INVESTIGATING TEACHERS' PERCEPTIONS OF INTEGRATED QUALITY MANAGEMENT SYSTEM EFFECTIVENESS ON TEACHING AND LEARNING IN A RURAL SECONDARY SCHOOL

by

SEKGALE NGATANE ZACHARIAH

Submitted in accordance with the requirements for the degree of

MASTER OF EDUCATION

in the

COLLEGE OF EDUCATION

in the

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

at the

University of South Africa

Supervisor: Dr V.P Mahlangu

March 2016

TABLE OF CONTENTS

DECLARATION	**viii**
ACKNOWLEDGEMENTS	**ix**
DEDICATION	**x**
ABSTRACT	**xi**
KEY TERMS AND PHRASES	**xi**
LIST OF ABBREVIATIONS	**xi**
CHAPTER 1	**1**
INTRODUCTION AND BACKGROUNDTO THE STUDY	**1**
1.1 INTRODUCTION	**1**
1.2 BACKGROUND TO THE STUDY	**1**
1.3 PURPOSE OF THE STUDY	**5**
1.4 STATEMENT OF THE PROBLEM	**5**
1.5 RESEARCH QUESTIONS	**6**
1.5.1 Main research question	**6**
1.5.2 Sub-questions	**6**
1.6 RESEARCH AIMS	**7**
1.6.1 Main research aim	**7**
1.6.2 Sub-aims/Objectives	**7**
1.7 SIGNIFICANCE OF THE STUDY	**7**
1.8 RATIONALE OF THE STUDY	**8**
1.9 CONTEXTUAL BACKGROUND ON THE PROCESS OF STAFF APPRAISAL IN SOUTH AFRICA	**8**

1.10 CONCEPTUAL FRAMEWORK **10**

1.10.1 Concept clarification ***11***

1.10.1.1 Teaching in the school ***11***

1.10.1.2 Learning in the school ***11***

1.10.1.3 Appraisal and Integrated Quality Management System (IQMS) ***11***

1.10.1.4 Quality ***12***

1.10.1.5 Improvement ***12***

1.10.1.6 Development ***13***

1.10.1.7 Performance ***13***

1.10.1.8 Quality education ***13***

1.10.1.9 Effectiveness ***14***

1.11 DELIMITATIONS OF THE STUDY **14**

1.12 EXPOSITION OF CHAPTERS **14**

1.13 CONCLUSION **16**

CHAPTER 2 **17**

LITERATURE REVIEW **17**

2.1 INTRODUCTION **17**

2.2 QUALITY **18**

2.3 QUALITY ASSURANCE **21**

2.4 CONCLUSION **23**

CHAPTER 3 **24**

RESEARCH DESIGNS AND METHODS **24**

3.1 INTODUCTION **24**

3.2 RESEARCH METHODS **24**

3.2.1 Research design **25**

3.2.2 Population **26**

3.2.3 Sampling and sampling procedures **27**

3.3 DATA COLLECTION INSTRUMENTS **28**

3.3.1In-depth interviews **28**

3.3.2 Document analysis **28**

3.4 DATA ANALYSIS **30**

3.5 VALIDITY/RELIABILITY **31**

3.6 TRUSTWORTHINESS/CREDIBILITY **32**

3.7 ETHICAL CONSIDERATIONS **33**

3.8 CONCLUSION **35**

CHAPTER 4 **36**

DATA PRESENTATION, DATA ANALYSIS AND INTERPRETATION **36**

4.1 INTRODUCTION **36**

4.2 SUMMARY OF THE DATA COLLECTED BY MEANS OF INTERVIEWS AND DOCUMENT ANALYSIS **36**

4.2.1 Interviews with SMT and CS1 teachers **36**

4.2.2 Document analysis **37**

4.3 THEMATIC DATA ANALYSIS **39**

4.3.1 Main themes **39**

4.3.1.1 Teachers' understandings of IQMS ***39***

4.3.1.2 Perceptions of IQMS effectiveness ***41***

4.3.1.3 Impact of IQMS on quality teaching and learning ***45***

4.3.1.4 IQMS effects on teacher's and learner's performance ***47***

4.3.1.5 Teacher development ***51***

4.3.1.6 IQMS ineffectiveness ***53***

4.3.2 Sub-themes **56**

4.3.2.1 Monitoring and supervising of IQMS **56**

4.3.2.2 IQMS implementation **57**

4.3.2.3 Monetary incentive-oriented appraisal system **58**

4.3.2.4 Devaluing of teachers **59**

4.3.2.5 IQMS specificity **60**

4.3.2.6 Facilitators' understandings of IQMS **61**

4.3.2.7 Suggestions for IQMS improvement **61**

4.4 DOCUMENTS **67**

4.5 CONCLUSION **68**

CHAPTER 5 **69**

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS **69**

5.1 INTRODUCTION **69**

5.2 CONCLUSIONS **70**

5.3 RESEARCH FINDINGS **72**

5.3.1 Main themes **72**

5.3.1.1 Teachers' understandings of IQMS ***72***

5.3.1.2 Perceptions of IQMS effectiveness ***73***

5.3.1.3 Impact of IQMS on quality teaching and learning ***73***

5.3.1.4 IQMS effects on teacher's and learner's performance ***74***

5.3.1.5 Teacher development ***75***

5.3.1.6 IQMS ineffectiveness ***75***

5.3.2 Sub-themes **75**

5.3.2.1 Monitoring and supervising of IQMS ***76***

5.3.2.2 IQMS implementation ***76***

5.3.2.3 Monetary incentive-oriented appraisal system ***77***

5.3.2.4 Devaluing of teachers ***77***

5.3.2.5 IQMS specificity ***78***

5.3.2.6 Facilitators' understandings of IQMS ***78***

5.3.2.7 Suggestions for IQMS improvement ***78***

5.4 RECOMMENDATIONS **80**

5.5 LIMITATIONS OF THE STUDY **83**

5.6 PROBLEMS /QUESTIONS FOR FURTHER STUDY **83**

5.7 CONCLUSION **84**

BIBLIOGRAPHY **86**

APPENDICES **92**

APPENDIX A: Proof of Registration **92**

APPENDIX B: Letter Confirming Proof of Registration **93**

APPENDIX C: Application Letter to the Department of Education: Limpopo 94

APPENDIX D: Permission Letter from Department of Education: Limpopo 97

APPENDIX E: Permission Letter to Principal 99

APPENDIX F: Letters to Educators 101

APPENDIX G: Consent Forms 103

APPENDIX H: Interview Schedule 104

APPENDIX I: Research Ethics Clearance Letter 105

LIST OF FIGURES

Figure 1.10 Illustration of concepts that are central to IQMS as a Quality Assesment tool

DECLARATION

I, Ngatane Zachariah Sekgale, hereby declare that **“Investigating** t**eachers’ perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school”** is my own work and that all the sources I have used or quoted have been duly indicated and acknowledged by means of complete references.

....

SEKGALE N.Z. DATE

(STUDENT NO. 0803 595 4)

ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to:

• Dr Vimbi Mahlangu, my supervisor, for his professional supervision, mentoring and guidance that he showed me during this study. Most importantly, what I call his "master's degree made easy" way of doing things that spontaneously spurred me to reach great heights; a quantum leap indeed.

• Almighty God, my God, the El Shaddai, who saved and spared my life, pre-destined and pre-ordained my life. Therefore, I shall not want and regret the time lost in 1980 when my peers went further with their studies while I had to drop out of school after passing my Junior Certificate (Form 3) with distinctions where I was the only student to have passed matriculation with exemption in 1983.

Comment [PF1]: Please clarify whether this was in your class/school

• Dr Kekana RDM, my former principal at Dithothwaneng Secondary School, who thus filled the "void" in me. I am eternally indebted to his undying character, for if it were not through his understanding and caring spirit, I would have dropped out of school and would have been a laughing stock to my peers.• My wife; Sebakwane Ennicah, who loved me unconditionally and my five children; Mamaefe, Mmagotswalo Shatadi, Malekane, Maphupu and Matswetji, who accepted me as their father and supported me throughout this study.

• Mr Selala M.E. who helped to proofread my work time and again.

• I am thankful to Mr Mankwana A.M and Mr Mphahlele GPM who helped me with regard to the technological aspect of this study, as I was born before the advent of Information Technology.

• The participants who were the mainstay and the cog in the machinery of this study; whose participation and contributions were invaluable and made this study possible.

• Mr Du Bruyn J.T., Course Leader, who on behalf of the History 1 lecturers, encouraged me to take History as a major in my undergraduate degree and Prof Jansen who conscientised me that I had the potential of succeeding in pursuing a Master's degree.

Comment [PF2]: Please specify the University if it is not Unisa

Comment [PF3]: From? Unisa?

DEDICATION

I would like to dedicate this work to the following people:

• My late uncle, Matswetji Matebane, who supported me throughout my primary and secondary school years and who wanted me to study law. May your soul rest in peace Morokoma' Phahlana' Phaahle.

• My wife and children who supported me despite my spending minimal and little quality time with you for the entire duration of this study.

• Dr Vimbi Mahlangu for your unwavering and indefatigable support and for being accommodative and the understanding you showed me throughout the period of this study. May God blissfully and abound fully bless you!

ABSTRACT

In the quest for education transformation, the South African government employed Integrated Quality Management System (IQMS) in the belief that if teachers were appraised and developed, their performances would be enhanced and the quality of education would be improved.

However, teachers had different views and experiences of the effectiveness of IQMS in their work stations. Consequently, the author was interested in "**Investigating teachers' perceptions of Integrated Quality Management System (IQMS) effectiveness on teaching and learning in a rural secondary school".** The investigation was conducted using face to face interviews and document analysis.

This study's findings indicated that IQMS was introduced as a matter of policy compliance, as shown by many teachers' misunderstandings of its concept.

The findings of this study will help to improve IQMS effectiveness or to undertake further research on the feasibility, viability and practicability of IQMS and/or alternatively, the development of a new appraisal system.

KEY TERMS AND PHRASES

Appraisal and Integrated Quality Management System, Development, Effectiveness, Improvement, Learning in the school, Performance, Teaching in the school, Quality, Quality Education, Quality Assurance.

LIST OF ABBREVIATIONS:

Continuous Professional Teacher Development (CPTD)

Department of Education (DoE)

Development Support Group (DSG)

Developmental Appraisal (DA)

Education Labour Relations Council (ELRC)

Head of Department (HoD)

Integrated Quality Management System (IQMS)

Key Performance Area (KPA)

National Education Department (NED)

National Education System (NES)

Performance Measurement (PM)

Quality Assurance (QA)

Quality Management System (QMS)

School Management Team (SMT)

Staff Development Team (SDT)

Total Quality Management System (TQMS)

Whole School Evaluation (WSE)

CHAPTER 1

INVESTIGATING TEACHERS' PERCEPTIONS OF INTEGRATED QUALITY MANAGEMENT SYSTEM EFFECTIVENESS ON TEACHING AND LEARNING IN A RURAL SECONDARY SCHOOL

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This study is aimed at investigating teachers' perceptions of Integrated Quality Management System (IQMS) effectiveness on teaching and learning in a rural secondary school. This chapter provides an overview of the study by outlining the background of a paradigm shift from a supervisory and inspectorial evaluation system that existed prior to 1994 to a more open, transparent and democratic appraisal system. This shift influenced the dimension of the quality of teaching and learning by the introduction of Integrated Quality Management System (IQMS). It was implemented as a quality assurance practice with the aim of enhancing the improvement of teaching and learning in schools (Dhlamini 2009: 39).

1.2 BACKGROUND TO THE STUDY

According to Sambumbu (2010: 2), the demise of the Apartheid regime necessitated the negotiation of a new appraisal system which would help to "reinstate the culture of teaching and learning in schools". It was, therefore, as the result of the deteriorating quality of education or lack of quality thereof in schools, that the government of the day introduced Integrated Quality Management System (IQMS) as an aid to professional development, and to a larger extent as the process for performance management and competence evaluation (Steyn 2007: 249). Odhiambo (2005: 403) argues that the provision of quality education depends more on an effective staff appraisal system. On this premise, Dhlamini (2009: 5) suggests that a "robust IQMS implementation in

educational institutions is needed to enhance the measurement of quality teaching and learning". An agreement was reached within the Education Labour Relations Council (ELRC) to implement IQMS (Chetty 2013:1). Chetty further claims that the implementation of IQMS was meant to assess educators who would like to achieve high quality education. However the researcher, through his experience in the teaching profession, is of a contrary view that an appraised teacher will not necessarily teach better. Thus the interest in investigating this apparaisal phenomenon.

South Africa and Kenya share similar historical backgrounds. Their educational reforms are aimed at "improving quality education and quality teaching" (Danielson 2001: 12, Odhiambo 2005:403). Rabichund (2011: 4) argues that in South Africa, there is a lack of a teaching and learning culture in schools. This persisted post-1994. It is against this background that the national agenda in both countries is to improve the quality of teaching and learning. Chetty (2013: 1) also concurs that since 1994 there has been fundamental changes to the National Education System (NES) in order to promote better public education for all learners. Chetty (2013: 1) further argues that a "continuous appraisal of educators to ascertain educator competence was necessary". Rachibund (2011: 4) is of the opinion that teachers have to prioritise the need to be involved in "personal growth, development and lifelong learning to improve the quality of teaching practice in schools", because their self-development will in a way contribute towards the realisation of quality education. In addition Cele (2008: 18) adds, "educators are developed in order to improve the quality of teaching and learning". For this reason, it is every National Education Department's (NED) prerogative to capacitate and evaluate her teaching fraternity or workforce so that her goal of education transformation or innovation is achieved.

This research study was conducted to understand teachers' perceptions of Integrated Quality Management System (IQMS) effectiveness on teaching and learning in a South African rural secondary school. IQMS as an "appraisal instrument for the educators consists of three programmes aiming at enhancing and monitoring performance of the education system" (Chetty 2013: 7).

The three programmes (Chetty 2013: 7; Education Labour Relations Council 2003: 3) are:The Developmental Appraisal (DA), the Performance Measurement (PM) and the Whole School Evaluation (WSE). These programmes differ in their focus and purpose. The purpose of the Developmental Appraisal (DA) is to appraise individual educators in a transparent manner with a view to determine areas of strength and weakness, and to draw up programmes for individual development. The purpose of Performance Measurement (PM) is to evaluate individual teachers for salary progression, affirmation of appointment, reward and incentives. The purpose of the Whole School Evaluation (WSE) is to evaluate the overall effectiveness of the school, including the support provided by the district, school management, infrastructure and learning resources, as well as the quality of teaching and learning.

Quality Management System (QMS) for educators incorporates the following (ELRC 2003:4): The measuring of the performance of educators in line with their respective roles and responsibilities. It provides a basis for decisions on mechanisms to recognise good performance and address under-performance.

The purpose of Quality Management System is to determine the levels of competence; to improve educator efficiency, effectiveness and good performance; to improve accountability levels of schools; to provide a basis for decisions on mechanisms to recognise good performance and address under-performance. Again, the quality management system aims to provide mechanisms for assessing educators, taking into account the context within which they operate.

The introduction of IQMS is not without challenges. Chetty (2013: 3) cites the following challenges which impact on the effectiveness of IQMS on teaching and learning:

- IQMS hardly improved the competence levels of educators, as well as educators' lack of adequate staff and subject development. These inadequacies result in educators being inadequately developed.
- That IQMS is a once-off annual event that results in little development of education. This impacts on the teaching competences of educators as they are not adequately developed to cope with the challenges of teaching and learning.
- The inconsistent implementation of the appraisal process frustrates educators.
- Educators assess colleagues with fear.
- IQMS evaluation is a tense process especially when educators intimidate their supervisors and their peers in order to obtain better scores. This exercise has an impact on the educator performances in the classroom.
- IQMS is seen as a stressful exercise especially if management is incompetent to manage it. This affects the attitude and morale of educators. Both the educators and their facilitators are not knowledgeable about IQMS as they lack training in IQMS. This frustrates educators as they perceive that IQMS is just another Department of Education's futile exercise of wasting valuable time and money.

Cele (2008:114) mentions the following challenges that affect the effectiveness of IQMS, which require further research: "The role that educators should play in order to bring about a positive effect on IQMS, and what the Department of Education should do to encourage all school stakeholders to see the need of the effectiveness of IQMS and to be fully involved in developing quality education".

The challenges that Chetty and Cele cited above bear testimony that IQMS appears not to meet the aim and purpose it was designed for; that of improving teaching and learning in schools, and ensuring quality assurance in the education system. Chetty (2013:4) further argues that "educators are disadvantaged as the content on IQMS has been inadequately presented, and that this impacts on the teaching competence of educators". Given the challenges and discrepancies in the implementation of IQMS afore-mentioned, the researcher was keen to conduct further research on teachers' perceptions of Integrated Quality Management System effectiveness on teaching and

learning in a rural secondary school. This seems to be an area which previous researchers did not consider when conducting IQMS related ressearch.

The researcher is of the view that teachers' encounters and experiences with regard to teaching and learning environment put them in better positions to help advance a more effective and representative appraisal system to be used in South African schools.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to understand teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a South African rural secondary school. Based on this study's findings, the researcher made recommendations for the improvement of IQMS in the South African rural school.

1.4 STATEMENT OF THE PROBLEM

According to Cele (2008: 2), the introduction of the Integrated Quality Management System (IQMS) was implemented not to replace Quality Assurance (QA), but to reinforce its policies and principles. Davies and Ellison (1995: 5) pointed out that Integrated Quality Management System (IQMS) failed dismally to measure quality or school effectiveness. Previous researchers in the studied literature revealed some challenges and problems that are probably to impede the attainment of quality education and effectiveness of IQMS in enhancing teacher development and performance, and learner performance. It was against this backdrop that the researcher felt bound to explore teachers' perceptions of the effectiveness of IQMS on teaching and learning in a rural secondary school, in an attempt to determine if the application of this appraisal system achieved the purpose for which it was designed; that is, quality education.

Chetty (2013: 4) alleged that Integrated Quality Management System (IQMS) disadvantaged educators in that its content was insufficiently offered, and that this has an impact on the teaching capability of teachers. On the basis of challenges and

discrepancies in the implementation IQMS afore-mentioned in previous literature, coupled with the researcher's personal encounters and experiences with IQMS and teaching, there was a need to conduct this research study., as this is an area that previous researchers did not consider thoroughly researching. In addition, previous literature revealed some gaps and flaws in the implementation of Integrated Quality Management System that needs further research.

In view of the above orientation, the statement of the problem is formulated as a guide to the research study:

To what extent is Integrated Quality Management System (IQMS) effective in improving quality education and enhancing teacher performance and learner performance?

1.5 RESEARCH QUESTIONS

1.5.1 Main research question

In order to make an in-depth investigation of the main problem statement, the following main research question was used:

What are the teachers' perceptions regarding the effectiveness of Integrated Quality Management System (IQMS) on teaching and learning in a rural secondary school?

1.5.2 Sub-questions

From the main research question stems the following sub-questions:

1.5.2.1 How do teachers understand the concept of IQMS?

1.5.2.2 What are the teachers' perceptions of the effectiveness of IQMS on teaching and learning?

1.5.2.3 How does IQMS lead to quality teaching and learning?

1.5.2.4 Does teacher performance always lead to learner performance?

1.5.2.5 How effective is the current appraisal system, IQMS, in developing teachers?

1.5.2.6 What are the factors that contribute to IQMS ineffectiveness on teaching and learning in secondary schools?

1.6 RESEARCH AIMS

1.6.1 Main research aim

In order to find answers to the formulated main research question, the following main research aim was used:

1.6.1.1 To determine the extent to which Integrated Quality Management (IQMS) is effective in improving quality education and enhancing teacher performance and learner performance.

1.6.2 Sub-aims and objectives

The following objectives helped find answers to the research sub-questions in an attempt to further explore the research problem:

1.6.2.1 To ascertain if staff appraisal (IQMS) leads to quality teaching and learning.

1.6.2.2 To explore whether this current appraisal system (IQMS) is effective in developing teachers.

1.6.1.3 To identify and explain factors which impede the effectiveness of IQMS.

1.6.2.4 To seek clarity on the nature of an appraisal system that teachers need.

1.6.2.5 To determine if teacher performance always leads to learner performance.

1.7 SIGNIFICANCE OF THE STUDY

The research study seeks to comprehend how IQMS intends to achieve total quality teaching and learning in a rural school. Through the research study, teachers' perceptions on the effectiveness of IQMS on teaching and learning in a rural secondary school were revealed, with an intention of contributing to the development of an appraisal system that teachers can understand and abide by, and an appraisal system

that can be favourably used in South African rural schools. The research findings provide valuable contributions to improve the existing staff appraisal instrument.

The research findings will help develop an appraisal system that teachers can use with confidence; that can boost their morale and which they can take responsibility and accountability for in its implementation.

1.8 RATIONALE OF THE STUDY

Having experienced the challenges that IQMS brings, the researcher was motivated to conduct this study with an intention of contributing to the body of knowledge regarding the perceptions of teachers on the effectiveness of IQMS on teaching and learning, and whether evaluation of teachers using IQMS adds to quality education.

Previous research also revealed some gaps and discrepancies regarding the implementation of IQMS that need further research. This is why the researcher felt the need to contribute, to the already existing body of knowledge, findings and recommendations that may assist in developing a more feasible appraisal system.

1.9 CONTEXTUAL BACKGROUND ON THE PROCESS OF STAFF APPRAISAL IN SOUTH AFRICA

Historically, South Africa's teacher appraisal, like in Kenya, was inspectorial (Odhiambo 2005: 403), that is the appraisal system was a policy implementation rather than a tool to develop teachers and ensure the quality of education. According to Sambumbu (2010: 2) the appraisal system during Apartheid was mainly harnessed towards controlling and curtailing learners and teachers rather than developing and supporting them. This led to educators rejecting this Apartheid dispensed appraisal system. It was a government initiated and driven appraisal system that was only "beneficial to the

education policy matter" (Odhiambo 2005: 403). Collins (2004:47) concurs with both Odhiambo and Sambumbu that the inspectorial appraisal system was geared towards improving teaching by eradicating incompetent teachers. Teachers were reduced to passive participants because the appraisal system was not participatory.

Since 1994, the South African education has undergone continuous and tremendous transformation which has had an effect on the quality of teaching and learning. Accordingly, Cele (2005: 15) explains that the need for quality education necessitated a number of policies to be employed in order to try to get educators towards attaining quality education in schools. In the democratic South Africa, an appraisal system that is more open and effective would be more beneficial; an appraisal system that will be more reliable, a requirement which IQMS fails to meet.

Nevertheless, IQMS was introduced as a national attempt to reconstruct the education system through institutional development programmes in order to ensure effective and efficient quality public education (Buthelezi 2005: 4, Steyn 2007: 251). Sambumbu (2010: 1) explains that the context of education in South Africa was a matter of policy implementation and demands for education transformation because as a developing country, she needed to build a quality education system. The need to reinstate the culture of teaching and learning in schools necessitated a new model of appraisal system, the Integrated Quality Management System (IQMS). Sambumbu (2010: 8) further argues that the formulation of IQMS occurred within the backdrop of the failure to implement the Developmental Appraisal System (DAS) and Whole School Evaluation (WSE) properly. According to Buthelezi (2005: 2) the integration and incorporation of the three programmes: Developmental Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE) was a national strategy developed to promote public education, a move from an autocratic inspectorial and supervisory appraisal system to a more open and democratic one.

IQMS therefore remains a policy mandate to be implemented. Its failure is evidence of a policy programme that was never properly advocated or that was prematurely rushed into implementation. It became operational in schools from 2005. It is fraught and beset with many challenges as it is pointed out in relevant literature. The proponents or exponents of IQMS failed to comprehend that any new programme such as IQMS needed a piloting period so that, where needs be, modifications be effected time and again until it meets the desired standards. IQMS seems not to fulfil the mandate and expectations for which it is meant. This study on investigating teachers' perceptions of IQMS effectiveness on teaching and learning in secondary schools is to contribute towards the development of an appraisal system that will be feasible in use and effectiveness.

1.10 CONCEPTUAL FRAMEWORK

This research study is conceptualised in terms of the following key concepts which are in a constant interlocking fashion, as shown in the accompanying figure below.

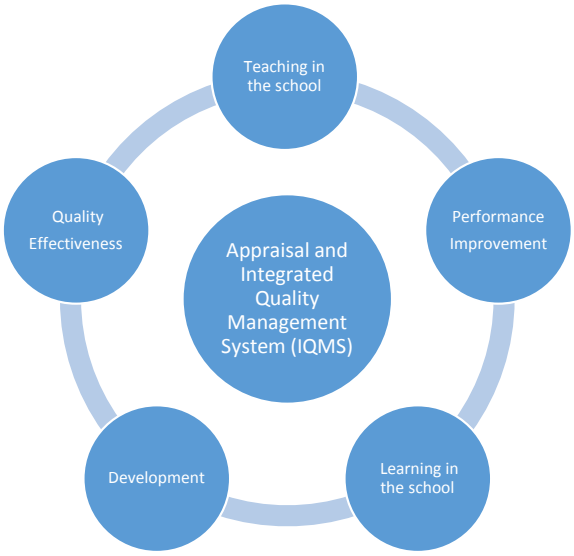


Figure 1.10 Illustration of concepts that are central to IQMS as a Quality Assessment tool

1.10.1 Concept clarification

The following concepts are relevant and central to this study, as it is illustrated in the above figure:

1.10.1.1 Teaching in the school

Dhlamini (2009: 20) describes teaching as an arrangement of contingencies of reinforcement under which learners learn. Learners learn in the natural environment, but educators arrange special material to help enhance educative learning process (Dhlamini 2009: 20). For the purpose of this study, the term teaching in the school means the way teachers organise learning material in the learning environment (school) to enhance the learning process.

1.10.1.2. Learning in the school

According to Dhlamini (2009: 20) learning is a process by which learners acquire knowledge or skills where the school, as a learning environment, must support teachers and learners to develop their potential that will make them better citizens. For the purpose of this study, the term learning in the school refers to the teaching and learning situation in which Integrated Quality Management System (IQMS) is being implemented and in which this research study was conducted.

1.10.1.3 Appraisal and Integrated Quality Management System (IQMS)

Steyn (2007: 249) defines appraisal as a "continuous and systematic process, to help individual educators with their professional development and career planning and to help ensure that organisation's performance is improved through the enhanced performance of individual staff members". For the purpose of this study, the term appraisal refers to Integrated Quality Management System (IQMS) which is used in appraising or evaluating teachers' teaching and learners' learning in the school. It also refers to the way Integrated Quality Management System (IQMS) is used to ensure Quality Assurance; that is quality of teaching and learning and improved performance.

Sambumbu (2010: 10) defines Integrated Quality Management System (IQMS) as an appraisal system that consists of three programmes, namely Developmental Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE), which are aimed at enhancing and monitoring performance of the education system. For the purpose of this study the term Integrated Quality Management System (IQMS) refers to the staff appraisal system that is currently used in South African schools to evaluate teachers in order to improve teachers' performances and learners' achievements.

1.10.1.4 Quality

Cele (2008: 12) defines quality as "conformance to requirements, which the learners expect whether teaching is good or bad, characteristic of the products and services an organisation offers". For the purpose of this study, the term quality refers to quality education; that is quality teaching and learning. For this reason, the researcher investigated whether Integrated Quality Management System (IQMS) is effective in ensuring quality in education.

1.10.1.5. Improvement

Harvey (cited in Stander 2014:16) explains that improvement simply means enhancement. The improvement has to do with identifying the challenges or undesired outcomes and then correcting them in order to reach the desired outcomes. For the purpose of this study, the term improvement refers to the way the researcher investigated what teachers perceived about Integrated Quality Management System (IQMS) in enhancing good teaching and learning.

1.10.1.6. Development

Cele (2008: 13) defines development as “the enhancement of educators in their teaching to bring about quality teaching and learning”. Using this theoretical framework, the researcher investigated how IQMS improves teaching and learning in the school by interviewing teachers to find out their perceptions regarding Integrated Quality Management System (IQMS).

1.10.1.7 Performance

Murgatryod (1991: 24) describes performance as the extent to which the objectives of the schools and those of its students are met. Karini (2008: 25) cited in Dhlamini (2009: 30) states that performance is observed by direct outcome of learning and it is the main indicator that learning has occurred. For the purpose of this study, the term performance refers to the way IQMS is used in appraising teachers with regard to their performance and their potential for further development.

1.10.1.8 Quality education

In everyday life, quality education can be described as an education in which learners are expected to meet the requirements or standards that the proponents or advocates of education set. According to Sibeko (2014: 9), quality education can be described in terms of meeting the quality characteristic, that is, the level of or standard of satisfaction with a product or process; for example, quality education. It can further be attested that quality education is considered to be education that results in informed citizens who possess certain values and virtues. For the purpose of this study, the term quality education refers to the way IQMS is used in improving the quality of education to enhance teacher performance and learner achievement, and furthermore to ensure quality education and to improve the quality of teaching and learning (Sambumbu 2010: 82).

1.10.1.9 Effectiveness

In everyday life, effectiveness can be described as working in a manner that produces the results that were intended or envisaged. Piggot-Irvine (2005: 172) claims that "effectiveness occurs when appraisal interactions are non-controlling, non-defensive, supportive, educative and yet confidential", that effective appraisal therefore, is underpinned by a bond of respect and has outcomes directly related to improved teaching and learning". For the purpose of this study, the term effectiveness refers to the reliability of IQMS to determine the effectiveness and quality of education, teacher development and performance and learner performance.

1.11 DELIMITATIONS OF THE RESEARCH STUDY

The study was delimited by selecting teachers in a rural secondary school as the participants. The interviews were conducted after school hours, and document analysis was confined to analysing teachers' and learners' portfolios (Mertler & Charles 2011:193). Literature supports that delimitation means that the study is constrained within the scope that is determined by the researcher. The research study was undertaken in a full-time secondary school in the Limpopo Province of South Africa.

The smooth undertaking of the research study is context or material situation dictated. For instance, the letter of permission to conduct the study ordered that the research must not interfere with the smooth running of the school, and that the research must not be done during examination periods, which ultimately stalled and prolonged its duration. Furthermore, the unwillingness of some participants to partake in the study further delimited the study.

1.12 EXPOSITION OF CHAPTERS

The researcher used the following section to outline the course of the study pursued:

CHAPTER 1: Introduction and Background of the Study

This chapter gives a background on the appraisal system in education, rationale of the study, statement of purpose, research problem, research questions, significance of the study, theoretical framework, conceptual framework, clarification of concepts, limitations of the study and delimitations of the study, and exposition of chapters. It highlights the significance of staff appraisal in reinstating the culture of teaching and learning, staff development and an enhanced performance of learners.

CHAPTER 2: Literature Review

This chapter includes the summary of the literature that is pertinent and relates to the problem statement that was investigated. The literature review affords the researcher a context for understanding the research problem. The literature review helped the researcher to approach and explore the research problem in an academic manner.

CHAPTER 3: Research Design and Methods

This chapter includes discussion of the research design, research methods, sampling, population, data collection instruments, document analysis, data analysis, ethical considerations and trustworthiness the researcher used in order to investigate the formulated problem.

CHAPTER 4: Data presentation, data analysis and interpretation

This chapter outlined and discussed findings in themes. This chapter provided answers to the research questions.

CHAPTER 5: Summaries, conclusions and recommendations

In this chapter, the researcher provided summaries of the results of the study and drew conclusions from the findings of the study. Limitations were indicated and recommendations for research study were provided.

1.13 CONCLUSION

In this chapter, the manner in which South Africa planned to transform education from an autocratic apartheid education system to a more representative, open and democratic education system, was outlined. To bring about quality education and to instil a culture of educative teaching, Integrated Quality management System (IQMS) was introduced in the South African education system**.** This appraisal system, on the contrary, has failed to live up to its expectations; that of ensuring quality and Quality Assurance in education.

This chapter further explained the purpose, significance, and contextual background on the process of staff appraisal in South Africa, limitations and delimitations of the study, exposition of the chapters, conceptual framework and concept clarification. Having realised that IQMS failed to meet its envisaged aim of improving the quality of teaching and learning, the researcher urged to explore teachers' perceptions of the effectiveness of Integrated Quality Management System on teaching and learning in a rural secondary school.

The following chapter will provide a literature review with regard to the role of IQMS in obtaining quality education and providing Quality Assurance in education.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The provision of quality teaching depends largely on the quality of the school educators. Furthermore, the development and improvement of education is dependent on the continuing professional development of educators. For the reason afore-mentioned, to determine teachers' competency, IQMS was introduced as a yardstick to assess the quality of teaching and learning in the classroom (Dhlamini 2009:2). The introduction of IQMS in South Africa to measure and improve the quality of teaching and learning was informed by the existence of the Total Quality Management Systems (TQMS) (Dhlamini 2009:6).

With the aim of improving the quality of education in schools, IQMS was implemented not to replace Quality Assurance, but to strengthen its policies and principles (Cele 2008:2). Thus the researcher felt obliged to investigate teachers' perceptions of the effectiveness of Integrated Quality Management System (IQMS) on teaching and learning in a rural secondary school, in an attempt to determine if the execution of this appraisal system (IQMS) meets the purpose for which it was designed.

The literature review presented the opportunity to demonstrate awareness of the current state of knowledge on the subject and limitations thereof, and shed light on the problem that had been investigated (Sambumbu 2010:13). Literature review was used to have a clear perspective of Integrated Quality Management System (IQMS) as a quality management system in education. Makgone (2012:15) regarded the literature review as an important segment of the research process employed with the purpose of providing a context for the research study. In this chapter, concepts such as Quality and Quality Assurance were discussed as they are central and also underscore this research study.

2.2 QUALITY

Cele and Horwitz (2008:12; 1990:56) define quality as “conformance to requirements, which the learners expect whether the teaching is good or bad, characteristic of the products and services an organisation offers”. For quality to be effected in an organisation, there first must be cultural change. This cultural change must also be well managed to realise the purpose of quality provision. On this ground, the archaic inspectorial and supervisory appraisal system was changed to give way for an open and dynamic democratic IQMS. Quality may mean different things to different people. On this premise, Murgatroyd (1991:14) advances the following three definitions for quality which show that quality is context-embedded:

Definition Q1: Quality is defined in terms of some absolute standard and evaluations are based on the application of these standards to the situations experienced across a variety of organisations, irrespective of their strategy or differentiated services (Established standards definition).

Definition Q2: Quality is defined in terms of objectives set for a specific programme or process in a specific location at a specific time (Specific standards definition).

Definition Q3: Quality is defined as ‘fitness for use’ as attested by end-users on the basis of their direct experience (Fitness for use or market-driven definition).

Like Murgatryod, Harvey and Green (1993:3) regard quality as a concept relative to the user and the situations or contexts in which it is used. As it was already pointed out, quality may be accorded different meanings by different people in different circumstances. Notably, Harvey and Green (1993:3) further provide us with the following conceptualisation of quality, namely: quality as exceptional (excellence), quality as perfection, quality as fitness for purpose, quality as value for money and quality as transformational. According to Harvey (2007:4), whereas quality is about the “nature of learning”, Quality Assurance is about “convincing others about the adequacy of the processes of learning”. The concepts of “Quality” and “Quality Assurance” are

used interchangeably in the education system such that one usually finds it difficult to spot their differences.

According to Danielson (2001:12), teacher evaluation can be used to improve quality teaching, and that it is through teacher evaluation that teaching quality and learner performance is enhanced (Danielson 2001:12; Odhiambo 2005:402). Steyn (2007:249) cites the main importance of staff appraisal as to "improve individual performance and motivation", and obviously learner performance. Danielson (2001:13) further suggests that, where necessary, every classroom must be entrusted to a competent teacher. Collins and Danielson (2004:43, 2011:13) concur that the appraisal strategies used to fuse the requirements of quality education and teacher development are designed to optimise teacher performance. According to Odhiambo and Piggot-Irvine (2005:403; 2005:172), appraisal system makes teaching to be more professional and accountable, school management more effective and quality education afforded the learners. The prerequisites alluded to above, will seemingly help to create a conducive educative environment for meaningful learning.

Motilal (2004:155) argues that the introduction of IQMS was a well thought out initiative by the Department of Education to improve the quality of education. The overriding motive to transform teaching and learning was to meet the demands of democratisation by changing quality of control in education. The quest for the provision of quality education informed the transformation of the entire education system in South Africa (Sibeko 2014:5). This transformational mandate necessitated the implementation of IQMS in an attempt to provide quality education. Lemmalodesso (2012:16) agrees with Murgatryod; Harvey and Green by explaining quality as the "ability of a product or service to continually meet or exceed the requirements of the customer or stakeholder". This growing interest of the South African government to improve the quality of education led to the employment of IQMS as a performance management tool (Rabichund & Steyn 2013:1). This was in response to meeting the Department of Education's principle of delivering quality public education by ensuring that learners have access to quality education (Department of Education 2003c: 6).

Agreeing with Murgatryod, Harvey and Green, Van Niekerk (2003:115) asserts that there were many contextual factors that influenced the implementation of IQMS in schools. These include, among others, politics (democracy) and historical factors, that is, a change in the education system and policies from past to the present. According to Cele (2008:20), the transformational mandate of democratic South Africa influenced how teachers experienced change. According to Ngwenya (2003:20) change was required to eradicate punitive and judgemental approaches used before the advent of democracy and the espousal of new strategies that were supportive and developmental. Therefore, the Department of Education, RSA (2003b: 30) introduced an Integrated Quality Management System (IQMS) as a strategy or approach to transform education and provide quality education and inculcate Quality Assurance.

Danielson (2001:13) regards the main purpose of teacher evaluation as "quality assurance". Chetty (2013:29) pronounces that Integrated Quality Management System has been adopted to ensure quality public education for all. In addition, Chetty(2013:29) asserts that IQMS is meant to constantly improve the quality of teaching and learning. Dhlamini (2009:5) points out that the need for heedful implementation of IQMS is a requisite to enhance the measurement of quality teaching and learning in schools. Kersten and Israel (2005:62) explain that teacher evaluation has the potential of improving teaching and learning, and bar the impediments or challenges that are already mentioned in the reviewed literature.

Does teacher evaluation necessarily lead to improved learner performance? This thought prompted the researcher to investigate, through the research study, whether Integrated Quality Management System (IQMS) improves education quality. Participants were interviewed in order to determine how they perceive IQMS as an appraisal system, more especially its effectiveness on teaching and learning in secondary schools, and to a larger extent in bringing about quality education and reinstating the culture of teaching and learning in schools.

Davies and Ellison (1995: 5) argue that even though the introduction of IQMS was part of government policies to improve the quality of South African schools, it fell short of measuring quality or school effectiveness. Contrariwise, its effectiveness is questionable as it faltered and floundered in an attempt to enhance quality in education.

2.3 QUALITY ASSURANCE

Cele and Ngwenya (2008:15; 2003:23) define "quality assurance as a systematic procedure tailored solely to ensure achievement of quality or improvement in quality to enable the stakeholders to have confidence about the management of quality and outcomes achieved". The Department of Education, RSA (2003a:34) envisaged Quality Assurance as representing a planned and a distance learning action indispensable to provide ample confidence that the education will meet the desires of the learners, parents and set standards. Cele (2008:15) again defines quality assurance as an action planned system aimed at improving quality education in schools. Kersten and Israel (2005:62) also contend that teacher appraisal, if properly used, has the ability of improving teaching and learning.

According to the National Department of Education, RSA (cited by Buthelezi 2005:23) Quality Assurance is a "system of ensuring quality in schools and the education department as a whole through monitoring and evaluating performance". Quality Assurance refers to "ensuring that the process used in the production services and quality controls are themselves of a sufficiently high standard" (Buthelezi 2005:23). In accordance with this view, IQMS was resorted to in order to render quality public education in South Africa. Buthelezi (2005:23) testifies that professional teacher development and support is paramount so that Quality Assurance can be achieved, and the introduction of IQMS was aimed at fulfilling this afore-mentioned mission. Therefore the researcher spotted some loopholes in the implementation of IQMS thus undertook to research teachers' perceptions of the effectiveness of IQMS on teaching and learning in a rural secondary school.

Quality Assurance is about competence and effectiveness of the process itself, but not about what the process is thought to produce (Biesta 2004:238). Cele (2008:23) further explains that Quality Assurance in South Africa is synonymous with concepts such as transformation, equity, development, efficiency and global competitiveness. Strydom (1997:15) agrees with Biesta that Quality Assurance is seen as a system that calls for accountability and the enhancement of programmes and the improvement of teaching and learning. To support this argument, Cele (2008:22) is of the opinion that Quality Assurance was also introduced in countries other than South Africa as a means to improve quality education. Strydom (1997:340) gives three aims of transparency, accountability and improvement as of utmost importance in improving quality and providing Quality Assurance in education, thus concurring with both Murgatryod and Cele in this regard. In South Africa, the implementation of IQMS was aimed at transforming the education system and enhancing teaching and learning. Likewise in America, teacher appraisal was the epicentre of the policy agenda (Danielson 2001:12). Teacher appraisal supports teacher quality, and the basic purposes of teacher assessment are both quality assurance and professional development (Danielson 2001:15). The researcher was convinced that evidence supplied by the literature study about the challenges concerning the application of IQMS, is a stark justification that IQMS is not as effective in improving quality educative learning and professional enhancement.

The literature bear one another testimony that staff appraisal ensures quality education. The researcher conducted the literature study to verify what other researchers had to say about quality assurance. The previous researchers in the literature studied, cited some challenges and impediments that are likely to hamper obtaining quality education and ensuring quality assurance through the use of IQMS. The researcher's experiences and involvement in education and IQMS triggered an interest in conducting a research study in which the participants were asked to give their viewpoints and perceptions on whether or not IQMS helps to provide quality assurance in education. The literature reviewed regard quality teaching and learning in schools as dependent on quality

teachers. An appraisal system such as IQMS is adopted to assess teachers and thus enhance their performance and learners' achievement. The researcher's experiences with IQMS and hindrances alluded to above, stimulated the need to examine teachers' perceptions of Integrated Quality Management System (IQMS) effectiveness on teaching and learning in a rural secondary school.

2.4 CONCLUSION

The various literature were delved into and deciphered in order to have deep and clear understanding of the concepts of quality and quality assurance, more especially, as they apply to education. What was learnt is that the concepts of quality and quality assurance cannot be divorced from each other; they are rather used interchangeably. According to the reviewed literature, as shown above, the meaning of quality is situational, and that quality like Quality Assurance in the South African context is transformational, developmental and exceptional.

In light of the above-mentioned grounds, the Integrated Quality Management System (IQMS) was introduced in order to transform the moribund education system and to appraise and develop teachers so that they can provide quality education. The researcher was keen to determine whether IQMS helps in transforming teaching and learning into quality education, assuring quality in education and enhancing learners' achievement and developing teachers professionally. This is why this study on teachers' perceptions of IQMS effectiveness on teaching and learning in a rural secondary school was conducted.

The following chapter, Chapter 3, discusses the qualitative research design and methods used in order to answer this study's research question.

CHAPTER 3

RESEARCH DESIGNS AND METHODS

3.1 INTRODUCTION

This chapter focuses on the aims of qualitative thinking and the characteristics of qualitative research (Cele 2008: 42). The process and procedures in qualitative research in general and what the researcher has to do, are explained. This chapter is also used to answer main questions and sub-questions posed in chapter one. Data collection strategies used were outlined. In addition, this chapter deals with the use of document analysis in collecting data. More importantly, ethical considerations that are most central in qualitative research study are further looked at. This chapter is specifically aimed at describing methods used to collect and analyse data in this research study on "teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school".

3.2 RESEARCH METHODS

Sherman and Webb (1988: 44) define qualitative research as a "direct concern with experience as it is "lived" or felt or undergone by people of that particular setting or site". In light of the above information, the aim of this qualitative research study was to understand how participants live their experiences in their natural and contextual sites. In the same vein, Creswell (2003: 197) explains that qualitative research has the natural locale as a direct source of data and that the researcher is the utmost important mechanism, and that the researcher gathers data by means of observation, artefacts, document studies and interviewing (Cele 2008: 43). Therefore, the researcher used qualitative research that is grounded in phenomenology. McMillan and Schumacher (1993: 95) regard phenomenology as "an analysis of qualitative data to provide an understanding of a concept from the participants' perceptions and views of social

realities". In phenomenology, the researcher empirically describes the lived experience of an individual by using the individual's words.

Moreover, phenomenologists subscribes to the use of interviews that are based on qualitative method assumption of naturalistic inquiry; that is a qualitative research that aims to understand phenomena in their naturally occurring position. Qualitative methods are used when the researcher aims to figure out human phenomena and explore the meaning that people attach to events that they experience. To justify the preceding conceptions, an interpretative qualitative research study was conducted to examine teachers' perceptions of Integrated Quality Management System (IQMS) effectiveness on teaching and learning in a rural secondary school.

3.2.1 Research design

In this study, the qualitative research method was used to obtain information systematically or empirically as the research was embedded in the phenomenon that was being explored (McMillan & Schumacher 1993: 15). Bianco and Carr-Chellman (2000: 4) state that qualitative research investigation is done in trying to understand experiences and attitudes of people in contextually aligned settings. Sowell (2007: 7) further explains that researchers begin with an idea or intention, because their study captures the essence of what they want to research on in the research setting. Maree and Van der Westhuizen (2007: 34) concur that qualitative research design allows the researcher to interact with the participants. In addition, Nieuwenhuis (2007: 51) further agrees that qualitative design enables the researcher to understand the problem as it appears or unfolds naturally and as the participants see it. McMillan and Schumacher (1993: 31) regard research design as referring to the plan and structure the investigation used to obtain evidence to answer research questions. That is, the design that describes the procedures for conducting the study, including when, from whom and under what circumstances the information will be obtained (McMillan & Schumacher 1993: 31).

On the same wavelength, Makgone (2012: 49) explains that research design is the plan according to which the researcher obtains research participants and collect data from them. Punch (2005: 62) gives another version of research design, that it is all the processes involved in identifying the problem, reporting and publishing the results. It is in the light of the information provided above that the researcher used an interpretative research study in order to have an in-depth understanding of how teachers perceive the effectiveness of IQMS on teaching and learning in a rural secondary school. Qualitative interview techniques and document analysis were used (Mouton 2013: 196).

.

3.2.2 Population

Check and Schutt (2012: 92) explain that population is the whole set of individuals or other components to which study findings are going to be generalised. On the other hand, Gay (1992: 124) defines population as a group which is of interest to the researcher to which the results of the research study are to be generalised.

The research study was conducted in the Greater Sekhukhune District of Limpopo Province. This area was selected because this is where the researcher is currently working, hence it is more accessible. Supporting Gay, Check and Schutt, Vockell and Asher (1995: 170) define population as the "whole group from which the sample is drawn" and which have the same characteristics (Creswell 2008: 151). In this study, one rural secondary school in the Ngwaritsi Circuit in the Greater Sekhukhune District was selected as the site in which interviews were conducted.

3.2.3 Sampling and sampling procedures

Borg and Gall (1989: 216) clarify sampling as meaning selecting a given number of participants from a defined population as representative of the population. In this research study, purposeful sampling was used which Patton (1990: 169) spells out as a process of "selecting information-rich cases for in-depth study". In this study, information-rich participants that are knowledgeable and informative about the investigated phenomenon were selected. In line with Patton's perspective of sampling, Mason (1996: 121) elucidates that the purpose of sampling in qualitative research is to help supply the researcher with the data he will require to deal with his research question. For this reason, a purposeful sampling was used wherein each sample constituent was selected for a specific purpose because of the exclusive positions of the sample constituents used (Check & Schutt 2012: 104).

It was ensured that every member of the population had the chance as another to be the component of the sample as the representative of the population (Chetty 2012: 90, Gay 1992: 126, Goddard & Melville 2001: 36). Therefore, prejudice was avoided since no member of the population had any likelihood of being selected than any other member (Gay 1992: 126). Dhlamini and Neuman (2009: 122, 1997: 222) agree with both Check and Schutt that researchers are not interested in the sample per se, but they want to deduce data from the population.

One rural quintile one (1) secondary school in the Greater Sekhukhune District of Limpopo Province was selected. Ten teachers were selected. The sample consisted of five male teachers and five female teachers. Five of the selected teachers were members of the School Management Team (SMT) and the other five were teachers on post level one (CS1). The school enrolment was about 450 learners, 15 teachers and 1 administration officer. The school's academic performance was fluctuating. The interviews were conducted after school hours in order to avoid interfering with the normal and smooth running of the school.

3.3 DATA COLLECTION INSTRUMENTS

Interviews and document analysis were used to gather information.

3.3.1 In-depth interviews

Semi-structured in-depth interviews in which participants were individually interviewed were conducted. Bogdan and Biklen (1992: 96) describe interview as a purposeful conversation between two people with an aspiration to acquire information. Likewise, Cohen and Manion (1994: 271) portray an interview as a two-person talk initiated by the interviewer for the explicit purpose of obtaining research-relevant information. It is used to collect descriptive data in the participants' own words. Thus the researcher was afforded an opportunity to have a face- to- face relationship with the participants (Soltis 1990: 252). The interview situation allows much greater depth than other methods of gathering information (Sambumbu 2010: 53). For this reason, an appealing and trust relationship in which participants were assured of their confidentiality and maintenance of privacy was created; in which they felt at ease and spoke wholeheartedly about their viewpoints so as to produce rich data (Cele 2008: 57). This was in conformity with adherence to legal and ethical requirements for all research involving people (Hancock & Algozzine 2011: 45). Trust between the researcher and participants was built. A rapport and cordial atmosphere was developed by virtue of the researcher belonging to the site in which the study was undertaken. The researcher was obliged to listen attentively to what the participants had to say.

Schumacher and McMillan (2001: 431) advise that the researcher "needs to obtain formal permission to carry out a qualitative study". Confirming Schumacher's and McMillan's assertion, Cele (2008: 5) says that interviews are "conducted after the researcher has issued a consent form, stating all ethical rights". In agreement with this recommendation, the researcher wrote letters of permission to the Head of Department (HOD) of Limpopo Province, to the principal and teachers of the school where the

research study was conducted and to which permissions and consents were granted respectively. (**Appendices are attached**).

An interview schedule was used as a guide during the interviewing process. Open-ended questions, to induce information from the participants, were used. (**Appendix is attached**) The participants were interviewed using the face to face technique. The researcher requested participants to be audio-recorded in order to listen to the recordings later and to make transcripts during the data analysis process.

3.3.2 Document analysis

Document analysis involves the critical reading of relevant documents found on site (Kemmis, McTaggart & Nixon 2014: 183). Documents were examined to search for data pertinent to the research question and phenomenon being investigated; that is teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school. Check and Schutt (2012: 303) confirm that "data for qualitative study most often are notes written down in the field during an interview or text transcribed from audio or video recordings". Any document that talked about IQMS was analysed, more especially the Department of Education Manual on the Implementation of IQMS, Education Labour Relations Collective Agreement Number 8 of 2003 on IQMS and policies on IQMS, among others. Furthermore, any document available in the public domain in which IQMS is discussed was collected and analysed. Teachers and learners' portfolios were requested and analysed to determine if appraised teachers taught better and if a learner taught by an appraised teacher achieved better results. Lastly, the school year planner, teachers' subject allocation list and school timetable were examined.

In this current study, documents collected from the research site enabled the researcher to extract data pertaining to teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school. The gathered documents served as valuable sources of information which assisted the

researcher to understand the phenomenon under investigation (Creswell 2008:230).The researcher had to identify the relation of the document to the social context in which the study was being conducted (Castle 2010: 70).

3.4 DATA ANALYSIS

According to Menter, Elliot, Hulme, Lewin and Lowden (2011: 144), "qualitative analysis is the process of working with non-numeric information to reach an understanding, explanation or interpretation, which takes into account perceptions, interactions, processes, meanings and context". Gay, Mills and Airasian (2000: 480) state that “data analysis is an attempt by the researcher to summarise collected data in a dependable and accurate manner”. Based on the participants’ perceptions, data was presented in a "narrative form and was substantiated by excerpts from the interview text" (Dhlamini 2009: 25). Concurring with Dhlamini, Mertler and Charles (2011: 193) concur that qualitative data are analysed inductively to synthesise all information gathered from an assortment of sources into common themes or patterns. In accordance with what Mertler and Charles expounded on, the researcher used coding to manually convert collected data into manageable themes (Check & Schutt 2012: 304), by writing notes on the texts in order to identify segments of data (Braun & Clarke 2006: 19). Data collected through interviews and document analysis was typed with the aim of obtaining correct interpretation of the research findings.

Nieuwenhuis (2007:105) explains coding as "the process of reading carefully through the transcribed data, line by line, and dividing it into meaningful analytical units”, for which literature also advises that “data must be captured and put in a format that is appropriate for analysis” (Devers & Frankel 2000: 268). The important themes and examined relationships between different concepts were examined, through analytical process that used narrative summary and rich description (Mertler & Charles 2011: 193). The textual analysis enabled the researcher to understand how participants perceived the effectiveness of IQMS on teaching and learning in secondary schools. The researcher then searched for supporting documents to increase the validity and reliability of the interpretation.

3.5 VALIDITY/RELIABILITY

Sambumbu (2010: 64) defines validity as the extent to which the research conclusions are realistic. "Validity in qualitative research has to do with descriptions and explanations and whether or not a given explanation fits a given description" (*Ibid* 2010: 64). Similarly, Schumacher and McMillan (2001: 407) define validity as referring to the degree to which the explanation of the phenomenon matches the realities of the world. They maintain that validity is the extent to which the interpretations and concepts have reciprocal meanings between the participants and the researcher *(Ibid* 2001: 661). Sherman and Webb (1990: 80) regard validity and reliability in qualitative research as referring to collected data that have to be authentic and accurate and have to represent reality. They further explain that validity refers to the extent to which observation achieves what it purports to discover (Sherman & Webb 1990: 80). Accordingly, the researcher was bound to establish trust and rapport with the participants so that the conclusions drawn could be valid and accurate.

In reality, Cele (2008: 66) explains validity as referring to the understanding of the meaning of the observed socio-cultural experience; being part of the natural setting, which would enable the researcher to understand the participants better. According to Buthelezi (2005: 44), reliability is a matter of how stable the results are. Reliability, according to Lawrence (1997: 368), includes what is not said or done, but is expected and anticipated. For the behaviour that misleads the researcher, hesitation and lies could be obstacles to reality (Schumacher & McMillan 2001: 407). Dhlamini explains reliability as implying that another researcher should be able to repeat your research process, using the same research methods and obtain the same results. In this regard, McMillan and Schumacher (1993: 385) agree with Dhlamini that reliability refers to the consistency of the researcher's interactive style, data, recording, data analysis and interpretation of participants' meanings from the data. Arguably, Chetty (2013: 102) says that in essence, reliability refers to "consistency, but consistency does not guarantee truthfulness".

In this study, face validity was used, in which the interview questions were first presented to colleagues at the school to obtain comments on the relevance, balance and relation to the research objectives (Sambumbu 2010: 64). Borg and Gall (1989: 256) describe face validity as being concerned with the degree to which a test appears to assess what it purports to correctly measure.

After transcribing the interviews, the transcripts were returned to each participant for validation purposes. As the researcher used more than one source, triangulation of data sources was used to enhance the credibility, trustworthiness and validity of the study. In addition, the final report on the experiences of the teachers was presented to each participant for authentication before being published.

3.6 TRUSTWORTHINESS/CREDIBILITY

Mertler and Charles (2011: 199) describe trustworthiness as the accuracy and believability of data. That trustworthiness is established by probing the credibility and dependability of qualitative data. Nieuwenhuis (2007: 80) states that "validity" and "reliability" refer to the research that is credible and trustworthy. In accordance with the above assertion, interviews and document analysis were used as data collection instruments in order to enhance credibility and trustworthiness of the gathered data. For credibility involves establishing that the outcomes of the research study are plausible or convincing from the participants' perspective.

A trust relationship with the participants was created in which they participated in the interview process voluntarily and from which they were given a leeway to withdraw without reprisal. In addition, the researcher gained the cooperation of the participants by assuring them that their confidentiality would be maintained, and that their privacy and anonymity would be conserved. For instance, pseudonyms or codes instead of the

participants' actual names were used. The name of their school was also not mentioned and most of the features of the school and school environment were not divulged.

In this study, for convenience sake, the researcher referred to the participants as School Management Team 1 to School Management Team 5 (SMT1-SMT5) and Post Level 1A to Post Level 1E (CS1A-CS1E) to conceal the participants' identity.

3.7 ETHICAL CONSIDERATIONS

Letters of consent were written and sent to the participants and a letter to request permission to conduct the study was sent to the Department of Education: Limpopo Province. An Ethical Clearance Certificate from University of South Africa's Ethics Committee was obtained before the fieldwork commenced. Babbie (2007: 62) explains that" everyone involved in social scientific research needs to be aware of the general agreement shared by researchers about what is proper or improper in scientific enquiry". Goddard and Melville (cited by Mthethwa 2004: 43) note that "collecting data from people raises ethical concerns". In this study, the researcher complied with the ethical concerns pertaining to this research study. That is, the participants were not harmed in the research process and their confidentiality and privacy was respected (Buthelezi 2005: 46). All in all, the participants were protected from any harm, danger and discomfort (Cele 2008: 51). Positively, the findings could be beneficial to the participants, educational leaders, future researchers and the entire education system (Sambumbu 2010: 67).

Moreover, Mason and Bramble (1989: 353) argue that the rights of the participants in the research must be made known to them, so that they do not feel misled. As the researcher had to be given consent by the participants, this meant that he was duty bound to build trust and rapport, and a cordial relationship in which participants were assured of their confidentiality (Bogdan&Biklen 1992: 96, Cele 2008: 51), before the

commencement of the research process. The risks that the participants were likely to encounter in the research process needed to be exposed. As the result, the subjects were treated with respect. Schumacher and McMillan (2001: 420) contend that the principle of protection does not allow the research to put individuals in corporeal hazard, nor does it allow investigation without advised consent of the participants involved into matters considered sensitive in nature.

In compliance with the ethical principles pertinent to this research study, an application letter was submitted to the Research Ethics Committee (REC) at University of South Africa, for which approval was granted. Thereafter, a permission letter was written to the HOD of Limpopo Province requesting permission to conduct the research study in a school under their jurisdiction, and the permission was duly granted. (**Appendix is attached**). Furthermore, permission letters were written to the principal and prospective participants respectively, wherein consent forms were issued to the participants to which they appended their signatures in consent. (**Appendices are attached**) The interviews were guided by a pre-planned research schedule.

In the cover letters, the participants were assured that the information obtained would be used only for the purposes of the study, and their names or school would not be mentioned in the report. In order to camouflage the features of their site, pseudonyms or codes were used instead of the participants' real names. Using pseudonyms during the interview process helped to safeguard the participants' confidentiality and anonymity. In this study, pseudonyms such as SMT1 to SMT5 (School Management Team) and CS1A to CS1E (Post Level 1) teachers were used to conceal the participants' identity. Lastly, destroying the audio-recorder after the process was completed helped maintain participants' privacy (Check & Schutt 2012: 4, Sambumbu 2010: 67).

The researcher was morally obliged to uphold the confidentiality of the data, and keep the information confidential from other people in the research site (Cele 2008: 51).

Participants were informed that they were free to participate and to withdraw from the study at any time without being penalised (Borg & Gall 1989: 85), and that the data gathered would be kept in rigorous confidence (Sambumbu 2010: 67). "Selected participants were asked to review reports or other products before their public release in order to check the extent to which they felt their privacy had been appropriately preserved" (Check & Schutt 2012: 321).

3.8 CONCLUSION

To recap, qualitative research design was utilised in this study to obtain information needed to solve the research problem. The effectiveness of the appraisal system relies solely on openness, trust and professional conversation, and the relationship between the researcher and the participants (Odhiambo 2005: 412, Piggot-Irvine 2005: 176). For mutual trust between the researcher and the participants enhances the research process, and thus fosters problem-solving situations that lead to improved understanding of the phenomenon being investigated.

The researcher complied with the participants' ethical rights when engaging with them during the interview process. Thus the subsequent chapter deals with the presentation, analysis and interpretation of research data to produce new information on teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school.

CHAPTER 4

DATA PRESENTATION, DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter, the research data was presented, analysed and interpreted to produce new information on teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school, which will therefore, "create bases about IQMS as a Quality Assurance tool" (Rachibund 2011: 148). This chapter offers in-depth descriptions of data collected by means of interviews and document analysis.

4.2 SUMMARY OF THE DATA COLLECTED BY MEANS OF INTERVIEWS AND DOCUMENT ANALYSIS

Subsequent is the précis of the information gathered through interviews and documents accessed at the research site.

4.2.1 Interviews with the School Management Team (SMT) and Post Level 1 (CS1) teachers

Face to face in-depth interviews were conducted with both the SMT and CS1 teachers. Permission was granted to the researcher to make use of the school as a research site. The researcher received an Ethics Clearance Certificate on the 8th June 2015, from the University of South Africa. The granting of the ethics clearance certificate coincided with mid-year examinations. Therefore the researcher was unable to start interviewing the selected participants. The principal was notified about the research project, who in turn, informed staff members about it during an information meeting on the 11th June 2015. The principal offered the researcher an opportunity to explain the research to the staff members. There was an agreement with the teachers wherein the researcher could begin with the interviews immediately after schools re-opening, as the schools were on the verge of closing for winter recess, soon after finishing the mid-year examinations.

On the 23rd July 2015 during an extended briefing session, the principal was reminded about the research interviews that were still in abeyance. Therefore, the researcher was again given an opportunity to explain the research study's fundamentals and the modus operandi thereof, more especially all the ethical rights. It was agreed that the English Language was the preferred medium of exchange during the interviews, as the Language of Learning and Teaching (LOLT). The prospective participants were requested to allow the researcher to audio-record the interviews.

During the interview process, which started from the 29th July to the 14th August 2015, individual participants were requested to sign a consent form. The consent form indicated the participant's ethical rights, protection against any harm and an undertaking to preserve the participant's confidentiality and privacy in the use of the information gathered; in the form of using codes and pseudonyms instead of their names and the school's name.

4.2.2 Document analysis

The findings from the school records indicated a total of 13 teachers at the school. Teachers at this school teach across the bands, that is, General Education and Training (Grades 8-9) and Further Education and Training (Grades 10-12). One of the teachers was declared in excess and he was not yet absorbed at a school of his liking. The findings gathered from the school's allocation of duty list revealed that teachers were heavily overloaded because the school enrolment increased tremendously and teachers were gravely affected by the 2012 Staff Establishment results. The teaching personnel were reduced from 16 to 12 in number.

Coincidentally, on the 11th September 2015 while interviews were ongoing, the Staff Development Team (SDT) issued the following IQMS forms to the teachers to complete:

- Self-Evaluation Report;

- Personal Growth Plan;
- Post Evaluation Meeting Report;
- Pre-Evaluation Meeting Report.

In this study, the findings revealed that the constitution of the SDTs and the Development Support Groups (DSGs) was haphazard. The completion of the afore-mentioned IQMS forms was erratic and fraudulent, because the SDTs and the DSGs failed to provide the necessary support, mentoring and development to the teachers. The SDTs and DSGs just appended their signatures on the evaluation forms without discussing teachers' weaknesses and strengths; as they seemed not to have knowledge of their roles in this regard.

Interestingly, the researcher did not observe anything in terms of IQMS being operational at this school. The findings obtained by means of document analysis justified the findings of the interviews that teachers implement IQMS for the sake of the monetary reward it offers. Because the IQMS programme did not appear on the school timetable and the school year programme, it appeared that one of the educators was going to be class visited on the 24th September 2015, a day on which it was a public holiday.

Hopes were raised and rays of hope were looming large when a new principal arrived at the school, because teachers thought that he would be more knowledgeable about IQMS. As the principal had been deployed from a comprehensive high school, teachers were keen to learn from him on how they implemented IQMS at his previous school, sadly to no avail.

4.3 THEMATIC DATA ANALYSIS

In this study, the research findings are discussed in accordance with the themes and sub-themes that emanated from the interview session with the School Management Team (SMT) and the Post Level 1 (CS1) teachers, and from documents and literature reviewed. The verbatim responses of the participants will be presented in italics.

The following main themes emerged from the interviews:

Teachers' understanding of IQMS, perceptions of IQMS effectiveness, IQMS impact on quality teaching and learning, IQMS effects on teachers and learners' performance, teacher development and IQMS ineffectiveness.

The following sub-themes stemmed from the main themes:

Monitoring and supervising IQMS, IQMS implementation, facilitators' understanding of IQMS, devaluing of teachers, IQMS specificity, monetary incentive-related appraisal system and suggestions about IQMS improvement.

4.3.1 Main themes

In this study, the main themes were used to discuss the findings on teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school.

4.3.1.1 Teachers' understandings of IQMS

In this research study, teachers revealed that they had different understanding of the concept of IQMS. Some teachers seemed to have understanding of the concept of IQMS as a tool to evaluate and assess the performance of teachers. In line with what is said above, Danielson (2001: 12) endorses that the most important requirement for

appraisal is: “teacher evaluation - to support teacher quality”. One of the teachers (CS1A) maintained, “*IQMS is a tool used to manage the improvement of teaching and learning in the school”.* Those who seemed to understand the concept of IQMS were justifiably supported by the main purpose of the Department of Education regarding IQMS, that “IQMS is aimed at ensuring quality public education for all and constantly improving the quality of teaching and learning” (ELRC 2003: 3). In addition, another teacher (SMT3) said, *“IQMS is a system adopted by the new government* to *assess the performance of teachers*”. Corresponding with this finding, Rabichund (2011: 48) explained that for quality education to manifest as envisaged, educators need to be appraised and developed so as to enhance their performance and also improve the quality of education. Similarly, Rabichund and Steyn (2013: 2) explain that “the role of an appraisal system is the monitoring of the performance and quality of teachers”. Furthermore, another teacher (SMT5) confidently supported the above assertion by saying, “...*mostly teachers understandably know Integrated Quality Management System as multi-dimensional tool that aims at assisting and equipping educators with knowledge and strategies for effective teaching and learning in schools”.*

The contradictory understanding of the concept of IQMS is a cause for concern. In this study, most teachers agreed that they did not have a clear understanding of IQMS. Cele (2008: 86) reinforces the above-mentioned assertion by stating that “IQMS brought about a feeling of confusion and most of all it was a lack of understanding of what IQMS was”. One teacher (CS1E) revealed, “*I don’t think we understand this as teachers because, firstly we had not been work shopped about it. We are just doing it because it is an instruction from above”.*

In this study, teachers themselves doubted if they really had an understanding of IQMS, as one teacher (CS1B) testified, “*Do they really understand it. I doubt if they really understand it. It is a treatment of some sort”.* In light of the above excerpt, it is illustrated that the said teacher compensated for her lack of understanding of IQMS by saying that IQMS was an indescribable treatment of some sort. Moreover, another teacher (SMT4)

hesitantly confessed in justification of teachers' misunderstanding of IQMS that, "*Ee…us teachers ne', I think I don't really understand it".*

4.3.1.2 Perceptions of IQMS effectiveness

In this study, teachers alleged that their misunderstandings of IQMS sacrificed and compromised its effectiveness. What was evident in this study was that teachers were able to reveal that they did not clearly understand that IQMS was aimed at developing teachers who would provide quality education to the learners. Teachers' understanding of IQMS was that it was meant to inspect and monitor their performances, and that they felt that IQMS was imposed on them. Rabichund and Steyn (2013: 8) argued that teachers felt that "IQMS focussed on monitoring the performance of the educators to meet the expectations of the Department of Education and that IQMS was forced upon schools". For this reason, teachers were reluctant and unwilling to implement IQMS. Some teachers argued that they complied with the IQMS procedures for the sake of receiving monetary incentives or a salary progression. The failure to grapple with the complexity of IQMS as an appraisal instrument became a tall order for teachers to implement it (Buthelezi 2005: 62).

In this study, one teacher (SMT1) argued, *"The basic meaning was very correct with regard to that, but like I mentioned before it is not so effective these days,* because of *ee…misunderstanding*". The very same teacher (SMT1) further said, "*But unfortunately due to the lack of monitoring and supervision, more especially from above, the Department of Education, they are not setting a good example with regard to this* one, *so that is why according to me it is not actually so effective*". The said teacher also showed that the Department of Education evaded her responsibility of monitoring and supervising teachers during the IQMS sessions. As a result, teachers followed suit by being fraudulent, erratic, tardy and sluggish in implementing IQMS, knowing very well that nobody was going to hold them accountable.

Some teachers further enunciated that the lack of monitoring and supervision by the Department of Education rendered IQMS ineffective on teaching and learning. However, teachers were aware of the developmental objective of IQMS, but cried foul that the failure of IQMS to meet the purposes it was designed and intended for, rested solely on the Department of Education which was said not to have been exemplary as such in monitoring, supervising and supporting teachers as desired. In this study, one teacher contended that IQMS was practised on the basis of an "*open-door policy*" that allowed IQMS to have some *"loopholes*". Other teachers also alleged that peer assessment was prone to biasness and cheating by the IQMS practitioners; teachers.

In addition, one teacher (SMT5) said, "*Majority of educators perceived IQMS as ineffective on teaching and learning due to its cumbersome work, time frame, it is done once a year, its intended goals are superseded by salary increases or incentives*". Most teachers, as it was shown in this study, revealed that IQMS was ineffective as a developmental process meant to improve quality teaching and learning, because the findings bore testimony that IQMS was too administrative and cumbersome for the teachers to properly implement. Some teachers further complained that it was taxing to prepare for the once-off IQMS process instead of dedicating their given modicum of time to the actual lesson presentation in the classroom situation. One teacher (CS1C) maintained, "*Because teachers are given more work if I may say, especially paperwork that is what is happening in IQMS. And one other thing it is time-consuming, because ee…sometimes I just have to go to class and teach, but this paperwork that they are doing is really an overload to the teacher*". Other teachers further expressed their dissatisfactions that IQMS would not be effective as long as it remained a yearly rather than a continuous process and if the objective, for which it was intended, was overwhelmingly overridden by monetary incentives. One teacher (CS1B) argued, *"It is a once-off practice that is not followed up".*

Rabichund and Steyn (2013; 12) argued that IQMS did not succeed in realising its desired result, because factors such as "increase in paperwork compromised the quality

of teaching which is a priority and the quality of teaching is marginalised". Agreeing with the above findings, Rabichund and Steyn (2013: 11) further asserted that "effective appraisal depends on observing educators over an extended timeframe and not once or twice". Similarly, the findings are supported by Chisholm's and Hoadley's (2005) study cited in Rabichund and Steyn (2013: 8) that shows that IQMS led to the growth of teacher's work and also augmented bureaucratic answerability rather promoting teacher professionalism.

In this study, some teachers perceived IQMS negatively. They claimed that IQMS was not effective on teaching and learning because it was not well understood by the teachers. They alleged that they were not consulted upon the development of IQMS; as such they did not feel ownership of it. To be effective, IQMS should not have been a top-down product. It should have been a consultative and collaborative creation, the collective brainchild of all the stakeholders (Piggot-Irvine 2005: 176). Nevertheless, they advanced some proposals that could enhance IQMS effectiveness and also which would spur them into meaningful participation in IQMS process. One teacher (CS1B) had this to say, *"Very negative. They are negative and perceive it as a waste of time and resources. It is highly ineffective, but it can be improved. Teachers will use it effectively if they own it, if not imposed. If teachers have a say and inputs in it, it can be effective. It is highly ineffective unless it comes out somehow improved, unless is somehow improved teachers regard it as a waste of time, as the facilitators also are not knowledgeable about IQMS".* Corroboratively, Rabichund (2011: 48) testified that teachers must be made to feel the real owners of IQMS, since they are the "end-users in its development, implementation and maintenance".

Furthermore, other teachers showed that the ineffectiveness of IQMS on teaching and learning was heavier than its effectiveness. As it was illustrated in the above excerpt, teachers suggested some preconditions for the effectiveness of IQMS so that it could improve quality teaching and learning. Provided the proposals were met, IQMS seemed to be still having some room in the South African education system as a Quality Assurance instrument. One teacher (SMT3) contended*, "Ee…most teachers think that*

the IQMS does not necessarily assist in the teaching and learning. Because after their assessment, there are recommendations that the teachers make which need to be followed up by the Department of Education, but there is no such thing at any".

In the light of the above extract, the finding was that a majority of teachers concurred that their recommendations were not followed up. Teachers argued that even if their weaknesses could be identified, they were seldom followed up. As a result, IQMS could not be taken as an appropriate appraisal system to develop teachers. Teachers seemed to have been left on their own in this regard. Some teachers established that if it happened that the officials visited their school, they only concentrated on the documents than on the recommendations. One teacher (SMT3) acknowledged, "… *even the official if they are visiting our school they only concentrate on the documents than on the recommendations. They look at the document, how the teachers filled the IQMS ee…*documents".

In this study, teachers further argued that IQMS was ineffective on teaching and learning as teachers felt that they were not properly trained and well-equipped to implement IQMS effectively. For this reason, another teacher (SMT4) maintained, "*Mmm…it is not effective hence we are not properly trained. We are not implementing it rightfully so, if it was like we were properly trained, it would be effective because ee…it will be trying to improve our teaching method everything but because we are not well equipped with it that is why it is not really effective".*

Most teachers cited lack of feedback from the Department of Education as the overriding factor that led to IQMS ineffectiveness. They lamented the fact that teachers were not provided with any remedial programme after they had been appraised. They further highlighted that IQMS did not benefit learners. One teacher (CS1E) postulated, *"Mmm…it is not effective in the sense that after it has been implemented or conducted around the schools, no feedback is done from the Department or anything that is going to show us that we have been doing this wrong, and then we must do it in this way. And*

another thing they are talking about learning. I don't think if they are referring to learners, learners gain anything from it? They really don't gain anything".

The fore-gone assertion correspondeds with Rabichund's and Steyn's (2013: 19-20) opinion that feedback needs to be provided to foster teaching practice at schools, and that teachers need to know where their weaknesses lie so that suitable measures are taken to bring about development. Because the appraisal identifies areas of weaknesses and strengths, it allows room for teacher development, responsibility and professionalism, and it is indispensable for quality enhancement and best practice, improved learning of students and improved personnel performance (Collins 2004: 43, Danielson 2001: 13, Odhiambo 2005: 403).

4.3.1.3 Impact of IQMS on quality teaching and learning

Most teachers agreed, with some reservations, that IQMS was effective in leading to quality teaching and learning. Nonetheless, these teachers provided some preconditions for the effectiveness of IQMS. They said that IQMS could lead to provision of quality education provided that teachers implemented it properly. Teachers were also worried about the "multi-dimensionality" of the IQMS instrument, which unintentionally defeats its purpose of developing teachers, who in turn, would provide quality education and enhanced learner performance. In this study, one teacher (CS1A) maintained, "*If IQMS is done properly it can…can lead to quality teaching and learning, but as I mentioned before IQMS is based on all dimensions. And then if it was done properly. Firstly it is not done properly. Secondly it is based on, it is, it is multi-dimensional and you might find that I am good at classroom management but not putting the knowledge content into the learners. It might or it might not, depending on which dimension we are dealing with*. *So if I am good in sport, netball, how can netball help learners to understand Accounting?"*

Moreover, other teachers doubtfully argued that IQMS could lead to better teaching and learning if it was perceived well, properly conducted and understood. Understandably, IQMS was not yet effective in as much as it was expected. In this regard, some teachers suggested that IQMS needed to be revisited, restructured and re-piloted, so that IQMS could be effective in enhancing teachers' professional development and learners' performance. Another teacher (CS1B) in reinforcing the above argument stated, *"I think if well-taken, conducted and understood, it could lead to better teaching and learning. Perhaps it needs restructuring, training and piloting, so that it can become effective".*

Furthermore, other teachers argued that IQMS could improve teaching and learning provided it was properly practised. One of the teachers (SMT2) contended, "*It is a right tool to improve teaching and learning if it is properly practised*". In addition, another teacher (SMT4) explicitly maintained, *"I think the main purpose is that one. The reason why they introduced it was to improve the quality of teaching and learning, and hence ee…I have indicated if it is properly done it was going to meet the standards that they were set for in the beginning".*

In this study, most teachers argued that IQMS could only be effective provided it was done throughout the year. They revealed that if teachers were well-equipped and well-resourced with strategies and methods, they would be able to provide quality teaching and learning. In point of fact, one teacher (SMT5) further added, "*If it is done throughout the year, it could lead to quality teaching and learning by equipping educators with strategies on teaching".*

On the contrary, some teachers argued that since they were not implementing IQMS correctly, they were unable to get improved methods and well equipped to practise IQMS effectively. Another teacher (SMT4) stressed, "… *we are not implementing it rightfully so. It would be effective because ee…it will be trying to improve our teaching*

methods, everything but because we are not well equipped with it, that is why it is not really effective". In this study, some teachers viewed IQMS as being one-sided. They argued that IQMS put more emphasis on teachers than on learners. Teachers therefore, viewed IQMS as being only beneficial to teachers. In light of the afore-said contention, one of the teachers (CS1C) alleged, "*It should do something to teaching and learning. I think it is only one-sided because it is more on the teachers than on the learners….It does not benefit the learners. They don't get anything because it is only upon teachers*".

4.3.1.4 IQMS effects on teachers and learners' performance

In this study, very few teachers agreed that their performance led to improved learner performance on the premise that the learning environment should be conducive for educative teaching, provided that the learners understand what is being taught. They argued that good teachers could make a difference and that they would be motivational to the learners. In agreement, Sibeko (2014: 140) said that "the physical environment, where teaching and learning takes place plays an important role in quality education". In confirmation of the above assertion, one of the teachers (SMT1) said, "*Yes. If indeed the teachers were actually performing very well this will actually go to the learners, because truly speaking if you coming to conducive environment with regard to teaching and everything and find that even the learners understand themselves, even with the mindset I should think that things will actually just go well and we actually produce good learners and everything, because there must be interaction between a teacher and a learner*". The same teacher (SMT1) further said, *"Yes, a good teacher can make a difference, isn't that teachers are not the same? They are those who understand why they are here and why they should actually teach, and they are acting as motivational teachers".*

In most cases, especially in rural areas, schools such as the one the research study was conducted in are dilapidated and under resourced such that it made it difficult for teachers to implement IQMS effectively. Some teachers said that there was no way that

the teacher who was presently engaged in IQMS could cascade their performance to the learners. Moreover, they said that some teachers were not committed to the implementation of IQMS. In this case, one teacher (SMT4) maintained, *"I think the reason why we are not implementing it goes back to reason that we are reluctant, we are not willing to do it".*

They went on to say that most teachers took IQMS for granted. They also alleged that some teachers just did it for the sake of it "*passing*". In this study, teachers revealed that learners' diversity, teachers' subject knowledge and approaches of how to disseminate the subject matter informed teachers' and learners' performance. In this regard, one teacher (CS1A) said, *"Eee…this will depend on how I impart my knowledge to learners. I might know Accounting, but not knowing how to teach, and then as you look at diversity, our learners are diversified. Am I able to apply all the methods to cover all the learners in my class? If thus so, okay fine, but I just know Accounting myself but not knowing how to transfer my information to a learner, we cannot say if the teacher performed well using the tool IQMS, whereas we mentioned first that it is not done properly because we are just going ourselves, so if we use the tool IQMS and say we are going to use the tool to assess the performance of the learners while it is not done properly, then it won't".*

In this study, the majority of teachers argued that since most of them claimed that they did not understand IQMS, it would not be a reliable appraisal instrument that could be used to enhance and improve educative teaching and learning. Moreover, they confessed that some teachers were not loyal and honest to the principles of IQMS. Taking advantage of the IQMS "open-door policy" and "loopholes", some teachers were tempted to cheat. As a result, IQMS became an unreliable yardstick to evaluate teacher's and learner's performance. One teacher (CS1A) revealed in this regard, "*It won't, because as we said no one knows exactly what IQMS is. Ja, so there is no way that it can lead to learner's performance. I score myself, you score me as a colleague, and then it is approved".*

Other teachers warned that learners' knowledge should not be undermined, underestimated and taken lightly. Teachers should not always be taken as the custodians of all knowledge. For this reason, some teachers supported the notion that some learners could learn on their own accord. They argued that teachers would not, matter-of-fact, have an effect on the learners' meaningful learning. Nevertheless, they were circumspect to testify that learners could achieve better results or not achieve depending on their motivational levels, and that teachers' performance would not necessarily translate into the learners' performance. In agreement, one teacher (CS1B) hesitantly said, "*Not always. Some learners are self-made. They can learn on their own even if they do not have teachers or even if the teacher is not knowledgeable about his subject. Some learners can be de-motivated and this can affect their learning. IQMS may not necessarily lead to effective teaching and learning as such. It has an impact though".*

One of the teachers was not comfortable with the word *"always".* She argued that teachers' performance does not always lead to learners' performance, because learners are diversified. She pointed out that some learners could naturally learn better as expected and others could not, as they might have learning barriers or lower IQs which could hamper their learning and thus lower their performance. In this study, the very same teacher (CS1C) justifiably said*, "Teacher's performance? I may differ with this word "always". Not always. If teachers are appraised and work shopped very well they can bring some change to the learners, but the concept of "always" is the one that I don't understand, because sometimes the teacher can do better, the learner do not grasp anything from the teacher. Let me say "sometimes", not "always". And the other thing is that there is learner diversity, so the learners that we are teaching in class are not the same. Some have high IQs, others are very low. Some will have learning barriers".*

In line with what was said above, some teachers argued that they only got assessed for the sake of receiving the one percent increment which motivates them to work harder in

order to improve learners' performance. Reciprocally, Sambumbu (2010: 95) clarifies the purpose of IQMS as "to motivate educators, boost morale and provide incentives". They further revealed that they did not associate IQMS with provision of quality education, and that was why they regarded the one percent they received after they had been appraised as an extrinsic motivational means. In this regard, one teacher (SMT3) maintained, "*Ja. It is a motivational tool. So, if you have been assessed and you have given that incentive, you will be motivated to work even harder*, *so which means on your side and even on the side of the learners you will be sure of the improvement, because of the IQMS*". Likewise, Steyn (2007: 249) bears testimony that "the main objective of educator appraisal is to improve individual performance and motivation and, ultimately, learner performance". Steyn (2007: 249) further reinforced his assertion by stating that "if staff members are to perform effectively, they must be motivated, understand what is expected of them and have the ability and skills to fulfil their responsibilities".

On the contrary, some teachers regarded the monetary reward as de-motivating. One of the teachers argued that the one percent monetary incentive was not worthy of fighting for. They suggested that it should be given to all teachers by virtue of their belonging to the teaching fraternity. This teacher (CS1A) felt, "*In fact that one percent must just be given to us, that we are teachers, we are teaching as we know that we are all teaching, not that we must first fill that forms of IQMS and be given one percent. If I don't get one percent, I won't feel anything".*

In this study, another teacher further contended that IQMS was ineffective in that teachers do not do it in good spirit. The very same teacher (CS1E) argued, "*The percentage that is given it is said that IQMS will increase the notch of teachers, but the percentage is very, very little, just like a drop in the sea, so it is ineffective. Teachers do not do that in good spirit".*

In disagreement, other teachers did not buy the notion that teacher performance led to learner performance. They based their argument on the fact that learner performance depended wholly on their self-determination and self-motivation. They further showed that even though teachers could help learners achieve better, the core of learning

rested on the learner. For this prospect, these teachers asserted that it remained on the part of the learner to exert him or herself in order to perform satisfactorily. Therefore, one teacher (SMT4) explained, "*No, because normally the learners, who are self - motivated, do things on their own and then we find learners that they are, they need to be pushed, so most of the performance I think, it depends on the learner. Teachers yes, I think they do help somehow, but the core is from the learner, because he should know or who should try his best to master what the teacher is teaching*".

Whereas some teachers put more emphasis on the learner's effort in order to perform better, others confirmed that if teachers were well-versed in their subject knowledge and applied appropriate approaches to teaching, they would probably be able to teach better and they would be able to help the learner to perform better. One teacher (CS1E) had this to say, "*Yes. Teachers that are well-versed in the subject content and have proper approach to teaching are able to teach better and their learners are able to perform better".*

In this study, other teachers also doubted the assumption that teachers' performance always led to learners' performance. Theirs was that teachers might have knowledge of the subject content, but fail to impart it to the learners. One of the teachers (CS1C) confidently maintained, *"I don't think so. It does not in the sense that as a teacher you can have knowledge, but be unable to impart knowledge to the learners. It is a matter of approach. Some of the learners can understand what you are saying and some will not".*

4.3.1.5 Teacher development

In this research study, teachers unanimously concurred that IQMS was not effective in developing teachers. Teachers gave a myriad of reasons to support their allegations. The most prominent and recurring reasons, among others, that teachers cited were that they did not receive feedback and remedy on their weaknesses. They further alleged that they were not supported by the Department of Education (DoE). One of the teachers (CS1D) argued, "*It is not effective. Even if the teacher have a weakness in*

classroom management; no one will come and help him in order to better it. There is no follow up. We just do it this year and we receive one percent incentive, and nobody comes to support us".

In addition, others contented that they did not know the exact meaning of IQMS; as such it could not be effective in developing teachers. They further revealed that they only did IQMS so that they too could get the monetary reward that went along with it. Justifying the above argument, one of the teachers (CS1A) explained, *"I have my weakness and then I told you my weakness, but you don't develop me. Maybe I need ee…support from circuit, no one from circuit level will say we saw your IQMS that you need a support from circuit, so we are here to develop you. So how will I be developed? It is not effective. It is not. The starting point is that we don't know the exact meaning of IQMS, and then we just being told. And we fill up the forms and prepare files. We do it for the incentive".* With some reservations, another teacher (CS1C) further added, "*Ee…improving us? My problem is that the teachers they just do not understand this "enemy", IQMS, very well. Maybe if we have some clarity…er…that will be some development of some sort in teachers but as for now, according to my view the appraisal system is not working, because it is not done in the right way, and teachers won't be develop therewith".*

In accordance with the above complaints, one of the teachers (SMT3) additionally said, "*The effectiveness…as I have stated in the…question number two that, we have recommendations and if those recommendations were followed, then it could have improved the teachers approaching their classrooms, but right now the Department does not make a move in recommendations teachers are making, and therefore I don't see any development on the part of the teacher with regard to the IQMS".*

In this study, two teachers seemed to be far ahead of the rest in as far as teacher appraisal in South African education system is concerned. They revealed that IQMS

was not effective, that was why it was going to be phased out in favour of Continuous Professional Teacher Development (CPTD). One teacher (SMT1) had this to say in reinforcing the fore-going argument, *"I think there must be researchers to check the teachers, where do they encounter challenges with regard to that and then from there if it would actually be improved, it would be like now they are talking about CPTD, maybe if would thoroughly checked it would actually improve that particular standard".* Another teacher (SMT2) in support of the above disclosure, said, "*It is not effective since it is not monitored. Nobody knows it. It is also alleged that it is going to be phased out in favour of a new appraisal system in due course".*

4.3.1.6 IQMS ineffectiveness

In this study, the subsequent findings clearly indicated teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school. Most teachers commonly listed the following factors that are contributory to the ineffectiveness of IQMS:

- Teachers' misunderstandings of IQMS;
- Lack of monitoring and supervision;
- De-motivating lower monetary incentives;
- Lack of in-service training and work shopping;
- Lack of feedback and remedial programmes;
- Teachers that are not committed to their work;
- Ignorant, passive and lazy teachers;
- Improper implementation of IQMS;
- Monetary incentives that superseded intended objectives;
- IQMS is not cheat-proof;
- Student teachers are not taught about IQMS at Teacher Training Institutions;
- Lack of physical involvement of Department of Education, that is, lack of physical visibility;
- Teachers unwilling to familiarise themselves with IQMS;

- Teachers feel intimidated and inadequate;
- IQMS is ineffective due to its open-door policy: partisanship and biasness kind of appraisal system that involves peer assessment;
- Non-participation of other stakeholders, for example SGB, unions, etcetera;
- Imbalances in the allocation of resources; rural and urban schools differ in resources and other amenities required for successful teaching and learning, and provision of quality education;
- Environmental and contextual circumstances of the school: the socio-economic backgrounds and how learners learn;
- Lack of a neutral person responsible for IQMS implementation;
- Teachers do not do IQMS in good spirit;
- IQMS is not specific, it is multi-dimensional, and hence it is too complex.

In this study, the above-mentioned list of factors is collectively and representatively discussed in the subsequent paragraphs. For instance, one of the teachers (SMT1) revealed, "*The basic meaning was very correct with this regard to that, but like I mentioned before it is not effective these days, because of ee…misunderstanding. I don't know whether I can call it misunderstanding or like I said the main aim of it like you have mentioned, they were supposed to say we are going to be appraised and will actually be developed from where we are. But unfortunately due to the lack monitoring and supervision, more especially from above, the Department of Education, they are actually setting a good example with this regard to this one, so that is why according to me it is not actually so effective. So what is very important in future if there will be something whereby they will be monitored and motivated, inst that it will actually be effective?"*

Moreover, another teacher (CS1B) mentioned, "*Teachers do not own the system. Teachers were not consulted during the development of the system. No clear cut guidelines are provided as to how the system must be conducted. Facilitators are not well-trained and they do not visit schools regularly to support and capacitate teachers,*

but they always come to witch-hunt teachers. Incentive-orientedness of the system renders the system ineffective. The system is not cheat-proof: peers will not give one another lower scores thus disadvantaging them from receiving appraisal incentives. Student teachers are not taught about IQMS at Teacher Training Institutions".

Concurring with the above assertion, another teacher (SMT3) added, *"Ee…no workshops ee…are made and then one other thing ee…we are assessing ourselves as educators, that of peer assessment, so sometimes is biased so it won't be effective as such. They need to employ enough people to run this programme physically. We are dealing with paperwork. It is dominated by paperwork than actual work in the classroom. It is too administrative. There is a lack of feedback. And even the officials if they are visiting our school they only concentrate on the documents than on the recommendations. They look much on the documents, how the teachers filled in IQMS ee…documents. They do not want to go to the class with teachers and observe for themselves. That is where the problem lies; hence teachers do it for the sake of the incentive part. No improvement, you are just the same even if you got one percent you are just the same, unless otherwise you as an educator do something on your own. As for this IQMS, no we are doing it, because is one of the policies, it has to be implemented. Officials that come to our school don't know IQMS, because they are also struggling, the reason why they are not visible because they are also still getting to know this appraisal".*

In this study, another teacher (SMT4) also followed suit in explaining the shared ideas about the ineffectiveness of IQMS. He distastefully exclaimed, "*Government support! They are not like supporting us with material or maybe giving us some people that will help us towards implementing and monitoring it. And then the other one factor could be the one that we are not willing to familiarise ourselves with it. And then the other factor will be like just not willing. It is not really working".*

4.3.2 Sub-themes

In this study, the following sub-themes were utilised to further discuss the research findings:

4.3.2.1 Monitoring and supervising of IQMS

Most teachers argued that the implementation of IQMS was not given the necessary support, monitoring and supervision, more especially by the Department of Education and as a result monitoring and supervision at their school was presently non-existent. Teachers further alleged that sometimes the so-called "monitoring and supervision" was poorly done. Teachers lamented the fact that, in most cases, there was no feedback or follow up, and as a result there were always no remedial programmes put in place to that effect. One of the teachers (SMT2) explained, "*Eye. Then guides us, assist us but it needs proper supervision. We don't understand it that much. But if it were properly supervised, it could benefit us. Furthermore, because…all our recommendations are not or no follow- ups".*

In agreement with the above allegations, Rabichund and Steyn (2013: 17) give a testament that "educators tended to under-perform in their duties if they are not going to be monitored". In line with what Rabichund and Steyn alluded to, Sambumbu (2010: 79) further argued that the Department of Education should provide proper feedback to the educators with regard to reports that were already submitted. Reinforcing Sambumbu's argument, Steyn (2007: 263) said that feedback should be given as swiftly as possible without unnecessarily keeping educators in the dark.

In this research study, some teachers were suspicious about the monitoring and supervision of IQMS. They perceived IQMS to have harboured some hidden and serpentine intentions. One teacher (CS1B) said, in expressing her fearful sentiments, *"Most teachers understand it as having ulterior motives. It does not offer any feedback.*

It is a once-off practice that is not followed up. No support is provided to teachers thereafter. Facilitators are not well-trained and they do not visit schools regularly to support and capacitate teachers, but they always come to witch-hunt teachers".

4.3.2.2 IQMS implementation

In this study, most teachers testified that they did not implement IQMS properly. They said that they just complied with the policy mandate which was imposed on them without questioning. One teacher (SMT3) in declaring the obligatory bearing of IQMS said, *"As for this IQMS no. We are doing it because is one of the policies. It has to be implemented".* They again confirmed that they implemented IQMS once a year during which they were provided with IQMS forms to complete and submit without actually being observed in the classroom situation. In this study, most teachers agreed that they implemented IQMS for the sake of the monetary reward; the one percent incentive. Some teachers also confessed that for the fact that colleagues were assessing one another made IQMS prone to cheating, partisanship and biasness. Therefore, most teachers revealed that they took IQMS for granted and they only engaged it for the sake of "passing", as they regarded it as a waste of time. One of the teachers (SMT4) explained, "*I think the reason why we are not implementing it goes back to the reason that we are reluctant, we are not even willing to do it. We just do it for the sake of the incentive as I have indicated".*

This study's findings indicated that most teachers were implementing IQMS improperly because they did not understand it. Teachers said that they were not properly introduced and trained on the effective implementation of IQMS. That their only understanding of IQMS was that it contributed to their pay progression. In addition, the very same teacher (SMT4) had further confirmed, "*The incentive part of it. Ee…really, we really don't understand it. I think it is a matter of not properly introduced to it. Not trained*". In support of the above findings, Sambumbu (2010: 95) advised that constant teacher in-service training is a better technique for teacher development.

4.3.2.3 Monetary incentive-oriented appraisal system

In this study, almost all the teachers agreed that an incentive-oriented appraisal system such as IQMS would likely be beset with some challenges. This study's findings indicated that IQMS was not immune from cheating, more especially when teachers had to assess one another. As the teachers had already shown, they only implemented IQMS because it guaranteed and offered them increment in their salary notches. As a result, teachers had to complete IQMS forms without having to undergo the actual classroom observation. One of the teachers (CS1B) explained, "*Teachers are peer-assessed and no colleague will give his colleague lower score to disadvantage him or her from receiving IQMS-related incentives*". She further said, "*The system is not cheat-proof*". Another teacher (CS1A) further argued, *"I score myself, you score me as a colleague, and then it is approved. As my peer you are afraid to disappoint me sometimes".*

In correspondence with the above findings, Rabichund and Steyn (2013: 9) illustrated that the uttermost shortcoming of the IQMS was its fiscal element which would probably create enmity and resentment among teachers, and that resulted in teachers engaging in IQMS more for pay progression than professional development (Rabichund & Steyn 2013: 10). In line with the above findings, Buthelezi (2005: 70) warned that IQMS needs not be likened with an opportunity to achieve grade and salary progression at an expense of personal and professional development aspects that underpin the IQMS programme. In accord with the findings shown above, Rabichund and Steyn (2013: 10) interestingly indicated that even though educators criticised IQMS, the only enticing aspect of IQMS for them was the monetary compensation.

Another teacher (SMT5) argued, "…*its intended goals are superseded by salary increases or incentives, its biasness: peer-assessment and partisanship kind of assessment, and peer-oriented kind of assessment, and salary-oriented result".*

Correspondingly, one of the teachers (SMT3) supported the other, "*We are assessing ourselves as educators that of peer assessment, sometimes is biased so it won't be effective as such".* Steyn (2007: 252) further endorses the findings of this study and the literature already reviewed; that IQMS as an appraisal system "is a source of quarrels, punishment, ridicule and victimisation rather than professional development", and that "nepotism, preferential treatment, bias cannot be ignored" (Rabichund & Steyn 2013:9).

4.3.2.4 Devaluing of teachers

In this study, some teachers contented that IQMS was used to devalue them. One of the teachers (SMT4) said, "*We just see it as something that the government is trying to devalue or trying to like showing us that we are not doing our job well*". Others felt that IQMS was meant to expose and criticise them. They argued that IQMS was intimidating as the self-evaluation meant that they had to judge themselves, and the peer-assessment made teachers to have some doubts in their abilities and capabilities. Teachers viewed IQMS as judgemental rather than developmental and as a result, they felt inadequate and undermined.

Another teacher (CS1D) explained, *"It…sort of putting us under spotlight like we feel criticised, because you will find that part of it will require that someone will come and watch you when you are teaching, it can be intimidating at times. Ee…it sort of gives us judge yourself somehow. Because the minute you have doubts about this and that time when IQMS comes, you sort of like you feel somehow about maybe somebody is going to be like judging me and say…more especially being your peer".*

Other teachers regarded themselves as experts in their own right. They confidently said that they knew themselves as being capable and knowledgeable about their subject matter. As a result, they maintained that they did not need any assessment and development by the Department of Education. One teacher (SMT3) sceptically pointed out, *"Ee…we are at this school we know ourselves, and then we go to the class, say you are going to assess me".*

In justification of the research findings indicated above, Goba (2002) cited in Buthelezi (2005: 64) found out that educators felt that they did not require any performance appraisal as it amounted simply to a fault-finding mission and served only to test the educators' self-belief.

4.3.2.5 IQMS specificity

In this study, some teachers argued that IQMS failed to attain its objectives of developing teachers who would provide quality education, because of its multi-dimensional nature. Teachers alleged that as long as IQMS was not content-specific or content-based, it would remain ineffective. They further strongly disapproved of the multi-functional make-up of IQMS, and they advised that teachers should be appraised on the content of the subject since the assessment of the learners is mainly content-based.

One of the teachers (CS1A) alleged, "*IQMS is based on all dimensions. You must find that a teacher struggles with a content, if a teacher struggles with content but is good in extra curricula need like sport and like obviously learners cannot perform well*". In agreement with the findings of this research study, Randall in Torrington and Hall (1998) cited in Sambumbu (2010: 102) established that "the appraisal system should serve one purpose only", that is, it should be used for "developmental purposes only" (*Ibid*). The same teacher further explained that IQMS should be very specific in order to be effective. She said that IQMS should put more emphasis on the subject content. The research findings indicated that IQMS was regarded as a tool to improve content, and nothing else. The same teacher (CS1A) went on to say, *"Eye, it is our tool. When we say the school is performing, we are looking at what; the content, the sport and the like are done*". Reinforcing her argument, the same teacher (CS1A) maintained, "*It must be specific…So one way or another it can help improve some teaching, but in some way it might not, depending on which element is the teacher good at. If I am good in sport, they perform in sport".*

4.3.2.6 Facilitators' understandings of IQMS

Teachers unanimously agreed that facilitators from the Department of Education were also not knowledgeable about IQMS. One of the teachers (CS1B) contented, "*Facilitators are not well-trained and they do not visit schools regularly to support and capacitate teachers, but they always come to witch-hunt teachers".* Sambumbu (2010: 110) advised that the "facilitators of the workshops themselves need to undergo intensive training, that they should be equipped to answer questions posed by educators and clear up any misconceptions". Sambumbu (2010: 79) further explained that "the facilitators should be better trained on answering questions and express themselves clearly". Some teachers alleged that the Department of Education does not involve herself physically during IQMS sessions, because the departmental officials themselves are not conversant with IQMS. Another teacher (SMT3) maintained, "*Officials that come to our schools don't know IQMS, because they are also struggling. The reason why they are not visible is because they are also still getting to know this appraisal".*

The other teachers enunciated that there was no specific person who was responsible for the execution of IQMS. One teacher (SMT1) revealed, *"…there was no one responsible to it, say in the Department of Education there is no person that we could say this one is responsible for. They will actually take any Curriculum Advisor or any person, I mean Departmental Official and say go and check IQMS. There is no specific person who is checking that".*

4.3.2.7 Suggestions for IQMS improvement

In this study, from the teachers' interviews and documents reviewed and juxtaposed stemmed the following suggestions for IQMS improvement:

Most teachers suggested that they should be consulted in the development of IQMS, so that they could feel ownership of it, understood it and be able to implement it effectively.

Longenecker (1999) and Sawa (1995) cited in Sambumbu (2010: 109) established that "educators need to be consulted and awarded an opportunity to give their input about matters that concern them"; this will "ensure that educators will accept the change and take ownership of it". They further proposed that teachers be taken to in-service training and workshops in order to improve their understanding of IQMS, their qualities and services. One of the teachers (CS1B) confidently maintained, "*Teachers will use it effectively if they own it, if not imposed. It is highly ineffective unless it comes out somehow improved; unless is somehow improved teachers regard it as a waste of time".* Moreover, other teachers recommended that if IQMS was correctly followed from the beginning with regard to all its procedures, it would be more effective. They further argued that teachers would be able to implement IQMS effectively provided they had a say and input in its development. They said that they would be able to use IQMS if they own it, if not imposed, and that IQMS should come as an improved undertaking. The same teacher (CS1B) further emphasised, "*It is highly ineffective, but it can be improved. It must come as an improved system. Teachers will use it effectively if they own it, if not imposed. If teachers have a say and inputs in it, it can be effective".*

Most teachers wanted IQMS to be conducted throughout the year in order for it to be more effective, as the once-off timeframe was not enough for it to be effective. The same teacher (CS1B) again alleged, *"It is a once-off practice that is not followed up".* Some teachers recommended that teachers should be supported, developed and mentored, and that feedback should speedily be given and followed up, and that a remedial programme should be put in place for IQMS to be effective. Some teachers suggested that student teachers should be taught about IQMS while still at Teacher Training Institutions in order to enhance their understanding of the appraisal system, to prepare and ready them for its implementation in the actual school situation. The same teacher (CS1B) further advised, "*Student teachers are not taught about IQMS at Teacher Training Institutions".*

In this study, most teachers suggested that the monetary incentive should be removed from the IQMS programme so that IQMS could realise the intentions it was designed for. Teachers alleged that the monetary aspect of IQMS sowed dissatisfaction and conflict among colleagues and it defeated the purpose for which it was designed. Teachers said that the self-evaluation and peer assessment aspects should also be removed from the IQMS programme, as they encouraged cheating, partisanship and biasness. One teacher (SMT5) emphatically mentioned, "*Majority of educators perceive or view IQMS as ineffective on teaching and learning…its intended goals are superseded by salary increases or incentive'*. In addition, another teacher (CS1B) affirmed, *"Incentive-orientedness of the system renders it ineffective. Teachers do it for the sake of getting incentive*". She (CS1B) further explained, "*The system is not cheat-proof: peers will not give one another lower scores and disadvantage them from receiving appraisal incentives*".

Some teachers further asserted that there should be clear and straightforward guidelines provided, in order to inform the effective application and implication of IQMS. One teacher (CS1B) mentioned, "*No clear cut guidelines are provided as to how the system must be conducted*". In this study, other teachers suggested that teachers required re-orientation, so that they could understand and implement IQMS properly. Some teachers further said that if teachers were well-equipped, IQMS would be more effective. Others suggested that IQMS needed restructuring, retraining and re-piloting in order to enhance its effectiveness. The same teacher (CS1B) argued, "*I think if well-taken, conducted and understood, it can improve, it can lead to better teaching and learning. Perhaps it needs restructuring, training and piloting so that it can become effective".*

This study's findings indicated that if a teacher was well-prepared and had knowledge of his subject matter, they could teach better so that learners would perform better. Teachers further suggested that if teachers were properly trained, they would be able to implement IQMS effectively and they would be well-equipped to perform better and that would be cascaded to the learners. One teacher (SMT2) had this to say, "*Yes. If a*

teacher is well-prepared and have knowledge of his subject matter, he can teach better so that learners will perform better".

Other teachers promised that they should view IQMS as being developmental rather than judgemental, in order that IQMS could be effective in attaining quality teaching and learning. One teacher (CS1D) circumspectly said, *"It sort of putting you under spotlight like we feel criticised, because you will find that part of it will require that someone will come and watch when you teaching it can be intimidating at times. Ee…it sort of gives us judge yourself somehow".*

Some teachers complained that the IQMS programme was multi-dimensional, as it dealt with so many aspects which in most cases rendered it ineffective; as such teachers proposed that IQMS should be content-specific. They further argued that since learners were assessed on how they had understood the subject content, IQMS should assess and help teachers on content only. One teacher (CS1A) maintained, "*Secondly it is based on, it is, it is multi-dimensional and you might find you are good at classroom management but not with ee…putting the knowledge content to the learners. It might or it might not, depending on which dimension we are dealing with. So I am good in sport, netball, how can netball help learners to understand Accounting?* She (CS1A) further went on to say, "…*but if IQMS was based on only improving the content. When we say the school is performing we are looking at what, the content, so IQMS must be specific".*

In this study, most teachers complained that IQMS was time-consuming, cumbersome and too administrative. One teacher (SMT3) contented, *"We are dealing much with paperwork. It is dominated by paperwork than actual work in the classroom. It is too administrative".* On the same wavelength, another teacher (CS1C) dejectedly added, *"Because teachers are being given more work if I may say, especially paperwork that is what is happening in IQMS. And one thing it is time-consuming because ee…sometimes I just have to go to class and teach, but this paperwork is really is an*

overload to the teacher, so I don't, it does not benefit the learners". For this reason, teachers recommended that IQMS should be "*trimmed*" and "*thinned*" by discarding some of its components such as self-evaluation and peer-assessment in reducing its cumbersomeness, so that teachers would have ample time to be dedicated to quality educative teaching. Similarly, some teachers suggested that if IQMS was done throughout the year, it could lead to quality teaching and learning by equipping teachers with strategies required for meaningful teaching and learning.

The findings of this research study showed that teachers unanimously agreed that the Department of Education (DoE) should provide them with feedback and that their weaknesses should be swiftly remedied, so that they could perform better in order to help the learner achieve better results. One teacher (CS1A) alleged, "*Because there is no remedial on the weaknesses, so it can't be ee…effective method of appraisal. It is just a tool, it is a document*". Some teachers argued that if teachers performed very well, that would be cascaded to the learners. Others said that for teaching and learning to occur meaningfully, the environment should be conducive. Another teacher (CS1E) explained, *"And another thing is that the situation around some of the schools does not allow this IQMS to take place, for example, the resources that we have".*

Other participants contented that if teachers were thoroughly trained and work shopped, they could bring about some change to the learners. They again argued that if the appraisal process was properly supervised, it could benefit both teachers and learners alike. Some teachers further suggested that if teachers' recommendations were followed up timely; IQMS could help the schools have improved and confident teachers. For this reason, one teacher (SMT3) argued, "*If those recommendations were followed up then it could have improved teachers approaching their classrooms but right now the Department does not make a move in recommendations teachers are making and therefore I don't see any development on the part of the teacher with regard to the IQMS".*

Furthermore, some participants suggested that if the teacher had much contact with the learners, had knowledge of the subject and the changes in curricula, lesson planning, classroom activities and management, all these would lead to improved learner performance. One of the teachers (SMT5) explained, "*Results are linked to teacher activities and much contact with learners. That is, knowledge of subject leads to learners' performance".* The other teachers said that if teachers were committed and worked harder, they would be motivational to the learners who would in turn perform better. Another teacher (SMT1) argued, "*Because truly speaking if you actually coming to conducive environment with regard to teaching and everything and find that even the learners understand themselves…Yes, a good teacher can make a difference, especially because, isn't that teachers are not the same? There are those who understand why they are here and why they should teach and they are acting as motivational teachers".*

Moreover, other teachers suggested that there should be research conducted on the shortcomings of IQMS with an intention of improving it. Some teachers revealed that the IQMS programme had some "loopholes" such as it being biased, partisan, nepotistic and encouraging cheating, which defeats the IQMS objective of developing teachers. One teacher (SMT1) maintained, *"Like I said that it actually has some loopholes, what is actually very important is that we…I think there must be researches to check with teachers where do they encounter challenges with regard to that…maybe if it would thoroughly be checked it may actually improve that particular standard, but for now it actually have some loopholes".*

A majority of the teachers agreed that IQMS would not be able to fulfil its mission of developing teachers and helping with Quality Assurance maintenance, as it did not provide support, feedback, monitoring and supervision to the teachers. Furthermore, teachers proposed that the Department of Education should support, develop and mentor them in accordance with their identified weaknesses. In addition, another teacher (CS1B) said, *"…teachers are not supported, developed and mentored accordingly".* Other teachers asserted that if IQMS was properly practised, it could be

the right tool used to improve teaching and learning. Some teachers felt that IQMS needed restructuring, teacher retraining and re-piloting, so that teachers could use it effectively. One teacher (CS1B) emphatically suggested, "*Perhaps it needs restructuring, training* and piloting so that can become effective". Others advised that if teachers were actually able to comply with IQMS procedures, they would be able to implement it effectively. One teacher (SMT4) said in this regard, *"…I think it is a matter of not properly introduced to it. Not trained".* Teachers suggested that IQMS should be followed without fear or favour so that it could lead to quality teaching and learning.

4.4 DOCUMENTS

Findings from the interviews were discussed with regard to teacher's perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school, supplemented by literature reviewed, and documents accessed at the research site.

The findings arrived at while perusing the documents indicated that IQMS was not allocated any slot in both the school's year programme and timetable. Furthermore, the researcher observed that IQMS was not properly done, as teachers completed all the necessary IQMS forms without actually undergoing observation in the classroom situation, and the principal, the SDTs and the DSGs were cheatingly appending their signatures on fraudulently completed IQMS forms. It was observed that the haphazardly constituted SDTs and DSGs did not understand their role and place in the IQMS process. Another observation was that the teachers, SMTs, the SDTs and the DSGs were not totally trained, as such they were unable to implement IQMS effectively.

4.5 CONCLUSION

In this study, all participants were able to express their views with regard to “teachers’ perceptions of Integrated Quality Management System effectiveness on teaching and learning in rural secondary school”. This chapter outlined and discussed findings of the study based on the data gathered by means of interviews and document analysis. As this study borders on Quality Assurance, most of the themes and the sub-themes correlated with what was already reported in the literature review.

Based on the findings, the subsequent chapter outlines summaries, conclusions and recommendations of the research study.

CHAPTER 5

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study set out to investigate teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school.

To explore the role played by IQMS as a Quality Assurance tool, it was discovered that IQMS is the epicentre of the Quality Assurance system. Sibeko (2014: 133) endorsed the above assertion that the "quest for the provision of quality education to learners forms the basis to the transformation of the education system in South Africa". According to the National Department of Education (2003: 7), Quality Assurance is a "system of ensuring quality in schools and the education department as a whole through monitoring and evaluating of performance".

The afore-said remained wishful thinking as IQMS, as the instrument used in the quality control, is not of a sufficient high standard (Wright & Eatwell 1991: 58). For the learners to reach high standards, the quality of professional development needs to be enhanced. It is through teacher evaluation that teacher quality is enhanced and supported (Danielson 2001: 12), as the main purpose of teacher evaluation is through Quality Assurance.

The findings of this study were endorsed by Reddy's (2005) assertion cited in Rabichund and Steyn (2013: 9) that "IQMS did little to capacitate educators and it did not address the multitude of challenges that educators encountered".

The previous chapter produced information that emanated from interviews and document analysis. Findings of this study therefore, were in response to the teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school.

5.2 CONCLUSIONS

The focus of this research study was to ascertain teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school. The study was further aimed at establishing the role of IQMS as an appraisal system in enhancing teachers and learners' performance, teachers' development and thus teachers' improvement in providing quality education, and the role of IQMS as employed in the South African education system to serve as a Quality Assurance tool.

Chapter 1 of this research study gave the background on the appraisal system in education, rationale of the study, statement of purpose, research problem, research questions, significance of the study, theoretical framework, conceptual framework, clarification of concepts, limitations of the study and delimitations of the study as well as the exposition of the chapters.

Chapter 2 focussed on the literature review of the study selected on the Quality Assurance policies and systems, more especially on the implementation and effectiveness of IQMS in enhancing quality education in a rural secondary school in the Greater Sekhukhune District of Limpopo.

The main questions and sub-questions were also researched on in the literature review in chapter 2 in order to gain a thorough understanding of what exactly the researcher was dealing with in this study.

Chapter 3 was based on the study's research design chosen to gather data from the participants. Qualitative research designs and methods were used that required the researcher to conduct his research in a natural setting. An audio-recorder was used to collect information from the participants in their natural and contextual milieu.

The participants were purposefully selected as they were regarded as being information-rich. An interview schedule was used to assist the researcher induce information from the participants. To supplement the data gathered by means of interviews, document analysis of the IQMS documents and forms at the researcher's disposal were also used. All the possible data collection methods, sampling and interviewing process were scrutinised. Furthermore, the validity and the credibility of the collected data was assessed. This chapter also dealt with data presentation, coding and analysis.

Chapter 4 focussed on data collection and analysis. This chapter also dealt mainly with the discussion of the main themes and sub-themes which emanated from the interviews and document analysis. Teachers were interviewed using the face to face technique, the interviews were audio-recorded and transcribed and later discussed on the basis of the following main themes and sub-themes:

Main themes

- Teachers' understandings of IQMS;
- Perceptions of IQMS effectiveness;
- Impact of IQMS on quality teaching and learning;
- IQMS effects on teachers and learners' performance;
- Teacher development;
- IQMS ineffectiveness;

Sub-themes

- Monitoring and supervising of IQMS;
- IQMS implementation;
- Monetary incentive-oriented appraisal system;
- Devaluing of teachers;
- IQMS specificity;

- Facilitators' understandings of IQMS;
- Suggestions for IQMS improvement.

Chapter 5 focussed on the main conclusions drawn from the study as well as a presentation of some salient and feasible recommendations.

5.3 RESEARCH FINDINGS

The following research findings emanated from the interviews, supplemented with findings from the document analysis:

5.3.1 Main themes

The following are the conclusions of the research findings that emanated from the interviews:

5.3.1.1 Teachers' understandings of IQMS

Teachers had a different understanding of the concept of IQMS. Whereas some teachers understand IQMS as an appraisal instrument used to assess and enhance their performance, others still had some difficulties in grasping the meaning of the concept of IQMS.

On the overall, the findings of this study showed that most teachers do not clearly understand IQMS, as teachers said they are unable to implement IQMS properly, because they do not understand it. This was evidenced by the completion of IQMS forms at the site where the researcher was conducting his research study, wherein the SDTs and DSGs had to sign the forms without actual classroom presentation being observed.

5.3.1.2 Perceptions of IQMS effectiveness

Teachers revealed that their misunderstanding of IQMS compromised its effectiveness. They said that they are unable to implement an appraisal system they do not understand. Most teachers felt that they were not consulted during the development of IQMS. For this reason, teachers are reluctant and unwilling to implement IQMS. Sambumbu (2010: 95) alleged that since teachers were not consulted on the structure, design or implementation of IQMS, they did not feel like taking ownership of the system, as such they denied it. In agreement with the research findings, Buthelezi (2005: 65) tells that there "is evidence that there is resistance and reluctance among educators to implementing the IQMS".

In this study, some teachers said they only comply with IQMS procedures for the sake of the monetary incentives it offers. Furthermore, the research findings indicated that IQMS implementation is not monitored and supervised, as such IQMS failed to attain its objective of developing teachers who in trun would provide quality education in line with the Department of Education's objective of assuring quality education.

Teachers are seemingly left on their own during IQMS sessions. They are not supported. They are not given any feedback. Their weaknesses are not remedied and there is no follow up programmes put in place. For this reason, teachers perceived IQMS as being ineffective and a futile exercise. The findings arrived at using document analysis indicated that the SDTs and DSGs do not understand their role, as such they only fraudulently append their signatures on completed IQMS forms.

5.3.1.3 Impact of IQMS on quality teaching and learning

In this study, most teachers provided some suggestions for the effectiveness of IQMS. Nevertheless, teachers do not regard IQMS as effective in providing quality education. As long as teachers implement IQMS improperly, it is bound to fail in providing quality teaching and learning in schools.

Teachers interviewed revealed that IQMS is multi-dimensional, that is, it is too complex. IQMS deals with a myriad of aspects some of which are unnecessary and which compromise its effectiveness. In this study, teachers suggested that IQMS be content-specific, that teachers should be appraised on how best they can offer subject matter to the learners, as the learners themselves are assessed based on their knowledge of the subject content. Teachers advised that some aspects in the IQMS programme must be discarded. Furthermore, it was revealed that IQMS is one-sided. IQMS put more emphasis on the teacher than the learner. For this reason, IQMS is somewhat effective only when it applies to the teacher.

5.3.1.4 IQMS effects on teachers and learners' performance

In this study, it was revealed that IQMS could only be effective in enhancing teachers and learners' performance provided there is a conducive teaching and learning environment created, and provided that learners understand. In line with the research finding afore-mentioned, Steyn (2007: 254) argued that for IQMS to be effective in improving the teachers and the learners' performance, "a favourable climate in which there is collaboration, openness, trust and honesty is encouraged". Some teachers in this study indicated that their performance does not always lead to good learner performance. Teachers revealed that there are so many factors that affect learners' performance and also learners are diverse, and that teachers perform differently. Whereas some learners can learn on their own as expected, others can encounter learning challenges due to some learning barriers or lower IQs which can impede their learning and lower their performance. In this study, it was found that since most teachers do not understand IQMS, they are not committed to its effective implementation thereof.

Another finding is that IQMS seemed to underestimate and undermine the knowledge of the learner. Some teachers revealed that learners can learn on their own, provided that they are motivated, committed and determined. On the contrary, it was discovered in

this study that whereas some teachers alleged that the onus is on the learner to perform better, others confirmed that if teachers are well-versed in their subject knowledge and are able to apply appropriate approaches to teaching, they are likely to teach better and be able to help the learner to achieve better.

5.3.1.5 Teacher development

The majority of teachers agreed that IQMS failed to develop them. The reasons that teachers were not advanced were that they were not supported, they did not receive feedback and remedy on their weaknesses. The study also indicated that teachers did not understand IQMS; as such they perform IQMS so that they can get monetary reward.

5.3.1.6 IQMS ineffectiveness

The study indicated a list of factors that contribute towards the ineffectiveness of IQMS:

Most participants argued that they do not understand IQMS, there is no monitoring, support and supervision, there are de-motivating lower monetary incentives, workshops and in-service training are not provided, there is lack of feedback and remedial programmes, IQMS that is not cheat-proof, lack of physical involvement by the Department of Education; that is lack of physical visibility and lack of a neutral person responsible for IQMS implementation.

5.3.2 Sub-themes

In this study, findings based on the sub-themes are the following:

5.3.2.1 Monitoring and supervising of IQMS

The study indicated that the implementation of IQMS in schools is not given the necessary support, monitoring and supervision of by the Department of Education from all three spheres of government. As a result, teachers do not receive feedback and there is no remedial programme is put in place to that effect. The study also revealed that some teachers are suspicious of the type of monitoring and supervision that is rarely conducted. They viewed IQMS as being fraught with some ulterior motives. Conceivably as Jansen (2004: 64) indicated, most teachers felt that IQMS was simply a system of control cunningly shrouded as a professional development instrument. The study indicated that perhaps IQMS is the ministers' strategy used if they want to score some points on their Key Performance Areas (KPAs).

It is also indicated that facilitators are not well-trained and that they do not visit schools regularly to support and capacitate teachers, but they always come to witch-hunt teachers. There are some elements of suspicion, curiosity and fear that are not allayed, that teachers have to endure perpetually without anybody being able to give clarity on IQMS, let alone its actual implementation in the classroom lesson presentation.

5.3.2.2 IQMS implementation

In this study, most teachers revealed that they do not implement IQMS properly. Teachers argued that they just comply with the policy mandate imposed on them by the government. Teachers have to abide by precepts underlying the process and implementation of IQMS willy-nilly, because they are departmental prescriptions (Sambumbu 2010: 93), and policy directives that are mandatory and enforceable by the law. The study, through the interviews and documents reviewed, confirmed that teachers are given IQMS forms to complete and submit. The forms showed pre-planned SDTs, DSGs and peers, lesson observation dates and submission dates without, for instance, a teacher literally or actually being observed in the classroom situation.

Teachers testified that since they do not implement IQMS properly, it is beset with some challenges and is susceptible to cheating. Rabichund and Steyn (2013: 17) bear testimony in their findings that "educators maintained that IQMS was difficult to implement and it created new challenges in the classrooms." The literature reviewed furthermore alleged that "IQMS did not necessarily translate easily into a plan of action in the schools, as envisaged by the government" (Rabichund & Steyn 2013: 1).

5.3.2.3 Monetary incentive-oriented appraisal system

The findings of this study indicated that IQMS will not be free from cheating as long as teachers assess one another. Teachers are engaged in the IQMS process because it offers them monetary remuneration. As a result, teachers will not disadvantage one another from receiving an increment to their notch. As already indicated above, teachers cheat in order to meet the requirements for the one percent monetary incentive. Buthelezi (2005: 71) warned that things akin to payment and grade progression should not surpass the Department of Education's task of the IQMS. On the contrary, some teachers regard the monetary compensation as motivational while others see it as de-motivating.

5.3.2.4 Devaluing of teachers

The study indicated that IQMS is used by the Department of Education to devalue teachers. Some teachers feel threatened and intimidated by the IQMS as they feel that peer assessment exposes them, and that IQMS orders them to judge themselves. For this fact, the study illustrated that IQMS is judgemental rather than developmental.

5.3.2.5 IQMS specificity

The study indicated that the failure of IQMS to realise its objective of developing teachers who will provide quality education is because of its "multidimensionality". The study further showed that teachers wanted IQMS to be content-specific or content-based. For this reason, the study indicated that IQMS must be used to assess the teacher on the basis of knowledge of the subject content, since the learners' assessment is mainly content-based. Therefore, IQMS must put more emphasis on the content. In line with the findings above, Rabichund (2011: 148) gives testament that "schools should be judged on how well they deliver quality education to all those who attend school".

5.3.2.6 Facilitators' understandings of IQMS

The study indicated that facilitators who rarely visit the school are not knowledgeable about IQMS. Teachers revealed that for the fact that the departmental officials do not appear physically at schools during the IQMS process, is because they themselves do not understand it. The study also indicated that there is no specific person charged with the responsibility for the execution of IQMS. The study further indicated that teachers suggested that more people must be employed to man the IQMS programme, while others proposed that a neutral person is needed to monitor and supervise the IQMS process.

5.3.2.7 Suggestions for IQMS improvement

The study illustrated that teachers should be consulted in the development of IQMS so that they can own and apply it effectively. The study again indicated that teachers should be taken to in-service training and workshops, so as to improve their understanding of IQMS. Some teachers in this study suggested that student teachers should be taught about IQMS whilst still at Teacher Training Institutions, in order to enhance their understanding of the appraisal system, so that they will be able to implement IQMS programme in the actual school situation without any impediments. The study also showed that the monetary incentive defeats the objective for which

IQMS is designed; as such they proposed that the monetary aspect of the IQMS process be alleviated.

Most teachers wanted that IQMS be done throughout the year in order to enhance its effectiveness. In line with the findings above, Habangaan (1998) cited in Steyn (2007: 249) illustrated that if it is treated as a once-off incident; appraisal tends to become judgemental and therefore harmful to individual growth and improvement. Some teachers suggested that there should be clear and straightforward guidelines that govern IQMS implementation, so that it could be applied effectively. Teachers suggested that IQMS needs revamping in terms of retraining of teachers and IQMS re-piloting in order to enhance its effectiveness. In accordance with the research findings, Wilson (2002) cited in Steyn (2007: 249) maintains that "if structured, the process of appraisal is an aid to professional development".

The study positively indicated that if a teacher was well-prepared and had knowledge of the subject matter, he or she could teach better so that learners would also learn better. Moreover, the study indicated the multi-dimensional nature of the IQMS programme rendered it ineffective. On this premise, the study indicated that teachers wanted IQMS to be content-specific so that it can be effective.

The study also showed that most teachers complained that IQMS is time-consuming, cumbersome and too administrative. Teachers wanted IQMS to be trimmed and thinned by discarding the self-evaluation and peer-assessment facets of the process. Sambumbu (2010: 99) agrees that "the IQMS process is too complex, long-drawn and overbearing, and that it is not practical, involves too much paperwork and is very confusing". In this study, some teachers confirmed that if teachers are thoroughly appraised and work shopped, they can bring about change to the learners. Furthermore, the study indicated that if the teacher has much contact with the learners, has knowledge of the subject and changes in the curricula, lesson planning, classroom activities and management; all these would lead to the learners' enhanced performance.

The study further indicated that teachers wanted research to be conducted on the shortcomings of IQMS with an intention of improving or bettering this appraisal system. The study indicated that imbalances in the allocation of resources: rural and urban schools differ in resources and other amenities required for successful teaching and learning, and quality education provision militates against the effective implementation of IQMS. For this reason, teachers suggested that schools be equally resourced in order to make them viable for IQMS implementation. The study further illustrated that some teachers were far ahead of others as they had an idea about the new appraisal system, the Continuous Teacher Development Programme (CTDP), which is going to replace IQMS. In this regard, teachers are yearning for a new appraisal system that is unique and meets both the learner and teacher development needs.

5.4 RECOMMENDATIONS

Improving the quality of education in South African schools has always been a thorny issue and it was given the first priority in the educational renewal. In trying to reform the education system, the government sought to employ IQMS. The findings of this study indicated that IQMS is failing dismally in this regard.

Given the above information, the following recommendations are made in respect of the data collected in this study through interviews, document analysis and the literature reviewed, regarding teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school:

It is recommended that teachers must be consulted, that they must be afforded an opportunity to have a say and input in the development of IQMS, so that they can feel ownership of it and be able to implement it effectively.

To avoid cheating, biasness and partisanship when teachers are self-assessed and peer-assessed, the recommendation is that the Department of Education must employ neutral persons to entrust them with the monitoring and supervision of IQMS.

It is further recommended that the Department of Education must employ more people to run the IQMS programme physically, that is, physical visibility, in order to enhance its effectiveness.

Since the once-off timeframe allocated for IQMS is not enough for its application, the recommendation is that IQMS should be done throughout the year in order to be more effective in fully enhancing teachers' performance and improving the quality of education satisfactorily.

The study indicated that IQMS will not be able to achieve its objective of developing teachers and help with Quality Assurance if teachers are not provided with support, feedback, monitoring and supervision. The recommendation is that the Department of Education should support, develop and mentor teachers in accordance with their identified weaknesses, in order to improve their performance. It is also recommended that teachers should be taken to in-service training and workshops in order to improve their understanding, qualities and delivery of service.

The research study indicated that the monetary incentive aspect of IQMS causes some challenges as it has already been highlighted. The recommendation is that the remuneration element of IQMS programme should be discarded in order to enhance IQMS' honesty and objectiveness. The findings of this study showed that teachers had contradictory ideas about the monetary incentive facet of the IQMS. Some teachers regarded the monetary reward as motivational whereas others viewed it as being very little to serve as an extrinsic motivation. Furthermore, they regarded it as demeaning and de-motivating. Accordingly, the recommendation is that if monetary incentive is going to be used as motivational device; it should be reasonably increased or upgraded.

Since the study showed that the implementation of IQMS had some "loopholes" that rendered it ineffective in obtaining its objectives, the recommendation is that research should be conducted on the shortcomings and practicability of IQMS with an intention of improving it.

Another recommendation is that there should be clear cut and straightforward guidelines with regard to the modus operandi of IQMS. It is also recommended that teachers should be re-orientated with regard to IQMS; so that they understand and implement it properly. The study showed that the IQMS programme is multi-dimensional, that is, it deals with so many facets which compromise its effectiveness. The recommendation is that IQMS should be content-specific, because learners are assessed based on their acquisition of subject content knowledge.

Another recommendation is that the Department of Education should speedily provide teachers with feedback and that their weaknesses should be swiftly remedied, so that they can be able to implement IQMS effectively. The recommendation is that the SDTs and the DSGs should be intensively trained and that their role be clearly explained, so that they can be able to ensure that all educators are also trained on the procedures and processes of IQMS and provision of mentoring and support respectively.

It is also recommended that all IQMS practitioners should be thoroughly trained, so that they can implement it properly. The findings of this study indicated that IQMS is not included in both the school year plan and the school timetable. The recommendation is that IQMS should be prioritised and included in both the school year programme and the timetable in order to show that IQMS implementation is planned, and not a mere incident.

This study's findings indicated that rural schools such as the one where the researcher conducted this study, are dilapidated and under-resourced as such IQMS implementation is expectedly impracticable. The recommendation is that the Department of Education should revamp and renovate the schools, and that enough furniture should be supplied to the schools so that they can be conducive for the effective implementation of IQMS. The findings of this research study indicated that teachers are willing to properly implement IQMS; the recommendation is that since

IQMS is subject to modification, it must somehow be changed to a level that is feasible for teachers to use.

5.5 LIMITATIONS OF THE STUDY

This study was limited in scope in terms of time and resources as it was meant only for a Master's Degree. Only one school in the Greater Sekhukhune District of Limpopo Province was used. According to Mertler and Charles (2011: 58,147), the researcher has to identify barriers that are outside the researcher's control which will tamper with the research study and affect data collection, such as availability of resources for document analysis, challenges in selecting a sample or time as allotted to the researcher by the institutions where research is conducted. Hancock and Agozinne (2011: 77) define limitations as factors that may affect the results of the study and which are beyond the researcher's control.

5.6 PROBLEMS OR QUESTIONS FOR FURTHER RESEARCH

● What role could be played by the Department of Education in providing quality education and improving educative teaching and learning?

● How does bureaucracy, with regard to the implementation of IQMS, impact on effective teaching and learning in schools?

● How can the Department of Education be involved in providing oversight and supervision of the implementation of IQMS?

● How could both the Department of Education's and teacher's commitment to the implementation of IQMS be established or probed?

- How can the Department of Education's incapacity and lack of leadership to implement IQMS be examined?

5.7 CONCLUSION

This study investigated teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school. The findings, conclusions, insights and recommendations arrived at herein have a wider applicability, and more specifically will serve as an eye-opener and wake-up call to the Department of Education, and that using IQMS to transform education system brought chaos in schools, as the system seems to be running inefficient.

The vital findings and insights in this regard which militate against the use of IQMS in the transformation of education are:

- That lack of knowledge and understanding by both the appraiser and appraisee remain a drawback and bulwark in the training, planning and implementation of IQMS;
- That the most important purpose of IQMS, like any other appraisal system, is to provide Quality Assurance, which it is not easy to realise because of the flaws in the implementation of IQMS;
- That the failure of the IQMS results from the Department of Education's failure to train teachers effectively, to monitor and supervise teachers, to provide feedback and remedial programmes to teachers;
- That teachers would like to see IQMS being modified, so that they are able to understand and implement it effectively.
- That teachers remain confused and frustrated as they are forced to implement a system that nobody understands;
- That staff appraisal is a requisite for Quality Assurance and teacher development is undisputed, but that IQMS will be able to achieve its objectives, is still inconceivable.

In line with the Department of Education's introduction of IQMS, Sibeko (2014: 133) explains that "the quest for the provision of quality education to the learners forms the

basis to the transformation in education in South Africa". Endorsing Sibeko's assertion, Buthelezi (2005: 24) contends that the effective implementation and management of IQMS will lead to the assurance of quality education in schools across the country". Notwithstanding the suggestions for IQMS improvement as revealed in this study, if the way the IQMS is presently implemented is left unchecked and unmodified, the principles and purposes for which it was designed will remain elusive.

BIBLIOGRAPHY

Babbie, E. 2007.*The practice of social research*. 11th Ed. Belmont. Calfornia: Thomson Wadworth.

Bianco, MC & Carr-Chellman, AA. October 2006. Exploring Qualitative Methodologies in Online Learning Environments, *Annual Proceedings of Selected Research and Development Papers presented at the National Convention of the Association for Educational Communications and Technology. Volume* 1-2.

Biesta, GTJ. 2004. Education, Accountability and Ethical Demand: Can the Democratic Potential of Accountability be Regained? *Educational Theory 54(*3).University of Illinois.

Bogdan, RC & Biklen, SK. 1992.*Qualitative Research for Education*. *An introduction of Theory and Methods*. 2nd Ed. London: Alton and Bacon.

Borg, WR & Gall, MD. 1989*. Educational Research: An Introduction.* Fifth Ed. London: Longman.

Braun, V & Clarke, V. 2006. Using thematic analysis in psychology. *QualitativeResearch in Psyschology. Volume* 3 (2): 77-101.

Buthelezi, CTN. 2005. *Educators' perceptive of the implementation of the Integrated Quality Management System (IQMS) in secondary school within the Umlazi District of KwaZulu-Natal.* M.Ed Dissertation*.* Kwadlangeswa: Faculty of Education. University of Zululand.

Castle, K. 2010*. Study Skills for your Masters in Teaching and Learning*. Londond: Sage.

Cele, VZ. 2008. *The management of the implementation of Integrated Quality Assurance policies: The case of Integrated Quality Management System (IQMS) in secondary schools in KwaZulu-Natal*. M.Ed. Dissertation. Pretoria: Faculty of Education. University of South Africa.

Check, UP & Schutt, RK. 2012*. Research Methods in Education*. Washington D.C: Sage.

Chetty, UP. 2013. *The effect of Integrated Quality Management System on education efficacy.* DoctoralThesis. Kwadlangeswa: Faculty of Education. University of Zululand.

Cohen, L & Manion, L. 1994. *Research Methods in Education*. London: Routledge.

Collins, AB. 2004. Teacher performance evaluation: a stressful experience from a private secondary school*. Educational Research. Spring* 46(1):43-53.

Creswell, JW. 2008. *Educational Research, Planning, Conducting and Evaluating Quantitative Research on Education*. 3rd Ed. Pearson International Edition: New Jersey. Pearson. Incl.

Danielson, C. 2001. New trends in teacher evaluation. *Educational Leadership* 58(5):12-15.

Davies, B & Ellison, L. 1995. Improving the quality of schools-ask the clients*? School Organisation 15 (*1):5-12.CAD.

Denver, K. & Frankel, RM. 2000. Study Design in Qualitative Research-2. Sampling and Data Collection Strategies. *Education for Health. Vol.*13 (2): 263-271.

Department of Education, Republic of South Africa. 2003a. Integrated Quality Management System*. Collective Agreement Number 8 of 2003.Education Labour Relations Council*. Pretoria: Government Printers. Pages 1-22.

Department of Education. Republic of South Africa. 2003b. *Integrated Quality Management System Training Manual*. Pretoria: Government Printers. Pages 5-10.

Department of Education. Republic of South Africa. 2003c. Integrated Quality Management System*. IQMS for School Based Educators*. Pretoria: KZN Government Printers. Pages 3-10.

Dhlamini, JT. 2009.*The role of Integrated Quality management System to measure and improve teaching and learning in South African Further Education and Training Sector*. Doctoral Thesis. Pretoria: Faculty of Education. University of South Africa.

Education Labour Relations Council. Collective Agreement. 2003. *Agreement Number 8 of 2003. Integrated Quality Management System.*

Education Labour Relations Council. Collective Agreement. 2003. Agreement Number 8 of 2003. Integrated Quality Management System of Kenyan secondary school teachers. *Journal of Education Administration 43(*4):402-416.

Gay, LR. 1996. *Educational research: Competencies for an analysis and application*. New Jersey: Merrill.

Gay, LR, Mills, GE & Airasian, P. 2006. *Educational Research Competencies for Analysis and Applications*. New Jersey: Pearson Prentice Hall.

Hancock, DR & Algozzine, B. 2011. *Doing Case Study Research. A Practical Guide for Beginning Researchers*. 2nd Ed. New York:Teachers College Press.

Harvey, L & Green, D. 1993. Defining quality. *Assessment and Evaluation in Higher Education 18* (1):9-34.

Harvey, L. 2007. Epistemology of Quality. *Perspectives in Education 23* (3):1-13.

Horwitz, C. 1990. Total Quality Management: an appraisal approach for education. *Educational Management and Administration18* (2):55-58. British Educational Management and Administration Society (BEMAS).

Jansen, JD. 2004. Autonomy and accountability in the regulation of the teaching profession: A South African case study. *Research Papers in Education 19 (1*):51-66.

Kemmis, S. McTaggart, B & Nixon, R. 2014.*The Action Research Planner. Doing Critical Participatory Research*. Singapore: Springer.

Kersten, TA & Israel, MS. 2005. Teacher evaluation: Principals' insights and suggestions for improvement. *Planning and changing 36* (1/2):46-67.

Lawrence, NW. 1997. *Social Research Methods Qualitative and Quantitative Approaches*. Library of Congress Cataloguing in Publication Data. Boston: Allyn & Bacon.

Lemmalodesso, S. 2012. *Stakeholder perceptions of service quality improvement in Ethopian public higher education institutions*. Doctor of Education Thesis. Pretoria: University of South Africa.

Makgone, SG. 2012. *An evaluation of strategic leadership in selected schools and its contribution to academic performance*. Master of Technologiae Dissertation. Pretoria: University of South Africa.

Maree, K & Van der Westhuizen, C. 2007. *Planning a research proposal*. *First Steps In Research*. Pretoria: Van Schaik.

Mason, EJ & Bramble, WJ. 1989. Understanding and Conducting Research Applications in Education and the Behavioural Sciences. 2nd Ed. McGraw-Hill Book Company. New York: McGraw-Hill Book Company.

Mason, J. 1996. *Qualitative Research*. 2nd Ed. London: Sage Publications.

McMillan, JH & Schumacher, S. 1993. *Research in education: a conceptual introduction*. New York: Harper Collins College Publishers.

Menter, I, Elliot, D, Hulme, M, Lewin, J & Loweden, K. 2011. *A Guide to Practitioner Research in Education*. London: Sage.

Mertler, CA & Charles, CM. 2011*. Introduction to Educational Research*. Boston: Pearson.

Motilal, G. 2004. Lessons learned from practice: The Implementation of DAS*. Education as change* 8 (2) Johannesburg: University of Witwatersrand.

Mouton, J. 2013. *How to succeed in your master's and doctoral studies*. Pretoria: Van Schaik Publishers.

Mthethwa, P. 2004. *The role of the principal in promoting Total Quality Management (TQM*). M.Ed. Dissertation. Umlazi: University of Zululand.

Murgatroyd, S. 1991. Strategy, structure and quality service: developing school wide quality improvement. *School Organisation 11(*1) Canada: Athabasca University.

Murray, L & Lawrence, B. 2000. *Practitioner-Based Enquiry. Principles for Postgraduate Research*. London: Falmer Press.

National Department of Education. 2003. Integrated Quality Management System Manual. Pretoria: Government Printers.

Neuman, WL.1997. *Social Research Methods: qualitative and quantitative approaches.* 3rd Ed. Boston: Allyn and Bacon.

Ngwenya, TH. 2003.*Quality Assurance in South African Higher Education and its Implementation.* South Africa: University of Durban Westville. Pages 19-43.

Nieuwenhuis, J. 2007. *Analysing qualitative data*. *First Steps in Research*. Pretoria: Van Schaik.

Nieuwenhuis, J. 2007. *Introducing qualitative research designs and data gathering techniques. First Steps in Research. Pretoria*: Van Schaik.

Odhiambo, GO. 2005. Teacher appraisal: The experiences of Kenyan secondary school teachers. *Journal of Education Administration* 43 (4): 402-416.

Patton, MQ. 1990. *Qualitative Evaluation and Research Methods*. New York: Sage Publication.

Piggot-Irvine, E. 2005.Key features of appraisal effectiveness .*The international Journal of Educational Management* 17 (4) 170-178.

Punch, K. 2005. *Introduction to Social Research. Quantitative and Qualitative Approaches*. 2nd Ed. London: Sage Publications Ltd.

Rabichund, S & Steyn, GM. 2013. *The Contribution of the integrated quality management system to whole school development. Department of Educational Leadership and Management*. Pretoria: University of South Africa.

Rabichund, S. 2011. *The Contribution of the Integrated Quality Management System to Whole School Development*. Doctoral Thesis. Pretoria: Faculty of Education. University of South Africa.

Sambumbu, MS. 2010. *The implementation of an Integrated Quality Management System in Queenstown district schools. Experience from the Isibane Circuit. Alice*. Master of Public Administration Dissertation. Faculty of Management and Commerce: University of Fort Hare.

Schumacher, S. & McMillan, JH. 2001. *Research in Education: A Conceptual Introduction.* 5th Ed. New York: Longman Publishers.

Sherman, RR & Webb, RB. 1990. *Qualitative Research in Education Focus and Methods*. London: Falmer Press.

Sibeko, SD. 2014. *The Influence of Total Management on school improvement in secondary schools in the uThungulu District*. *KwaZulu-Natal*. Doctoral Thesis. Pretoria: University of South Africa.

Soltis, JF. I990. *The Ethics of Quantitative Research. Qualitative Inquiry in Education. The Continuing Debate*. New York: Teachers College Press.

Sowell, EJ. 2001*. Educational Research: an integrative Introduction*. London: McGraw-Hill Higher Education.

Stander, E. 2014. *Exploring Programme Accreditation of Private Higher Education Institutions in South Africa: A Case study of B.COM.Master of Education Research Proposal.* Faculty of Education: University of Pretoria.

Steyn GM. 2007. *Staff Appraisal*. *Human Resource Management in Education.* 2nd Ed. Pretoria: Unisa Press.

Strydom, ALT. 1997. *Enhancing Institutional Self Evaluation and Quality in S.A. Higher Education: National and International Perspective*. Bloemfontein: Lategan and Muller Press: Pages 6-340.

Van Niekerk, E. 2003. Whole School Self Evaluation as a means to School Improvement*. Educare*. Vol 32 (1 &2): 160-185.

Vockell, EL. & Asher, JW. 1995. *Educational Research*. New Jersey: Prentice-Hall.

Wright, A & Eatwell, R. 1999. *Contemporary Political Ideologies*. London: Continuum.

APPENDICES

APPENDIX A

PROOF OF REGISTRATION

UNISA university of south africa

1545

SEKGALE N Z MR
P O BOX 871
JANE FURSE HOSPITAL
1085

STUDENT NUMBER : 0803-595-4

ENQUIRIES TEL : 0861670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2015-03-05

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT) (98420)

CODE	PAPER	S	NAME OF STUDY UNIT	WEIGHT	LANG.	PROVISIONAL EXAM.DATE	EXAMINATIOI CENTRE(PLAC
Study units registered without formal exams:							
DLEDM95		M	ED - EDUCATION MANAGEMENT (OPTION 2)	0.118	E		

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof QM Temane
Registrar (Acting)

0108 C 00 0

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B

UNISA university of south africa

LETTER CONFIRMING PROOF OF REGISTRATION

1028 MIRST

SEKGALE N Z MR
P O BOX 871
JANE FURSE HOSPITAL
1085

STUDENT NUMBER : 0801-595-4

ENQUIRIES NAME : POSTGRADUATE QUALIFICATIONS
ENQUIRIES TEL : (012) 441-5702

DATE : 2015-03-09

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (https://myunisa.ac.za/portal) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE :	MED (EDUC MANAGEMENT) (98420)
TITLE :	Teachers' perceptions of the effectiveness of the integrated quality management system: A case study in the Sekhukhune district of Limpopo
SUPERVISOR :	DR VP MAHLANGU
ACADEMIC YEAR :	2015
TYPE:	SHORT DISSERTATION
SUBJECTS REGISTERED:	DLEDM95 M ED - EDUCATION MANAGEMENT (OPTION 2)

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

14/01/2015

Mashaba KM **Date**

Acting Head of Department

Sekgale N.Z

APPENDIX E

PERMISSION LETTER TO PRINCIPAL

PO Box 871

Jane Furse

1085

24 March 2015

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

Title: **Investigating teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school.**

To: The Principal

Contact Numbers: 079 6696 899/082 9367 866

E-mail: nkoaneskt@gmail.com

Dear Sir

I, Ngatane Zachariah Sekgale, am doing research with Doctor Vimbi Mahlangu in the Department of Educational Leadership and Management, College of Education, towards a Master of Education at the University of South Africa.

We are inviting you to participate in a study entitled "Investigating teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school".

The aim of the study is to provide information that will help to develop new appraisal system and/or to improve the existing staff appraisal system.

The study will entail a case study in which participants will be interviewed. The researcher will purposively select 10 information-rich participants. The researcher will

request the participants to be audio-recorded. The researcher will inform the participants that they are free to participate in the study and to withdraw at any time. The results of the study will be kept confidential by the researcher and the university. The researcher will give the selected participants research reports to review in order to maintain privacy and anonymity.

The benefits of this study are that the findings will assist the Department of Education to review and improve the existing appraisal system, and where need be, to develop new appraisal system.

This research study does not involve any potential risks as the participants are adults and responsible.

Feedback procedure will entail sending the participants a copy of the transcripts to give them an opportunity to confirm the accuracy of our conversation and to add or to clarify any points.

I will be very pleased if my request if favourably considered.

Yours sincerely

..... Date.....

Sekgale N.Z. 072 466 6211 E-mail: sekgalengatanez@gmail.com Student No.08035954

CS1 Senior Teacher

APPENDIX F

LETTERS TO EDUCATORS

PO Box 871

Jane Furse

1085

24 March 2015

To: Colleague

Dear Sir/Madam

Re: APPLICATION TO CONDUCT ACADEMIC RESEARCH

This letter is an invitation to consider participating in a study I, Ngatane Zachariah Sekgale, am conducting as part of my research as a master's student entitled "**Investigating teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school"** at the University of South Africa. Permission for the study has been given by Limpopo Department of Education and the Ethics Committee of the College of Education, UNISA, has also duly granted me permission in this regard. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this study and what your involvement would entail if you agree to take part. The importance of the research study in education is substantial and well documented. The research problem is as follows: **"How do teachers perceive the effectiveness of Integrated Quality Management System (IQMS) on teaching and learning in any rural school?"** The research study will help to develop an appraisal system that teachers will feel ownership of. In this interview, I would like to have your views and opinions on this topic. This information can be used to improve the existing appraisal system, IQMS.

Your participation in this study is voluntary. It will involve an interview of approximately 45 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 12 months in my locked room. There are no known or anticipated risks to you as a participant in this study.

If you have any question regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 072 466 6211 or by e-mail at sekgalengatanez@gmail.com

I look forward to speaking with you very much and thank you in advance for your assistance in this research study. If you accept my invitation to participate, I will request you sign the consent form that has been provided.

Yours sincerely

..... Date.....

Sekgale N.Z. E-mail: sekgalengatanez@gmail.com Student No. 0803 595 4

APPENDIX G

CONSENT FORM

I have read the information presented in the information letter about the research study that is being undertaken in education. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio-recorded to ensure an accurate recording of my responses. I am aware also that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my free will, to participate in this study.

Participant's Name (Please Print):

.....

Participant's Signature:

.....

Date:.....

Researcher's Name:

SEKGALE NGATANE ZACHARIAH

Researcher's Signature:

.....

Date:.....

APPENDIX H

INTERVIEW SCHEDULE

The researcher will use the following questions during the interviews:

1. How do teachers understand the concept of IQMS?
2. What are the teachers' perceptions of the effectiveness of IQMS on teaching and learning?
3. How does IQMS lead to quality teaching and learning?
4. Do you think teacher's performance always leads to learner's performance?
5. How effective is the current appraisal system (IQMS) in developing teachers?
6. What are the factors that contribute towards ineffectiveness of the IQMS on teaching and learning?

APPENDIX I

RESEARCH ETHICS CLEARANCE LETTER

COLLEGE OF EDUCATION
UNISA 2015 University of south africa
Office of the Executive Dean

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

13 May 2015

Ref#:**2015/05/13/08035954/09/MC**
Student #:Mr NZ Sekgale
Student Number#:08035954

Dear Mr Sekgale,

Decision: Approved

Researcher
Mr NZ Sekgale
Tel: +27 72 466 6211
sekgalengatanez@gmail.com

Supervisor
Dr VP Mahlangu
Department of Educational and Policy Studies
Faculty of Education
University of Pretoria
Tel: +27 827553154
Vimbi.mahlangu@up.ac.za

Proposal: Investigating teachers' perceptions of Integrated Quality Management System effectiveness on teaching and learning in a rural secondary school

Qualification: M Ed in Education Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for 2 years.

For full approval: *The resubmitted documentation was reviewed in compliance with the Unisa Policy on Research Ethics by the CEDU ERC on 13 May 2015.*

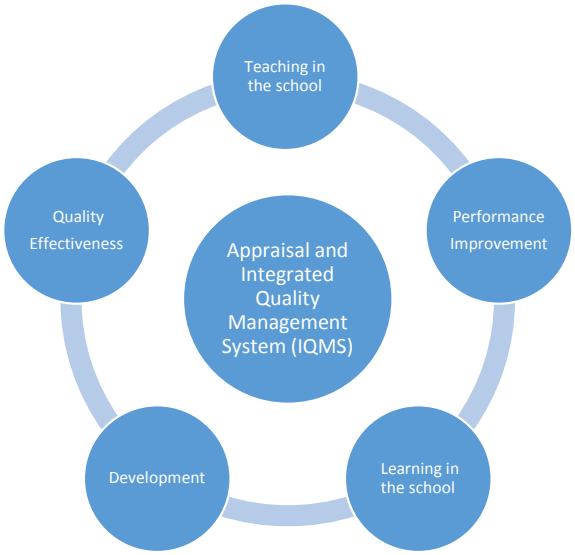
The proposed research may now commence with the proviso that:

1) *The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.*

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

LIST OF FIGURES

Figure 1.10 Illustration of concepts that are central to IQMS as Quality Assessment tool



Quality Assessment tool