

**THE DYNAMICS OF MANAGING THE INTEGRATED QUALITY MANAGEMENT
SYSTEM: A CASE STUDY OF THREE PRIMARY SCHOOLS IN UMLAZI
DISTRICT.**

BY

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DECLARATION

I hereby declare that this dissertation is my own work. This dissertation has not been submitted for any degree or examination at any university. All sources used have been acknowledged accordingly.

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DEDICATION

It is with great pleasure to me to dedicate this work to my dad Mr V.V. Mbhele for giving me the first opportunity to be a teacher and upgrade myself thereafter to be who I am today.

To my three daughters Lindiwe, Zama and Zinzi for their constant support and encouragement during tough times of studying.

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Acronyms

IQMS - Integrated Quality Management System

SMT - School Management Team

SDT - School Development Team

DSG - Development Support Group

PGP - Personal Growth Plan

SIP - School Improvement Plan

P1 - Principal of School 1

P2 - Principal of School 2

P3 - Principal of School 3

HOD 1 - HOD of School 1

HOD 2 - HOD of School 2

HOD 3 - HOD of School 3

SDT 1 - School Development Team 1

SDT 2 - School Development Team 2

SDT 3 - School Development Team 3

DA - Development Appraisal

P.M. - Performance Measurement

WSE - Whole School Evaluation

SADTU - South African Democratic Teachers Union

Abstract

The purpose of this study is to explore how Principals representing the SMT, SDT chairpersons representing SDT and HODs representing DSG manage the processes of the Integrated Quality Management System (IQMS) in their schools. Looking at what the scholars are saying about IQMS, flaws and challenges are the dominant features reported. My area of focus was on how it is managed at a school level. The targeted participants were principals, HODs and SDT chairpersons of the three selected Primary Schools of Isipingo Circuit, which is at Umlazi District. These participants were purposefully selected due to their relevance to the data needed, as they are the ones responsible for the management of IQMS at a school level.

This study is underpinned by Structural Functionalist Theory and Conflict Management Theory whereby the emphasis is on working together as a team and conflicts need to be resolved and managed accordingly in order to manage IQMS well. Interpretivism Paradigm was used; a case study and semi-structured interviews together with documentation were used in order to compliment the voice-recorded data. Experiences of the Principals, HODs and SDT chairpersons were explored. This study seeks to answer the following critical questions: What are the experiences of SMT, SDT and DSG in managing IQMS and what needs to be done in order to enhance the management of IQMS? Findings revealed that educators' experiences of managing the processes of IQMS were more of challenges. In answering critical question two which is about the enhancement of IQMS management, findings revealed that though what they shared with me were good points to consider such as Planning, leadership skills, monitoring and professional development. Actions were not found to be complimenting what was said. I conclude by saying that participants seem to understand what needs to be done but find it very difficult to implement what they believe will help to enhance IQMS Management at a school level.

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CHAPTER 1: INTRODUCTION

1.1 Introduction and background to the study

All organisations are there to attain their goals. A school is one such an organisation. One of the major goals of the education system is to achieve quality education. After the demise of apartheid government, the democratic government of South Africa strived to come up with many initiatives for the betterment of the education system. Teachers, teacher unions and other concerned parties were fully engaged in finding means of uplifting the standard of education in South Africa. This desire resulted in the amalgamation of different Education Departments into a single non- racial Department of Education, which consequently resulted in a significant policy –making process. Policy initiatives to improve delivery of quality education to learners became the focal point of departure (Pylman, 2015). That resulted in the introduction of the Integrated Quality Management System (IQMS) as a teacher development tool to improve teaching and learning in schools. It consists of three sub-systems namely: Developmental Appraisal; Performance Measurement and Whole School Evaluation. These systems are closely linked to each other to present a holistic picture of both the school's performance and the individual teacher's performance.

Naidu (2008) asserts that IQMS resulted from negotiations between the education department and teacher unions. It represents attempts by the Department of Education to introduce a form of monitoring and evaluation of educators and schools after the era of the inspectorate system that was bureaucratic in nature. This system was characterized by the inspectors' unannounced visits to schools, judgemental and punitive measures, such as transferring teachers to remote schools and vindictive rather than supportive and developmental measures. Teachers were always under surveillance; fear was instilled to them.

I have personally witnessed the bureaucratic inspectorate system used by the inspectors 23 years ago. They visited our school unannounced and entered a teacher's class while she was teaching. They said the teacher was using unsuitable methods of teaching. They stopped the teacher, took the chalk and taught while the teacher remained standing in front of the class. Such malpractices embarrassed and demotivated the teachers instead of motivating them.

As from 1990, it became more difficult for inspectors to do inspection in the majority of schools in South Africa. Most educators felt that school inspectors were of no help to them since the inspection method they applied did not develop their skills of teaching. Inspection was mainly used as a way of controlling work, while being judgmental in approach. (Developmental Appraisal Manual 1998, p.51) Therefore, within the organised teaching profession, the need was to develop a programme that would be acceptable to all role players and would enhance the development of competency in particular of educators and secure quality education.

As from 1998, the Department of Education came up with many democratic changes in education in order to assist in bringing back quality education. Developmental Appraisal, Performance Measurement, and Whole School Evaluation were identified as separate initiatives to promote teacher development and quality education (Demonte, 2013). I argue that these separate systems created duplication, repetition and intensive workloads for principals and educators, for an example, principals' workload was added as they were expected to ensure that the programme was carried out effectively. Duplication and repetition of work were demonstrated when the same procedures had to be followed in all the three separate programmes, such as classroom observation and filling of forms by educators. A national call was made for more streamline and inclusive system, hence the introduction of IQMS, whereby the separate initiatives were integrated to form one programme (Naidu, 2008). In the implementation of IQMS, people have to adopt a positive sharing attitude to make the whole process of evaluation more transparent and effective to achieve its goals.

Naidu, (2008, p .49) contends that IQMS is based on the philosophy that the fundamental aims of quality assurance are to;

- ❖ Determine competence.
- ❖ Assess strengths and areas for development.
- ❖ Provide support and opportunities for development and assure continued growth.
- ❖ Promote accountability.
- ❖ Monitor an institution's overall effectiveness.
- ❖ IQMS promotes collegiality and participative approach amongst the members of the Staff Develop Team.

The above mentioned aims of IQMS are positive in nature and are mainly for the professional development of an individual educator and a school at large. It allows each individual to account on his own performance and to improve the effectiveness of the school.

1.2 Purpose and principles underlying IQMS

The main purpose of IQMS is to give support to teachers to produce quality education and to assess strengths and weaknesses for teaching skill development (Collective Agreement No 8 of 2003). The purpose of IQMS is good sounding. I wonder why it is met with negative attitude from educators as the research conducted by other scholars such as Pylman (2015) and Mosege and Pilane (2014) reveal that educators are still uneasy about IQMS implementation and its management.

Educators are having a low morale to participate in the IQMS processes (Mtapuri 2014). The following guiding principles as laid down in the Collective Agreement No 8 of 2003 are considered in the implementation of IQMS: The recognition of the crucial role of the delivery of quality education; that all learners have access to quality education; that the system's focus is positive and constructive even where performance needs to improve; that the system includes a process of self-evaluation and discussion of individuals expectations; the need to minimise subjectivity through transparency and open discussions, quality controls to ensure validity, reliability and relevance; the need for IQMS to provide for and to encourage diversity in teaching styles as well as the need for all schools to look for ways to continually improve (Collective Agreement No 8 of 2003 p; 2). I argue that though IQMS is guided by the above-mentioned principles; it seems these principles are not followed. Pylman (2015) asserts that most educators do not receive enough support from the School Management Team (SMT), School Development Team (SDT) and Development Support Group (DSG). Referring to the principle of fairness, transparency and sound quality management of the processes, Sebola and Malema (2014) argue that managerial commitment, trust and accountability are still lacking, making it difficult to measure educators' performances accurately. According to my experiences fairness is still a challenge as educators tend to give themselves high scores irrespective whether such scores really tally with their performance or not. All what educators are interested in is the monetary reward that comes with Performance Measurement than focussing on IQMS as a developmental tool.

1.3 Organisational structures that lead the management of IQMS

According to Coleman and Bush (2003) a structure is a formal pattern of relationships between people in an organization. People forming the structure relate to each other.

They are expected to coordinate work entrusted to them in pursuit of the organizational goals and objectives. Every organization has a structure that helps deliver quality education in place. Structures help in identifying people accountable for professional management and determining people responsible for certain tasks (Naidu et al 2008). Naidu et al argued that organizational structures could take different forms, such as the line organizational structure amongst others. Line organizational structure has a direct vertical line of communication. In this structure, there is one superior who is in authority of the subordinates. The subordinates report to the superior who is deemed knowledgeable and an expert in his field as a leader. In IQMS, the structure that is used is organizational structure because a superior who is believed to be knowledgeable, for an example, the principal leading the SMT, Head of Department (HOD) leading the DSG and the chairperson of the SDT leading the SDT, leads each of these management structures. There is also functional staff organization structure, which promotes professional growth of every individual. The SMT, SDT and DSG also form a functional staff organization structure responsible for the professional growth of every educator. These structures are all responsible for the management and functionality of the IQMS (Pylman, 2015).

1.3.1. School Management Team

This team is formed by the school principal, Deputy Principal and HOD depending on the size of the school. The SMT informs educators of the In-service Training (INSET) (this is the training a teacher received while a full time employee to learn about update in education) and other relevant programmes that will be offered by the Department of Education. This structure also makes proper arrangement for educators to attend. It also looks at the broader planning and the implementation of the IQMS at a school level. It further ensures that the school self – evaluation is done in terms of the policy and guiding principles and in collaboration with the SDT (Procedure Manual, 2003). Even though the SMT is supposed to be knowledgeable as it manages the IQMS, Nkonki and Mammen (2012) argue that some SMT members are still not clear of their roles to play in the management of IQMS.

1.3.2 Staff Development Team

According to Collective Agreement No 8 of 2003, this team comprises the Principal, Whole School Evaluation (WSE) coordinator and democratically elected post level one educators. The school decides on the size of SDT depending on the size of the school. Number of SDT may vary from 3-6. In schools with one educator or two, such educators will form SDT and the Department of Education will immediately give support.

In a case where I teach, our SDT consists of the Principal, WSE coordinator, two HODs and two post level one educators. The total number of our SDT is therefore six. The SDT is the backbone of the school for professional development of educators. It has a major role to play in school development processes. Its roles and responsibilities are as follows: Ensuring that all educators are trained on the processes of IQMS; coordination of all the activities pertaining to staff development; preparing and monitoring the management plan for IQMS; facilitating and giving guidance on how DSGs have to be established and preparing a final schedule of DSG members (Pylman, 2015). In addition, links Developmental Appraisal to School Improvement Plan, monitors effectiveness of IQMS and report to the relevant person, ensures that all documentation on IQMS are maintained, oversees mentoring and support by DSGs, provide ongoing support during the two developmental cycles each year, submit all necessary documents to the District office in good time for data capturing, deals with differences between the appraises and DSG in order to resolve differences, coordinates the Whole School Evaluation processes and lastly, ensures that IQMS is applied and monitored consistently(Collective Agreement No. 8 of 2003 p.3).

Looking at the responsibilities of the SDT it is clear to me that indeed it has an important role to play in IQMS management. Without this structure, there will be no effective IQMS implementation and management. According to Nkonki and Mammen (2012), the majority of educators showed unwillingness to participate in IQMS due to negative disposition, which leads to resistance and subversion of IQMS policy.

This may imply that somehow the SDT has failed to facilitate, coordinate and ensure that all members are trained on the IQMS processes.

1.3.3 Development Support Group

According to the Collective Agreement No 8 of 2003, the DSG consists of the appraisee, immediate senior of the appraisee (who is compulsory), peer educator, which is selected based on appropriate phase /learning area/subject expertise. As the SMT member, I have noticed that in most instances, when educators select their peers, their selection is based on friendship as opposed to expertise. Segoe (2014) argues that most of the problems encountered in the management of IQMS emanate from the fact that some educators select their friends who sometimes do not take IQMS seriously. Selection of the DSG takes place after the educator has completed a first self –evaluation and having reflected on their strengths as well as areas that need development (Naidu, et al 2008).

Once the educators have selected their DSG, this information will be forwarded to the SDT to ensure that there are no clashes whereby one immediate senior has to appraise two educators at a same time. Reasonable spread of work and time scheduling should be arranged accordingly (Collective Agreement No. 8 of 2003).

According to Collective Agreement No. 8 of 2003 DSGs provide mentoring and support to educators, assist educator in developing her/his personal growth plan (PGP) and to work with the SDT to incorporate plans for development of an educator to School Improvement Plan (SIP). The DSG is also responsible for the baseline evaluation of the educator to school improvement plan (SIP). Drawing from my own experiences, my DSG does not give me enough support in terms of mentoring as a result I am always frustrated when I have to engage with IQMS. Segoe (2014) argue that most DSGs tend to be active during the summative cycle, ignoring the ongoing discussions with the appraisees, which should be continuous. The three IQMS structures discussed above are accountable for the success or failure of IQMS. If one structure fails to be accountable for various reasons, it is likely that the other structures will not be effective. Usually, one structure will blame the other and vice-versa should challenges pertaining to ineffectiveness such as lack of teamwork amongst others are encountered. Such challenges prevent the IQMS from attaining its desired goals.

1.4 Research Problem

As a member of the School Management Team, I have personally experienced how IQMS is managed in schools. I have found many irregularities in its process. I have noticed that educators seem not to be serious about IQMS.

It seems they are implementing it for the sake of fulfilling one of Departmental requirements. They do not seem to understand its aim in its true sense. They give themselves high scores, which do not match with what they render to the children. They focus on performance measurement instead of taking IQMS as a holistic programme to develop teachers. This leaves me with a question as to why there are irregularities since it is in its twelve years of implementation. My opinion is that one should expect a smooth running of IQMS in South African schools considering the period of its inception. The main problems that triggered me to conduct such a research are the above mentioned irregularities, such as inflation of scores when there are some management structures entrusted to lead the processes effectively.

By management, structures of IQMS I am referring to the districts and circuits officials, SDT, SMT, and DSG, but my focus will be restricted to the management structures at a school level, which are SDT, SMT and DSG.

According to Pylman (2015), teachers do not receive enough support from the departmental officials and educators are not well capacitated about the IQMS processes. Mosoge and Pilane (2014) argue that DSG ignores the ongoing one on one meetings with educators, which should take place during formative evaluation. DSGs only become active during the summative evaluation. I concur with the above mentioned scholars that the above mentioned malpractices do happen in schools as I have personally experienced them in my school. Certain practices that occur during the IQMS process should not be occurring. This study will then focus on the dynamics of managing IQMS with the focus on management structures as the forces of change during the process of IQMS at a school level.

1.5 Critical questions

- ❖ What are the experiences of the SMT, SDT and DSG in managing IQMS?
- ❖ What perspective does each of the following IQMS structures (SMT, SDT, DSG) have in enhancing the management of IQMS?

1.6 Rationale for the study

As a member of the SMT, one of my responsibilities is to ensure that all the education policies and educational programmes are effectively implemented. It therefore gives me a challenge when I feel that some educational programmes are still not implemented assiduously and effectively. The IQMS was introduced in 2004. It is its twelfth year this year but I as the deputy

principal of the school am still experiencing its flaws in its implementation, from the school to the district level.

The IQMS is a teacher development programme, which aims at improving the education system in South Africa. If the IQMS is implemented effectively in schools, there will be effective teaching and learning. This will result in quality education for all South African citizens, as teachers are developed in order to produce quality education. Quality teaching and learning will be an indicator for quality education.

My view in this regard is that since the IQMS has been implemented for a period of 12 years, one should expect the smooth running of the IQMS process in schools yet, the opposite seems to be the case, as there seems to be some gaps with regard to execution thereof. The SMT workshops are organized on regular basis for IQMS by the Department of Education.

In these workshops, irregularities in IQMS management are highlighted, for an example, failure to fill in the PGP forms correctly, incomplete forms and high scores that do not match educators' performances. These are indicative of the IQMS gaps in its management. Some scholars have highlighted negative factors about the IQMS implementation, for an example Mosoge and Pilane, (2014) assert that teachers tend to have a negative attitude towards IQMS.

Pylman, (2015) pointed out that IQMS is characterized by biasness, favouritism, inconsistent, too much of paperwork and insufficient knowledge of IQMS amongst the facilitators and department officials. As a researcher, I have looked at the five - fold aims of IQMS and was satisfied that indeed they are positive in nature and wonder why they are met with such negative attitude amongst the implementers. Studies conducted on IQMS include: teachers' perception on IQMS by Sogoe (2014), whereby he discovered that most teachers were not conversant with the contents of IQMS documents and they could not spell their responsibilities clearly. Teachers' experiences on IQMS by Mtapuri (2014) revealed that the implementation of IQMS was haphazard and the advocacy was poor because those introducing it were themselves not clear. Teachers' role in IQMS and implementation of IQMS by Nkonki and Mammen (2012) revealed that the combination of the accountability system and professional development created a conflict to educators, there were bound to move their focus on one paradigm thus undermining the other, in that way, the implementation of IQMS was bound to be undermined.

Few scholars have focused on the dynamics of managing IQMS in schools with the main focus on the management structures, for an example Mosoge and Pilane (2014) conducted a study on experiences and perceptions of management teams in the implementation of Performance Measurement. I have discovered that in most cases scholars tend to single out one programme of IQMS. In other cases, they treat management structures in isolation. I am going to focus on the management structures of the IQMS holistically as each structure works in tandem with each other to accomplish the desired outcomes of the IQMS process.

Treating these management structures as single units may yield lack of clarity on how the IQMS is managed at school level as opposed to giving a full view through incorporating them as team structures responsible for the IQMS.

1.7 Significance of the study

I believe that this study is imperative as the recommendations made by other scholars seem not adequate and practical in improving the management of IQMS particularly at school level. Pylman (2015) recommended that there should be a balance between professional development of educators and managerial imperatives that demand compliance and accountability. Sebola and Malema (2014) recommended a continuous training of principals and educators, provision of resources to assist educators to be more productive. Furthermore, they recommended that the South African government should consider changing the system from being financially incentive orientated to a developmentally based. Such a change will reduce the perception from some teachers that some principals use the IQMS to foster loyalty and punish those teachers opposing the principals' leadership styles. The above recommendations by different scholars seem not to be practically implemented or rather not working at all, as Pylman (2015) asserts that IQMS is full of flaws. This study is significant because it may trigger more debates about the dynamics of managing IQMS in schools and I believe that the recommendations will help to empower the management structures to improve and monitor all the processes of IQMS effectively.

1.8 Clarification of concepts

In order to understand IQMS; three concepts need to be defined. These concepts are IQMS, educational management and the concept of Quality.

1.8.1 Integrated Quality Management System (IQMS)

According to Collective Agreement No. 8 of 2003, IQMS consists of three sub systems, namely: Developmental Appraisal (D A), Performance Measurement (P M) and Whole School Evaluation (WSE). Development Appraisal is used to identify educators' strengths and weaknesses and customize suitable programmes for their development. Performance Measurement aims at evaluating individual educators' performance for pay progression. WSE is an external accountability system. It evaluates the effectiveness of the whole school on a continuous basis.

1.8.2 Educational Management

According to Bush (2006) educational management has to do with the maintenance of the present operations which can be goals and mission of the organization. Bush further defines educational management as a process whereby current organizational arrangements are maintained effectively and efficiently. Naidu (2008) concurs with Bush when he asserts that educational management has to do with the maintenance of the internal systems and operations that are laid down by the organization in order to ensure effective and efficient service delivery. To me educational management means ensuring that all the systems and culture of the organization are maintained and developed for the smooth running of the organization and good service delivery. Gupta (2005) argues that management involves designing and implementation of plans, which is carried out through working together as teams. Basically, the work of the one who manages is to get things done effectively and efficiently through people.

1.8.3 Quality

Another concept that is also important in this study is the concept of Quality. Naidu (2008) defines Quality as the ability to fulfil educational aspirations of a given community. On the other hand, Hopkins (2015) defines quality as meeting customers' needs for the purpose of satisfying them. Hopkins (2015) further lists customers' requirements as delivery; availability; reliability; cost effectiveness and performance. If all the customers' needs are satisfied, then we will be talking about quality delivery. In the school context we talk of quality education; learners are our customers and if learners' needs are met that will suggest that educators are rendering quality education. Learners' performance will be of high quality, an indicator for the effectiveness of the school.

In this study, by management of IQMS I will be referring to how the processes of IQMS are planned, organized, coordinated and evaluated by management structures at a school level.

1.9 Delimitations of the study

This study was conducted in three Primary Schools at Isipingo Circuit within Umlazi District. Umlazi District is where I currently work. Conducting a study in the area where I work will be cost effective in terms of time and financial implications. All my research sites are less than 9kilometres from where I work. Most of the parents in the community are not working hence high rate of crime and school vandalism. Parents of these learners are struggling to pay school fees resulting in exclusion of some resources.

1.10 Outline of the study

This study is structured as follows: Chapter one introduces the study. Chapter two consists of literature review and theoretical frameworks underpinning the study. Chapter three gives a detailed discussion of the research methodology; chapter four focusses on data presentation and discussion of findings. Finally, chapter five, which draws conclusion and recommendations of the study.

1.11 Conclusion

This chapter provided introduction and background to the study. It highlighted the statement of the problem. Research questions were clearly stated. Rationale for the study was given. Furthermore, significance of the study was elaborated. Terms and key concepts which will recur throughout the study were defined. Delimitations of the study were stated and the outline of the study was briefly sketched.

CHAPTER TWO: LITERATURE REVIEW

2.1. INTRODUCTION

Chapter two presents literature review. According Schwartz and Yanow (2013), literature review is carried out for significant number of reasons, one being to discover what the most recent scholars say about the topic in question and which theories are relevant to the study. This study focuses on how the Integrated Quality Management System (IQMS) is managed. I begin the chapter by presenting management functions required in the management of IQMS. This shall be followed by factors that enhance the management of IQMS. Teamwork and professional development for educators are explained as the important tools for the success of IQMS. Furthermore, challenges encountered during performance measurement are discussed. Research studies by other prospective scholars in South Africa and abroad concerning IQMS are discussed. I then discuss theoretical frameworks that underpin my study. Lastly, I provide the conclusion for the chapter.

2.2 Management functions

According to Naidu (2008) management functions involve “giving directions to people, setting outcomes/needs and allocating resources. Clarke (2007) asserts that management tasks involve planning, organizing and controlling. On the other hand, Koontz (2010) declares that management tasks include planning, organizing, staffing, resourcing, monitoring and controlling, liaising and negotiating as well as communicating. However, I am going to make use of the key four management functions as laid down by Clarke (2007) to refer to management tasks of the IQMS structures. These are planning, organizing, directing and controlling.

2.2.1. Planning

Brewer and Brewer (2010) defines planning as the management function that involves forward thinking as it determines where the organization intends to be in future. According to Clarke (2007) planning is an act of looking ahead and establishing preparation actions to be carried out. It closes the gap between where we are and where we are going. Planning is the fundamental function of any management structure because all the other functions stem from the activities of planning. I concur with both Brewer and Brewer (2010) and Clarke (2007) that planning entails preparation for the future. Each management structure needs to sit down; looking at the objectives of the organization.

Prioritization of objectives will be the starting point of the planning strategy. Every activity to be executed needs to be clearly stated in terms of what needs to be done and by whom. Time frames also need to be set for each activity. Allison and Kaye (2011) posit that there are four planning steps needed in any organization.

Allison and Kaye (2011) further explain that determining the present situation by identifying the needs of the organization is the first step to consider. The second step is to determine the future situation by setting aims, mission and objectives. The third step which involves the planning of action whereby strategies to attain the set goals are discussed and defined by all the members involved. Monitoring and controlling of the plans are the last steps in planning. Though the above authors, Allison and Kaye are defining planning in their perspectives, that it is a process from the present situation to the future situation. Proper planning will save time for the organization as the problems that might emanate from lack of planning will be minimized. Planning together will enhance teamwork. The spirit of teamwork will help in getting more opinions and strategies to solve organizational problems. According to Collective Agreement No. 8 of 2003, IQMS management plan is drawn by the SDT in order to give a plan of action and procedures to be followed. I argue that if the leader of each structure deviates from what has been planned, the whole structure will not be able to yield the expected goals. As the deputy principal of the school, I have observed that when the principal deviates from the plan of action other members fail to call him in order. This results in failing to achieve our goals as an organization. My assumption is usually that other members are afraid to discipline him due to his positional power. This study sought to find out whether the SMT, SDT and DSG execute proper planning before embarking on the IQMS processes. Planning may give direction as to where to start, how far to go and where to end the journey of planning.

2.2.2. Organizing

It is through organizing that actions of plan are subdivided and delegated to group of people or individuals. According to Van der Westhuizen (2013), organizing has three basic features namely: grouping of tasks, assigning duties and determining relations between people. Delegation of duties is based on the abilities of people. It is for this reason that I argue that each leader should know his people well because he/she will not be able to delegate accordingly if he/she does not know the capabilities, interest and skills of each team member. The leader subdivides her responsibilities to the members of the team but remains accountable as a leader. As delegation and coordination form part of organizing, the leader coordinates activities so as

to continuously give guidance where necessary. One needs to coordinate what has been organized, for an example, checking whether all people who have been assigned to different tasks are performing to the required standards. If they need more clarity, positive intervention should take place. Coordination is defined by Naidu (2008) as the attempt to relate people to tasks, resources and time such that they complement one another. It is a process that harmonizes the duties performed by the team members. Naidu (2008) further asserts that if coordination has been used effectively, it may be viewed as an activity that combines budgetary activities in terms of materials, people, ideas, methods and techniques in harmonious relationships with one another. In the process of IQMS the function of organizing is demonstrated where people are assigned to their duties accordingly. These duties may include delegation of activities to different individuals such as identifying a person to write minutes for pre-evaluation and post evaluation discussions, the leader of discussions and someone to allocate the final scores and other related activities. Communication plays the major role in organizing, as organizing entails delegation, coordination and communication to achieve the intended goals in an institution.

2.2.3. Directing

Naidu (2008) defines directing as the process of giving direction, influencing other people to work to their best to attain the planned goals. This definition suggests that every management structure should be able to direct the team, influence the team, initiate and give guidance where needed. With reference to IQMS; directing function will be difficult to fulfil as the Department of Education sometimes outsource inexperienced and unknowledgeable facilitators to do IQMS advocacy (Mtapuri; 2014). I argue that one cannot direct, lead and influence somebody about things she is still struggling to understand. The IQMS structures need to familiarize themselves with IQMS. Through proper guidance from the IQMS structures, all participants in the process including level 1 educators are able to execute the process and consequently learn from it. Chance (2013) asserts that the function of directing cannot be effective if work ethics and group ethos are not good. It is easy to direct people who are willing to be led and directed.

This suggests that if people are willing to be guided, directed, instructed and influenced by management through this function, the organization will attain the expected goals. This will be symbolizing trust and team spirit amongst the team members in each structure.

2.2.4. Controlling

According to Cheng (2013), controlling has to do with monitoring and evaluation. It involves taking corrective measures and disciplinary measures if necessary. It constitutes formulation of prescriptions of controls, observing and evaluating work. Controlling presupposes an analysis of the efficiency of the first three management tasks discussed earlier. The act of controlling should help in checking whether the guidelines that were drawn up and the actions of plans that were laid down were carried out efficiently and effectively. It also evaluates whether the expected results were reached, if not, corrective measures should be put in place. Clarke (2007) argues that proper planning, good organizing strategies and effective directing strategies do not ensure that the policies are adhered to by all the structures involved. Ensuring that the drawn plans, delegated duties and that there is guidance and direction given by management structures, control function is important. Furthermore, Clarke (2007) simplifies control as the monitoring system that serves two functions. It has to ensure that the work agreed upon by the team is done on time and according to accepted standards. It also has to give warning signs of problems when deadlines are not met, tasks are incomplete and quality of work is poor. Once the problem has been identified, the cause of the problem should be identified.

The four management functions discussed above complement each other. Management of IQMS cannot rely on one function. This suggests that the three IQMS structures should make use of the four functions of management in order to manage IQMS effectively. The failure or success of this study is determined by how well are the management structures able to plan IQMS activities. Planning alone and ignoring other three functions is not enough. Organising function is also equally important, as one cannot be able to perform all duties alone.

Delegation of duties is so important. Having planned and organised all IQMS activities does not guarantee its success, rather, directing which involves influencing and giving guidance where necessary is needed. Lastly monitoring and evaluation of the whole process of IQMS is paramount, hence all the four management functions are equally important and form the basis of the management tasks of the IQMS structures.

2.3 Factors that enhance IQMS Management

2.3.1 Teamwork as an important tool for the success of IQMS.

According to Botha (2013), teamwork is best achieved through cooperation and collaboration. He further defines team as a group of people with common objectives that effectively tackle any task to be executed. Every contribution from each member plays an important part. Botha (2013) further asserts that there is always vigorous interaction between the individual members and the team, such that each member continuously adapts to perform to his best. Clarke (2007) asserts that teams are different from working groups in that they share leadership roles, show individual and mutual answerability, have collective work products, encourage open-ended discussions and active problem solving meetings. Effective teams decide and plan together (Steyn van Niekerk, 2012). SMT, SDT and DSG represent groups of teams, which are supposed to work synergistically during the IQMS process. According to Dyer & Dyer (2013) a team is an emotionally building block for the staff of an organization. It satisfies the need for recognition; achievement and responsibility. In other words, all those individuals working as a team recognize the presence of each individual and take responsibility in striving to achieve goals of the organization.

Another perspective of a team as laid down by Leris, Fidalgo, and Sein-Echaluce (2014), is a group of people working together sharing the same perceptions, purpose, cooperation, commitment and having agreements in procedures to be followed if disagreements arise. Such disagreements are resolved openly through discussions. If groups of teams cannot work effectively by themselves, they are not likely to relate to other teams with which they have to carry out their business.

Often when different teams in a school environment fail to work efficiently, the effectiveness of the whole institution will suffer. I believe that is why Steyn van Niekerk (2012) posits that working, as a team needs tolerance, flexibility, receptive and less judgment because most intolerance and biasness often prevail in most of the teams.

For the team to function effectively different skills need to be calibrated, however, Leris, Fidalgo & Sein-Echaluce (2014) asserts that most of the school teams fail because they lack specific skills needed from them. Marishane (2011) argues that, it is the principal of the school who needs to ensure that every team has balanced members with different skills that will be needed for the team to accomplish its goals.

Marishane (2011) further argues that the principal should play a key role in making the best choices of whom to bring to the team for the betterment of the institution. My argument is that, with regard to the IQMS, the principal has no major role to play in as far as making choices of members to be grouped into a team is concerned. The SMT is made up of interviewed individuals who were found competent for the posts and were recommended as suitable candidates by the School Governing Body (SGB). However, other principals seem to have an indirect influence in the appointment of the management posts.

The DSG is also not formed by the principal; it is the appraisee's choice which determines the formation of DSG (Collective Agreement No 8 OF 2003). The SDT is democratically elected by all the staff members within the institution, therefore the principal has no influence whatsoever in the formation of any IQMS structure. However, the principal might only influence in the appointment of the SMT member, though such influence is to a very lesser extent, since the process of appointing a teacher is monitored by teacher union observers. Even though, the principal as the head of the institution has to give guidance and ensure that each structure performs to its best. Clarke (2007) argues that effective teams are effectively managed and led. This suggests that managers and leaders of different structures need to lead teams effectively. Effective management is identified by good planning; good organizing, good coordinating and good controlling as well as evaluation functions of the team members (Clarke 2007).

The existence of cooperation in any organization symbolizes a healthy relationship underpinned by trust, empathy and willingness to assist in conditions that foster cooperation action (Clarke, 2007). In IQMS when there is no cooperation amongst the management structures and amongst each individual no goals will be reached. Ngcobo (2015) shares the same sentiment with Clarke 2007 when he argues that teamwork that involves participatory decision-making can be effective in terms of reaching desired goals in schools.

According to Mncwabe (2007) principals, as the members of the SMT should set examples as they have a major role to play in promoting quality assurance in schools using the IQMS.

They should guide SDTs and DSGs. The SMT, SDT and DSG need to support one another, criticize each member positively, assist and facilitate the processes of IQMS. With reference to the above discussion of teamwork, I have come to the understanding that teamwork involves collaboration and cooperation in order that the IQMS structures function properly.

2.3.1.1 Characteristics of functional teams.

Certain characteristics should be noticeable from each member of the team. Goetsch and Davis. (2014) asserts that team members should possess the following characteristics: dedication and commitment to provide direction and momentum, ability to communicate their ideas efficiently and effectively, good conflict-resolution skills so as to use them during grievance meetings and decision making skills. High degree of mutual trust should prevail. Team leaders should be knowledgeable and be able to lead the group towards the achievement of goals. Team leaders should be exemplary and possess the leading skills. Good interpersonal skills are also important. In IQMS if you are appointed as HOD, you automatically form the DSG of a post level 1 educator. The HOD is expected to take the frontline; give guidance and direction about the processes (Collective Agreement No. 8 of 2003). The question then becomes: How can unknowledgeable leaders lead the management process? Sebola and Malema (2014) posits that there is still a lack of managerial commitment amongst the leaders of IQMS. He further argues that mutual trust is still lacking from all the team members. Dyer & Dyer (2013) further lay down the characteristics of effective teams as honest communication; strong system for monitoring; opportunity for risk tasking and creativity; awareness of strengths and weaknesses and relaxed atmosphere.

2.3.2 Professional development of educators.

Professional development is a cornerstone of systemic reforms solely designed to improve teachers' standards of teaching. It is an important mechanism for deepening teachers' knowledge and developing their skills of teaching.

The IQMS is one of the teacher professional development tools that aim at improving quality education in schools (Naidu, 2008). Antinudin (2012) posits that professional development has a positive impact on classroom practice and learner achievement, as teachers who are professionally developed are likely to produce good or excellent learner results.

I concur with Antinudin (2012) that if teachers are professionally developed they become better equipped to produce good learner results due to confidence and passion of teaching which in turn contributes positively to learner achievement.

2.3.2.1 Components of professional Development

Bayar (2014) deems the components of effective professional development as an activity that matches educators and schools' existing needs. Correspondingly, Guskey (2002) asserts that professional development considers educators needs, interests and provides an ongoing support to educators. Demonte (2013) points out that teachers may need different support activities that will improve their practice as what works for one school may not work in another school.

However, Demonte (2013) indicates that professional development for teachers is still a debate as what most of teachers receive as professional development is too minimal in terms of improving teaching and learning in schools. Teachers should be well engaged in the planning of their professional development. Even though teacher engagement is one of the components of professional development, Demonte (2013) argues that educators are not fully engaged in designing the developmental activities. According to Bayar (2014) instructors or coaches should be of high quality. However, Demonte (2013) argues that outsourcing coaches or instructors is still a challenge, as these outsourced coaches do not understand the integrities of educators. The coaching activity hinges on the expertise of the coach to do this well. Professional development should involve active participation; however, Demonte argues that collaboration is still a challenge. Teachers are still struggling to get opportunities to learn from each other. Segoe (2014) argues that teacher collaboration and peer deliberation is another important component of teacher professional development which still needs development.

2.3.3 Features of professional development

Caena (2011) put forward three features of professional development for discussion, which are:

2.3.3.1. Focusing on content knowledge

Educators who are professionally developed in their subjects usually gain content knowledge. When teaching skills and methods are improved, learners' performance also improves. Focusing on content knowledge also entails classroom management, lesson planning, grouping methods and pedagogical practice.

Caena (2011) argues that many teachers lack content knowledge due to the changing curriculum, newly found skills and methods to be used in education. However, focusing on content knowledge has been found to have a positive impact on learner achievement and on improving educators' profession.

Undergoing content knowledge workshops will make the work of the IQMS management structures easier to manage IQMS processes at schools because educators will be well equipped with their subject content. On the other hand, Demonte (2013) argues that undergoing content knowledge workshops does not guarantee that teachers are therefore professionally developed but they can somehow positively influence learning and teaching if well implemented. This is justified by teachers' negative attitude against any developmental system especially IQMS. They do not want to be observed in class.

Some educators lack interest and feel uncomfortable in carrying out IQMS activities (Sebola and Malema 2014). This may have a negative implication in terms of the effectiveness of IQMS management. Leaders of IQMS might find it difficult to handle and to control educators who are demonstrating negative attitude towards IQMS.

2.3.3.2. Promoting active learning

According to Caena (2011), Professional Development can be enhanced through active learning. Active learning is demonstrated through group discussions. Active learning is described by Garet, Porter, Desimone, Birman and Yoon (2001) as teacher cluster meetings. In such meetings, educators start sharing different methods to be used in attending to learners differences. Skills and attitudes will also be discussed by educators of the same school or educators sharing the same subjects. New curriculum materials and how to integrate teaching strategies are also learned. In other words, in active learning educators can observe one's lessons, coach each other and engage themselves in reflective discussions that will benefit both learners and themselves. Apart from observing each other's lessons, professional development can also be enhanced by offering teachers' opportunities for group presentations, leading discussions and written work. Active participation of this kind may permit teachers to delve more into substantive issues of focus. Demonte (2013) concurs with Caena (2011) when he asserts that an effective professional development programme has the following characteristics: opportunities for active learning, follow up and continuous feedback and provide teachers chance for collaboration. Recently the Department of Education has introduced cluster meetings whereby educators who are sharing the same subjects in different schools meet twice a month to discuss about paper setting, memoranda and other related issues. The main aim of these cluster meetings is to share ideas. As a subject teacher, I have gained a lot of information about how to set good exam questions for different levels of learner development.

It should be remembered that the main aim of IQMS is for teacher development. This symbolises that indeed active learning as one of the features for educators' professional development has an impact on teacher development since I am indeed developed by active learning programmes.

2.3.3.3. Fostering coherence

Most of the professional development programmes are criticized by having disconnected programmes that do not lead to each other (Demonte, 2013). Teacher professional development programme is likely to be effective if it forms a coherent part of the wider set of opportunities for teacher development. Demonte (2013) further argues that most of the traditional development workshops like in-service training and short workshops do not have follow-ups hence inability to provide teachers with professional development. Professional development should be an ongoing support tool to develop educators individually or as a group.

Open communication lines are also part of professional development because that is where educators could communicate their challenges. Solutions may come up as a joint effort. Support and encouragement will motivate educators. Finally, Bayar (2014) asserts that educators who are engaged in non-traditional professional development activities like coaching, mentoring, induction, study groups, workshops, seminars and presentation are likely to develop a strong passion for their profession and that eventually results in quality education. These professional developments programmes are intended to capacitate educators who are serving in these structures in ensuring that IQMS is managed according to the requirement of the Department of education to foster better understanding of the goals of education.

2.4. Some challenges encountered during Performance Measurement

2.4.1. Rating scales used in IQMS

In every appraisal system rating scales format are used. According to Turgut (2014), scale or key rating is the method commonly used to summarize the judgments of appraisers to rate the performance of the appraisee. They can be either behavioural with examples of good, average, or inadequate performance or graphic which represents a number of scale points along the continuum. The scale points may be defined as alphabetical, for an example a, b, c, d etc., or numerical for an example 1,2,3,4 etc. In IQMS, rating format is numerical; that is 1-unacceptable, 2-satisfies minimum expectations, 3-good and 4 –outstanding.

I argue that there are many factors that can affect accuracy in rating, as it is human nature not to be satisfied about one's performance ratings. It is for this reason that scores are inflated.

In a case where one is not satisfied about the score given, the Procedure Manual (2003) suggests that if agreement is not reached through discussion, the matter will be referred to the SDT within a week. If resolution is still not reached either party may request a formal review by the grievance committee. Such a request should be in written form with explicit reasons why the educator believes there are grounds for challenging rating scores given. I have experienced cases whereby educators were not happy with their rating scores and the matter was referred to the grievance committee. Turgut (2014) argues that ratings are largely subjective in nature and it is not easy to achieve consistency between different rates. Summing up the total performance of a person with single rating is an over-simplification of what may be a complex set of factors influencing that performance. Turgut (2014) further adds that it is demotivating and belittling people to label them as 'average', 'below average' or whatever equivalent terms used. However rating people accordingly will far outweigh the arguments against ratings.

Turgut (2014) argues that though rating scales come with some challenges, they are the convenient way of summing up judgments and it is impossible to have performance-rated pay without making use of them.

Lastly, it makes it easier for everybody to identify underperformers and the exceptional performers for future references. However, rating scales could be misinterpreted and sometimes could be inaccurate, therefore managing IQMS processes using such rating scales can sometimes not yield the expected outcome.

2.4.2. Rating errors used by the appraisal panel

Turgut (2014) describes rating errors as mistakes in judgment that results from allowing extraneous factors to influence decisions about the quality of other peoples' job performance. These are commonly made mistakes which may negatively affect the accuracy of the individuals' score. These mistakes are still a challenge encountered during performance measurement. Findings may be artificially inflated or deflated. This can be caused by either jealousy amongst the panel, personal clashes and political agendas. These malpractices however, may not be decreased by making the scores anonymous.

If consistency and accuracy can prevail, the distribution of scores on particular questions can be helpful. Turgut (2014) outlines some of the commonly used rating errors, namely:

Attractive effects: the well documented tendencies for people to assume that people who are physically attractive are also superior performers.

Attribution bias: the tendency to attribute performance failing to factors under the control of the individual and performance success to external causes.

Central tendency: the inclination to rate people in the middle of the scale even when their performance clearly warrants a substantially higher or low rating.

First impression: the tendency to make an initial positive or negative judgment of an employee and allow that first impression to colour or distort later information.

Stereotyping: interpreting another person's behaviour using our prior knowledge. Common stereotypes include race, gender and class.

Halo effect: when one knows the appraisee has done particularly well in one area of work and so assume that all other areas of the job are being carried out to the same standard.

Knowing people: assuming that we know people's strengths, weakness, attributes and that they will not change, forgetting that while some personality characteristics are very strong and are unlikely to ever change, people do develop and change over time, and should be recognized.

I concur with Turgut, (2014) that indeed the above points can affect our thinking thus giving wrong information about ones' performance.

A knowing people rating error was used by my DSG when I was a HOD. They rated me according to the previous knowledge that I used to be a good educator who always performed to her best. They gave me high pleasing scores when I knew that I did not deserve such high scores. My professional morale was lowered by personal problems that indirectly affected my performance at school.

Another common rating error that I normally observe is that of central tendency: rating people in the middle of the scale ignoring whether their performance is above the scale or below the scale. Such error is committed because people do not want to give explanation as to why they have scored people above average or below average (Turgut, 2014).

I have also observed the rating error of attraction effect when I was a Deputy Principal; we were evaluating one of the HODs .His peer had scored him above average when I started querying that as an immediate senior I did not get a reasonable answer from the peer except

that he was dressed smartly and was attractive. The peer was overwhelmed by his looks and started to match his good looks with his performance. Such rating errors are challenging educators to be careful when evaluating an appraisee because it is easy to be the victim of these rating scores as one can intentionally and unintentionally give them.

2.4.3. Biasness in the evaluation process

Pylman (2015) argues that there is a lack of fairness among the participants in the evaluation process. This is manifested in acts of favouritism, inconsistent application of assessment criteria during internal appraisals. Scores are prone to manipulation by peers. All these malpractices militate against the principles and objectives of IQMS, hence hampering the developmental aspects of IQMS.

2.4.4. Unwelcoming attitude from the school principals and educators

According to Pylman, (2015) principals of schools display a negative attitude towards the implementation of IQMS. This leaves me with a question which is: How can they be able to manage it effectively if they have a negative attitude? Pylman (2015) asserts that they complain about their loads as principals, they complain about time spent during classroom observation, they argue that IQMS is time consuming. They do not value IQMS as a reliable tool for teacher development. Principals are also reported to have difficulties in measuring educators' performance, however they tend to use performance measurement as a punitive means to punish arrogant or incompetent educators thus result in poor managerial commitment and lack of accountability (Sebola & Malema, 2014). Sebola and Malema (2014) further argue that educators do not want to be observed in class and they do not feel comfortable when observed by their DSGs, resulting in them displaying a negative attitude during the IQMS process. The above discussed challenges encountered during Performance Measurement result in bad human relations and conflicts. This study will be of benefit to me because I will be able to understand the nature of how the participants experience conflicts in their organizations and how do they manage conflicts that arise when they evaluate each other.

2.5. Research conducted by other scholars: South African context

According to the research conducted by Pylman (2014) that sought to investigate whether IQMS promotes continuous improvement. Some of his findings revealed that some principals are frustrated as to what to do and what not to do.

They end up using IQMS as a weapon to threaten educators and even to an extent of not recommending that they receive the 1% salary increase.

Pylman (2015) further indicated that when educators understood the purpose and processes of the IQMS and when their attitudes were positive, their performance improved as well. In other words, positive attitudes by educators towards quality assurance measures as articulated in the IQMS influence their teaching practice. When there was improvement in teaching and learning, learners also learned better and performed well. The findings included that IQMS had a positive impact on the perceived educators' performance. The findings of this study helped me to understand that when educators understand the purpose of the policy they implement it effectively. I also learned that when the educators' performance improves, learner achievement improves as well.

Research conducted by Segoe (2014) about teachers' voices on the implementation of IQMS revealed that a large number of teachers perceived IQMS procedures as not beneficial to professional growth and they did not think that there is a close link between the school and staff development. All these items require a close collaboration between the designers and the implementers of IQMS. This further suggests, even the recipients of the programmes need to be actively involved. Segoe, (2014) also revealed that there are tensions with regards to appropriate support to educators in order to improve their teaching practices. I think it is for this reason that some educators cannot see IQMS as beneficial. General negative attitude from educators was also found. DSGs indicated that they did not know how to conduct an effective analysis of educator performance and how to prioritize their development needs. The DSG further elaborated that they have not been given high quality training and opportunities to meet expectations. In these cases they blame the SDT and the SMT. Research conducted by Queen Marry and Mtapuri (2014) on teachers' perceptions of IQMS, revealed that principals who are supposed to be the first people to sell the idea of IQMS are against it due to lack of clarity. Nkonki and Mammen (2012), maintain that different perspectives of the purpose of IQMS result in educators implementing it in different ways. It is also noted that the IQMS programmes facilitators should appreciate the cognitive processes associated with interpretations, which have an impact on implementation as that can reinforce or underestimate IQMS.

According to Naidu (2008) the study conducted by Teu and Mothlabane in 2005 about challenges on the implementation of IQMS in the North West Province, revealed the following challenges: Although training had been conducted amongst educators, little progress had been made in implementing IQMS and at the time of the study many schools were behind schedule in terms of the suggested management plan.

Most educators had not completed the self- evaluation forms that are necessary for mapping out development and growth indicating that SMT has failed to monitor baseline evaluation as expected. The majority of educators were not conversant with integration between the programmes of the IQMS or with the composition, roles and responsibilities of the DSG, SDT and the IQMS management plan.

Commentators of Wits Education Policy Unit (2005) had this to say from the study of the challenges in IQMS: The system is being more punitive than supportive and developmental. This is because staff is excluded at the stage when a final judgment on the schools' performance is made. Biputh (2008) asserts that IQMS is very top-down in its orientation and its success depends on the commitment of the principal, deputy principal, heads of departments and chairperson of the SDT. This means that the principal, chairperson of SDT and the HOD dominate the process of IQMS (Pylman, 2015). If the above mentioned senior management lacks understanding and skills to carry out the processes of IQMS as in some cases. The processes of IQMS would not be effectively managed.

Teachers have come to rely on external accountability system and seem to have lost confidence in their own abilities to put in place accountability systems that are democratically decided upon. Teachers' related conceptual knowledge and grasp of their subjects is often poor. This hampers teachers in adequately understanding the indicators and criteria of the IQMS.

2.6. Theoretical frameworks

Bush, (2006) asserts that theories are normative in that they reflect beliefs about the nature of educational organizations and the behaviour of individuals. Most of theories do not describe aspects of management but instead they express views about how schools are managed. It is for the above reason that made me to think of the under mentioned theories which I believe they are relevant to my study. They all reflect beliefs and nature of the educational institutions. They also reflect on how IQMS is managed in schools. I found conflict management theory and structural –functionalist theory as relevant theories underpinning my study.

2.6.1. Conflict management theory

This theory is characterized by power struggle. Karl Marx is known as the main advocate of this theory. There is no harmony in such a society. This Theory holds that the social order is maintained by means of power domination. The dominant group maintains power by coercing, manipulating strategies and punitive measures.

The subordinate group is also not passive as it reacts to actions taken by the dominant group (Mosoge and Pilane (2014)). In the school environment there are the following structures: SMT, SDT and DSGs. These structures form part of the IQMS teams and in these teams the management component sometimes use his positions for the purposes of power thereby coercing subordinates to comply with their directives. Educators affiliate to different unions of their choice and these unions in turn, get involved by acting as the mediators between the groups in conflict. One example of such unions is South African Democratic Teachers Union (SADTU). SADTU (2011) recommended the suspension of IQMS to allow relevant research to be conducted. During performance measurement, conflicts around the allocation of scores are noticeable between the DSGs and individual educators. According to Aja (2013) conflict is described as competition between two or more forces arising either from the pursuit of incompatible goals or class of rivals' opinions. Bano, Asharaf and Zia (2013) assert that conflict occurs when different perspectives are contradictory in nature. In as much as conflicts are detrimental to the organization, they are inevitable and bound to happen (Oboegbulem & Alfa, 2013). Conflicts need to be managed and controlled at an early stage because if not managed they might bring stress and frustration to the organization (Oboegbulem & Alfa, 2013).

Bano et al. argues that if conflicts are well managed the employees in an organization may have good relations, increase skills and knowledge and peace may prevail resulting in finding solutions to existing challenges. However, it should be noted that not all conflicts can be resolved. Marques, Lourenco, Dimas & Rebelo (2015) assert that conflicts may be resolved using different conflict management strategies as one strategy could not be enough for different conflicts. With reference to the IQMS, the DSGs are intimidated by educators when allocating low scores. Educators want high scores or scores that will qualify them for salary progression. This indicates that the system will not be able to identify high performing and low performing educators. If that is the case the IQMS is losing its developmental power as a tool for teacher development.

Management of such conflicts depends on whether the procedures are followed when conflicts arise. Collective Agreement No. 8 of 2003 asserts that the matter should be reported to the grievance committee.

The grievance committee will then be engaged in negotiations and solve such conflicts. However, Wallensteen, (2015) argues that conflict management requires some negotiation, bargaining, mediation and arbitration skills. This suggest that all the management leaders should possess such skills, otherwise they will not be able to solve conflicts that emerge in an organization.

Dickman (2010) posits that different conflict management strategies that may be used include collaboration strategy. In this strategy both parties are willing to exchange ideas on how to go about resolving conflict. They are both engaged in analysing the cause for differences and both looking for a solution. Absorbing strategy: In this strategy one partner is responding with kindness against a hostile act. This strategy is associated with low concern for self and high concern for others. Dominating strategy: One party dominates the other party by ignoring the interest and needs of the other part. It demonstrates a win –lose attitude. Avoiding strategy: In this strategy both parties keep quiet as though there is no problem noticeable. Both parties are not in favour of confrontation. They are using the escape attitude regarding the existing conflict.

This strategy is criticized by other authors arguing that if the problem cannot be self –solved, the situation in an organization may become worse Shanka (2017). Compromising strategy: This strategy indicates an equal level of concern for both self and others. Conflict management theory suggests that if there is a conflict, it needs to be controlled and managed. Wallensteen, (2015) describes conflict management as means of reducing or eliminating all forms of conflicts in an organization. Conflict management is one of the management responsibilities of management structures. During the scoring, it is where most of the conflicts emanate, conflicts that remain unsolved discredit the existence of IQMS structures which are SMT, DSG and SDT because it is part of their job description to resolve conflict(Collective Agreement No. 8 of 2003).

2.6.2. Structural-functionalist theory

This theory claims that society is a complex system whose parts work together to promote solidarity and stability, so as the school, it is made up of different parts that work together to

attain goals. There are SMT, post level one educators and learners. These people represent different parts that work together to achieve defined goals. In the structural-functionalist theory, if one part of the system fails to function well, the whole system will be affected.

With reference to the IQMS, there are some management structures such as the SMT, SDT and DSG, which work together in managing the process of IQMS. Though these different structures work at different levels, they are depended on each other.

IQMS was basically introduced to put an end to the inspectorate system, bring order and to stabilize the delivery of quality education. According to Simkins, (2013) IQMS is one of the accountability system in which post level one educators are involved. Every educator is expected to evaluate himself before being assessed by the DSG management structure. The self-evaluation assessment will help the educator to identify arrears for development with the help of DSG. The individual educator will be able to draw up the Personal Growth Plan with the assistance of the DSG. The DSG will then be able to draw up the developmental programme, which will assist the educator. The use of different structures in managing IQMS is supposed (Aja, 2013) to bear the intended goals but from my experiences the three structures tend to push the blame to each other for an example the SMT says that the SDT does not conduct relevant developmental programmes, on the other hand the SDT argue that the DSGs do not make follow up programmes and mostly do not give positive criticism for teacher development. These IQMS structures put the blame to each other hence yielding a minimal amount of its goals. This theory stresses the importance of working as a team. Teamwork provides efficiency but when the team spirit does not exist IQMS will not be effective in schools. Hlongwane and Mestry (2013) also emphasizes working as a team, as they advocate for participative decision making which I believe is a prerequisite for the effective implementation of any programme in an organization. Lack of teamwork in an organization will hinder the application of the structural-functionalist theory.

2.7 Conclusion

This chapter has provided an account of literature reviewed on how IQMS is managed in schools. The first section sought to present literature on the body of local and international research done by other scholars and the second part is the presentation of the theoretical frameworks underpinned the study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of this study is to investigate the management of IQMS at a school level. The chapter comprises of ten sections. First, I explain the context of the study. Research paradigm suitable for the study follows. Then, I move on to outline research methodology used. The research instrument selected follows. After this I proceed to data generation. Data analysis follows. Then ethical issues, limitations and trustworthiness of the study are discussed.

3.2 Context of the study

The study took place in three primary schools in Umlazi District. There is a high rate of unemployment in this location. This high rate of unemployment results in high rate of crime reported on weekly basis. This made it difficult for educators and school principals who wished to stay behind after school to do their school work or personal work. It became a challenge as I was aiming to conduct my interviews after school. This became one of the limitations of this study as I ended up delayed in conducting interviews due to postponement of appointments by the participants.

3.3 Research paradigm

The study is located in the interpretive paradigm. Thanh and Thanh (2015) define interpretive paradigm as a method that seeks to explain why people act the way they act and how they relate to each other. The nature of interpretive paradigm strives to comprehend how individuals construct meaning in their every day's settings and how they explain the events of their world (Schwartz-Shea & Yanow 2013). In line with what Thanh and Thanh (2015) had explained, I have used interpretive paradigm to ascertain how the principals, HODs and chairpersons of the SDT view the dynamics of IQMS management in schools. In this paradigm belief is in multiple ways (Cohen, Manion & Morrison, 2011). Participants will demonstrate their behaviour, beliefs and give their experiences on how IQMS is managed in their schools using multiple ways that will help me in this study. The assumptions of interpretive paradigm are as follows:

Relativist ontology: assumes that reality, as we know it is constructed inter-subjective through the meanings and understanding developed socially and experientially. I was looking at how the participants experience and understand the management of IQMS.

Subjectivist epistemology: the assumption is that we cannot separate ourselves from what we know. The investigator and the object of investigation are linked such that who we are and how we understand the world is a central part of how we understand others, the world and ourselves.

The interpretive paradigm relies solely on naturalistic settings such as semi-structured interviews which allow for one on one dialogue between the researcher and the participant. The above reasons informed me to use semi-structured interviews to allow for a naturalistic setting for my participants to interpret their experiences on how IQMS is managed in their schools freely and in a more relaxed atmosphere. This paradigm assumes that all interpretations are based in a particular context and period of time. It is open to discussions and negotiations (Thomas, 2015).

3.4 Research methodology

Qualitative methodology was used. Flick (2014) argues that qualitative research allows for the researcher to get at the in-depth experiences of participants and determine how meanings are formed and lastly to discover than to test. Fraenkel and Wallen (2007) assert that qualitative methodology is characterized by natural setting which gives the researcher quality time to observe and collect data. Qualitative methodology was deemed appropriate for this study as data is collected in the form of words rather than in numbers. Kinds of data collected in a qualitative research include: interview transcripts, fields notes, audio recordings, videotapes, diaries, personal comments, memos, official documents, or anything that can convey action or action words of people. To a qualitative researcher no data is unworthy hence even gestures, jokes, conversational gambits are noted (Seidman, 2013). Case studies of three primary schools were used. Principals, SDT chairpersons and HODs were interviewed in order to obtain relevant data about how IQMS is managed in these three primary schools. According to Thomas (2015) a case study is an experiential inquiry that seeks to explore contemporary phenomenon within its real life context. The three primary schools were selected from thirty schools within the Isipingo Circuit. Information gathered from these case studies were found to be valid and relevant to my study.

3.4.1 Research design

The research design used in this study is a case study. According Ritchie, Lewis, Nicolls and Ormston (2013) research design may be regarded as a pattern, strategy, order or arrangement of all the activities one will take in the research journey.

I understand research design to mean the steps and procedures that I followed in conducting the study. I have found case studies of three primary schools appropriate for this study because case study findings are based on human experiences.

The targeted participants were the principals, SDT chairpersons and HODs. They presented their cases on how they manage IQMS in their respective schools. According to Cohen, Manion and Morrison (2011) case studies investigate the complex dynamic interactions of events and how human relate to each other.

According to Rule and John (2011) a case study contributes to individuals' knowledge, group, social, organisational, political and related phenomena. On the other hand, Bush (2002) argues that case studies are not open to cross –checking hence they may be biased, personal and subjective. My intention was to get their first-hand information about how SDT chairpersons, principals and HODs manage IQMS therefore I overlooked such a disadvantage and I focused on the intended goal. The participants shared their experiences on the dynamics of IQMS management in schools. This provided me with first-hand information that presented the truth about their experiences. Furthermore, I found this design suitable for this study, as it gave me opportunity to sit with my participants, listened to them and interpret what they said through their verbal utterances and nonverbal gestures.

3.4.2 Sampling

Robinson (2014) defines sampling as the process of selecting individuals or group of people who will participate in a study to provide information needed by the researcher. According to Cohen (2011) sampling is a process of choosing fewer cases out of larger population using them to study and draw conclusions regarding a larger set of cases. I decided to use purposive sampling because I wanted to select people who are the rich sources of information to give me their experiences on how they manage the processes of IQMS in their schools. Purposive sampling is relevant if participants are going to be picked systematically because of their relevance to the study. Purposive sampling is more suitable when the targeted individuals have relevant information about the research phenomenon (Rule and John 2011).

Accessibility of the participants is also stressed by (Atley 2011, Rule & John 2011). I selected schools accessible to me. They are my neighbouring schools. This made it easier for me to travel to the sampled schools. The participants for this study were nine members in total, one principal, one SDT chairperson and one HOD per school.

Reasons considered for the selection of school principals was that all principals are accounting officers and are responsible for ensuring that IQMS processes are carried out effectively.

Chairpersons of SDT were selected because they are responsible for the monitoring of IQMS activities. The HODs were selected due to their positions as immediate seniors who lead the processes of IQMS, give mentoring and support to the educators.

3.4.2.1 Table of sampled research participants

School	Principal	HOD	SDT chairperson	Total
1	1	1	1	3
2	1	1	1	3
3	1	1	1	3
Total	3	3	3	9

3.4.3 Data generation Instruments

Two methods of generating data were used. These were semi structured individual interviews and document analysis methods.

3.4.3.1 Interviews

I chose the semi-structured interviews because I wanted a relaxed and face to face conversation with the participants. Sebola and Malema (2014) argue that semi-structured individual interviews allow for natural setting whereby participants are relaxed, having a face to face conversation. I felt an interview was appropriate for this study because it allows for probing questions to give more clarity and to obtain first-hand information. Furthermore, Welman and Kruger (2005) assert that semi-structured individual interviews offer a versatile way of generating data from the participants. Semi-structured individual interviews allow for flexibility, the researcher and the interviewee find themselves in a flowing and relaxed conversation (Galletta, 2013). Participants are taken as experts as they were deemed relevant to the study hence all their answers were taken as valid.

Cohen and Manion (1989 p, 284) assert that interviews are good because they are the rich source of information and can also raise issues that the interviewer did not consider but find it important by then to probe more questions just to get more relevant and valid data.

According to Doody& Noonan (2013), semi-structured interviews encourage the participants to share perspectives, stories and experiences regarding a particular phenomenon. In this study participants were able to share their experiences on how IQMS is managed in their schools.

3.4.3.2 Documents analysis

Although documents analysis was initially not considered a suitable strategy, I used it as my other research method. I decided to use it as my supplementary method to enrich my findings. Rich and valid data was obtained through the use of documents, for an example, IQMS management plan, minutes for pre-evaluation and post evaluation discussions, IQMS score sheets together with learners' mark sheets, teachers IQMS files, WSE files, PGP sheets and SDT three year minutes' books were requested from the principals. All the documents requested were within the three year cycle to observe consistency. Such documents complimented what was said by the participants. Two principals allowed me access to documents analysis and one of them was reluctant to give me his school documents. Furthermore, not all documents requested were obtained from the two principals, for an example, I did not get mark schedules for the past three years. They only gave me schedules for the current year and I assumed that they were hiding some facts on whether IQMS has a positive impact on learner achievement or not.

The objective of analysing such school documents was mainly to investigate whether the verbal data resonate what was been written. The reluctance of one of the principals to allow me to investigate such documents might suggest that he was uncomfortable that the truth will be out regarding IQMS being well or poorly managed in his school.

I analysed the following documents from the two schools: school 1 and 2: IQMS Management plan, minutes of the pre and post evaluation discussions, IQMS score sheets, teachers IQMS files; Whole School Evaluation files; Professional Growth Plan and records of previous three years minutes of the SDT and DSG. Time was insufficient to analyse them properly because I was not allowed to take them home. This was done in order to compliment the verbal information I obtained from the participants. Documents then played the most important role in complimenting what was said hence leading to the validity of data given.

Analysis of documents therefore made the results of the research more qualitative and encompassing in nature. According to Nguse (2015) documents are prone to subjectivity as it

is human nature for individuals to report well about themselves as opposed to reporting about others.

3.4.4 Data analysis

Nguse (2015) posits that data analysis is a process whereby data is taken, categorized into themes and patterns. This is done in order to simplify data by interpreting participants' responses. Ngobese (2010) argues that in data analysis the researcher has to involve conversion and reduction of information in order to avoid repetition and to be able to group common issues together. In the light of the above mentioned points, I started by interpreting and summarizing data collected. I then prepared and organized data into relevant themes. Themes were further sub divided into subthemes. I presented data in a narrative form as qualitative methods are all narrative in nature (Nguse, 2015). Data was drawn from all the interviews questions and documents used.

3.5 Trustworthiness

Seidman (2013) and Botha (2014) define trustworthiness as the way in which the researcher is able to persuade the audience that findings in the study are worth paying attention to and that the research is of high quality. To ensure trustworthiness in this study I included documentation in addition to semi structured interviews to compliment what the participants have said during the interviews. Cohen (2007) argues that using more than one method in research helps in strengthening one's findings because if different methods yield same outcome, the researcher will be sure of the trustworthiness of the study. The use of voice recording and direct quotations from the participants also ensured trustworthiness of the study.

Voice recording ensures accuracy as data is collected directly from the mouth of the participants. Polonsky and Waller (2011) state that researchers do not judge, correct or pose a personal opinion during interviews, so I took that advice into consideration, hence I did not influence any participant with input. I transcribed their direct words into transcripts. When data transcription was completed, participants were given transcriptions to read so as to verify the accuracy of information given and transcripts came back without negative comments from the participants, indicating that data was well analysed.

3.6 Ethical issues

All ethical issues were taken into consideration. Wellington (2015) shares the same sentiment with Flick (2014) when declaring that ethical issues are issues that need special attention of the researcher in order to protect participants' image and secure them from any harm that might affect their participation.

Guidelines and procedures laid down by the University of KwaZulu-Natal were followed. I obtained a clearance certificate from the University of KwaZulu-Natal. I also obtained permission from the principals to conduct research in their schools. Letters clearly stating the following points were read for participants:

Research topic, nature and purpose of the study, the institution and supervisor's contact details, that participation is voluntarily, that participants will be interviewed for 45 minutes and will be also tape recorded, that participants will be allowed to withdraw their participation any time should they wish to do so, anonymity was guaranteed hence the use of pseudo names to ensure that all participants were protected. Research sites and names of the participants were guaranteed to be kept anonymous. Lastly, consent forms were issued to the sampled educators to sign that they have understood everything and that they wanted to participate in the interviews processes including tape recorded.

3.7 Limitations of the study

The Isipingo circuit comprises of thirty schools, picking up only three schools and three educators from each school limited my findings as such findings cannot be generalized for the whole circuit. The other limitation was that I intended to tape record all the participants but two of them even though had agreed to be tape recorded during the initial stage, when the practical part of my research started, they excused themselves from being tape recorded. Fraenkel and Wallen (2007) argue that when participants are not tape recorded much said information could be missed up, as the researcher cannot replay the participants' responses. That limitation made me resort to note taking which was time consuming, however, I tried to be fast and accurate to counteract that disadvantage of not tape recording them. Another limitation was that two of my participants were disturbed by urgent family responsibilities during the interview resulting in rescheduling of the interviews thus, delaying the study.

Participants' delay in providing new suitable times to make up for the disrupted interview resulted in unforeseen delays that in turn disturbed my schedule. The background of the participants' sites also contributed negatively to my study.

As the Umlazi location is characterized by high crime rate, interview dates were cancelled and rescheduled for other dates due to reported crimes that put the participants and me at risk. Much time was lost due to the rescheduling of dates for interviews. Lastly my study was conducted when I was a newly appointed principal.

I learnt that principals' load is very high and that principals are randomly called by the circuit officials making it difficult for them to organize and honour their appointments. Two of the participants who were principals delayed the interview process due to urgent commitments and sometimes time was delayed due to my commitments as a newly appointed principal. This left me with insufficient time to analyse data collected. However, to counteract such delay I tried to be very fast when doing transcripts and data analysis.

3.8 Conclusion

This chapter presented research paradigm used. It further justified the research design and research methodology used. In addition, this chapter presented research instrument for data collection and data analysis. Trustworthiness, ethical issues and limitations of the study were discussed. The next chapter presents and discusses data presentation.

Chapter 4: Data Presentation and Discussion

4.1. INTRODUCTION

In this chapter, I present and discuss findings of data generated using semi-structured interviews and document analysis. Three themes emerged from the data generated namely, understanding IQMS, experiences of educators in managing IQMS and lastly perspectives of educators in enhancing the management of IQMS. I start the chapter by profiling the schools and participants. I then focus on the three themes that emerged from data analysis. I used critical questions as framework for data presentation. All the questions that I asked were in relation to critical questions. These critical questions were: What are the experiences of SMT, SDT and DSG in managing IQMS What perspective does each of the following structures (SMT, SDT and DSG) have in enhancing the management of IQMS? I conclude the chapter with a summary.

4.2. Profiling the schools and participants

4.2.1. Schools

The three schools selected shared similarities in terms of their location. They are all located in one Township area. They are all quintile 4 schools. Quintile 4 schools are schools that represent the population with the middle income in the community. The Department of Education believes that parents from these communities can afford to pay school fees; hence, quintile 4 schools are all fee-paying schools. However, quintile 4, these schools are characterised by poor socio-economic background dominated by high rate of crime and vandalism of schools infrastructure. The schools' profiles will clarify some of the challenges I encountered during the study, and also give a clear picture of the research sites.

4.2.1.1 School 1

The school had an enrolment of 952 and a staff component of 32. Of the 32 educators, 27 were Post Level 1, 3 were Post Level 2 (HODs), one Post Level 3 (Deputy Principal) and one Post Level 4 (Principal). The Foundation Phase HOD supervised 14 educators with 420 learners, the Intermediate Phase HOD supervised 10 educators with 366 learners and the Senior Phase HOD supervised 8 educators with 166 learners.

This school was newly built but I observed that the original copper water pipes were replaced by plastic water pipes. Some doors were broken; this was because of vandalism in the area. There were 24 classrooms, enough for the current enrolment per grade. Administration block was well furnished, big enough and conducive for effective administration functions. All the SMT members had their respective offices. There was a strong room where valuable items of the school were kept. There was a functional school library and a computer laboratory. The computer laboratory had very few computers, due to theft, hence, high crime rate and the school was struggling to replace the stolen computers.

4.2.1.2 School 2

The school had an enrolment of 921 and a staff compliment of 23. Of the 23, 18 were Post Level 1, 3 were Post Level 2 (HODs), 1 was Post Level 3 (Deputy Principal) and 1 was Post Level 4 (Principal). Each HOD supervised his/her own educators and learners in their respective phases. The number of educators and the number of learners supervised by different HODs were different, for an example: the Foundation Phase HOD supervised 10 educators with 400 learners, the Intermediate Phase HOD supervised 8 educators with 321 learners and the Senior Phase HOD supervised 5 educators with 201 learners. The number of classrooms were 23 and enough for the current enrolment per grade. Like in School 1, educators had their staff room. They also had a computer laboratory; however, computers were still not enough. They had small and mobile classroom corner libraries because they did not have a school library as in school 1. Vandalism was also noted as fencing was not in good condition and windows were broken. Administration block was well furnished and was big enough and conducive for effective administrative functions. All the SMT members had their respective offices. There was a strong room where important and valuable items of the school were kept. There were no school grounds, learners were using community playgrounds for recreational purposes.

4.2.1.3 School 3

School 3 is also a Quintile 4 school with an enrolment of 1600 learners and staff compliment of 40 educators, 33 were Post Level 1 educators, 4 Post Level 2 educators (HODs), 2 Post Level 3 (Deputy Principals) and 1 Post Level 4 (Principal). Each HOD supervised his/her own educators and learners in their respective phases. The number of educators and the number of learners supervised by different HODs were different, for an example:

The Foundation Phase HOD supervised 18 educators with 720 learners, the Intermediate Phase HOD supervised 12 educators with 480 learners and the Senior Phase HOD supervised 10 educators with 200 learners. The number of classrooms were 40 and enough for the current enrolment per grade. There was a staffroom with adequate furniture to cater for all educators. In school, 3 HODs did not have offices like in school 1 and 2, only the deputy principals and the principal had offices. However, there was a half built block of offices. I was informed that there were the HODs offices so in few months the HODs were going to have their offices.

Playgrounds could not cater for a high number of learners enrolled with the school. Big as it is, there was no computer laboratory. There was no school library but teachers had improvised and created classroom corner libraries. The school looked very old but I could see that it was well managed, as it was clean. Vandalism of infrastructure was noticeable as many of the windows were broken and most of the doors were locked by fence. Some minor renovations were needed. Looking at the number of learners and educators in the Foundation, Intermediate and Senior Phases in all of the targeted schools, I observed that the Foundation Phase HODs were overloaded in terms of the number of educators and learners to be supervised as compared to the number of educators and learners in both Intermediate and Senior Phase. This might have a negative impact in managing the processes of IQMS. Again, the fact that in school 2 sports grounds were not available at the school site, performance standard 7 was likely to be compromised hence affect negatively the implementation of IQMS.

4.2.2 Participants

I felt that profiling of participants would be best done in a table form. For anonymity purposes, I identified all the participants through pseudonyms. I present a brief background on the participants teaching experiences, years of experiences in management positions and years of experience in IQMS management structures.

4.2.2.1 Table 1: Profiling the participants

School No.	Participant	Pseudonym	Teaching Experience in years	Years of experience in management position	Years of experience in IQMS structure.
S1	Principal	P1	15	8	13
	SD chairperson	SDT1	08	—	1
	HOD	HOD1	05	1	02
S2	Principal	P2	14	9	13
	SDT chairperson	SDT2	02	—	1
	HOD	HOD2	06	02	1
S3	Principal	P3	14	07	13
	SDT chairperson	SDT3	10	—	2
	HOD	HOD3	05	02	3

Table 1 shows that all the school principals had more than 13 years teaching experience which I believe to be sufficient for them to understand how a school should manage the IQMS. Taking into considerations their teaching experience, management experience in managing IQMS and looking at the inception period of IQMS (2003) one may think that they would have a strong grasp of IQMS. When looking again at Table 1, it also shows that all chairpersons of SDT which are participants SDT1, SDT2, and SDT3 had no experience in management positions. They were all Post Level 1 educators. They managed IQMS but they did not have any management experience. The experiences of HODs, ranged from 1-3 years in management positions, these are participants: HOD1, HOD2, and HOD3. When comparing their responsibilities and their years of experience in the SDT structure one may doubt their positive impact in managing IQMS processes.

4.3 Main Themes

Three Themes emerged from the data collection, namely: educators understanding of IQMS, educators' experiences in managing IQMS, and lastly: educators' perspectives in enhancing the management of IQMS.

4.3.1 Educators Understanding of IQMS

I felt it was important to start by assessing participants' understanding of IQMS and its aims before embarking on their experiences. I asked the participants to share with me what the aims of IQMS were. The participants seemed to understand that IQMS has to do with educator development. These were some of their responses:

"I think the aim of IQMS is to develop educators" (Participant P1).

"IQMS is there to assist educators with their developmental needs" (Participant P2)

"In my understanding, IQMS ensures that there is an ongoing support of educators in terms of educator development" (Participant P3)

"The aims of IQMS are to capacitate educators in their teaching profession" (Participant SDT2)

The responses about the aims of IQMS gave me the impression that all the participants understood that IQMS's main aim is to develop educators in their profession. However, their responses seem to suggest that they had a limited understanding of the aims of IQMS, as they did not understand the five-fold aims of IQMS. This was demonstrated when I further asked them to share with me the five-folds aims of IQMS. In the Collective Agreement NO 8 of 2003 it says IQMS aims are five-fold namely: to determine competency, to assess strengths and areas for development, to support and to assure continuity growth, to promote accountability, and to monitor overall schools effectiveness.

Though they did not mention them one by one as in the Collective Agreement No 8 of 2003, they knew that it has to do with teacher development. They demonstrated a general understanding of the aims of IQMS that is the reason why I argue that they seemed to have a limited understanding of the aims of IQMS.

I further asked the participants to share with me what each IQMS programme entails. In this regard, I was surprised to hear principals' responses such as the following:

"Kindly remind me of these acronyms DA, PM..." (participant P1)

I was forced to say these programmes in full for them in order to remind them. I assumed that the principals of schools are familiar with such acronyms as they come across these acronyms on daily basis. However, they all understood what WSE stood for. This is what participant HOD3 had to say

"The word speaks for itself; this programme has to do with the whole school evaluation" (Participant HOD3).

However, they seemed to understand PM better than the other two programmes namely DA and Whole School Evaluation because they were clear and even referred their points to procedure manuals when they were talking about Performance Measurement. Their presentations on Performance Measurement were detailed, whereas with DA and WSE they were brief. This is what participant SDT2 had to say about PM:

"It entails 1% pay progression. You are evaluated according to performance standards and you are rated from 1-4.1-stands for unacceptable performance, 2- stands for average performance, 3- stands for good performance and 4- stands for outstanding performance." (Participant SDT2)

"This programme has to do with money, money, money. All Educators are evaluated by their DSGs so as to get 1% pay progression. I'm saying that because everyone qualifies for pay progression even if he/she does not perform well in class as no one is underscored by his/her DSG." (Participant HOD3)

They gave much information about PM whereas with DA and WSE they did not elaborate much as I expected from them. Nkonki and Mammen (2012) assert that educators put their focus on PM because it goes with monetary reward.

These are some of their short responses they gave about DA and WSE:

DA: *"It is a developmental tool, which looks at how teachers can be developed."* (Participant P3)

DA: *"This programme entails assessment of strengths and weaknesses from individual educator"* (Participant HOD3)

DA: *"It entails appraisal of educators"* (Participant SDT2)

DA: *"Improvement of educators in terms of improving their strengths."* (Participant P2)

With the WSE the participants did not further elaborate on what WSE entail and I was surprised to see and hear that some of the participants, particularly two principals did not know the WSE focus areas. This is what they had to say:

WSE: *"This has to do with the internal and external evaluation of the school."* (Participant P2)

I then asked participant P2 to share with me what areas or aspects are evaluated during the WSE. This is how he answered such a question:

"Ehhh I'm not sure of the areas of focus or aspects they look at" (participant P2)

When Participant P1 was asked about what WSE entails, he had this to say:

"Well with WSE I understand that it entails evaluation of the whole school by external evaluators. They concentrate on the focus areas for evaluation."

When participant P1 was further asked about the focus areas that the whole school evaluators evaluate. This is what he had to say:

"Ehhh, one focus area that I remember well is the basic functionality of the school. Let me think of the other one...ehhh...I do not remember them"

My concern is on the second part of participant P2's response. How come the principal cannot be sure of the areas of focus when doing Whole School Evaluation? Chances for the school to get good scores on WSE are therefore slim if as principal one does not know what will be evaluated by the external evaluators in the school.

Participant P1 argues that in WSE there were some focus areas that WSE evaluators look at but when I asked a follow up question asking him to mention just a few of the focus areas he only mentioned just one aspect or focus area. Their responses suggested that they were still struggling with understanding IQMS as a whole; however, their main focus was on PM as they benefited that 1% pay progression. Their response concurred with the research done by Mtapuri (2014) where they argued that principals who are supposed to be the first people to understand and sell the idea of IQMS are the ones who still lack clarity on IQMS. According to Segoe (2014), most educators were not conversant with the contents of IQMS documents and could not spell their responsibilities clearly. This left me with a question as to how can one be able to sell an ideal programme when he is not quite clear what it entails?

4.3.2 Educators experiences of managing IQMS in the three primary schools

Principals; SDT chairpersons and HODs of the sampled Primary Schools had both similar and contradicting experiences to share with me. These participants expressed their experiences in managing IQMS. However most of their responses showed that their experiences were more of challenges.

4.3.2.1 Principals' experiences in managing IQMS

The school principals experiences include too much of paperwork, quarrelling and conflicts due to unfair allocation of scores and down adjustment of scores, inexperienced HODs, lack of interest and non- cooperation amongst the SMT members.

(a) Too much of paper work

I asked participant P1 to share with me how he experiences the management of IQMS, he complained about too much of paperwork, which made it difficult to manage it effectively. He had this to share:

"It is time consuming, lot of paperwork..." (Participant P1)

I then further asked the question to get more information as to understand what paperwork he was referring to. He elaborated:

“There are too many forms to be filled before submission, as principals we have to ensure that all these forms are properly filled; these include PGP forms, self-evaluation forms, score sheets forms, summary of scores for the whole school, SIP forms, School Self Evaluation forms which is more than 30 pages. Most of the time is spent filling in the forms and checking whether the forms are completely and properly filled.”

On the same issue of too much of paper work participant P2 had this to say:

“IQMS is a difficult programme to manage as it is full of paperwork whereas we are expected to perform our job description as principals, we sometimes do not have time at all to be busy with paperwork” (participant P2)

When asked about the paperwork he was referring to, he had this to say:

“Filling of different and sometimes irrelevant forms that are filled in every IQMS cycle.” (Participant P2)

I was tempted to further extend my question to find out who actually was responsible for the filling of forms because the DSG and SDT chairperson are there. This is what he said:

“Well forms are supposed to be filled by the DSGs and the chairperson has to monitor the filling of forms but as a principal I have to ensure that all forms are properly filled and signed by me before submission. If not well filled it becomes my duty to ensure that they are properly filled, in some instances I spend much time correcting improperly filled forms.” (Participant P2)

Participant P3 on the same issue of too much of paper work, he had this to say:

“Principals have to ensure that all the forms for an example evaluation forms, PGP forms, Performance measurement forms are filled correctly. It is time consuming to monitor all the forms to be filled and that compromises learner contact time.” (Participant P3)

According to Pylman (2015), IQMS is full of paperwork that is why people especially principals get frustrated during the process of IQMS. The fact that principals from all the three schools complained about too much of paper work gave me an impression that indeed they are

not coping with the demands of paper work. They were all referring to a number of forms to be filled by all school management structures.

(b) Quarrelling and conflicts over scoring

Two principals argued that unfair distribution of scores forced them as principals to adjust scores down especially when the scores did not match with the educators' performance. Most of the time such down adjustments manifest itself in quarrelling and conflicts.

On this matter, P1 had the following to say:

"There is unfair allocation of scores that sometimes affects human relations especially when we have to adjust the scores downwards" (Participant P1).

I asked the probing question as to why educators are aggrieved if scores are adjusted down because it is the duty of the principal to adjust scores down or up depending on the performance of the educator. This was the response from participant P1:

"Well I think they believe that the one who knows exactly your performance is the HOD (your immediate senior) the principal does not know exactly what is happening in class during classroom observation. In addition to that the one who is observing your performance closely on daily basis is the HOD not the principal, but I don't know because we are the ones who are given that mandate to adjust scores accordingly. I think conflicts could have avoided if score adjustments were to be done by the HODs because really they are the ones who work closely with educators than the principals." (Participant P1)

Participant P1 commented on the summative form of Post Level 1 educator. He made some comments because Post level one educator had obtained outstanding performance. There was no evidence provided by the HOD for obtaining outstanding scores. The principal then adjusted the scores down and made written comments on the educators IQMS file. In the SDT minutes book dated 15/10/16 the HOD indicated in the meeting that she was not happy at all about the down adjustment of her Post level 1 educator because she was the one who knew her performance as her HOD.

She also pointed out that she was representing SMT why was there a need for the principal to reduce the scores as the principal is not an immediate supervisor of the educator.

Participant P2 had this to say:

“DSGs sometimes allocate educators scores that I feel some educators do not deserve as a result I adjust the scores down. Conflicts that disturb human relations result because no one wants to be underscored” (Participant P2)

I asked the follow up question to find out that conflicts arise when the scores were adjusted downwards only, what happens when the scores have to be adjusted upwards. This is what the participant further shared with me:

“No quarrelling and no conflicts are reported when scores are adjusted up, everything goes smoothly but when scores are down adjusted there comes a problem.” (Participant P 2)

According to responses, I obtained from participants P1 and P2 it became clear to me that the mandate given to the principals to adjust scores when there was evidence that there was unfair allocation of scores, is the main cause of conflict especially when the scores had to be down adjusted.

I believe it is natural to be pleased with high marks and natural not to be happy when one has to lower one's marks irrespective of the reasons given. According to Collective Agreement, number 8 of 2003 it is the duty of the principal to adjust scores. Educators with their DSGs need to be fair enough when scoring each other and avoid rating errors so as to minimise the rate of conflicts around scoring issues.

(c) Inexperienced and unknowledgeable seniors

Participant P2 reported that sometimes the immediate senior was not more knowledgeable than the appraisee, with regard to IQMS processes. This is what participant P2 had to say about unknowledgeable HODS:

“Sometimes it happens that the HOD is less knowledgeable than his/her appraisee, there are some educators who are very fast at understanding educational programmes, some by virtue of their teaching experiences they become knowledgeable than their superiors, yeah that really happens, sometimes you may find out that some HODs are failing to unpack performance standards.” (Participant P2)

On the same issue of inexperienced and unknowledgeable seniors, this is what participant P1 had to say:

“A newly appointed HOD is inexperienced and is not knowledgeable than the Post level 1 educator who is having long term of service in the field. As the principal, I have witnessed that whereby one of my HOD in the intermediate phase is solely relying on experienced post level 1 educators due to their knowledge and understanding of IQMS.”

Participant P3 had this to say concerning the question of inexperienced and unknowledgeable seniors:

“Sometimes it happens that your immediate senior is found lacking knowledge in terms of how to conduct all the processes of IQMS. This is normally demonstrated when the newly appointed HOD start confusing the filling of forms, not clear as to which forms need to be filled and sometimes not clear as to how to score a person.”

I then asked a probing question for the participant to share with me if these unknowledgeable HODs are able to come with developmental programmes. This is what he had to say:

“They fail to choose appropriate programmes of development for educators and they are not sure of what to do and what not to do.”

Table 2 illustrates the participants’ experience in teaching and in leading in different structures of IQMS.

Participant HOD2 had six years of experience in teaching, two years in management position as HOD and one year serving at DSG structure. It could be indeed difficult for an inexperienced HOD to manage this programme. The responses given by the participants gave me an impression that there is a relationship between inexperience and lack of knowledge, even though these words do not mean the same thing.

Most inexperienced HODs are found to be unknowledgeable in terms of how to manage the processes of IQMS. Hence, find themselves relying on experienced Post level 1 educators. These HODs fail to guide and capacitate their subordinates.

(d) Lack of interest in IQMS programmes

Moving on to another challenge experienced by the principals, the principals shared with me that experienced educators normally seemed to lack interest on IQMS.

“Those that have been in the field for years lack interest in IQMS, experienced educators claim to know everything yet in reality there are still rooms for development and they are reluctant to give themselves scores below 3.” (Participant P1)

I further asked the question as to why these educators lacked interest in IQMS activities; the participants gave me different reasons. One of the participants had this to say:

“..... The unfair distribution of scores by DSG demotivates educators especially those who are fair and just in their scoring” (Participant P1)

Participant P3 had the following reason regarding the lack of interest in IQMS activities:

“Four members in my school did not get 1% incentive and as a head I made a follow up for my educators but till today they have not received their incentive, the department promised to sort that problem out but till today my educators have not received any pay progression, so what is the use of implementing IQMS when the Department does not treat us equally”.

The above reason given by participant P3 on the issue of the lack of interest on IQMS programmes may suggest that most educators are interested in IQMS because of the 1% incentive, if 1% is withdrawn somehow their keen interest to continue with IQMS will diminish, this may also suggest that the purpose of IQMS has shifted from developmental to monetary reward. Another participant had this to say:

“We lack interest because every year we are doing the same thing with nothing motivational, all the unfairness and biasness experienced the previous years are still rife”(participant P2).

The above comment by one of the principals implies that there was no rectification of errors. Educators continue to commit the same mistakes as if though has happened.

Every year educators are continuing with their unjust doings and the management structures are tolerating such malpractices. Indeed, one can lack interest in a programme that is full of injustice and malpractices (Kevash, 2014).

(e) Non-cooperation amongst the SMT members

Participants P2 and P3 shared the same sentiment that another challenge they faced was that of non –cooperation amongst the SMT members.

“Sometimes we struggle in meetings trying to reach agreement due to some members of the SMT who do not want to cooperate” (Participant P2)

I further asked the question *in what way did they not cooperate. This is how participant (P2) responded:*

“They do not come on time in meetings hence not playing an exemplary role to Post level 1 educators. They sometimes keep quiet and do not participate during meetings, do not put their input and the meetings become unprofitable sometimes. They open meetings within a meeting. Yeah these are all of their non-cooperative strategies they are using” (Participant P2).

The follow up question intended to find out why they make all these non –cooperative strategies. This is what participant P2 had to say:

“Well I think sometimes it is because of lack of discipline, which needs to be addressed. Another reason maybe the lack of interest in IQMS”

Participant P3 had this to say:

“Last year a newly appointed HOD was employed coming from another school and the existing HODs did not acknowledge his appointment hence they did not accept him at all. Non-cooperation and resistance from the members of the SMT were noticeable.”

According to Glanz (2014), non-cooperation can be because of dissatisfaction, jealousy and non-compliance. O’Connell (2013) shares the same sentiment with Glanz (2014) when he states that members in an organisation cooperate and do not cooperate for certain reasons, he mentioned dissatisfaction as one of the reasons for non-cooperation.

I echo the same sentiment with the above scholars that non –cooperation among educators manifest itself in the form of resistance, failing to adhere to planned IQMS activities and keeping quiet and more reserved during IQMS meetings.

4.3.2.2 SDT chairpersons' experiences in managing IQMS

The SDT chairpersons faced the challenges of being dominated and undermined by SMT members, they also felt intimidated and failed to discipline SMT members when they did not keep time frames. Clashing of dates and Non-cooperation were also some of their challenges.

(a) SMT members dominating in SDT meetings.

When I asked the SDT members to share with me their experiences in managing IQMS, two of the SDT chairpersons were in agreement that in most cases they were overpowered by the SMT in decision making. This is what participant SDT3 had to say:

“As SDT chairperson, I decide to keep quiet for peace sake when our voices as post level ones are not heard by SMT members during the SDT meetings.”

“...sometimes the SDT members who are not SMT members feel intimidated by the presence of the SMT members who want to dominate the meetings due to their positional powers”(participant SDT2)

Contrary to what SDT2 and SDT 3 had said, participant SDT 1 reported that in his school the chairperson is given the chance to exercise her position as a chairperson of SDT, no SMT dominates the meetings.

Reading and analysing the minutes of the SDT from the SDT file from 2015 – 2017 in schools 1 and 2, it was clear that the SDT meetings were dominated by SMT members. In most minutes, I hardly read of the SDT chairperson sharing his views with the members of SDT. Most of the meetings were dominated by SMT members especially principals and HODs. The issue of developing a developmental programme for all the educators who were still not performing well was one of the item in the agenda. The whole meeting was dominated by SMT members where they were brainstorming programmes needed.

Most of the ideas raised by other members including the chairperson of the SDT were not taken into consideration because all the points taken at the end were all brainstormed by the SMT members. The whole meeting was dominated by the SMT members. This manifested itself when I was doing document analysis.

(b) SMT members do not comply with time frames

The SDT chairpersons experience hard times when the SMT members do not comply with time frames decided upon. By his/her position the chairperson must discipline them but because as Post level 1 she/he is afraid to discipline the Principal, Deputy Principal and HODs she/he decides to keep quiet. This is what participant SDT1 had to say:

“We normally have a problem with the SMT members who do not stick to the time frames given, in fact they are the ones who need to be exemplary by sticking to the set times for submissions. It is not easy to discipline your immediate senior to comply with time frames as a result I keep quiet.”

Participant SDT2 had these words to say:

“The Deputy Principal and the HODs want to be reminded about time frames all the time and sometimes we delay to submit due to their tendency of non-compliance to time frames.”

Participant SDT1 further added that:

“The SMT members push the blame to us as chairperson of SDT when deadlines are not met whereas the delay is mainly caused by the SMT members who do not conform to set dates.”

Participants SDT1 and SDT2 echoed the same sentiment that dishonouring of due dates for IQMS processes and late submissions result in haphazardly filled and wrongly filled IQMS forms. While participants SDT1 and SDT2 are sharing the same sentiment; participant SDT3 shared with me a different view. This is what participant SDT3 had to say:

“In my school, my principal and other SMT members play a leading role in honouring the time frames for IQMS activities”

It was clear to me that in both school 1 and school 2 the SDT chairpersons had the same challenge of SMT that did not comply with the time frames.

They kept quiet about that challenge because they were afraid to call their seniors and discipline them. According to Senge (2014), it is not easy to discipline the one who is your senior.

(c) Lack of cooperation amongst the SDT members

As the SDT is made up of SMT members, lack of cooperation amongst the SDT members became a challenge. Members of the SDT pretended to be working as a team, whereas in actual fact they lacked cooperation. The SMT members were reported to belittle other SDT members who were Post level 1:

"...sometimes as the chairperson of the SDT I feel that the SMT treat us as a structure that does not exist as if the SMT is the only structure that is only accountable for IQMS processes. SMT do not cooperate with us especially in discussing rating scores." (Participant SDT2)

"It causes some discomfort when the HODs don't allow us to get 4 out of 4 even if we deserve it as old and experienced educators, we know how to teach learners and learners also pass"(Participant SDT1).

It seems that there was no cooperation between the experienced Post level 1 educators and the HODs. The Post level 1 educators always disputed IQMS scores.

When there was no agreement between the chairperson being the Post level 1 and the immediate senior about scoring, the chairperson took it as a non-cooperation strategy. According to what they shared with me, it was clear that, what was reported as non – cooperation may not be a non –cooperation strategy but may be just an argument around the allocation of scores.

4.3.2.3 Challenges experienced by HODs in managing IQMS

HODs reported that confidentiality on scores obtained was not observed as a result conflicts were the result. Some HODs were the principals' favourites resulting in biasness and favouritism taking place and consequently unhealthy relationships amongst the educators.

The other challenge expressed by one of the HODs was that newly appointed HODs were afraid to appraise, and to in still discipline and develop experienced educators.

(a) Lack of confidentiality

According to Collective Agreement No 8 of 2003, scores obtained by individual educators during summative evaluation should be confidential. All that take place in class during classroom observation should remain confidential. However, the DSG members did not treat evaluation of educators as confidential as it was supposed to be. Clashes and conflicts emanated from not honouring confidentiality. These are the responses from participants HOD1 and HOD2 which suggest that often the DSGs experienced conflicts and clashes due to lack of confidentiality.

HOD1 shared this with me:

"Some DSG members do not observe confidentiality as a result conflicts start. They gossip about each other's scores and classroom performance of individuals." (Participant HOD1)

"There is always conflicts after classroom observation because of gossiping about individuals' performance." (Participant HOD2).

HOD3 had this to state:

"Lack of confidentiality has created number of problems in this school."

I further asked participant HOD3 the question so as to know the exact problems that emanate from lack of confidentiality. This is what HOD3 added:

"We do not trust each other and we are afraid to be evaluated at all." "Some educators think that immediate seniors are out for fault finding" (Participant HOD3)

The three HODs reported that clashes and conflicts around the scoring dominated their experiences on issues of when there was no confidentiality. It means mutual trust amongst the members was still lacking. According to Pylman (2015), one of the challenges in managing IQMS is lack of confidentiality. If educators cannot respect each other in terms of keeping evaluation results confidential, conflicts will not come to an end and when confidentiality is lacking educators will not trust one another.

(b) Biasness and favouritism experienced by the HODs

Participant HOD3 pointed out another bad experience he had. He pointed out biasness and favouritism. Educators had a tendency of selecting their peers based on friendship.

Instead of selecting peers based on expertise, they select their friends to be in favour of them and be scored high scores that do not tally with their performance. He had this to say:

“... Peers are selected on the basis of friendship, appraisees choose their bosom friends as peers because they want to be favoured” (Participant HOD3)

The above comment concurs with Pylman (2015) who argues that IQMS is often characterised by biasness, favouritism and inconsistency. Besides conflicts and clashes that were experienced by the DSG, some HODs inflated scores for their educators. They never conducted class visits for lesson evaluation. They assumed that the educator should get so much scores. This is what participant HOD2 had shared with me:

“Sometimes when we fail to meet deadlines for IQMS submissions we create scores for educators so as to submit.” (Participant HOD2)

What I noted from the conversation with participant HOD2, was that when it was time for submission to the district office the principal did not take a NO answer, when submission dates were due he did not listen to any excuses about why submissions were not done, so I conclude that they end up creating scores because of the pressure from the principal.

Participant HOD1 had this to state: *“What I can say is that allocation of scores are inflated because they don’t give the true picture of the person’s performance, no one wants to get low marks, it is like we compete with each other.”*

All the participants from the three schools echoed the same sentiment that IQMS is full of biasness, favouritism and inconsistency. Pylman (2015) argues that IQMS is characterised by biasness, favouritism, inconsistency, too much paperwork and insufficient knowledge amongst the people who are facilitators. One cannot expect the smooth management of IQMS especially when even the people who facilitate it lack knowledge.

(c) Delaying strategies for classroom observation

Moving on to the next experience of the HODs that was shared with me, rescheduling of dates for classroom observation, absenteeism of educators on their due dates for observation were all of the experiences encountered by HODs representing DSGs. These are all delaying strategies that normally result in a hurry up mood and haphazardly filled forms.

Two HODs concurred with each other when they said that there were many excuses during classroom observation, postponement of dates and chaos in terms of who was observed that particular date. Dates for classroom observation were disturbed by individuals who made delaying strategies. When I further asked the question as to why so many delaying strategies were made by certain individuals, one participant HOD2 said:

“I think it is not easy to teach when observed; the presence of your superior during your teaching does not make you relaxed and comfortable.” (Participant HOD2)

Participant HOD1 had this to share with me:

“Educators who are not in good terms with their superiors will always have delaying strategies because they do not want to be observed by them.” Participant HOD1)

Participant HOD3 had this to say:

“Some educators are afraid to teach in front of others”

Participants HOD3 concurs with participant HOD2 when he said that it is not easy to teach in front of your superiors especially when you are not in good terms with him/her.

Unresolved disputes may also cause discomfort when classroom observation is due. That might also be the cause of playing hide and seek by educators who postpone, make many excuses to delay dates for evaluation.

Participant HOD3 had this to add:

“Some DSG members hold grudges to each other, thus become reluctant to be evaluated by the same team.”

The three HODs shared the same sentiment as if they were together when interviewed, that they all experienced delaying strategies when their Post level 1 educators had to be appraised. HOD1, HOD2 and HOD3 pointed out unstable human relationships that might hinder the smooth implementation and management of IQMS. In emphasising the above point, participant HOD2 had this to say:

“The unstable human relationships emanate from unresolved grudges. I assume such grudges might be rife because of lack of confidentiality where people were mocked of their lesson presentation or rather of their rating scores.”

All the delaying strategies encountered by the HODs in the three schools are likely to cause chaos at school during IQMS processes.

(d) DSGs Developmental follow up meetings

Moving to the next experience, participants reported about unscheduled developmental meetings.

I further asked the question so as to find out from the HODs why they do not make developmental meetings with their DSGs. They all complained that they were overloaded by their work. Supporting the above statement, this is what participant HOD1 had to say:

“HODs have a lot of work to do in terms of their job descriptions, and curriculum coverage is a very complicated programme to manage hence we end up failing to push other programmes like IQMS programmes.”

The voice of HOD1 about insufficient time to meet with DSGs so as to push IQMS programmes resonates with what I read from DSG minutes book in school 1. There was almost one DSG meeting per year which to me suggest that they really do not meet efficiently. Their meeting time was towards summative evaluation; this is in contrast with the conditions of the IQMS Collective Agreement No 8 of 2003, as it states that

developmental programmes should be an ongoing process (Pylman 2015). When reading the DSG minutes of 12/8/17 I noted that some DSG members held grudges to each other because one educator was noted in the minutes saying that the HOD two years back underscored her and the problem was not resolved amicably. When I asked participant HOD2 to share with me how she deals with follow up meetings and how often does she monitor such follow up meetings. This is what she shared with me:

“I am a foundation phase HOD with quite a large number of educators under my supervision hence find it difficult to cover-up all my responsibilities as a HOD. The enrolment in the Foundation Phase is too high to cope with, especially during classroom observation, so time for follow-up meetings are not done at all, we just meet once during the summative evaluation.” (HOD2)

The above comment of the Foundation Phase HOD of school 2 is supported by profiling of schools, which illustrates how Foundation Phase HODs are overloaded. Therefore there is a relationship between what was said by HOD2 about the issue of their workload and school profiling. HOD2 supervised 10 educators with 400 learners which is a large number of educators and learners to supervise especially because the foundation phase learners need special attention due to their age group.

Moving on to the participant HOD3 on the same question of how often he made follow-up meetings, this is what he said:

“It is not easy to make follow up discussions in order to develop each other because of the high volume of work. I normally conduct such developmental programmes for the sake of submitting so as to be able to get that 1% at the end of each year.”

Segoe (2014) argued that most DSGs tend to ignore ongoing discussion with the appraisees, which should be continuous, but only become active during the summative evaluation.

The three structures that manage IQMS in schools were experiencing difficulties in managing IQMS. The experiences they shared with me showed me that one structure is pushing the blame to the other structure but all the structures have difficult experiences

in the management of IQMS. I felt that they did not tell all their challenges because one of the participants had this to state:

“Hey, maam I am telling you I can say a lot concerning the experiences of SMT, SDT and DSG as they all report to me if they encounter some challenges” (P1)

The above challenges expressed by the participants in different structures suggest that there were so many discrepancies with regard to the management of IQMS in schools.

4.3.3 How SMT, SDT and DSG experienced the role of teamwork

I asked the participants about the role of teamwork in organising IQMS activities. I learnt that all of them concurred that teamwork was very much important in any organisation. However, they differed in how they experienced it in their different structures and different schools.

Participant P1 had this to say:

“In everything that is done in school; teamwork is paramount important and since IQMS is managed in teams it is very much important that we work as a team, we cannot organise IQMS activities effectively without working as a team. Teamwork is very important.”

SDT1 had this to say:

“There is no team spirit at all ‘we also don’t trust each other and we do not see the importance of teamwork. Some people do not work well with teams but can work well alone. I do not believe in teams; they are time consuming, promote camps in my school and sometimes lead to conflicts. Educators gossip about each member especially when scores were not the expected scores, so we do not experience teamwork in a positive way.” (Participant SDT1)

Participant HOD1 had this to say:

“Some members lack the team spirit and gossiping turn the team spirit down”(Participant HOD1)

However, I noticed that in school 1, Participants SDT1 and HOD1 shared the same sentiments as they both mentioned gossiping to be one of the factors that affect teamwork in their schools.

Contrary to what they had said, Participant P1 stated that there was teamwork in his school. These participants were interviewed in different dates and times and at different venues, therefore influencing each other was difficult. In school 2 again participant, P2 claimed that there was good team spirit in his school whereas Participant SDT2 and participant HOD2 claimed that they were trying to work as a team and they were struggling to be a united organisation as there were cliques of educators within the school. Participant P2 was contradicting both SDT2 and HOD2.

Participant SDT2 had this to say:

“Where there is no trust people cannot work cooperatively, trust is paramount for effective teamwork .Therefore I can just say there is no good teamwork in my school because we can’t trust each other. There are camps within the school and the principal is doing nothing to dissolve such camps.”

Participant SDT2comment is supported by the literature whereby Malema (2014) argues that in most teams lack of trust is noticeable and if there is no trust amongst the team members, there is no effective teamwork.

Participant HOD2 had this to state:

...ehhh though we are trying to work as a team; we find it difficult as we are divided into camps. In short, we are totally failing to work as team especially in the DSG structure.
(HOD 2)

P2 had this to state, which was very different from what the HOD2 and the SDT2 have shared with me:

“We respect each other and if we happen to disagree, we do that professionally and in a peaceful way. In this school, we manage to organise IQMS workshops, carry on with classroom observation because of teamwork. There is a good team spirit in this school, we work cooperatively and there is a vibrant team spirit.”

Participant HOD2 was a newly appointed HOD who was coming from another school and had the following to add:

“We do not work as a team of SMT in managing IQMS activities. Well, I do not know whether it is because I am coming from another school maybe they are still not happy, as we know that promotional posts cause conflicts amongst the interested parties or individuals. “Participant (HOD2)

Listening to the response from Participant HOD2, I could read between the lines that teamwork was strongly affected in his school as even his facial expression conveyed the message that he felt unwelcome and ill-treated as an outside newly appointed HOD.

It was surprising that the HOD and the chairperson of the SDT were sharing the same sentiment that there was no good teamwork in their school, but the principal was saying the contradictory statement. To me, it says that principals do not want their schools to be seen as ineffective schools because they know that teamwork can improve the school's standard. According to Mosier, Skitka, Dunbar and McDonnell (2001) teamwork can promote the effectiveness of the organisation.

In school 3 all the participants shared the same sentiments that they were struggling to work as a team due to different perspectives they have about teamwork. Participant HOD3 had this to say:

“In this school, we are trying to work as a team but due to unique status of individuals, we somehow fail to work as a team mainly due to ukuthathanakancane (undermining each other) and due to previous years' grudges that were unresolved.”

Again, Participant HOD3 had this to add:

“...in addition; the principal does not play an effective role to unite the staff. He has his favourites; he does not treat his HODs the same.”

Participant SDT3 had this to say:

“Contrasting personal styles clash as members have different ideas. Some members prefer to work alone than working as teams.”

Participant P3 further had this to say:

“We don’t believe in team work because working as a team exposes some who are not capable and sometimes feel that some people use to overpower others as in a team there should be leaders too”

All that they shared with me gave me the picture that to work as a team needs certain characteristics and patience. Armstrong (2009) points out that every team member should possess certain skills needed for the team. Principals as leaders of the institutions need to be exemplary in promoting teamwork in their schools to manage the implementation of IQMS effectively.

4.3.4 Enhancement of the management of IQMS

This theme is subdivided into four subthemes namely: Planning as important function to enhance management of IQMS, leadership skills needed for the enhancement of IQMS management, monitoring of IQMS processes to enhance IQMS management and lastly and professional development to enhance management of IQMS.

(a) Planning as important function to enhance management of IQMS processes

All of the nine participants pointed out that they are actively involved in the planning process of IQMS. Planning the processes of IQMS involves drawing of IQMS year plan, class visits, pre and post evaluation meetings and developmental workshops.

When the question on how IQMS processes are planned in school the following are some of the participants’ responses:

“I plan but I do not plan alone and we make sure that we follow the IQMS working plan. The principal with the SMT sit down and plan, decide for intervention programmes following the IQMS year plan” (Participant P1).

“We start with the year plan where we incorporate all the activities of the year with regards to IQMS” Participant (SDT2)

“As I had said, I plan with SMT, SDT and at a later stage, I involve DSG, we also use year plan.” (Participant P 3)

I further asked the question on what is it that they plan?

“We develop a plan for the activities such as dates for class visits, pre and post meetings and developmental workshops” (Participant P3)

“I plan with SDT members. When planning we consider the year plan but though we try our best to stick to it sometimes we encounter some disturbances that hinder us to achieve what we have planned” (Participant SDT2)

“We consider issues like classroom observations, formation of DSGs and dates for developmental workshops” Participant (SDT1)

“As a chairperson of the SDT, we plan together and we try to follow dates in the year plan but the principal and his SMT usually disturb our dates set in the year plan because he used to insert his agenda on certain dates marked for IQMS hence we find ourselves disorganised due to such practices.” (Participant SDT3)

“Our planning involves the dates for class visits, pre and post meetings and IQMS workshops” (Participant 2).

Listening to the responses from school 1 and school 2 about planning, I noticed that they all talked about using year programme or following the IQMS development plan. It surprised me to find that the year plan they were referring to was not found in school 1.

When I was doing document analysis I noted that in school 2 dates were not corresponding with what was written in their developmental plan and almost all that was listed in the developmental plan was not implemented, so the year plan and the development plan served as the official document for the departmental officials to see when visiting the schools. These were the contradicting voice statements against what was discovered when doing document analysis. I also noted that Participants SDT1 and SDT2 agreed to point out that sometimes they do not achieve their set goals because of disturbances normally caused by the SMT members who do not stick to periods. However, Participant P2 is contradicting SDT1 and SDT2 by saying that when planning for IQMS activities he ensures that he involves the SDT to avoid clashing of dates.

Participant SDT2 when asked about SDT challenges in theme one she pointed out clashing of dates with SMT as their main challenge. Clashing of dates can only clash if planning is not done jointly.

I believe that these three structures should sit together and plan together all IQMS activities in order to manage IQMS effectively.

(b) Leadership skills needed for the enhancement of IQMS management

When I asked the participants what leadership skills SDT should possess in order to enhance the management of IQMS in schools, these were some of their responses:

“I can say SDT do possess some skills like organising things because they organise IQMS forms for all educators, what they lack the most is the problem solving skill.” (Participant P1)

“Yes, most of them, especially the SMT members do have leadership skills but they do not communicate well with their subordinates” (Participant SDT1)

“Yes, and NO because they possess some of the skills like leading skill and, speaking skills especially the SMT members but most of the skills need to be developed.” (Participant SDT3)

“Management skills like planning, organising are noticeable though to other members such skills are still lacking such as administrative skills, problem-solving skills are also lacking. I am saying that because educators who did not see eye to eye the previous year remain in that mood even in the following year.” (Participant SDT2)

Most of the participants were in agreement that the SDT possesses some skills such as, writing, listening, planning and organising skills. However there were other members who still need skill development for effective management of IQMS. The skills that needed to be developed on were problem solving skills, delegation skills and communication skills. With problem solving skills, they tended to focus on personal issues hence failing to separate the problem from the person. Most of the problems were not solved amicably hence educators kept grudges. Some of the problems were not solved at all, resulting in accumulation of problems.

Participants pointed out that there were principals who become emotional when dealing with educators' problems. For an example, some principals tended to dominate the scoring process because they had pre conceived ideas about certain educators.

They used the scoring process to punish those educators who were not conforming to the school policies. The chairpersons complained about the skill of delegation, which was not followed properly as it has some principles. The principal was reported to push his responsibilities to the chairperson in the name of delegation. Coordination of work delegated was not considered by the delegator. The SDT members especially the post level 1 educators did not communicate their ideas effectively; they let other members dominate the meetings and decide to keep quiet.

However, it is not easy to possess all the skills necessary for the management of IQMS but leaders of IQMS should develop most of the leading and management skills to lead efficiently and effectively. At least they should have planning, organising, leading and monitoring skills because these skills are fundamental for leadership and every manager should possess them (Clarke; 2007).

(c) Monitoring of IQMS processes to enhance IQMS management

I asked the participants the question on how do they monitor the implementation and management of IQMS in their schools. This is how the participants responded to the question:

"I start by monitoring the year plan for IQMS, check with all the members of SDT what problems they encounter and then solve them. I also check that all forms are filled properly as the chairperson of SDT." Participant (SDT1)

"As the HOD, I am responsible for my phase. I monitor the processes of IQMS by liaising with the chairperson of SDT. I ensure that all the forms are filled properly before sending them to SDT for record purposes and submissions." (Participant HOD3)

"I am guided by time frames. We cannot start IQMS and do not monitor it at all. I check year programme and give HODs time to feedback me and give records, minutes are also checked by me. I make it a point that all forms needed are well filled; yes, that is part of my monitoring functions as the principal of the school." (Participant P2)

All the participants echoed the same sentiment that they monitor all the processes of IQMS effectively in order to enhance IQMS management. When I was doing document analysis, I noted PGP forms were not filled in the column for developmental strategies. Monitoring involves corrective measures and controlling (Clarke 2007). This simply suggest that all the things that need to be done should be monitored and ensured that they are done and implemented accordingly. Failure to fill in the forms needed for IQMS purposes may suggest that monitoring function is not carried out properly.

(d) Professional Development to enhance the management of IQMS.

When I asked the participants about the impact of professional development in the enhancement of IQMS. Their responses included:

“All educators who are willing to be developed are gaining a lot in professional development programmes” Participant (HOD 3)

Participant SDT2 noted *“Sharing difficulties, we encounter in classrooms equip us with strategies to overcome learner discipline in class.”*

Participant P1 echoed the same sentiment with Participant HOD3 when he said that professional development workshops are beneficial to those educators who are willing to be developed.

This is what Participant P1 had to say:

“Educators who are taking professional development seriously are developed professionally and it depends on your positive attitude towards professional development and willingness to be developed.”

Contrary to what Participants SDT2 and SDT3 had pointed out, Participant SDT1 argued that:

“Educators are not involved in designing the developmental programmes that they need, therefore sometimes programmes they are catered with, do not materialise as teacher A’s needs are not the same as teacher B’s needs. Sometimes such programmes become a waste of time.”

Demonte (2014) explains that educators may need different support activities that will improve their practice since what works for one school may not work for the other school.

He further argues that not all developmental programmes are effective because sometimes educators are reluctant to involve themselves in discussions, presentations, study groups and seminars.

“I do not want to say we benefit a lot from the professional development workshops because sometimes we go there and come back having not heard something new that is developmental” Participant (SDT3)

“Sometimes the people who organise workshops are not well informed about what they facilitate to us as principals, when we ask them questions for clarity they fail to expand on the issues raised.” (Participant P2)

Participant HOD3 had this to say: *“We rarely benefit from such professional development programmes as most of the facilitators simply read the hand-outs they issue at the end of their presentations with no further explanation that will enable us to exchange thoughts and opinions.”*

When looking at the comments of the participants about how IQMS could be improved, I found that participants were giving good points on how to enhance the management of the IQMS however,

I found that though they gave valid points, the practicality was the opposite. This I noted as I was doing document analysis. All what the participants had said during the interviews was not implemented. This included planning amongst others. Even though skills required to manage the IQMS are imperative, participants reported that very few skills were demonstrated by the leaders of the IQMS and consequently most of the skills needed to be developed. Monitoring as the strategy to manage the IQMS still had to be improved and lastly professional development programmes need to be revisited and redesigned to have a positive impact on educator development.

What actually could enhance the management of the IQMS according to all the participants' views were planning, if done effectively and jointly by all the structures responsible for IQMS management. If the principals together with their SMT members

can monitor and play a leading role in the IQMS management, IQMS management can be improved.

One cannot lead and manage without leadership skills therefore basic leadership skills are paramount. These skills include: planning, organising, monitoring and evaluation. Fairness can also make the management of the IQMS easier because conflicts will be minimised.

4.4 Conclusion

This chapter has presented and discussed the findings regarding the management of the IQMS. The generated data was analysed with the intention of responding to the critical questions of the study. Analysis of data was presented according to the three themes identified and sub themes discussed. Data was generated from the principals of schools, SDTs chairpersons and HODs. Supplementing my findings and document analysis was used. Despite the limited information found from the documents, I managed to obtain enough data to analyse educators' experiences regarding the management of the IQMS and how it can be enhanced.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter I addressed three issues. Firstly, I summarized the whole study. Secondly, I moved on to the findings where I drew conclusions. Lastly, I suggested recommendations on how the IQMS can be managed in schools.

5.2 Summary

In this study, I sought to investigate how the structures namely SMT, SDT and DSG manage the implementation of IQMS in schools. In Chapter One, I introduced the study. In order to do that I gave the background of the study, research problem, critical research questions, and rationale for the study, significant of the study, definition of concepts and delimitation of the study. I also presented the outline of the study.

The following critical questions were asked and answered within this study.

- ❖ What are the experiences of the SMT, SDT and DSG in managing IQMS?
- ❖ What perspective does each of the following structures SMT, SDT and DSG have in enhancing the management of IQMS?

IQMS is managed by the SMT, SDT, and DSG at a school level. However, a number of examples and comments cited from the literature show that IQMS is not managed effectively by these structures. I became eager to investigate further to understand their experiences in relation to managing IQMS together with their perspectives on how to enhance the management of the IQMS.

In chapter two I reviewed literature related to the study. I started by discussing the management functions of IQMS structures. This was followed by teamwork as an important tool for the success of IQMS. I further proceeded to professional development of educators examining the impact of IQMS on teacher development. Furthermore, I discussed challenges encountered during performance measurement. I then proceeded to reviewing researches done by other scholars. Lastly, I discussed theoretical frameworks underpinning my study namely, Conflict Management Theory and Structural Factionalist Theory.

In chapter three I described the methodology of the study. I reported that the study adopted the qualitative approach.

I made use of two data generation methods namely: semi – structured interviews and document analysis. I then explained why I ended up using two data collection tools. Semi structured interviews were conducted with three school principals, chairpersons of the SDT and the HODs.

All the participants were purposefully selected due to their relevance to data needed. Document analysis was also done although one of the principals refused me access to his school's documents. I indicated this as one of my limitations. Although two principals gave me access to the school documents I needed, not all documents requested were provided. I managed to get the following documents: the IQMS year plan, IQMS educators' files, IQMS score sheets, SDT minutes, DSG minutes, IQMS development plan, PGP forms, self-evaluation forms and IQMS summative forms. The documents that I did not receive were: minutes for class visits, mark schedules for three previous years and post evaluation discussion minutes. However, I accepted what they were willing to give me.

It is worth mentioning that two principals did not allow me to take the documents home. I therefore analyzed documents immediately after the interviews.

I presented and discussed the data in chapter four. The two themes namely: experiences of SMT, SDT and DSG structures in managing IQMS, educators' perspectives on how the management of IQMS can be enhanced, guided the data presentation and discussion process. Under the first theme sub themes emerged namely: understanding IQMS, challenges experienced by different structures, how IQMS structures experience the role of teamwork. Under theme two, the following sub-themes emerged: planning as the important tool to enhance management of IQMS, leadership skills needed for the enhancement of IQMS management, monitoring of IQMS processes to enhance IQMS management. Professional development and educator's perspectives on how IQMS can be enhanced.

5.3 Findings

This is a presentation of findings that is built from the broader research questions.

5.3.1 What are the experiences of the SMT, SDT and DSG in managing IQMS?

Findings indicated that IQMS Management is not an easy programme to manage due to different reasons noted by different structures responsible for the management of the IQMS.

For example, the SMT structure experiences voluminous paper work, quarrelling and conflict due to unfair allocation of scores; SDT structure experiences domination by the SMT members and non-corporation among the SDT members. DSG structure experiences none confidentiality and favoritism. However, these structures also shared their perspectives on how IQMS management can be improved. All the participants emphasized that planning, monitoring and leadership skills as well as professional development workshops are important in enhancing the management of IQMS. All the findings can be summarized as follows:

- ❖ Too much of paperwork.
- ❖ Too many people managing one programme which is found contributory to conflicting ideas.
- ❖ Not all members who manage IQMS have necessary skills to lead, monitor and manage IQMS effectively.
- ❖ Teamwork amongst SMT, SDT, and DSG is still lacking and require special attention.
- ❖ Lack of interest from educators due to demotivating reasons, such as: Incentives not fairly given as some educators who also qualify for pay progression are not acknowledged by the Department of Education.
- ❖ Scores are inflated and the management structures are failing to monitor irregularities effectively because even the senior managers like the Principal, Deputies and HODs continue to inflate scores for others.

The above findings indicate that the three structures of IQMS experienced management of the IQMS in a negative manner.

5.3.2 What perspective does each of the following IQMS structures (SMT, SDT and DSG) have in enhancing the management of IQMS?

5.3.2.1 Planning

Planning was found to be the first step required by most management structures to in order to improve the IQMS management. However, the findings revealed that poor planning of the three structures hinder the enhancement of IQMS.

5.3.2.2 Leadership skills

All the participants mentioned leadership skills as the important component of enhancing the management of IQMS. Looking at their responses it was indicated that though all of them seemed to know that leadership skills are important, most of these necessary skills were still lacking. The skills that needed urgent improvement were communication, delegation, problem solving, planning and monitoring skills.

5.3.2.3 Monitoring

Findings also pointed at monitoring as one of the functions that can enhance IQMS management. However, the structures were found struggling with monitoring of IQMS processes. The reasons indicated that leaders of IQMS failed to be exemplary in terms of following the procedures as they themselves need to be monitored. For instance, principals of schools were said to be practicing favoritism; forms were not well monitored in terms of whether they were filled appropriately and unfair distribution of scores by the HODs. Follow up in monitoring and corrective measures were not taken into consideration.

Senior managers would at times be shy and reluctant to discipline experienced educators and sometimes post level one educators failed to discipline senior managers as a result the monitoring of IQMS processes would be affected negatively.

5.3.2.4 Professional Development

Findings revealed that professional development programmes improve the IQMS management. Efficiently prepared advocacy and training of educators and leaders of IQMS can enhance the management of IQMS.

5.4 Conclusion

In this study, I discovered that IQMS is not an easy programme to manage. The three different structures which are school based structures namely, SMT, SDT and DSG have mentioned numerous challenges which constitute their experiences in implementing and managing the IQMS processes. These challenges should draw the attention of the Department of Education to ensure that all the challenges discussed are addressed in order to manage IQMS effectively in schools. In conclusion, though the participants were aware of the appropriate strategies to enhance the management of IQMS, the implementation of the strategies remained a challenge.

5.5 Recommendations

The Department of Education should combine the three school based structures, namely SMT, SDT and DSG and design a single structure that will effectively manage the IQMS processes. The single structure will minimize conflicts that emanate from grouping too many people. This will in turn assist with regard to accountability issues.

In addition, it is recommended that this single structure should consist of external officials who fully understand the processes of the IQMS as this may eliminate biasness, favoritism and rating errors.

It is also recommended that cooperation amongst people who manage IQMS processes should be encouraged for the benefit of educators.

Leadership skills and management skills are also needed in order to empower all the members of the structure that manage IQMS.

I finally recommend that the Department of Education should revisit the grouping together of IQMS programmes into three, instead, the focus should be on teacher development programme.

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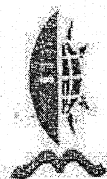
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APPENDIX A



UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

20 February 2017

Ms Gladness Thenjiwe Mbhele 206525474
School of Education
Edgewood Campus

Dear Ms Mbhele

Protocol Reference Number: HSS/0143/017M

Project title: The dynamics of managing the Integrated Quality Management System: A case study in three Primary Schools in Isipingo Circuit

Full Approval – Expedited Application

In response to your application received 14 February 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Prof V Chikoko
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

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Website: www.ukzn.ac.za

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Appendix B
Request to conduct research to principals

300 Riverdene
Drive
Newlands West
4037

25/01/2017

The Principal

Umlazi 4031

Dear Madam

Request for permission to conduct research

My name is Gladness Thenjiwe Mbhele; I am a master of Education (M ed) student in the University of Kwa-Zulu Natal, Edgewood Campus. I request permission to conduct research at your school. As part of the requirements to complete M Ed, I am expected to do research.

The title of my research is **The Dynamics of Managing Integrated Quality Management System (IQMS): A case study from three primary schools in Isipingo Circuit**. This study will focus on the principal, HODs and SDT chairperson. The study will use semi-structured interviews. Participants will be interviewed for approximately forty five minutes at a time that is convenient for them and each interview will be audio taped recorded. The names of the school, principal and educators participating will be kept anonymous and not be divulged in the final report. The data generated will only be used for this study only. Participation in this study is voluntary and there will be no benefit in monetary form. This research will not affect teaching and learning because it will not be done during contact time.

The participants will be free to withdraw from the research at any time without any negative or undesirable consequences to themselves. The participants will not be under any circumstances being forced to reveal what they do not want to reveal.

This research is supervised by: Prof. V. Chikoko

E-mail: chikokov@ukzn.ac.za

Tel: 031 260 2639

Your anticipated positive response in this regard is highly appreciated.

Yours faithfully

Gladness Thenjiwe Mbhele (M Ed)

Cell: 073 944 5484 / 078 569 1458

E-mail: mbhelethenjiwe@gmail.com

Consent

I _____ (Full name of participant) hereby declare that I and the nature of this research project. I am will to participate in this research project.

Appendix C

Permission granted by principals to conduct research

***** Primary School

Umlazi T/Ship

4031

25/01/2018

Dear Madam

I _____ grant permission to Gladness Thenjiwe Mbhele to conduct research in my school. I understand that participation is voluntary and also aware that this research will not affect teaching and learning.

Appendix D

300 Riverdene Drive

Newlands West

4035

25/01/2017

Dear Colleague

Permission request for your consent to participate in the study

My name is Gladness Thenjiwe Mbhele; I am a Master of Education (M Ed) student in the University of KwaZulu Natal, Edgewood Campus. As part of my study I am required to conduct research. I humbly request you to participate in my research.

The title of my research is **The Dynamics of Managing Integrated Quality Management System (IQMS): A case study from three primary schools in Isipingo Circuit**. This study will focus on the principal, HOD and SDT chairperson. The study will use semi-structured interviews. Participants will be interviewed for approximately forty five minutes at a time that is convenient for them and each interview will be audio taped recorded. The name of the school, principal and educators participating will be kept anonymous and not be divulged in the final report. The data generated will only be used for this study only. Participation in this study is voluntary and there will be no benefit in monetary form. This research will not affect teaching and learning because it will not be done during contact time.

Your participation in this study is voluntary and you are free to withdraw your participation at any stage of the study without any negative or undesirable consequences. There will be no monetary benefit. All your responses will be treated with strict confidentiality.

For further information, this research is supervised by:

Prof. V. Chikoko

Email: chikokov@ukzn.ac.za

Tel: 031 260 2639

Your anticipated positive response in this regard is highly appreciated.

Yours Sincerely

Gladness Thenjiwe Mbhele

Cell: 073 944 5484 / 078 569 1458

Email: mbhelethenjiwe@gmail.com

DECLARATION FOR PARTICIPANTS

I (Full names of participant) hereby confirm that I understand the nature of this research project. I am willing to participate in this research project.

Signature of the participant:

Appendix E

INTERVIEW SCHEDULE FOR THE PRINCIPAL OF THE SCHOOL.

SECTION A: UNDERSTANDING IQMS

1. What are the aims of IQMS?
2. Share with me what each of these programmes entails, namely: DA, PM and WSE.

DA

PM

WSE

3. What do you think are the experiences of each structure in the management of IQMS?

SMT

SDT

DSG

SECTION B: IMPLEMENTATION AND MANAGEMENT OF IQMS

PLANNING

4. As the principal of the school representing the SMT what is your role and experience in planning IQMS activities?

ORGANISING

- 5.1 What is the role of team work in organizing IQMS activities?
- 5.2 What factor do you consider when organizing IQMS activities?

LEADING

6. Do you think the members of the SDT structure possess skills and expertise to lead the management of IQMS? If yes what skills do they possess and if not what do they lack?

MONITORING

7. 1 How do you monitor and manage the implementation of IQMS?

SECTION C: PERSPECTIVE ON THE IMPACT OF IQMS.

1. What in your view is the impact of IQMS on the learners? What do you see as learner benefit?

2. What in your view is the impact of IQMS on the learners? What do you see as educator benefit?
3. Do you think IQMS improves quality of learning and teaching in schools? Explain.
4. What do you think needs to be done with regards to IQMS management? What do you see as the way forward regarding IQMS management?

DOCUMENT ANALYSIS SCHEDULE

DOCUMENTS TO BE ANALYSED	AREA OF FOCUS
1. Teachers'	<ul style="list-style-type: none"> ❖ Self-evaluation forms focusing on areas of development and assessment scores ❖ Pre-evaluation minutes. ❖ Post evaluation- minutes
2. Minute book	<ul style="list-style-type: none"> ❖ SDT minutes- Focusing on planning ❖ DSG minutes – Focusing on meetings held ❖ Grievance Committee minutes – Focusing on how conflicts are resolved
3. IQMS master file	<ul style="list-style-type: none"> ❖ Dates for classroom evaluation whether feasible and realistic ❖ Summative scores for all educators focusing on the adjusted scores
4. Whole school evaluation file	<ul style="list-style-type: none"> ❖ Comment about the scoring / and the follow up strategy
5. Professional Growth Plan (PGP)	<ul style="list-style-type: none"> ❖ Focusing on development needs and support required
6. School Development Plan	<ul style="list-style-type: none"> ❖ Focusing on the planned activities for the school
7. School Marked Schedule	<ul style="list-style-type: none"> ❖ Focusing on learner performance in relation to educators' scores.

Appendix F

INTERVIEW SCHEDULE FOR THE HOD OF THE SCHOOL.

SECTION A: UNDERSTANDING IQMS

5. What are the aims of IQMS?
6. Share with me what each of these programmes entails, namely: DA, PM and WSE.

DA

PM

WSE

7. What do you think are the experiences of each structure in the management of IQMS?

SMT

SDT

DSG

SECTION B: IMPLEMENTATION AND MANAGEMENT OF IQMS

8. PLANNING

- 4.1 As the HOD of the school representing the SMT what is your role and experience in planning IQMS activities?

9. ORGANISING

- 5.1 What is the role of team work in organizing IQMS activities?
- 5.2 What factor do you consider when organizing IQMS activities?

10. LEADING

- 10.1 Do you think the members of the SDT structure possess skills and expertise to lead the management of IQMS? If yes, what skills do they possess and if not what do they lack?

11. MONITORIN

- 7.1 How do you monitor and manage the implementation of IQMS?

12. SECTION C: PERSPERCTIVE ON THE IMPACT OF IQMS.

- 8.1 What in your view is the impact of IQMS on the learners? What do you see as learner benefit?

8.2 What in your view is the impact of IQMS on the learners? What do you see as educator benefit?

8.3 Do you think IQMS improves quality of learning and teaching in schools? Explain.

8.4 What do you think needs to be done with regards to IQMS management? What do you see as the way forward regarding IQMS management?

DOCUMENT ANALYSIS SCHEDULE

DOCUMENTS TO BE ANALYSED	AREA OF FOCUS
8. Teachers'	<ul style="list-style-type: none">❖ Self-evaluation forms focusing on areas of development and assessment scores❖ Pre-evaluation minutes.❖ Post evaluation- minutes
9. Minute book	<ul style="list-style-type: none">❖ SDT minutes- Focusing on planning❖ DSG minutes – Focusing on meetings held❖ Grievance Committee minutes – Focusing on how conflicts are resolved
10. IQMS master file	<ul style="list-style-type: none">❖ Dates for classroom evaluation whether feasible and realistic❖ Summative scores for all educators focusing on the adjusted scores
11. Whole school evaluation file	<ul style="list-style-type: none">❖ Comment about the scoring / and the follow up strategy
12. Professional Growth Plan (PGP)	<ul style="list-style-type: none">❖ Focusing on development needs and support required
13. School Development Plan	<ul style="list-style-type: none">❖ Focusing on the planned activities for the school
14. School Marked Schedule	<ul style="list-style-type: none">❖ Focusing on learner performance in relation to educators' scores.

Appendix G

INTERVIEW SCHEDULE FOR THE SDT CHAIRPERSON OF THE SCHOOL.

SECTION A: UNDERSTANDING IQMS

13. What are the aims of IQMS?

14. Share with me what each of these programmes entails, namely: DA, PM and WSE.

DA

PM

WSE

15. What do you think are the experiences of each structure in the management of IQMS?

SMT

SDT

DSG

SECTION B: IMPLEMENTATION AND MANAGEMENT OF IQMS

16. PLANNING

4.1 As the SDT chairperson of the school representing the SMT what is your role and experience in planning IQMS activities?

17. ORGANISING

5.1 What is the role of team work in organizing IQMS activities?

5.2 What factor do you consider when organizing IQMS activities?

18. LEADING

18.1 Do you think the members of the SDT structure possess skills and expertise to lead the management of IQMS? If yes, what skills do they possess and if not what do they lack?

19. MONITORING

7.1 How do you monitor and manage the implementation of IQMS?

20. SECTION C: PERSPECTIVE ON THE IMPACT OF IQMS.

8.1 What in your view is the impact of IQMS on the learners? What do you see as learner benefit?

8.2 What in your view is the impact of IQMS on the learners? What do you see as educator benefit?

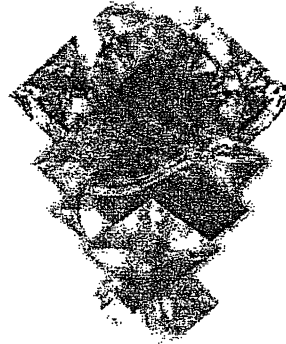
8.3 Do you think IQMS improves quality of learning and teaching in schools? Explain.

8.4 What do you think needs to be done with regards to IQMS management? What do you see as the way forward regarding IQMS management?

DOCUMENT ANALYSIS SCHEDULE

DOCUMENTS TO BE ANALYSED	AREA OF FOCUS
15. Teachers'	<ul style="list-style-type: none"> ❖ Self-evaluation forms focusing on areas of development and assessment scores ❖ Pre-evaluation minutes. ❖ Post evaluation- minutes
16. Minute book	<ul style="list-style-type: none"> ❖ SDT minutes- Focusing on planning ❖ DSG minutes – Focusing on meetings held ❖ Grievance Committee minutes – Focusing on how conflicts are resolved
17. IQMS master file	<ul style="list-style-type: none"> ❖ Dates for classroom evaluation whether feasible and realistic ❖ Summative scores for all educators focusing on the adjusted scores
18. Whole school evaluation file	<ul style="list-style-type: none"> ❖ Comment about the scoring / and the follow up strategy
19. Professional Growth Plan (PGP)	<ul style="list-style-type: none"> ❖ Focusing on development needs and support required
20. School Development Plan	<ul style="list-style-type: none"> ❖ Focusing on the planned activities for the school
21. School Marked Schedule	<ul style="list-style-type: none"> ❖ Focusing on learner performance in relation to educators' scores.

Editors Certificate



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19 July 2018

To Whom It May Concern,

This serves to confirm that I have carried out a language editing on the dissertation by Gladness Thenjiwe Mbhele entitled "*The Dynamics of Managing the Integrated Quality Management System: A Case Study of Three Primary Schools In Isipingo Circuit*" for the University of KwaZulu-Natal.

The editing has been limited to language issues within paragraphs and has not addressed referencing and structure. Subsequent work still has to be undertaken by the student to address required changes.

Please feel free to contact me if you have any queries.

Kind regards

Cleopatra Ntombezinhle Mabaso

Turnitin Certificate

The dynamics of managing the Integrated Quality Management system: A case study of three primary schools in Umlazi District

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Segoe, Bobo. "An Investigation of the Integrated Quality Management System (IQMS) in South African Primary Schools: The Teachers' Voices", Mediterranean Journal of Social Sciences, 2014.

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