of Differences and Grievances

According to ELRC Collective Agreement (2003:11), the following procedure can be followed in resolving differences and/or grievances:

- It is anticipated that most differences of opinion between educator and members of his/her Development Support Group (DSG) in respect of performance ratings will be resolved by discussion at that level;

- Where agreement cannot be reached, the matter will be referred to the school's Staff Development Team (SDT) within a week;

- If there is still no resolution within five working days, and where there are serious breaches of the guidelines of the process, either party may request a formal review by the Grievances committee. Such a request must be in writing and must state reasons why the educator believes that there are grounds for challenging the process or the results. This grievance committee consists of a peer, observer from trade unions admitted to Council and a neutral person appointed by the District manager (or his/her delegate); and

- The Grievance committee will make recommendations to the Head of Department, who shall make a decision within five working days of receiving the recommendations.

2.6.10 Moderation

Klenowski and Wyatt-Smith (2014:73) describe moderation as:
- quality review and quality assurance process;
- quality control process;
- procedure to promote consistency of teacher judgement and comparability of results across different assessors, programmes and contexts;
- process to inform curriculum, teaching and learning areas of improvement; and
- method to inform and support expected performances or standards.

Moderation of DSG reports need to be done at any level, externally and internally. This will help for the authenticity of the scores awarded. External moderation is conducted by the district officials to ensure the consistency among schools (ELRC, 2003:12).

2.7   RECORDS AND DOCUMENTATION

2.7.1 Personal Growth Plan (PGP)

The ELRC document (2003:13) indicates that the PGP should be an outcome (or consequence) of the strategic plans of the relevant department of education and developmental appraisal. The educator develops the PGP in consultation with the members of DSG. The PGP is used to inform the school improvement plan (SIP) which, in turn, will be submitted to the district office to inform their planning and deployment of support staff.

ELRC Collective Agreement (2003:23) further stipulates that the PGP should address growth   at the following four "levels":

- Those areas in need of improvement about which the educator him/herself is in full control (e.g. punctuality);

- Those areas for which the DSG (immediate senior and/or mentor) or someone else in the school is able to provide guidance (e.g. record keeping);

- Those areas for which the department should provide INSET or other programmes (e.g. Outcomes Based Assessment); and

- Where the educator is un-or under qualified or needs reskilling in order to teach a new subject (e.g. Technology), this information needs to feature in the Workplace Skills Plan (WSP) of the department.

2.7.2 School Improvement Plan

According to Macbeath (2006:125), the following questions must be asked to determine the priorities and targets for improvement:

- Is the school choosing the right priorities for the next academic year?
- Is the school setting its ambitions for the medium term high enough?
- Is the school setting priorities and targets appropriate to achieving its ambitions for learners?
- What aspects of practice could be shared with others beyond the school so as to contribute to raising attainment and achievement more widely?

The SDT must receive, from all the DSGs, the completed instruments (and agreed-upon ratings) as well as the Personal Growth Plans (PGPs) of each educator by the end of March each year. From this, and other information pertaining to school management and administration, they must compile the School Improvement Plan which groups teachers (with similar development needs) together in order to identify specific programmes which are a priority for the school (and the educators in the school). The PGPs of individual educators as well as the other seven focus areas included in the WSE policy, also inform the SIP (ELRC, 2003:14).

2.8   IMPLEMENTATION   MODELS

2.8.1 Top-Down

The top-down implementation approach is a clear-cut system of command and control, from the government to the project, which concerns the people.   According to Bush (2011:48), the top-down system is characterised of the following underlying principles:

- clear and consistent goals;
- rules are established at the top and policy is aligned with the rules;
- knowledge of pertinent cause and effects; and
- clear hierarchy of authority.

2.8.2 Down-Top

Gamage (2006:202) maintains that down-up designers begin their implementation strategy formation with the target groups and service deliverers because they find out that the target groups are the actual implementers of the policy. Bottom-uppers contend that if local implementers are not allowed discretion in the implementation process with respect to social conditions, then the policy will likely fail.

2.8.3 Horizontal Implementation

Horizontal flow of implementation involves coordination across departments and units at the same level. Individuals at the same level always talk to each other about work related events, management and personal matters. It is important that all stakeholders must co-operate freely, openly and willing fully for the effective implementation of IQMS programme in schools. Horizontal communication fills in gaps that occur in downward communication (Gamage, 2006:206).

2.9 EDUCATORS' PERCEPTION AND EXPERIENCES ON IQMS IMPLEMENTATION

Most educators think that appraisal serves as an intimidation tool that can be used to threaten them with retrenchment or no pay increment. Steyn and Van Niekerk (2002:278) give the following reasons why educators feel negative about appraisal:

- Appraisal is seen as interference in the educators' work and as showing no confidence in their competency;
- The appraisal model can provide educational leaders with a basis for making career decisions regarding staff, such as promotion; and
- Staff appraisal provides evidence for disciplinary procedures.

However, it seems as if with careful planning and correct attitudes, staff appraisal can be implemented in a way that is both positive and professional.

In his studies about '*Investigating factors inhibiting the implementation of IQMS in a South African school',* Mji (2011:21) argued that while the IQMS policy looks good on paper, it is extremely difficult to implement. Issues of honesty and trust are at the root of the difficulties that makes IQMS implementation difficult. It appears that in South Africa, there is tension between the professional growth envisaged in the policy and the sense of bureaucratic surveillance that is triggered by the linking of certain salary percentage increase as a means of motivation, where schools' colleagues have to decide on whether the teacher qualifies for it or not. Hence according to ELRC (2003:3), "The purpose of Performance Measurement (PM) is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives."

2.10   CHANGE MANAGEMENT

According to Craft (1996:149), change involves the following four phases:

- Imitation: when the decision to adapt a change is made;
- Implementation: When the change is first put into place;
- Continuation or institutionalisation: whether the change becomes embedded and part and parcel of school life; and
- Outcome: the effects, positive and negative, of the change.

Balfour et al. (2004:73) argued that for policy changes to make a real difference to what happens in schools, it is essential that teachers be given sufficient time and support to engage critically and creatively with the curriculum in their daily work. It is important that   educators at school must be ready to adapt to change. This will help for the effective implementation of IQMS in schools.

Craft (1996:154) further suggested that those introducing change can fail for a number of reasons:
- They can be over-irrational in   introducing change (assuming that others will wish to follow once the logic of a planned direction is planned);
- They can be operating as such a different thought level from those whom the change will affect;

- They might over-rely on power and position, whilst neglecting the valued, feelings, ideas and experiences of those who change affects;
- They can fall into the trap of experiencing problems which necessitates change to individuals, rather than to methods and systems, thus causing defensiveness; and
- They might be trying to deal with an insoluble problem.

2.11   THE IMPACT OF CPTD ON THE IMPLEMENTATION OF IQMS

Like all professionals, teachers, principals, deputy principals and heads of department (HODs) need to continuously develop their knowledge and skills throughout their careers.   They need to consistently update and broaden their knowledge and skills to strengthen their capacity to help children with learning, understanding and development. This is professional development. Du Plessis (2013:58) indicated that continuous professional development of educators is critical for the welfare of any education system.

According to Continuing Professional Teacher Development (CPTD) (2001) implementation document, teachers, principals, deputy principals and HODs will need to acquire 150 Professional Development (PD) points in three-year cycles.   PD points are acquired through activities initiated by the teacher, the local school as well as through activities initiated externally such as training through the South African Council for Educators (SACE) approved provider who provides SACE endorsed courses. Therefore, the purpose of both CPTD and IQMS implementation is to encourage teachers to become better at their jobs and to encourage communities to become better sites for learning and development.

2.11.1   CPTD System Phased-in Implementation

SACE council approved the CPTD implementation plan in November 2012. Thereafter, the Professional Development Research Division had 25 national and provincial meetings with   stakeholders and provincial departments to share the CPTD implementation plan.   CPTD is part of SACE's code of Professional Ethics for educators; therefore, participation in CPTD is compulsory. The CPTD system implementation cohorts are as indicated below:

- *1ˢᵗ Cohort (First CPTD Cycle has to start from January 2014 to December 2016 and thereafter every three years)*

The first cohort will combine Principals and Deputy -Principals. It is envisaged that this will   assist the phasing-in process because the numbers are small as compared to the HODs and the rest of the teachers.   Secondly, having learned from the process on introducing new initiatives and policies in the system, it is important that the principals and deputy principals go through the system first so that they can be able to create a culture of on-going development in their schools, be in a strong position to support their educators from an informed position and to manage the implementation of CPTD system at school level.

- *2ⁿᵈ Cohort (first CPTD Cycle has to start from January 2015 to December 2017 and thereafter every three years)*

The second cohort will be for Heads of Department (HODs).   Again, the HODs will be in a better position to support   their staff   on the implementation of   the CPTD system.

- *3ʳᵈ Cohort (first CPTD Cycle has to start from January 2006 to December 2018 and thereafter every three years)*

The third cohort will be for Post Level 1Teachers.   It is envisaged that their buy-in into the CPTD system will be enhanced since their seniors would have gone through the process already (CPTD brochure (Edutel, 2013:1).

2.11.2   Signing up on the CPTD Information System

The CPTD National Orientation and sign-up team has been established and capacitated on the 11-12 February 2013. This team is made up of SACE, Department of Basic Education, Teacher development, Educator Performance Management and Development Directorates, National unions, SAPA and NAISA. The team assisted SACE in the process of orientating educators on the CPTD management system and signing them up for on the CPTDS Information System (CPTD-IS).

According to CPFD implementation document, all educators should have already signed up manually or electronically on the CPTD-IS before they participate in their 1st CPTD Cycle.   The following are the sign-up years for the three identified cohorts:

- **1stCohort Sign-up:** All Principals and Deputy Principals have signed-up on the CPTD-is from 1st March to 06 December 2013 in preparation to their 1st CPTD Cycle from 2014 onwards.

- **2ndCohorts Sign-up**: All HODs have signed-up on the CPTD from January 2014-31st October 2014 in preparation for their 1st CPTD Cycle from January 2015 onwards.

- **3rd   Cohort Sign-up:** All PL1 Teachers have signed-up on CPTD from   January 2015 - 31st October 2015 in preparation for their 1st CPTD Cycle from January onwards (CPTD Brochure Edutel, 2003:2).

The researcher has also investigated the impact if CPTD implementation on IQMS as they are all both government processes aimed at teacher development.

2.11.3 How the School Principals and Senior Management Team can Address Educators 'Attitude and Perception Towards Appraisal?

It is important that the appraisee be actively involved in the process of appraisal. The procedure must be formulated after consultation. These procedures, including areas for appraisal, criteria, outcomes and reports, must be clear from outset. Principals should be familiar with educators' complaints, help them with discipline problems, provide resources and work through problems with them. The appraisal of educators should not be confidential, but the process should be accountable and transparent. In general, according to the ELRC document (2003:5), the Senior Management Team (SMT), which consists of the principal, deputy principal and education specialists (heads of department), is responsible to ensure that the school is operating efficiently and effectively.

2.12 OTHER RESEARCH STUDIES ON THE IMPLEMENTATION OF IQMS IN OTHER PROVINCES

There were few studies conducted previously to investigate the implementation of IQMS in other Districts. The researcher reviewed some of the findings of studies held in other education districts (Queenstown District of Eastern Cape schools and Umlazi District of Kwazulu-Natal) with the intention of bridging any gaps left by these previous researchers. The following findings of two studies by Sambumbu (2010) and Buthelezi (2005) were analysed and helped the researcher to extend the scope of the study in Vhembe Education District:

2.12.1 Implementation of Integrated Quality Management system in Queenstown District Schools: Experiences from the Isibane Circuit

In the study, 'The Implementation of Integrated Quality Management system in Queenstown District schools: Experiences from the Isibane Circuit', Sambumbu (2010:47) revealed the following findings:

- Most of the school based-educators first became aware of the quality assurance programme being in the pipeline via electronic and paper media and not through the district office. The school-based educators felt that they, as the professionals who are to implement the programmes, should be the first to be informed, before the general public are informed;

- The problem of funding seems to be an aspect that impacts negatively on the relationship between the school-based educators and the district in the sense that any training opportunities by the district in the form of workshops are compulsory for school staff, irrespective of whether the school can pay for attendance from their own funds. It seems logical that if a workshop is compulsory the district should fund the attendance;

- One training opportunity that was planned for a week was reduced to three days because, as it was communicated to the school-based educators, that there was

lack of funds. However closer scrutiny revealed that it was not reduced to lack of funds, but to poor budgeting;

- The officials from the district, acting as facilitators during the workshop, were not competent to do the training. They were not able to answer the participants' questions and, in some cases, provided contradictory information to the participants;

- It was observed by participants that the relationship between the district and teacher unions (especially South African Democratic Teacher Union (SADTU) seemed to be "unhealthy". Because opposing views on aspects of the quality assurance programmes were communicated by the unions to the school-based educators. Clearly, the unions and the districts were not in agreement on all aspects of the programme. These issues should have been resolved through the liaison structures that exist between unions and educational departments (national and provincial) before the finalisation of the programme;

- Districts should be clear about their officials' role as quality assures within the education system as a whole. They are not the gate keepers of the department but should be the source of support for schools. They should view the advocacy phase in the broadest sense to include all aspects between the design and the implementation of the programme;

- The relationship between the district and the unions needs clarifications. Both role players should play a constructive role during the advocacy phase of the programme;

- School district should be more accountable in providing quality leadership and support to the schools under their jurisdiction to ensure the successful implementation of quality assurance programmes;

- The school district officials must be held accountable for the performance of schools under their jurisdiction and there should be ways and means of measuring their performance. The school district staff needs to have clear job descriptions that will dictate their operation and help to measure their performance; and

- The importance of effective advocacy of a quality assurance programmes for the successful implementation of these programmes should lead to the provision of sufficient fund in for the process. The effective planning of the workshops should ensure competent facilitators and sufficient time for the advocacy process.

While the above study focused on the experiences of the district officials only, this research further investigated the experiences of all stake holders including educators, principals, school structures and district IQMS coordinators. Educators are the foot soldiers in the ground and hence a need to find out their actual experiences.

2.12.2 Educators' Perspectives of the Implementation of Integrated Quality Management System (IQMS) in Secondary Schools within District of Kwazulu–Natal

Buthelezi (2005:67), in his fulfilment of a B.Ed. degree at the University of Zululand, conducted a research study about the educators' perspectives of the implementation of the Integrated Quality Management System (IQMS) in secondary schools within the UMlazi District of Kwazulu–Natal and came with the following findings:

- In some schools, educators do not understand the IQMS instrument;
- Advocacy and training programmes in respect of IQMS are ineffective in some schools;
- Certain IQMS structures are not yet in place in some schools;
- Educators feel that the IQMS is an additional burden to the already overloaded workloads; and
- Educators are skeptical about grade and salary progression.

Whilst the above study focused on the experiences of secondary school educators only, this research study investigated the experiences of primary school educators as they are at the foundation of the education system.

2.13 CHAPTER SUMMARY

The chapter reviewed issues with regard to the implementation of IQMS policy. The successful implementation of IQMS depends on the extent to which all stakeholders are informed and have been prepared for the envisaged change. The effective implementation of IQMS would form suitable basis of CPTD implementation. However, Sello (2009:3) emphasised that to meet the needs of the present democratic society, school principals and the rest of the management team are expected to be involved in self-development programmes and develop other members of staff.

However, there were still a number of gaps left by previous researchers which needed investigation. The current study strived to bridge such gaps. The researcher considered the gaps which exist between policy and practice in order to pave the way for the effective implementation of IQMS in schools. There was a need to get the views and experiences of educators with regard to the implementation of IQMS. This was established in Chapter 4 (Presentation of Data).

In the following chapter (Chapter 3: Research Methodology), the emphasis was on the methodology used in the research.

RESEARCH METHODOLOGY

3.1   INTRODUCTION

The previous chapter focused on the literature study. It outlined literature on the IQMS policy framework, educators' perceptions and experiences on IQMS, change management and the impact of CPTD on IQMS. The researcher also explored gaps that exist on studies that have already been undertaken on IQMS implementation.

This chapter presents the methodology employed in collecting data for the study, the research design, population and sample, data collection techniques (observation and interview), data analysis and ethical issues considered by the researcher.

The qualitative approach was chosen for its inherently multi-dimensional focus, involving a range of 'unlimited' methods in nature. Cohen, Manion and Marion (2011:221) indicate several purposes of qualitative research, for example, description and reporting, creation of key concepts, theory-generation and testing.

3.2   RESEARCH DESIGN AND METHODOLOGY

According to Leedy and Omrod (2014:4), researchers plan their overall research design and research methods in a purposeful way to acquire data relevant to their research problems. This study adopted the qualitative, interpretive research approach using mainly semi-structured interviews to explore experiences of primary school educators regarding the implementation of IQMS in Vhembe District, Limpopo Province. The participants were allowed to present their own understanding, challenges and experiences obstructing the implementation of IQMS.

3.2.1 Research Paradigm

A research paradigm is a set of commonly held beliefs and assumptions within a research community about ontological, epistemological and methodological concerns.

This study was based on interpretivism research paradigm because interpretivism focusses on people's subjective experiences, on how people 'construct' the social world by sharing meanings, and how they interact with or relate to each other . It is concerned with understanding the world as it is from subjective experiences of individuals. According to interpretivism knowledge is personally experienced rather than acquired from or imposed from outside. Therefore this study investigated the experiences of primary school educators in the implementation of IQMS in primary schools.

3.2.2 The qualitative research approach and its relevance to the study

According to Patton (2002:341), qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable and made explicit. However, according to Dey (1993:38), 'qualitative research often seeks to illuminate the ways individuals interact to sustain or change social situations.' In this study a qualitative research approach was chosen to explore the experiences of educators on IQMS implementation mainly from the standpoint of the participants. In this study, the researcher explored open-ended questions to help uncover the participants' perspectives but respected how participants framed and structured their responses. Furthermore, the researcher suspended his bias, perceptions and independence and allowed the interpretation the participants brought to the phenomena being studied, to speak for themselves. Cohen et al. (2011:413) state the following advantages of using standardized open-ended interviews:

- The respondents answer the same questions, thus increasing comparability of responses; data are complete for each person on the topics addressed in the interview;

- Reduces interviewer effects and bias when several interviewers are used;

- Permits decision-makers to see and review the instrumentation used in the evaluation; and

- Facilitates organisation and   analysis of the data.

The qualitative research approach was useful in this study because it provided direct, first-hand and more contextual information about teachers' knowledge, perceptions, thoughts and experiences about the process of IQMS implementation.

The following paragraph outlines the population and sample of the study.

3.3   POPULATION AND SAMPLE

3.3.1 Population

A population is a group of elements, whether individual, object or event, that confirm to specific criteria and to whom the researcher intends to generalise the results of the researcher (Macmillan & Schumacher, 2001:169). However, Cohen et al. (2011:145) argue that experienced researchers often start with the total population and work down to the sample. By contrast, less experienced researchers often work from bottom up, that is, they determine the minimum number of respondents needed to conduct the research.

In this study, the researcher's population is comprised of principals of primary schools, SDT chairpersons, DSG members and IQMS district officials.

3.3.2 Sampling and Sampling techniques

Researchers often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study. This smaller group or subset of the total is the sample (Cohen et al., 2011:143).

The sampling approach selected for this study was non-probability sampling. In this of approach, participants have unequal chances for being included in a sample, hence purposive sampling. The participants were selected non-randomly, but for the purposes of this study, only schools that are implementing IQMS were sampled.

In this study, ten primary schools were purposively selected from primary schools within Vhembe District, Limpopo Province. The researcher took into consideration that all ten schools were implementing the IQMS programme. In each school, the researcher interviewed three participants, i.e. the principal, chairperson of the School Development Team (SDT), and one member the Development Support Group (DSG). The researcher also interviewed two District IQMS officials and analyzed the roles they play in the implementation of IQMS in schools. The interviews with the District officials were helpful because according to ELRC Collective Agreement No.8 (2003:24) district officials are expected to visit schools to monitor IQMS implementation. They also get feedback from school principals about the challenges experienced by educators in schools. Thus, a total number of 32 participants were interviewed.

The researcher also selected participants with knowledge on the IQMS, and these benefited the study by revealing what they are actually doing regarding IQMS implementation.

3.4 DATA COLLECTION TECHNIQUES

Leedy and Ormrod (2008:158) maintain that qualitative researchers often use multiple forms of data collection methods in a single study. Therefore, in this study, the researcher collected data through interviews and observation.

3.4.1 Interview

Burton and Bartlett (2009:94) indicate the following strengths to interviews:
- It is a research method that is adaptable to different situations and respondents;

- An interviewer can pick non-verbal clues that would not be discernible from questionnaires, for example, the annoyance or pleasure shown by a respondent over certain topic;

- A researcher can follow hunches and different unexpected lines of enquiry as they come up during the interview, for example, issues of bullying that had not been mentioned or suspended before the start of the study may become apparent; and

- An interviewer can collect detailed qualitative data expressed in a respondent's own words.

The above sentiments have been shared by Cohen et al. (2011:409) who argued that the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard.

However, in this study, the researcher safe-guarded against the following weaknesses of interviews as a means of data collection, as indicated by Burton and Bartlett (2009:94):

- An interviewer may significantly affect the responses by inadvertently influencing or leading a respondent;

- Interviews can take a great deal of time and may be difficult to set up. This inevitably restricts the number possible to carry out; and

- The more unstructured the interviews, the more variation there is between interviews. The "uniqueness' of each interview makes collating the data more difficult.

In this study the interviews helped the researcher to collect in-depth information about the experiences of educators with regard to IQMS implementation. The participants were able to share information in their own words and the researcher was able to gather detailed information.

3.4.2 Observation

"Observation methods are powerful tools for gaining insight into situations (Cohen et al., 2011:474)." The distinct feature of observation, as a research process, is that it offers an investigator the opportunity to gather "live" data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situation rather than relying on second-hand accounts.

Observation can take many forms. This may be formal and overt, as in many psychological experiments, where researchers note reactions of respondents to certain stimulations. Often, researchers carry out open or unstructured observations in very early stages of research to familiarize themselves with the topic (Burton & Bartlett, 2009:94). In this study, the researcher visited the sampled schools to observe how the infrastructure and school environment are properly maintained by the School Development Teams.

3.5   DATA ANALYSIS

Qualitative data analysis involves organizing, accounting for and explaining the data, in short, making sense of data in terms of participants' definitions of the situation, noting patterns , themes, categories and regularities (Cohen et al., 2011:537). Data from individual interviews were tape-recorded and then transcribed and analyzed. Data was analyzed using content analyzing strategy to determine common themes shared by the different groups of participants. These themes were used in the analysis of the data and reporting of the findings of the study. The following five major themes emerged from the record of the interviews and researcher's observation tool:

- Educators' experiences with regard to IQMS implementation;
- Educators' perception on the implementation of IQMS;
- Challenges in the implementation of IQMS;
- Support by District officials and other school structures within the school; and
- Improvement strategies for effective IQMS implementation.

3.6   ETHICAL CONSIDERATIONS

Ethics are the rules that bind the researcher as he/she conducts his/her research. According to Cohen et al. (2011:75) , "the awareness of ethical concerns in research is reflected in the growth of relevant literature and in the appearance of regulatory codes of research practice formulated by various agencies and professional bodies". Therefore, the researcher is responsible for setting standards to adhere to.

3.6.1 Informed Consent

Cohen et al. (2011:80) maintain that informed consent is a cornerstone of ethical behaviour, as it respects the right of individual to exert control over their lives and to take decisions for themselves. Participants need to be informed of the nature of study and may choose whether or not to participate. They have a reasonable expectation that they will not be coerced into participation (Burton & Bartlett, 2009:53). McMillan and Schumacher (2010:118) argued that informed consent is achieved by providing subjects with an explanation of the research, an opportunity to terminate their participation at any time with no penalty, and full disclosure of any risks associated with the study.

In this study, the researcher wrote letters of information to participants who, in turn, responded about their willingness to participate in the research (Appendix H). The researcher also acknowledged Burton and Bartlett's (2009:33) warning that researchers need to keep in mind that consent is given by the respondents to use data gathered from them for a particular project. Participants were asked to sign a form that indicates an understanding of the research and consent to participate (Appendix I).

3.6.2 Confidentiality

Confidentiality refers to a condition in which the researcher knows the identity of the research participant but takes steps to protect that identity from being discovered by others. Lichtman (2013:53) suggests that any individual participating in a research study has a reasonable expectation that information provided to the researcher will be treated in a confidential manner. This is the other way of protecting a participant's right

to privacy - through the promise of confidentiality: not disclosing information from participant in any way that might identify that individual or enable the individual to be traced (Cohen et al., 2011:92).

In this study, confidentiality was upheld to build trust and rapport with study participants. The researcher kept the data gathered in this study confidential. The researcher also obtained signed statements indicating non-disclosure of the research and restricting access to data which identify respondents. The identities of participants were kept confidential, and participants were talked to in private. Participants were assured that identifying information will not be made available to anyone who is not directly involved in the study.

3.6.3 Privacy and Anonymity

"Any individual participating in a research study has a reasonable expectation that privacy will be guaranteed (Lichtman, 2013:52)." Privacy is more than simple confidentiality. The right to privacy means that a person has the right not to take part in the research, not to answer questions, not to be interviewed, not to have their home intruded into, not to answer telephones or emails, and to engage in private behaviour in their private space without fear of being observed (Cohen et al., 2010:91). As expressed by Burton and Barlett (2009:34), the researcher needs to consider and state what will happen to the data after these have been collected, that is, how it will be stored, if it will be destroyed after a period of time, if it may be used in other studies, and how the research findings might be reported in the public domain. In this study, participants' privacy was upheld both during and after participating in the research. Hard copies of the participants' responses will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet for future research.

Anonymity requires that one does not know who the participants are. As outlined by Cohen et al. (2011:91), a participant or subject is, therefore, considered anonymous when the researcher or another person cannot identify the participant or subject from the information provided.

The essence of anonymity in this study is that no information provided by the participants revealed their identity. The researcher also ensured anonymity by not using the names of participants or any other personal means of identification. The participants' identities were kept secret. Their names were not recorded anywhere, and no one apart from the researcher and identified members of the research team knew about their involvement in this research.

3.6.4 Access and Acceptance

Ethical considerations pervade the whole process of research. The first stage in access and acceptance involves gaining official permission to undertake one's research in the target community (Cohen et al., 2011:83).

In this study, the researcher wrote a letter seeking permission from the Vhembe Education District office to interview participants in schools (Appendix J). The content of the letter included the: aim of the research, purpose of the data to be collected and assurance of confidentiality of information given by the participants.

3.6.5 Voluntary Participation by Participants

The principle of voluntary participation requires that participants not be coerced into participating in research. In this study, participants were given a chance to exercise their free will in deciding whether to participate in the research or not. The participants were fully informed about the procedure and allowed to give their consent to participate. Their participation was voluntary, and they were free to withdraw at any time without penalty.

3.6.6 Deception

"Deception may occur in not telling people that they are being researched (in some people's eyes, this is tantamount to spying), not telling the truth, telling lies or compromising the truth (Cohen et al., 2011:95)". Furthermore, Burton and Bartlett (2009:34) warned that deception can prove to be counter-productive in the long term and morally objectionable.

However, in this study, the researcher counteracted negative effects of research employing deception by ensuring that adequate feedback is provided at the end of the research.

3.6.7 Rapport and Friendship

"Once participants agree to be part of a study, the researcher develops rapport in order to get them to disclose information' (Lichtman, 2013:54). However, there is a difference between developing rapport and becoming a friend.

The researcher provided an environment that is trustworthy in this study and avoided setting up a situation in which participants thought they were his friends.

3.6.8 Intrusiveness

Individuals participating in a research study have a reasonable expectation that the conduct of the researcher will not be excessively intrusive. According to Lichtman (2013:54), 'intrusiveness can mean intruding on the participants' time, intruding on their space and intruding on their personal lives.

In this study, the researcher did not interfere with participants' teaching time (this is evident in the letter addressed to the district manager seeking permission to visit school the during non-contact time schedule and not during their lessons with learners).

3.6.9 Inappropriate Behaviour

Researchers might find themselves getting too close to the participants and blurring boundaries between themselves and others. Lichtman (2013: 55) believes that if "you think you are getting too close to those you are studying, you probably are." Then back off and remember that you are a researcher and bound by your code of conduct to treat those you study with respect.

In this study, the researcher knew what was meant by inappropriate behaviour and avoided it.

3.6.10 Data Interpretation

Lichtman (2013:54) points out that a researcher is expected to analyze data in a manner that avoids misinterpretations or fraud. This principle guides the researcher to use his/her data to fairly represent what he/she sees and hears.

The researcher interpreted the data and presented evidence in the following chapters in such a way that others can decide to what extent the interpretation is believable.

3.7   CHAPTER SUMMARY

In this chapter, the researcher outlined the research methodology used in the study; the importance of using an interpretive qualitative approach was also discussed. Furthermore, aspects related to the population of the study, sampling methods, techniques used to collect data, methods used in analyzing data and ethical principles adhered to by the researcher were outlined. The data collected during interviews and observations are presented and analyzed in the next chapter (Chapter 4).

ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS

4.1   INTRODUCTION

The previous chapter focused on the research methodology. The emphasis in the current chapter is on the analysis and discussion of research findings. The information obtained from interviews and observations is analyzed to determine the experiences of primary school educators on the implementation of IQMS in Vhembe District, Limpopo. The analysis of this qualitative data collected is guided by the research questions, aims and objectives of the study.

This analysis is also based on the theoretical framework outlined in Chapter two of this study (Transformational leadership theory). A transformational leadership theory is a style of leadership where a leader is charged with identifying the needed change, thus creating a vision to guide the change through inspiration and executing change with the members of group. To facilitate the analysis   and discussion of these findings, a voluminous amount of information was taken and reduced to categories or themes, as directed by Cohen et al. (2011:537) through the content analysis method.

4.2   ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS FROM INTERVIEWS

Interviews were conducted with thirty participants from ten different primary schools within Vhembe District. Thus, ten principals, ten chairpersons of School Development Teams (SDTs) and ten members of the school Development Support Groups (SDGs) from each school were interviewed. Two District officials who work directly with the implementation of IQMS in school in Vhembe District were also interviewed to get their general experience with regard to their observations of IQMS implementation in primary schools. Interviews were based on the research questions formulated in Chapter one, namely:

- What are the experiences of primary school educators with regard to the implementation of Integrated Quality Management system?

- What are the perceptions of primary school educators with regard to the implementation of IQMS?
- What are the challenges in the implementation of IQMS?
- What kind of support is given to educators by District officials in the implementation of IQMS?
- How can the District officials improve the implementation of IQMS in schools?

For the purpose of this study, the researcher used four structured interview schedules to gather information. These interview schedules are presented in Appendix A to Appendix D. Appendix A (Interview schedules for the school principals), Appendix B (Interview schedule for chairpersons of school development team, SDT), Appendix C (Interview schedule for a member of the Development Support Group (DSG) and Appendix D (Interview schedule for education district officials). The information obtained from interviews was reduced according to the following categories (themes):

- Educators' experiences with regard to IQMS implementation;
- Educators' perception on the implementation of IQMS;
- Challenges in the implementation of IQMS;
- Support by District officials and other school structures within the school; and
- Improvement strategies for effective IQMS implementation.

4.2.1 Educators' Experiences Regarding the Implementation of IQMS

In each of the ten primary schools, the researcher administered the following interview questions to Chairpersons of School development teams, members of the development support group and principals of schools in order to investigate their experiences of IQMS implementation (See appendix A, B and C):

- **Do you think IQMS is achieving the purpose it has been designed for and why?**
- **What do you think is the purpose of IQMS?**
- **What kind of training did you undergo to executive your responsibilities?**
- **What are your major experiences with regard to IQMS implementation?**

4.2.1.1 The purpose of IQMS

According to the policy document (ELRC, 2003:4), the purpose of IQMS is as follows:

- To determine competence;
- To assess strength and areas of development;
- To provide support and opportunities for development to assure continued growth;
- To promote accountability; and
- To monitor the institution's overall effectiveness.

Most educators did not know the purpose of IQMS outlined by the policy document. When asked what they think the purpose of IQMS is, one teacher replied:

"*I think IQMS is the strategy employed by the department to give educators pay progression. This is the method of giving educators 1 % pay progression.*".

Most DSG educators indicated that they do not know the actual purpose of IQMS implementation in schools. They only cited the issue of reward and salary increase as the main purpose. Very few educators know that IQMS involves all aspects of Developmental Appraisal, Performance Measurement and Whole school evaluation. Only four out of ten educators interviewed cited that IQMS brings a sense of awareness to realize one's strength and weaknesses and start working against those weaknesses through the construction of developmental programmes that may involve self, peer and school or district interventions.

When asked if IQMS is achieving its purpose, SDT chairpersons concurred with DSG members that IQMS is not achieving its purpose. These were some of their responses:

"*I think that IQMS is not achieving its purpose because it is done for compliance purposes in most schools*".

The other SDT Chairperson interviewed said,

"*No, it seems as if IQMS is meant for developmental purposes, but we only focus on IQMS only towards the end of the year. Throughout the year we only focus on teaching and there is little time for developmental programmes.*"

The above sentiments were echoed by most of the principals who indicated that IQMS is not achieving its purpose.

"IQMS is not achieving its purpose because it is full of paper work and we are supposed to put more effort on teaching because the department demands better results from us." said one of the school principals.

The other principal said that educators in his school are demotivated by the mere 1% pay progression awarded to them.

"The department must address the shortage of teachers, overcrowding classrooms, lack of facilities in schools including Science equipment in order to improve the results of learners. IQMS is a waste of time and there is no fairness in the scores given by different schools. Some of the schools in our district have the lowest school results but the IQMS scores of all educators in those schools are extremely very high. So, there is no accurate correlation between the school performance and the scores of QMS" argued one of the school principals."

However, three of the ten principals indicated that IQMS is achieving its purposes.

"It seems as if IQMS is achieving its purpose. My work here at the school is now more efficient than before because the HOD's are doing their job effectively. Educators participate willing fully in all programmes and projects initiated by the school. Actually, all stakeholders are involving themselves in the development of the school." Said one school principal.

Although most principals denied that IQMS is achieving its purpose, it is pleasing to find that most of them understand its purpose, as outlined in the ELRC document.

"*IQMS is aimed at developing educators and making schools to be effective centers of learning. It is through IQMS were educators and the SMT in particular could be able to identify their weaknesses and then draw up a personal development growth plans*." said one of the principals.

The IQMS has been designed with the purpose of preparing an environment for teacher development, to monitor the overall effectiveness of institution, to evaluate the performance of the educator, to identify specific needs of educators for support and

development, and to promote accountability (ELRC Collective Agreement No.8 2003:3). However, the study revealed that most participants believed that IQMS was not achieving its purposes.

4.2.1.2 Training

The School Development Team chairpersons are expected to have a vast knowledge on the implementation of IQMS in schools as indicated in the ELRC document (2003:5). It was surprising to find that some of the SDT chairpersons never attended any training of IQMS. However, they are expected to carry a number of responsibilities indicated in the ELRC IQMS document (2003:12). Some of these responsibilities include the following:

- To ensure that all educators are trained on the procedures and processes of an Integrated Quality Management System;

- Together with the SMT, develops the School Improvement Plan (SIP) based on information gathered during Development Appraisals;

- Coordinates on-going support provided during the two developmental cycles each year; and

- Completes the necessary documentation for Performance Measurement (for pay or grade progression), signs off on these to assure fairness and accuracy and submits the necessary documentation in good time to the Principal.

Most SDT chairpersons interviewed (6 out of ten chairpersons) indicated that they did not receive training in the implementation of IQMS. However, four SDT chairpersons indicated that they attended training only for one day in the first year of IQMS inception. They indicated that training took place only in the afternoon, and it was not adequate to equip them with the knowledge to implement IQMS programme in schools. They complained that they were supposed to cascade the information back to their colleagues at schools. They also indicated that the District officials who conducted training seemed unsure about some of the concepts in the IQMS documents.

"*I attended a one-day orientation workshop organized by the District official. This workshop started from 13h30 to 15h00. After the workshop we were still not clear about most of the issues. The facilitators expected us to go and cascade the information back to our colleagues at school. It is not simple for me to execute my duties as the chairperson of the school development team without enough knowledge and skills. I sometimes feel not so much confident*"* said one of the SDT Chairpersons.

Out of ten principals interviewed, three principals from three different circuits indicated that they were not trained in the implementation of IQMS. Two of these three principals were newly appointed and complained that the induction they received did not include matters of IQMS management. The other seven principals who attended the training complained that it was a one-day workshop organized by their circuit managers. They cited that these kinds of workshops were organized in the afternoon for only 2 hours. However, all principals confirmed that they normally attend meetings organized by the District officials where they are only told about how to fill the necessary documents to be submitted to the District office. Most principals advised that intensive training of school principals on IQMS should be done at least on quarterly basis.

"*In our circuit, only the SDT chairpersons were invited to attend the IQMS training organised by the circuit manager. We were not happy about this procedure because the educators cannot be trained before the school managers are trained. How can we be expected to oversee the management of IQMS process if we are not much knowledgeable about the programme.*" Remarked one school principal.

Another principal indicated:

"*I attended a meeting where the management plan for the district was outlined. In that meeting we demanded for a full workshop course to be organized for principals for at least 5 days. We requested the department to organize the workshops in the morning because in the afternoon we are*

tired about the school day routine work and the time for such training is very short. We are still waiting for this kind of workshops."

According to most of the participants, the training and support given to educators was inadequate. The educators were unhappy with the training they received. Most DSG members (seven out of ten educators) interviewed indicated that they did not undergo any training organized by the District. Some of them indicate that they attend only one training meeting organized by the SDT chairpersons at their respective schools. However, these kinds of workshops are only about filling the necessary documents needed by the department. They said that no thorough explanation is given by SDTs because they are also not sure about most concepts.

"*The department must organize workshops for us. The SDT chairpersons who organize workshop at school are unable to explain most of the concepts. I am thinking of registering for a course in IQMS in one of the universities if there is an institution that offer such a course,*" said one of the DSG educators interviewed.

On the other hand, another educator remarked that at their school, they only meet towards the end of the year to talk about the matter relating to summative evaluation.

The researcher found that there were two schools where SDT chairpersons are serving as the cluster coordinators. They indicated during the interview that they attend IQMS training workshops initiated by the Department on quarterly basis. The intention of these workshops was for SDT chairpersons to get information about IQMS implementation and then cascade information to other SDT chairpersons within the circuit. The following was one of the responses of the SDT chairperson when asked about the kind of training received:

"I was nominated to be the IQMS cluster coordinator. This opportunity gave me more chance to get more knowledge about IQMS. However, we experience the problem with regard to passing of information to our fellow SDT chairpersons within the cluster. There are many programmes apart from IQMS and most often we do not have time to hold the meetings to report back to other SDT chairpersons. We are expected to hold meetings

in the afternoon. This is problematic because there is limited time to elaborate all the important issues regard the implementation of this programme."

4.2.1.3 Participants' major experiences

Most SDT chairpersons indicated that their experience of IQMS is that most schools are implementing the IQMS programme for compliance purposes. They also complained about inadequate departmental support.

"My main worry is that there is little support by the District at the school level. The District officials normally invite us towards the end of the year to complete the DSG reports" said the SDT chairperson.

However, most principals indicate that their experience with IQMS is that it is a waste of time.

"We need to focus much on training educators with regard to the subject matter, methods and strategies to help learners who are at risk. Our educators still lack most of the necessary skills needed to executive the teaching and learning effectively, especially in Science and Mathematics Curriculum advisors or subject specialist at the district level must conduct subject workshops most often. IQMS demands more paperwork and in most cases the personal growth plans are not followed to the latter."

Some principals also indicated that they do not know when to start with class visits for performance measurement. Some principals encourage the DSG to hold class visits every term whereas others wait for the fourth term to do class visits.

One Principal said that most educators prepare excellent lesson plans with teaching aids to assist learners only during the summative evaluation process. However, during the course of the year, they normally relax and worry less.

On the other hand, some DSG educators indicated that according to their experience, it would be better if IQMS is not associated with any reward if the department does not want to increase the 1% pay progression. One educator said:

"*I think one may choose not to participate in IQMS if participating in IQMS means that I will only be rewarded by 1% pay progression. 1% is too little as compared to what other sister departments offer to their employees during assessment period*".

In one of the schools visited, the educator said:

"*At times, I am unable to recognize that I was paid the 1% money into my bank account because the money is too little.*"

4.2.2 Educators' Perceptions on the Implementation of IQMS

Participants were asked the following questions in order to get their perceptions with regard to IQMS implementation:

> - **What is your perception towards IQMS implementation in schools?**
> - **What is your overall impression of the IQMS implementation in schools?**
> - **Do you think IQMS should be linked to rewards, e.g. pay progression, and grade progression? Why do you say so?**
> - **How does IQMS affect you?**

4.2.2.1 Participants' perception and overall impression of IQMS

Most of the participants in all categories (Principals, Chairpersons of SDT and members of DSG) gave the following responses with regard to their perception and overall impression of IQMS:

"*The training is not sufficient*".
"*IQMS is a burden to us because of more paperwork*".
"*Schools are not yet ready for the implementation of IQMS* "
"*Most of the educators want to be scored more*".

Some educators held different views with regard to IQMS summative evaluation as follows:

"Some of our immediate supervisors, or to be precise, HOD's are very much incompetent, and it could be better if independent officials from the department come and do the evaluation process. Some of the DSG's are not fair in evaluation, they give their friends high marks that they do not deserve. If you are not in good terms with your immediate supervisor, they can give you low marks regardless your good performance", remarked one of the educators.

Some principals perceive IQMS as a good programme; however, they highlighted lack of time as a detrimental factor towards effective implementation. They indicated that they are required to submit DSG reports within a very short space of time. "*At times, we are forced to fill and sign educators' scores without having conducted class visits because of time constraints. We avoid making late submission and therefore submit for the sake of compliance"* remarked one of the principals.

The District officials were very much optimistic with regard to the way in which they perceive implementation of the IQMS programme. "O*ur perception with regard to IQMS in schools is that it is bearing positive results. Most schools are implementing the process. We see a drastic improvement in the development of some schools. However, we are still worried about some of educators who do not feel happy to be evaluated. Some schools are not implementing the District IQMS management plan. When we visit some of the schools for monitoring the implementation of the programme, we normally find that most of the supporting documents are not easily accessible or not there at all. But it is something we are working on. We hope that motivation , support and counselling will help to bring everyone on board,"* said one of the District IQMs officials interviewed.

4.2.2.2 Linking IQMS to rewards

According to the IQMS policy document, the purpose of Performance Measurement (PM) is to evaluate educators for salary progression, grade progression, affirmation of appointment and rewards. The Developmental Appraisal is aimed at appraising educators in a transparent manner, with a view to determine areas of strength and

weaknesses and draw up programmes for educator development (IQMS ELRC, 2003:03). The study found that most educators felt that 1% pay increase is too little as compared to the amount of work they do in schools.

The following question was posed to the participants to get their perceptions with regard to linking IQMS to rewards and incentives:

> "**Do you think IQMS should be linked to rewards, e.g. pay progression and grade progression? Why do you say so?**"

The participants gave different responses with regard to the above question. Some participants are of the view that IQMS should be linked to rewards while others disagree.

Those who think IQMS should be linked to rewards gave the following reasons.
"*Yes, IQMS should be linked to pay progression. This is one way of motivating the educators,*" said one of the principals.

"*The 1 % pay progression helps to encourage us otherwise some of educators may choose not to take part in the IQMS process if there were no rewards.*" remarked one of the educators.

"*Although 1% pay progression is too little, we appreciate this kind of acknowledgement by the department. However, the department promised to implement grade progression, something which is not yet implemented up to so far. So, the department is not fair to us and this discourages most of educators,*" remarked one of the educators.

"*The rewards are important in any appraisal system. However, the 1% pay progression is too little," said* one of the school principals.

Some participants were of the view that IQMS should not be linked to any pay progression. They cited that scores allocated to most teachers are not the true

reflection of person's abilities because classroom observation is not normally done in most schools. They indicated that principals and the HODs of Department just allocate scores so that each one of them gets the pay progression. They also cited the limited time to execute the IQMS programme effectively as the main cause of forging marks. These were some of their responses:

"*IQMS should not be linked to any rewards. IQMS should be strictly aimed for developmental purposes only. If it is linked to rewards it will lead to situations where schools will implement it just for compliance sake, hence the real purpose of IQMS will be compromised. Everybody demands high scores so that they can get 1% pay progression even if they know that their performance is not adequate enough. However, if there are no rewards there will be no competition for high scorer, but educators will complement one another and acknowledge their weaknesses so that they be helped to develop fully*", said one of the principals.

Another educator indicated:

"*I think 1% pay progression is too little. The department is not implementing the grade progression as it has promised in the IQMS policy document. So, I think it would be better not to link the IQMS to rewards*"

"*Unless the department increases the pay progression percentage from 1% to at least 5 % we shall not be motivated by this the kind of reward. It is better to scrap this kind of reward. If the department would like to reward us let the department come up with another strategy or reward all of us across the board. IQMS should be a pure developmental instrument because some of school cheat. They just award their colleagues marks in order to get pay progression. For example, our school does school visits, but I know most of schools which I cannot mention their names that do not do class visits as required by the policy documents. The first four performance standards require the DSGs to visit the educator in the classroom. You wonder where the marks of educators in those schools*

come from because the educators are not visited in their classes," said one of the SDT chairpersons.

Some DSG members also emphasized that 1% should be scrapped off because educators focus only on salary increment than development, which is the core purpose of IQMS programme.

4.2.2.3   Effect of IQMS

All the school principals, chairpersons of SDTs and DSG educators were asked the following question in order to find how IQMS affect them in their teaching profession.

> • **How does IQMS affect you as a Principal, SDT chairperson or member of the DSG?**

Very few participants indicated that IQMS contributes to their professional development. They indicated that they are able to acknowledge their weaknesses, and there is also a huge progress as far as the development of their institutions.

However, most of the participants (principals, SDT chairpersons and members of DSG) indicated the following with regard to the above question:
"IQMS is wasting our time. We want to devote more time to teaching. Teaching is our core business."
"There is a lot of paperwork in IQMS which is a great burden to us."
"IQMS is just a white elephant because at the end of the day, we all receive   a 1% pay progression whether we are implementing it properly or not. The allocation of pay progression by Department to us is only based at the scores we receive, for example the minimum scores for Post Level one educators to qualify for salary progression is only 56 out of 122 scores, for Post Level 2 is   a minimum of 84 out of 168 and for post Level 3 & 4 is 104 out of 208. An educator needs only 50% to receive a 1% pay progression. At the end of the year, most schools just fill in scores in order to get the pay progression".

Another educator said that he has never heard any educator who did not get a 1% pay progression because he received a lower score than the minimum required score for

pay progression. It was indicated during interview sessions that educators who did not receive pay progression in the past are those who refuse to be evaluated for IQMS summative evaluation.

4.2.3 Challenges in the Implementation

4.2.3.1   Challenges experienced by participants in the implementation of IQMS

Most SDT chairpersons interviewed gave the following as their major challenges in the implementation of IQMS:

"We *do not have time to implement the programme. It disturbs the smooth running of the school especially during summative evaluation because we are all involved as the members of Developmental Support Programmes (either as an appraisee, a peer and supervisor*).

Another chairperson raised the issue of time constraints.

"We are unable to hold enough school-based   workshops because of the limited time.   We are   striving for curriculum coverage because the department expect us to finish the syllabus well in advance."

Another chairperson of the school Development team indicated that the Department has a very excellent IQMS policy document, but it is as good as nothing if it is not properly implemented.

On the other hand, most principals are worried about educators who need more scores that they do not deserve.

"During self-evaluation, educators give themselves very high scores although they know that they do not deserve such scores. They sometimes do not accept and acknowledge their weaknesses. And we know that this kind of denial is influenced be the need of 1% pay progression. There is no one who does not want a salary increase no matter how little it may be," remarked one school principal.

"My school is one of the smallest schools within the District. This school do not have many learners. According to teacher-pupil ratio model, we have only 7 educators to cater for all grades, from Grade R to Grade 7.   We are sometimes forced to offer multi-grade classes. In this kind of situation, we

cannot implement the IQMS programme very well. How can we form all the different teams needed like Development Support Groups and the School Development team amongst seven educators? How can we all do justice to curriculum coverage? And there are other programmes to cater for, for example School Nutrition Programme, Extramural activities, Maths and Science competitions, BEE spelling competition to mention but a few. I think this is also a great challenge to most of the small schools," complained one of the school principals.

Some principals also revealed that the 1% pay progression of some of their educators was delayed for a very long time because the district officials have misplaced the score sheets.

Some of the challenges given by principals include the following:

- *"Lack of time to implement the programme."*
- *"More paperwork in the IQMS programme."*
- *"IQMS is now duplicating the CPTD (Continuing Professional Teacher Development) programme that was approved by the SACE council in 2012."*
- *"IQMS is just a whitewash because it is not implemented effectively."*
- *"Inadequate support by department to schools."*
- *"Negative attitudes of educators towards IQMS programme."*

In one school, the educator said:

"The training was not enough. Let there be regular workshops and the facilitators of workshops should also be better trained. The manual is not user friendly and there is lot of paperwork ranging from filling of self-evaluation forms, construction of Personal Development Plans and Completion of DSG reports documents."

Another educator said:

"We were not fully trained in the implementation of IQMS, and the School Development Team is not very clear as far as the IQMS policy document."

4.2.4 Support by District Officials and other Structures within the School

4.2.4.1   Support by district officials

The following questions were posed to the District officials in order to find out the level of support they give to schools with regard to the implementation of IQMS.

- **How often do you conduct training for educators?**
- **How do you monitor the implementation of IQMS in schools?**

The District officials indicated that they conducted lot of training sessions during the inception of IQMS. They maintained that they trained both the principals and the SDT chairpersons. They indicated that they have limited human resources, hence they rely on Circuit managers to offer training and monitoring of the programme. They also said that they visit schools to monitor the implementation of IQMS and supply schools with information in CDs to equip them with IQMS implementation skills and knowledge. The following are some of their responses with regard to the above questions:

"*We conduct training to schools, but we do not have enough personnel to conduct IQMS programmes efficiently. The circuit managers have their own management plans to implement IQMS programme. We normally rely on them to help in monitoring and controlling the implementation.*"

4.2.4.2   The role of Chairpersons of school Development Teams

The Chairpersons of the School Development Team were asked the following questions during the interview sessions:

- **What is your role as the chairperson of SDT?**
- **What is the role of SDT in the implementation of IQMS?**

Most chairpersons of School Development Teams are aware of their roles as outlined in the IQMS document (2003:12). However, the main challenge is about the actual implementation of these roles. In some of the schools, there is a strong conflict between the SDT chairpersons and the Senior Management Team of the school. Five chairpersons of the SDT advised that it would be better if the chairpersons of the SDTs were school principals because they (SDT chairpersons) are not often given

enough freedom and space to organize school-based   workshops and meetings. They indicated that principals normally worry about the time wasted for curriculum coverage. They indicated that school principals do not want to sit on accountability meetings when the school results are low.

"*As the chairperson of the School Development team, I have the courage and zeal to stage school-based workshop at the school. But my principal does not provide the time for such as he always claims that School based IQMs workshops are disturbing the teaching and learning process. I think in future the Chairperson of the SDT should be an   HOD, Deputy principal or the principal.*"

Contrary to the above sentiments, in some schools, the SDTs have the liberty to   make sure that IQMS management is followed to the latter:

"*In our school, we meet on quarterly basis   and discuss matters related to IQMS. We only experience challenges in interpreting some of the concepts and terminology clearly. For example, the templates used   for the completion of Personal Growth Plans are not very clear and we interpret them differently especially with regard to different cycles,*" said one of the SDT chairpersons.

4.2.4.3   The role of school development support groups

Educators were also asked the following questions to find out the role of DSGs in the implementation of IQMS programme in schools:

- **What is the role of school support group towards the implementation of IQMS?**
- **What kind of support do you get from the DSG?**

During the interview, it was found that most of the Development Support Groups (a group made up of the appraise, peer and supervisor) do not know their roles. "*I do not know the role of the DSG. In our school, most of the work is done by the School Management Team* "said one member of the DSG.

"*The principal and the chairperson of the SDT are the ones   doing most of the job in the implementation of IQMS. We seldom meet   as the DSG's.*

We do not conduct class visits because most of us are not happy about being watched when teaching," remarked one member of the DSG.

Most of the school development teams did not know their roles and they seldom conducted school based developmental workshops. The SDT coordinators should get adequate training on how to manage and monitor IQMS implementation in schools. The study also revealed that most educators did not get support and mentoring in the implementation of IQMS in schools.

4.2.4.4 The role of school principals in the implementation of IQMS

- **What is your role in the implementation of IQMS as the principal?**
- **What kind of support do the school receive from the District office with regard to the implementation of IQMS?**

All principals indicated that their role is to manage the implementation of IQMS. Most principals agree that that they draw IQMS management plans in the beginning of the year including the development programmes. However, they are unable to follow the plan to the latter due to lot of programmes they are supposed to supervise.

"*I am unable to put more effort on the implementation of IQMS as a principal. There are a lot programmes that I need to oversee including The School Nutrition programme, Quotation and procurement process, Curriculum coverage and many more. Our school do not have even at least one school administration clerk to help with some clerical duties. You know, a principal is a driver, a typist, jack of all trades, mmmm ... this is too much"* argued one of the principals.

Some principals indicated that the District office is giving them support. Nevertheless, the support is not enough.

"*The District office gives us some form of support. We also receive CDs from the District that provide us with IQMS related information. However, we still demand more workshops to be conducted for educators,"* said one school principal.

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Another school principal also indicated that there is little feedback obtained from District about the outcome of IQMS summative evaluation. He said:

"I think the Department should be giving us feedback about the performance of educators and at times, conduct more developmental programmes based on the records of IQMS evaluation instruments and the personal growth plans that we submit to the District office.'

4.2.5 Improvement Strategies for Effective Implementation

All participants interviewed were asked for their input with regard to strategies to improve the implementation of IQMS. The study found that IQMS was not well implemented in most schools.

Principals were asked the following   questions to get their responses with regard to the improvement strategies to   implement the IQMS more effectively:

* **Do you think that IQMS is effectively implemented in schools and why?**
* **How can the IQMS programme be effectively implemented in schools?**
* **How can the school principals contribute towards the improvement of IQMS in schools?**

All the principals interviewed indicated that there is a need to offer educators thorough training.

"The IQMS is poorly managed by the department because training of educators is not sufficient. There is also little motivation by district to educators in the implementation of IQMS" said one school principal. Other principals suggested   that for the introduction of any policy at schools, principals must be contacted and trained first before any school personnel is trained because they (principals) are in the position to lead, execute and manage any transformation within school institution.

The following question was posed to the chairpersons of the School Development Team:

> **"Do you think that IQMS is effectively implemented in schools and why?"**

The following were most responses given by the SDT chairpersons:

- Most chairpersons of SDT revealed that at times, principals in schools are not exactly aware of how IQMS is supposed to be managed. They suggested that the principals must be fully trained. In one of the schools visited, the chairperson of SDT suggested that principals must give them enough time to conduct school-based workshops.

"*It is possible to spend the whole year without seeing a departmental official coming to school to offer support. We normally receive circulars that require submissions of documents, but training is not that sufficient,*" said an SDT chairperson in one of the schools.

- On the other hand, one SDT chairperson gave the following suggestion to improve the implementation of IQMS: "*teachers should not be scared to be evaluated in class by their peers and immediate supervisors because these kind of class visits help towards development purposes*".

- Some SDT chairpersons indicated that Unions must not intervene with the class visits. *"At times, unions discourage class visits by HOD's, and this is detrimental to the progress of IQMS,"* said one of the SDT chairpersons.

The study found that class visits were not conducted in most schools. This provides a potential opportunity for the developmental support groups to inflate the scores since nobody holds them accountable for the scores they assign to their colleagues. On the other hand some educators felt that observations are time-consuming and cause disruptions.

The district officials were asked the following questions with the view of finding if IQMS is effectively implemented within the district. They were also asked to give the strategies to improve the implementation of IQMS.

All the two district officials indicated that they normally organize workshops for school principals and chairpersons of the school development teams. They complained that in most cases, principal do not attend personally but send educators to represent them. They cited that these could be due to the negative attitude of some of the principals towards the programme, and these result in some principals having insufficient knowledge and expertise to manage. However, they acknowledge that there is a challenge of limited personnel at the district IQMS directorate and depend on the circuit managers to offer the training.

The following were some of the responses of District officials with regard to the questions posed above:

"*Some of the schools are not implementing IQMS effectively. Every school should implement the IQMS programme without any pressure from the department because the benefits of IQMS is the development of the schools in particular. We also offer training to the chairpersons of the School Development Teams with the intention that they cascade the information to the rest of the staff members at school level,"* said the department official.

Another departmental official interviewed indicated that they suspect that some schools compile IQMS documents for compliance purposes. They mentioned that in some schools they visited to monitor the implementation of IQMS, they found that they (schools) lacked class visits timetable schedules.

"*In some instances, we realized that the final IQMS summative scores of some educators were exactly similar to the marks on their self-evaluation score sheets from the first performance standard to the last performance standard. In other schools there was no evidence of school-based workshops or meetings regarding IQMS matters, hence we assume that some of the schools, forge IQMS scores. In these cases, we alerted the principals and gave School Development Teams necessary skills. We also*

suggested that the SDT and DSG's must offer more support to the educators at school level," remarked the department official.

On the other hand, when DSG educators were asked to give strategies which they think can contribute to effective implementation of IQMS, most educators gave the following suggestions:

"Intensive t*raining is needed so that all educators can understand what is expected of them"*

"The immediate seniors, especially head of departments, must give more support to the sub-ordinates as reflected in the educators' personnel growth plans."

More attention must be given to the development and implementation of the educators' Personal Growth Plans."

"*There must be continuous visits by the department to monitor IQMS in schools. The department is not supposed to visit schools only towards the end of the year when they demand scores for summative evaluation."*

The study revealed that for IQMS to be implemented effectively in schools, proper training should be conducted.

4.3 ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS FROM OBSERVATION TOOL

The researcher visited ten schools to collect data through interviews and observation methods, as indicated in chapter one. The following are some of the observations made during the school visits.

Most schools do not have effective IQMS management plans. Out of the 10 schools, the school IQMS master files of 5 schools were not accessible. In those schools where files were available, the content of the files left much to be desired. In one of the schools visited, the IQMS master file had only the following few documents:

- District Management Plan;
- List of DSG members;

- SIP; and

- DSG Assessment Reports.

However, an ideal IQMS master file must, at least, have the following minimum documents:

- Collective Agreement No. 8 of 2003;

- District Management Plan;

- Internal IQMS Management Plan;

- Constituted SDT;

- Educators' information;

- List of DSG members;

- PGP;

- SIP;

- Schedule for baseline evaluation;

- Pre-Evaluation minutes;

- Baseline lesson observation;

- Post-baseline evaluation minutes;

- DSG assessment report;

- SMT term report;

- Proof of first cycle internal support and development;

- Proof of external support and development;

- Schedule for final summative evaluation;

- Pre-evaluation minutes for final summative;

- Final summative lesson observation;

- Post evaluation minutes;

- Post evaluation DSG reports;

- Post evaluation moderation reports;

- SMT and SDT internal report;

- Exemplars A, B, & C; and

- External moderation reports and any other IQMS related documents.

It is expected that classrooms in schools be conducive for teaching and learning as outlined in the Performance Standard No. 1, Criteria No. A (Creation of positive

learning environment: Learning space). However, when the researcher visited schools, it was observed that in 6 schools out of 10, there was no effort of creating a learning space that is conducive to teaching and learning. Classes are overcrowded and with warn out furniture. In these schools, organization of learning hampers teaching and learning.

According to Performance Standard No. 8, Criteria No. D (Administration of Resources and Records: Maintenance of infrastructure), all school stakeholders must make sure that school infrastructure is properly maintained. However, some of the schools (four out of ten) still have the dilapidated buildings with broken windows and falling roofs. Learners in these schools are not safe at all.

It is only in few schools (three out of ten) where the researcher observed good school infrastructure and fully-fledged sports grounds. However, it is pleasing to report that when the researcher entered the school gate entrances and principals' offices that in seven out of ten schools, the school motto, school vision, sign board and the emblem of the schools were clearly displayed, and this is in line with Performance Standard No.11, Criteria No. F (Leadership, Communication and serving the Governing Body: Initiative and Creativity).

During the interview sessions, the researcher observed that some educators were not willing to disclose or expose the weaknesses of their Principals, SMT members and district officials. Nonetheless, after the researcher reminded those participants once more about the foundation of confidentiality and anonymity, that this study is based upon, they became relaxed and responded without fear.

The researcher also observed during the school visits that in some schools, bullying, disobedience and peer fighting were still the order of the day. However, according to IQMS policy, Performance Standard No 1: Criteria No. C (Creation of positive learning environment: Discipline), learners must be motivated and self-disciplined. Effective implementation of IQMS results in the development of a school holistically.

In view of the above observations, it can be concluded that IQMS was not effectively implemented in most of those schools at that time.

4.4   CHAPTER SUMMARY

As outlined in the first chapter, this study was aimed at investigating the experiences of primary school educators in the implementation of IQMS. The participants' responses in this chapter indicate that most schools are experiencing major problems with the implementation of IQMS. This was due to many reasons, including, amongst others, the inadequate training of educators, educators' negative attitude and lack of proper monitoring by the department officials. The participants' responses indicated that the department is failing to offer the sufficient developmental support to educators. In most schools, the 1% pay progression is not motivating or convincing enough to educators. On the other hand, some schools compile and submit IQMS documents to the Department just for compliance purposes to get the pay progression. This tendency results in compromising the real core purpose of IQMS which is developmental. The next chapter highlights the main findings of this research, gives recommendations to be considered in the implementation of IQMS and suggestions for future research.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1   INTRODUCTION

The study investigated the experiences of primary school educators in the implementation of IQMS in Vhembe District. This chapter outlines a summary of findings, recommendations and suggestions for future researchers related to the implementation of IQMS in schools.

5.2   MAIN FINDINGS OF THE RESEARCH AND IMPLICATION FOR THIS STUDY

The following is the summary of the main findings of the study:

5.2.1 Educators' Experiences with Regard to the Implementation of IQMS

- The study revealed that most educators do not have enough knowledge regarding the implementation of IQMS. Educators felt that the implementation of IQMS was haphazard, and the advocacy was poor because those introducing the programme were themselves not sure about its objectives.
- It was also found that educators were not consulted when this programme was initiated, as required by the Government Bathopele Principle (Consultation and transparency). This is according to what was argued by Fullan and Hargreaves (1993:12) that change is sometimes inflicted on educators, and they are expected to implement change without complaint, and this may lead to negative attitudes towards change program.

5.2.2 Educators' Perception on the Implementation of IQMS

- Most educators have a negative attitude towards IQMS as they perceive it as a policy that was externally enforced by the Department of Education to be

implemented in schools. This study found that in order for the IQMS to be effective, it should be well implemented, communicated and understandable to educators.

- Bell and Gilbert (1996:110) advised that changing their approach to teaching requires teachers to manage positive and negative feelings associated with change.

- Educators perceive the implementation of IQMS as time consuming as the process has a lot of paperwork.

- A large number of educators perceive IQMS procedures as not beneficial to professional growth.

5.2.3 Challenges in the Implementation of IQMS

- The implementation of IQMS in most schools was not effective.

- The study found that there is a minimum link between school academic performance and outcomes of educator performance on IQMS evaluation. There was no correlation between IQMS scores and learners' results. For example, in schools where learners achieved poorly at their final examinations, it was surprising to find that their educators achieved very high scores in their IQMS evaluations.

- In most cases, completion of IQMS evaluation instruments is just done for compliance purposes. Most DSGs do not conduct class visits. Thus, in most schools, the scores for the first four performance standards are just awarded without actual class visits being conducted, as required by the ELRC document No. 8 of 2003.

- The study found that some educators refuse to be evaluated and cited that they do not care if they do not get the 1% percentage salary increase. These educators felt that what they do is worth more than the 1% received for IQMS appraisal. This is in agreement with what Mji (2011:21) found in his studies on '*Investigating factors inhibiting the implementation of IQMS in a South African school'* that while the IQMS policy looks good on paper, it is extremely difficult to implement; it also appears that

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in South Africa, there is tension between the professional growth envisaged in the policy. A sense of bureaucratic surveillance is triggered by linking certain salary percentage increases as a means of motivation specially where school colleagues have to decide on whether the teacher qualifies for it or not.

- Nevertheless, it was found that in few schools where principals motivate, consult, involve and always inspire the educators to see a need to be developed, staff members feel very positive towards IQMS implementation. These are principals who practice a transformational leadership style. According to Gamage (2006:110), "Transformational leadership theory seeks common purposes, uniting the group to go beyond individual interests in pursuit of higher goals, and further pointed out the following practical steps for transformational leadership: Articulate a clear and appealing vision, explain how the vision can be attained, act confidently and optimistically, express confidence in followers, use dramatic, symbolic actions to emphasize key values and empower people to achieve the vision".

- The concepts in the IQMS instrument are too complex, and most educators are unable to unpack some of the performance standards. For example, the concept of Strategic Planning (No. A of Performance Standard No. 12) is understood differently by participants. This and other concepts need to be well explained and elaborated to make the document user friendly.

- The greatest challenge to educators is the 1% pay increase linked to IQMS. Educators see themselves as inferior compared to other professionals. For example, huge bonuses are received by the Department of Health professionals during their appraisal process system. Some educators indicated that remuneration and educator development should be separated and as such, the IQMS should just focus purely on teacher development.

- This study was based on the transformational leadership theory. However, the researcher found that in most schools, this style is not adequately addressed with regard to the implementation of IQMS at Vhembe District. Most educators are not fully inspired to implement the programme. District officials, principals, Development Support Groups and School Development Teams are not fully

committed in executing the vision of IQMS programme, as outlined in the IQMS ELRC document (2003: 6).

5.2.4 Support by District Officials and other School Structures

- The study found that the training and support given to educators was inadequate. The chairpersons of School Development Teams and DSG members, in general, were not fully trained by the District officials to carry out their duties as required by the ELRC IQMS Collective Agreement No. 8 document (2003:7).

- The majority of educators undermine School Development Teams because these teams do not have the necessary knowledge and skills to carry out their responsibilities.

- In some schools, school development teams do not exist at all, as mentioned by most participants during the interview sessions. In schools where SDT structures exist, they are not much functional. There is lack of transformational leadership in most primary schools in Vhembe District.

- The study found that most schools do not hold internal school developmental based workshops. However, Yaxley (1991:12) emphasize the following important aspects of   teacher development: shared problems of describing   effective teaching and learning, sharing theories which propose alternate solutions to this problem, identifying agreements and disagreements among these competing theories and resolving these by finding the solution that is most coherent with the knowledge of, and   beliefs   about effective teaching and learning.

- On the other hand, Bush and Middlewwood (2013:216) argue that in any framework of assessing performance, "we need to ensure that all teachers are given appropriate development opportunities".

- IQMS meetings are only held during the fourth term just for preparation of summative evaluations. There is also minimum support by the district officials. It was found during this study that very few schools are visited by the district officials for support.

- The district officials cited the challenge of shortage of personnel. For example, it was during the interview with district officials that it was revealed that one Circuit office that is supposed to have 20 Curriculum advisors has only 11 advisors.

- The majority of SDT members are CS1 educators, hence most educators in schools do not respect the SDTs structures. They (educators) feel that the work of the SDT could be clearly carried by the School Management Teams, composed by the Heads of Department and /or senior teachers at school.

- The study revealed that most principals do not involve themselves fully in the IQMS programme as they leave everything in the hands of School Development Team. This leads to the ineffective implementation of IQMS in most schools. However, Bush and Middlewood (2013:140) maintain that teamwork has much to offer in dealing with school issues in a professional manner. They pointed out that teams mostly operate with what seems to be an inescapable hierarchical framework. Teams are valuable in coping with increasing workloads and promoting professional collaboration, but they can always be 'trumped' by the principal acting alone.

- Most principals do not motivate educators but would like to use IQMS as a bureaucratic way of executing their leadership and inspection to their subordinates. In most cases, this is due to the lack of transformational leadership style by the school management teams.

- Educators focused much on their salary progression than the need for development.

- It emerged from the study that district officials are also incompetent with regard to the interpretation of the IQMS policy document, as mentioned by most educators interviewed. These result in educators from different circuits interpreting the IQMS policy document differently. The study found that IQMS is managed poorly from the department officials down to school principals and respective committees, as

indicated by the participants interviewed. This was also reflected by Sambumbu (2010:47) in his study, "implementation of Integrated Quality Management System in Queenstown District schools: experiences from the Isibane Circuit", that officials from the district, acting as facilitators during the workshop, were not competent to do training. They were not able to answer participants' questions and, in some cases, provided   contradictory information to the participants.

5.3   RECOMMENDATIONS

In view of the above findings, the researcher makes the following recommendations:

- Principals must be the first people to be consulted and be fully trained about issues regarding IQMS implementation before the rest of educators in the school are trained.   This will help to empower them and make them more confident to lead the programme. It must be noted that principals play significant role in managing transformation within the school institution. This is in line with the transformational leadership theory, which stipulates that a leader has the responsibility to identify the needed change, thus creating a vision to guide the change through inspiration and executing change with the members of group.

- It must be compulsory for all members of the SMT (thus the Principal, Deputy Principal and HOD's) members to be members of the School Development Support Group. This will evade conflict between the SMT and SDTs.   Principals and School Management Teams should show leadership and be empowered to manage the process.

- The Department must intensify its capacity in training and workshopping educators. For Continuous Development, the training should be sustained and not a once-off and must be carried out by experts in their field. District IQMS officials should have a thorough knowledge of the IQMS policy to conduct effective training sessions. Facilitators of workshops need to undergo intensive training before they schedule training sessions for educators. There must be regular workshops to keep educators abreast with all issues regarding the IQMS programme.

- Instead of holding IQMS workshops for only one or two educators per school, as revealed during the interviews with participants, the department must train all educators. Such training should be on a continuous basis. Training of educators needs to be more inclusive rather than a mere orientation.

- There must be continuous monitoring and support given to schools by District officials. The district must make sure that all schools have effective IQMS school management plans in place.

- The department must also give schools regular feedback regarding matters of concerned indicated in the IQMS reports submitted to districts from schools.

- It was revealed during interviews with educators that most schools did not consult educators' personal growth plans but draw plans just for compliance and district submission purposes only. Therefore, it is recommended that educators review their personal growth plans regularly. Educators' developmental programmes should be based on their personal growth plans.

- The study found that the attachment of salary progression to IQMS has shifted the purpose of IQMS more to reward than professional development. Therefore, the researcher wishes to recommend that salary increase must not be associated to evaluation, but another system rather be introduced for salary increase. IQMS programmes can be more effective if it is mainly aimed for developmental purposes.

- The IQMS manual should be simplified to be more user-friendly. It must be revised and terminology be simplified and more understandable. IQMS concepts should be explained clearly and unambiguous as it has been found during this study that educators from different circuits interpret the IQMS manual differently.

- Educators need to be fully motivated and have positive attitudes towards IQMS. This will help create a positive enthusiasm towards the implementation of this programme. No educator must refuse to be evaluated, so IQMS should be compulsory in all schools and all educators.

- Classroom visits must be conducted more regularly as a developmental programme throughout the year. The development support group comprising the appraisee, peer and immediate supervisor must have an effective development programme that focuses on developing the appraisee based on his/her personal growth plan. The researcher wishes to suggest that schools must start to embark on independent peer observation as cited in the literature review by Bartalo (2012:81) who maintains that independent peer observation occurs when teachers on their own, watch each other teach and discuss what they are learning. He further emphasized that understanding of the culture of teaching is enhanced by facilitating independent peer observations, and ironically nowhere can teachers learn more about teaching than by watching each other lessons and discussing them together.

- The researcher also recommends that the department, in collaboration with institutions of higher learning, must initiate a course in IQMS appraisal system. Educators who volunteer for such studies must be assisted with funding. These will help to provide and equip schools with human resources within the school that have vast knowledge about IQMS issues.

- As informed by the transformational leadership theory style, the researcher recommends that district officials, schools principals, school development teams and development support groups create a suitable vision to guide the implementation of IQMS programme through inspiration in all schools in Vhembe District Municipality.

5.4   SUGGESTIONS FOR FUTURE RESEARCH

The department has recently introduced the CPTD programme in schools. According to Continuing Professional Teacher Development (CPTD), implementation document teachers, principals, deputy principals and HODs need to acquire 150 Professional Development (PD) points in the three-year cycle. PD points are acquired through activities initiated by the teacher, the local school as well as through activities initiated externally such as training through the South African Council for Educators

(SACE) approved provider who provides SACE endorsed courses. It seems as if there is a link between the IQMS and CPTD as they both aim at the development of educators. Both these programmes view educators as lifelong learners. In view of the above correlation, I suggest that future studies investigate the impact of CPTD in ensuring the effective implementation of IQMS in schools. This study also found conflicting responses and ideas from participants with regard to incentives attached to teacher development. However, this was not fully investigated in this study since it was not the main purpose of the study. Therefore, I suggest that future research studies make a full investigation about the impact of linking pay progression to educator development.

5.5   CONCLUSION

In conclusion, it should be noted that the purpose of IQMS, as outlined in the ELRC IQMS policy document, is to appraise individual educators in a transparent manner with a view to determining areas of strength and weaknesses and draw up programmes for individual development to evaluate them (educators) for salary progression, grade progression and to evaluate the overall effectiveness of the school (2003:3). This research investigated the experience of primary school teachers in the implementation of IQMS. The researcher sought answers in the research questions posed in chapter one of the study. The responses of participants revealed that the purpose of IQMS is not fully achieved in schools. This is due many challenges indicated in the findings above. However, IQMS is critical in determining the training and developmental needs of educators. It is hoped that the findings and recommendations made in this study will help all the affected stakeholders to implement the IQMS programme effectively in schools. The study also suggests that future studies be conducted to investigate the impact of CPTD programme on the implementation of IQMS in schools.

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APPENDICES

APPENDIX A

INTERVIEW SCHEDULES FOR THE SCHOOL PRINCIPALS

1. What do you think is the purpose of IQMS?

2. What is your role in the implementation of IQMS as the principal?

3. What training did you receive to help you in the implementation of IQMS?

4. What kind of support do the schools receive from the District office with regard to the implementation of IQMS?

5. What are the challenges facing the implementation of IQMS?

6. What is your perception towards IQMS implementation in schools?

7. How can the IQMS programme be effectively implemented in schools?

8. How can the school principals contribute towards the improvement of IQMS in schools?

9. Do you think IQMS is effectively implemented in schools and why?

10. How does IQMS affect you as a principal?

11. Do you think IQMS should be linked to rewards, e.g. pay progression, grade progression? Why do you say so?

12. What is your overall impression of the IQMS implementation in your school?

13. Do you think IQMs is achieving the purpose it has been designed for and why?

14. What are your major experiences with regard to IQMS implementation as the principal?

INTERVIEW SCHEDULE FOR CHAIRPERSONS OF SCHOOL DEVELOPMENT TEAM (SDT)

1. What do you think is the purpose of IQMS?
2. What is your role as the chairperson of SDT?
3. What kind of training did you undergo to execute your responsibilities as the chairperson of SDT?
4. What is the role of SDT in the implementation of IQMS?
5. How often do you hold SDT meetings?
6. What is your perception towards IQMS implementation in schools?
7. What are the challenges of the SDT chairperson towards the implementation of IQMS?
8. Do you think that IQMS is effectively implemented in schools and why?
9. How does IQMS affect you as an educator?
10. Do you think IQMS should be linked to rewards, e.g. pay progression, grade progression? Why do you say so?
11. What is your overall impression of the IQMS implementation in schools?
12. Do you think IQMS is achieving the purpose it has been designed for and why?
13. What are your experiences with regard to IQMS implementation as the SDT chairperson?

APPENDIX C

INTERVIEW SCHEDULE FOR A MEMBER OF THE DEVELOPMENT SUPPORT GROUP (DSG)

1. What do you think is the purpose of IQMS?

2. What is the role of the school's support group towards the implementation of IQMS?

3. What kind of training did you undergo to execute your responsibilities towards IQMS?

4. What is your perception towards IQMS implementation?

5. What kind of support do you get from the DSG?

6. What is your perception on the 1% pay progression as a reward to good performance by educators?

7. Do you think IQMS is achieving the purpose it has been designed for and why?

8. Do you think that IQMS is effectively implemented in schools and why?

9. How does IQMS affect you as an educator?

10. Do you think IQMS should be linked to rewards, e.g. pay progression and grade progression? Why do you say so?

11. What is your overall impression of the IQMS implementation in your school?

12. What are your major experiences with regard to IQMs implementation as a member of development support group?

APPENDIX D

THE INTERVIEW SCHEDULE FOR EDUCATION DISTRICT OFFICIALS

1. What is the purpose of IQMS?

2. How often do you conduct training for educators?

3. What are the challenges faced by the Department of Education towards the implementation of IQMS?

4. How do you monitor the implementation of IQMS in schools?

5. What strategies does the Department of Education have to improve the implementation of IQMS?

6. Do you think that IQMS is effectively implemented in schools and why?

7. What is your overall impression of the IQMS implementation in primary schools and why?

8. What is your overall impression of the IQMS implementation in primary schools?

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APPENDIX E

COMPOSITE SCORE SHEET FOR USE IN THE PERFORMANCE MEASUREMENT FOR ANY PROGRESSION AND GRADE PROGRESSION FOR PL 1

EDUCATOR : _____   DATE: _____
PERSAL NO: _____   SCHOOL: _____

NO	PERFORMANCE STANDARDS	MAX	SCORE
1	Creation of a positive learning environment	16	
2	Knowledge of curriculum and learning programmes	16	
3	Lesson planning, preparation and presentation	16	
4	earner assessment	16	
5	Professional development in field of work and participation in professional bodies	16	
6	Human relations and contribution to school development	16	
7	Extra-curricular & co-curricular participation	16	
	Total Score	**112**	

THE ABOVE-MENTIONED EDUCATOR'S SCORE HAS BEEN/HAS NOT BEEN ADJUSTED

COMMENTS/REASONS FOR ADJUSTMENT

To qualify for salary progression, the educator needs to obtain: 56 (2)

To qualify for grade progression, the educator needs to obtain: 78 (3)

I agree/do not agree with the overall performance rating.

EDUCATOR : _____   DATE: _____

DSG: _____   DATE: _____

PRINCIPAL : _____   DATE: _____

COMPOSITE SCORE SHEET FOR USE IN THE PERFORMANCE MEASUREMENT FOR ANY PROGRESSION AND GRADE PROGRESSION FOR PL 2

EDUCATOR : _____   DATE: _____

PERSAL NO: _____   SCHOOL: _____

NO	PERFORMANCE STANDARDS	MAX	SCORE
1	Creation of a positive learning environment	16	
2	Knowledge of curriculum and learning programmes	16	
3	Lesson planning, preparation and presentation	16	
4	Learner assessment	16	
5	Professional development in field of work and participation in professional bodies	16	
6	Human relations and contribution to school development	16	
7	Extra-curricular & co-curricular participation	16	
8	Administration of resources and records	20	
9	Personnel	16	
10	Decision making and accountability	20	
	Total Score	**168**	

THE ABOVE-MENTIONED EDUCATOR'S SCORE HAS BEEN/HAS NOT BEEN ADJUSTED

COMMENTS/REASONS FOR ADJUSTMENT

To qualify for salary progression the educator needs to obtain: 84 (2)

To qualify for grade progression the educator needs to obtain: 118 (3)

I agree/do not agree with the overall performance rating.

EDUCATOR : _____   DATE: _____

DSG: _____   DATE: _____

PRINCIPAL : _____   DATE: _____

COMPOSITE SCORE SHEET FOR USE IN THE PERFORMANCE MEASUREMENT FOR ANY PROGRESSION AND GRADE PROGRESSION FOR PL 3 & 4

EDUCATOR : _____   DATE: _____

PERSAL NO: _____   SCHOOL: _____

NO	PERFORMANCE STANDARDS	MAX	SCORE
1.	Creation of a positive learning environment	16	
2.	Knowledge of curriculum and learning programmes	16	
3.	Lesson planning, preparation and presentation	16	
4.	Learner assessment	16	
5.	Professional development in field of work and participation in professional bodies	16	
6.	Human relations and contribution to school development	16	
7.	Extra-curricular &co-curricular participation	16	
8.	Administration of resources and records	20	
9.	Personnel	16	
10.	Decision making and accountability	20	
11.	Leadership, communication and servicing the governing body	24	
12.	Strategic planning, financial planning and education management development	16	
	Total Score	**208**	

THE ABOVE-MENTIONED EDUCATOR'S SCORE HAS BEEN/HAS NOT BEEN ADJUSTED

COMMENTS/REASONS FOR ADJUSTMENT

To qualify for salary progression the educator needs to obtain: 104 (2)

To qualify for grade progression the educator needs to obtain:

I agree/do not agree with the overall performance rating.

EDUCATOR : _____   DATE: _____

DSG: _____   DATE: _____

PRINCIPAL : _____   DATE: _____

LETTER OF INFORMATION TO PROSPECTIVE PARTICIPANT BEFORE THEY CONSENT TO PARTICIPATION

P.O. BOX 1593
THOHOYANDOU
0950
………..

Title: The Experiences of Primary School Educators on the Implementation of Integrated Quality Management System [IQMS] in Vhembe District Municipality: Limpopo Province

Dear Prospective Participant

My name is **Budeli Mpfariseni Bolberth,** and I am doing research towards a Master of Education degree at the University of Venda for Science and Technology under the supervision of Prof T.S. Mashau, a Professor in the School of Education. We are inviting you to participate in a study "**The Experiences of Primary School Educators on the Implementation of Integrated Quality Management System [IQMS] in Vhembe District Municipality: Limpopo Province**". This study is expected to collect important information that could help Vhembe District to improve the quality of teaching practice and education management in primary schools.

You are invited because the researcher values your contribution in this research as more important.   I obtained your contact from Vhembe Education District.   In this study Principals, Chairpersons of the School Development Team, Members of the Development Support Group and two District officials will be interviewed. The interview will be based on the implementation of the Intergraded Quality Management System and no sensitive questions will be asked. The duration of the interview will be 45 minutes to an hour per participant.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time without giving a reason. Your participation in this study is voluntary and no compensation will be made. Only adults are participants in this study and the only risk may be inconvenience due to time constraints, no risk or harm is anticipated.

Your name will not be recorded anywhere and no one, apart from the researcher and identified members of the research team will know about your involvement in this research. However, your anonymous data may be used for other purposes, such as report, journal articles and or conference proceedings. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet for future research. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

If you would like to be informed of the final research findings, please contact Budeli Mpfariseni Bolberth on 072 1971 475 or email budeli1969@gmail.com. The findings are accessible for three months. Should you require any further information or want to contact the researcher about any aspect of this study, please contact 072 197 1475, email budeli1969@gmail.com.

Should you have concerns about the way in which the researcher has been conducted, you may contact my supervisor at: 060 674 8860, email Takalani.Mashau@univen.ac.za.

Thank you.

Mr. M.B. Budeli

CONSENT FORM

I _____, confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconveniences of participation.

I have read and understood the study as explained in the information letter.

I have had sufficient opportunity to ask questions and am prepared to participate in this study.

I understand that my participation is voluntary and that am free to withdraw at any time without penalty.

I'm aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the interviews.

Participant's Name & Surname: _____

_____   _____
Participant's Signature   **Date**

REQUEST LETTER TO THE EDUCATION DISTRICT MANAGER

Contact: 072 1971 475   P.O. BOX 1593

THOHOYANDOU

0950

03 February 2020

DISTRICT SENIOR MANAGER

DEPARTMENT OF EDUCATION

VHEMBE DISTRICT

PRIVATE BAG X2250

SIBASA

0970

Dear sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I **Budeli M.B.** hereby apply for permission to conduct a research in some of the Primary schools within Vhembe District.

I am investigating, "the experiences of primary school educators on the implementation of Integrated Quality Management System (IQMS) in Vhembe District, Limpopo Province". The research is towards the fulfillment of my M.ED degree at the University of Venda under the supervision of Prof T.S. Mashau. The research will be conducted during non-contact time schedule and will not interrupt the teaching programme. Information gathered during the research process will be treated confidentially and all respondents will remain anonymous. The findings of the research will be shared with all interested parties and trust that the department will also find them to be useful in the implementation of IQMS in schools.

Hoping that this request will receive your favourable response.

Yours faithfully

_____

Budeli M.B.

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APPENDIX K

PERMISSION LETTER FROM THE DISTRICT MANAGER

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE DISTRICT

REF: 14/7/R
ENQ: RAVELE N.P
TEL: 015 629 1029

MR BUDELI M.B
P.O.BOX 1593
THOHOYANDOU
0950

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT

2020 -02- 0 6

PRIVATE BAG X2250 SIBASA 0970
LIMPOPO PROVINCE

REQUEST FOR PERMISSION TO CONDUCT RESEARCH.

1. The above matter refers.

2. We acknowledge receipt of your letter requesting for permission to conduct an MED degree research on the topic: "The experiences of primary school educators on the implementation of integrated Quality Management System (IQMS) in Vhembe District".

3. We are appreciative of the fact that you are committed to using non-contact time in conducting your research and that you are prepared to ensure confidentiality and anonymity.

4. Furthermore your readiness to share your research findings with the Department has been noted.

5. We wish you success in abundance on your research journey.

DISTRICT SENIOR MANAGER

06 02 2020
DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

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ETHICAL CLEARANCE CERTIFICATE

RESEARCH AND INNOVATION

OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Mr MB Budeli

Student No:

8700451

PROJECT TITLE: **The experiences of primary school educators on the implementation of Integrated Quality Management System [IQMS] in Vhembe District Municipality, Limpopo Province.**

PROJECT NO: **SEDU/19/CSEM/10/0512**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof TS Mashau	University of Venda	Supervisor
Dr TA Nesenagani	University of Venda	Co-Supervisor
Mr MB Budeli	University of Venda	Investigator – Student

Type: **Masters Research**

Risk: **Straightforward research without ethical problems**

Approval Period: **July 2020 – July 2022**

The Research Ethics Social Sciences Committee hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.
* The project leader (principal investigator) must report in the prescribed format to the REC:
  - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
* The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
* The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
* In the interest of ethical responsibility, the REC retains the right to:
  - Request access to any information or data at any time during the course or after completion of the project,
  - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
  - Any unethical principles or practices of the project are revealed or suspected.
  - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
  - The required annual report and reporting of adverse events was not done timely and accurately,
  - New institutional rules, national legislation or international conventions deem it necessary

ISSUED BY:

UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: July 2020

Name of the RESSC Chairperson of the Committee: .Dr M. Manjoro-Mwale

Signature: ....

Director Research and Innovation

Signature: ...... GIEEkosse.........................

7 July 2020

07.July 2020

UNIVERSITY OF VENDA
OFFICE OF THE DIRECTOR
RESEARCH AND INNOVATION

2020 -07- 07

Private Bag X5050
Thohoyandou 0950

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