



UNIVERSITY OF ZULULAND

DOCTOR OF PHILOSOPHY

**EVALUATING THE EFFECTS OF INTEGRATED QUALITY
MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND
LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS**

FACULTY OF EDUCATION

EDUCATIONAL FOUNDATIONS DEPARTMENT

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May 2024

DECLARATION

I, Lindubuhle Effort Sibeko, declare that the thesis entitled: **Evaluating the Effects of Integrated Quality Management System (IQMS) in Enhancing Teaching and Learning in King Cetshwayo District High Schools** is my study and that all sources I have used or quoted have been indicated and acknowledged employing complete references. It has been submitted for the degree of Doctor of Philosophy (Education) at the University of Zululand. It has not been submitted for any degree in any other university.

CANDIDATE SIGNATURE:



SUPERVISOR'S SIGNATURE:



CO-SUPERVISOR'S SIGNATURE:



Date: 2 May 2024

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- The Department of Education for allowing me to conduct the research in their institutions.

My indebtedness also goes to all the schools, teachers, HODs, Principals and Circuit Managers who accepted to be part of this study and dedicated their time for the interviews.

DEDICATION

This thesis is dedicated to my wife, Dr Sylvia Dolly Sibeko, my children for moral support during the whole period of my doctoral study and my elder brother, Dr Nhlanhla Joshua Sibeko, for encouraging me to register for this degree.

ABSTRACT

Integrated Quality Management System (IQMS) is a nationwide policy to enhance teacher productivity in South Africa. It is a school quality management system with a two-fold objective of fostering teacher professionalism and bolstering responsibility inside educational institutions. Encompassed in teacher professionalism is improved curriculum delivery to improve learning outcomes. However, there is a gap in research that assesses the impact that is being made by the IQMS, particularly in the King Cetshwayo District context where this study was conducted. Hence, the purpose of this study was to evaluate the effect of the IQMS in enhancing teaching and learning in King Cetshwayo District High Schools in the province of KwaZulu-Natal in South Africa. Total Quality Management (TQM) theory was used to underpin this study. The theory outline seven principles that are critical in the quality implementation. The first and the critical principle is customer care. To achieve the research objective, data were gathered via a semi-structured interview questionnaire from a total of 17 participants located in five Circuit Management Centres within the King Cetshwayo district. The interview data were transcribed into Word documents. The transcribed data underwent coding, thematic analysis, and interpretation to extract meaning and address the study research questions.

This study found that the IQMS was inadequately implemented to improve teaching and learning in King Cetshwayo high schools. While the findings revealed that teacher's academic growth was accomplished using IQMS evaluations, as it reflected the teaching proficiency of teachers, teachers were in disagreement with the view of connecting IQMS scores with learner pass rates which is at the centre of teaching and learning. This is because it could potentially put teachers at a financial disadvantage, particularly for those teachers whose learners perform poorly. The findings neglected a critical beneficiary element, which is the client in their capacity as a learner. Another finding of this study is the singular evaluation and focus that comes with the implementation of IQMS. The single assessment yields malicious compliance as it is exclusively carried out to provide scores for IQMS evaluation submissions. The findings further identified time as the limitation in the implementation of IQMS. Participants observed that the excessive amount of paperwork and assessments are not evenly dispersed throughout the year, leading to a time constraint. The implementation of IQMS is expedited to acquire scores promptly.

Based on the research findings, the Department of Education should conduct performance assessments between supervisors and supervisees, using agreed-upon assessment standards that include the learner pass rate. The supervisor should provide on-the-job training and offline training to correct any performance gaps discovered during formal examinations. Future studies could follow up on these recommendations to determine their effectiveness.

Key Words: Integrated Quality Management Systems, evaluation studies, teacher productivity, learner performance.

Acronyms

| | |
|---------|--|
| ANA | Annual National Assessment |
| CDE | Centre for Development and Enterprise |
| CM | Circuit Manager |
| CMC | Circuit Management Centre |
| DA | Development Appraisal |
| DBE | Department of Basic Education |
| DSG | Development Support Group |
| HOD | Head of Department |
| IQMS | Integrated Quality Management System |
| KPA | Key Performance Area |
| NDP | National Development Plan |
| OECD | Organisation for Economic Co-operation and Development |
| OTP | Organizational Task Person |
| PDP | Personal Development Plan |
| PIRLS | Progress in International Reading Literacy Study |
| PL1 | Post Level One |
| PM | Performance Measurement |
| QMS | Quality Management System |
| SA | South Africa |
| SADTU | South African Teachers Democratic Union |
| SAQMED | South and Eastern Africa Consortium for Monitoring Education Quality |
| SA-SAMS | South African School Administration and Management System |
| SDT | Staff Development Team |
| SMT | School Management Team |
| TIMMS | Trends in International Mathematics and Science Study |
| TQM | Total Quality Management |
| UNIZULU | University of Zululand |
| WSE | Whole School Evaluation |

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The South African education system has been undergoing a reform process since 1994, which has had a significant impact on the overall quality of teaching and learning. In contrast to the academic performance observed in other countries. South Africa (SA) has demonstrated relatively lower levels of success, as evidenced by assessments such as the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SAQMEQ) and the Progress in International Reading Literacy Study (PIRLS), Annual National Assessment (ANA, 2013) and Trend in International Mathematics and Science Study (TIMSS, 2015). According to a study by the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) (2015), a significant majority of learners in South Africa do inadequately in these assessments. In his work, Spaul (2015) presented a somber assessment of student achievement in South Africa, highlighting the concerning patterns of underperformance both within the country and on a global scale. According to his statement, South Africa was ranked 75th out of 76 nations in a list of education systems compiled by the Organization for Economic Cooperation and Development (OECD) in 2015. According to the International Association for Evaluation Education Achievements, South Africa ranked second to last among the 34 countries assessed in terms of performance in Grade 8 Mathematics, while it held the lowest position in science. The downside to these alarmingly poor performance results is that they impact in as many as 21.2% of learners dropping out of schools at a very young age (Statistics South Africa, 2021; Sommer, 2023). These poor academic performance patterns pose concerns for a nation in the process of development. These assessments' results suggest that the South African education system encounters difficulty in providing high-quality education.

To address this issue of unsatisfactory learner performance in schools and as an endeavour to enhance the quality of education, the Integrated Quality Management

System (IQMS) was introduced by the Educational Labour Relations Council (ELRC, 2003).

South Africa's solution to address the struggling education system was perceived to revolve around the caliber of teachers it has. The teachers are expected to demonstrate exceptional performance to facilitate learner achievement. Hence, the IQMS was viewed as a tool to evaluate and give teachers feedback on their performance. The deficiency in providing appropriate training to enhance teachers' professional development and pedagogical expertise was identified as a contributing cause to the subpar performance of the education system, as stated by the Centre for Development and Enterprise (2015). This challenge is compounded by unfavourable teaching and learning circumstances prevalent in several schools. The establishment of an Integrated Quality Management System (IQMS) in 2003 was viewed by teachers as a strategic approach employed by the government to improve the fundamental operations of schools and boost the overall quality of teaching and learning.

The objectives of implementing IQMS have not been completely realized at present. Despite 15 years of implementation, international assessments continue to reveal that learner achievement remains at suboptimal levels, hence raising concerns regarding the quality of education provided in comparison with other countries using the pass rate. According to Howard, Cole, and Maxwell (1989), quality is the degree to which the consumer or end-user perceives that a product or service meets or exceeds their expectations. The primary measure of student achievement in secondary schools is the performance in Grade 12, which indicates a rise in pass rates but a decrease in the overall quality of passes. The pass rate in grade 12 is classified into three categories, namely, certificate, diploma, and bachelor's. Ideally, learners should perform at a bachelor pass level, which opens doors for further studies in different institutions of higher learning. In the year 2019, the percentage of Grade 12 learners who successfully passed their examinations was recorded at 79.3%. Among these learners, 36.6% could attain bachelor passes, indicating a significant proportion of students who met the academic requirements for pursuing higher education. The year 2023 produced an even higher performance at 82.9% that was hailed as "extraordinary" by the Minister of Basic

Education. However, Le Cordeur (2024) cautions against a focus on quantity while ignoring quality because the pass rate is not good at all if one factors in the drop-out rates. Moreover, there have been ten schools that have consistently demonstrated below-average performance over a period of five consecutive years, according to the KwaZulu-Natal Department of Education (2020),

When IQMS was crafted and introduced, it was convincingly a good quality management system, but several factors hindered it during the implementation stage. According to CDE (2015), the implementation of IQMS was hindered by inadequate advocacy, lack of leadership at the school level, and teachers' rejection of the programme. This view was echoed in Thobela and Mtapuri's (2013) findings, which state that some principals who were supposed to champion IQMS at the school level were against it because of the lack of clarity. The cascading model did not suit the introduction of IQMS as the government sent unconverted principals to convince the school community about the programme. In the findings by Thobela and Mtapuri (2015), some principals considered that the introduction of IQMS was rushed, as if the facilitators were presenting an awareness campaign. This implies that principals were expected to explain and implement a system without proper comprehension. For IQMS to be successful, educators need to understand the system well (Mestry, Hendricks and Bisshoff, 2009). Therefore, in the context of the foregoing discussion, this study seeks to conduct an in-depth study on the teachers' perspectives on the role of IQMS in enhancing teaching and learning in King Cetshwayo District of KwaZulu-Natal province.

1.2 STATEMENT OF THE PROBLEM

The introduction of IQMS in 2003 does not seem to have maximally achieved the expected effects in improving teaching and learning in South African schools, as indicated by poor performance in standardized international assessments. International assessments continue to paint a gloomy picture of learner attainment in South African schools. While there is improvement in grade 12 pass rate, the quality of passes is

worrying looking at the low number of learners achieving bachelor passes and those that dropped out before writing the matric examinations (Le Cordeur, 2024). The Council on Higher Education (CHE, 2017) notes that as many as 60% of learners who started schooling in grade 1 dropped out before writing grade 12 examinations and among those that passed a mere 12% went to university. These learners miss out on the opportunities to attain degrees that have a positive impact on the workplace and thus fail to contribute to the growth of the South African economy (Molaodi, 2022). The poor quality of passes raises a question on the quality of teachers as the principal drivers of teaching and learning in the classroom. IQMS was introduced, among other reasons, to evaluate teachers' performance, to develop teachers based on the teachers' competencies, and to provide support and opportunities for development (More, 2016; Tsoetsi & Mahlomaholo, 2013). Teachers are at the centre of achieving learner attainment as the core to teaching. Ideally, IQMS must assist teachers in performing maximally to the benefit of the learner and the nation at large. Kleickmann, Richter, Kunter, Elser, Besser and Baumert (2012) state that high education outcomes are achieved when teachers are pedagogically knowledgeable and have an in-depth understanding of their subjects. The big question is whether IQMS has positively affected teacher quality for the good of students and the nation as a whole. Very limited research has been done on this topic in South Africa, especially in KwaZulu-Natal. Ndaba (2023) equally laments a paucity of research on an educational intervention as explored in different contexts as problematic. As a result, this study aims to determine whether IQMS has been effective in improving teaching and learning in schools in South Africa, especially in the King Cetshwayo district, where it has been implemented for the past 15 years.

The implementation of IQMS must be judged based on the classroom as the centerpiece of educational delivery. The ultimate goal must be the improvement of teaching and learning measured against learner attainment. It therefore means that the implementation of IQMS cannot be divorced from this fundamental goal and that it should be incorporated as a success indicator on the assessment criteria. Ngema and Lekhetho (2019) emphasize teacher competency when stating that we should only allow teachers to teach when they meet a basic set of criteria and hold them to account for their

performance. The schools and the whole country will not be able to achieve high performance if teachers, especially the School Management Teams (SMTs), are not well trained in IQMS. Training in IQMS must be done by teams dedicated to performing the task, preferably stationed at a district level, and all teachers must be trained by the same team. It remains to be established whether the findings in King Cetshwayo District high schools will indicate that teachers are developed and supported for the benefit of learner attainment.

1.3 RESEARCH QUESTIONS

This research aims to evaluate the effects of an integrated quality management system in improving teaching and learning in high schools in the King Cetshwayo District. Based on the main question, the study poses the following sub-research questions:

- What are the teachers' perspectives on the role of IQMS in enhancing quality teaching and learning?
- What are the benefits of IQMS as perceived by teachers?
- What are the factors enabling or constraining the successful implementation of IQMS in King Cetshwayo District?
- What measures have been put in place by the Department of Basic Education to support IQMS implementation?
- What model can be used to enhance quality management systems in schools?

1.4 RESEARCH OBJECTIVES

The study is designed to achieve the following objectives, which seek to:

- Determine teachers' perspectives on the role of IQMS in enhancing teaching and learning in King Cetshwayo District.
- Establish the benefits of IQMS as perceived by teachers.
- Establish factors enabling or constraining the successful implementation of IQMS in King Cetshwayo District.

- Explore measures put in place by the Department of Basic Education to support IQMS implementation.
- Recommend a model that can be used to enhance quality management systems in schools.

1.5 SIGNIFICANCE OF THE STUDY

Research findings indicate that to enhance academic outcomes among learners in South Africa, there is a critical necessity for effectively implementing Quality Management System initiatives. These programs are essential in equipping teachers with the necessary competencies to enhance their instructional abilities, hence positively impacting the learners and the broader society. This study aims to enhance the need for teacher assessment and training to prioritize the core aspects of education, namely teaching and learning. Suppose research of this sort is not undertaken. In that case, there will be limited progress in learner achievement, exacerbating the disparities that existed in the education system before 1994, when learner performance was distinctly segregated along racial lines.

This study intends to provide valuable insights for key stakeholders involved in the implementation of the Integrated Quality Management System (IQMS) within the Department of Basic Education. These stakeholders include educators, unions, and senior management.

- The findings of this study could support informed decision-making processes for the successful implementation of IQMS.
- The study's results and recommendations could provide valuable insights for policymakers in the Department of Basic Education, facilitating informed discussions and critical evaluations of the IQMS, particularly about teacher development.
- The discoveries and suggestions could make a valuable contribution to the existing body of knowledge in the realm of teacher development, both within the King Cetshwayo District and on a national scale. If research endeavours of this

sort are not undertaken, the current situation in the realm of teacher development will persist, which seems to be undesirable.

- Enhancements in teacher development can be attained by a comprehensive evaluation of the existing quality management system in education, which aims to uncover both the strengths and weaknesses of the system. Decisions are more effectively formulated when they are informed by empirical study findings. Hence, it is imperative to undertake this study for educational authorities to utilize the data in making informed decisions regarding more effective approaches to implementing the IQMS. The individuals who were chosen for inclusion in the sample possessed extensive experience in the teaching profession, thereby demonstrating a substantial level of expertise in the use of IQMS. The recommendations they provided could hold substantial importance in enhancing classroom instruction and facilitating learning.
- The study could additionally establish a reflective platform for educators as they engage in a critical analysis of the progress made thus far in the deployment of the system.

It is, however, acknowledged that whilst this study was progressing towards its completion the IQMS (ELRC, 2003) was replaced with the Quality Management System (QMS) that is similarly developed with the objective to evaluate the performance levels of individual teachers (Department of Basic Education, 2021). Therefore, the obtained results of the current study would still be relevant for the QMS.

1.6 OPERATIONAL TERMS

The subsequent concepts that are to be used in the analysis necessitate elucidation, specifically, integrated quality management and teaching and learning.

1.6.1 Integrated Quality Management System

The Integrated Quality Management System (IQMS) is an educational performance management framework that was designed to improve the quality of teaching and

learning that would hopefully impact positively on overall school performance through the monitoring of teachers' performance and the whole education system in South Africa (ELRC,2003: 2). To achieve this objective, the framework has three distinct programmes, specifically development appraisal (DA), performance measurement (PM), and whole school evaluation (WSE) (ELRC, 2003).

1.6.2 Teaching and Learning

According to Sequeira (2012), teaching is a set of external activities designed to support the internal process of learning among individuals. The author proceeds to assert that the essence of learning is in its capacity to bring about transformative effects in an individual's life, whether through the acquisition of novel skills, the comprehension of scientific principles, or the enhancement of one's mindset. The interconnectedness of teaching and learning is seen via the active participation of both teachers and students in the educational process.

1.7 CHAPTER DIVISION

The organization of the chapters in this study will be as follows:

CHAPTER ONE – ORIENTATION TO THE STUDY

This chapter provides an overview of the context and rationale for the research, including the explanation of the research problem, the study's purpose, research questions and objectives, contribution to the existing body of knowledge, and the operational definitions of key words. The chapter provides a comprehensive outline of the entire research project.

CHAPTER TWO – LITERATURE REVIEW

This chapter examines existing literature that provides an in-depth understanding of teachers' viewpoints regarding the impact of the Integrated Quality Management System

(IQMS) on the improvement of teaching and learning within the King Cetshwayo District of the KwaZulu-Natal province. The study presents and thoroughly examines the theoretical framework that serves as its foundation.

CHAPTER THREE – RESEARCH METHODOLOGY

Chapter three of this study centers on the research strategy and technique utilized to investigate the effect of IQMS on enhancing the quality of teaching and learning in high schools within the King Cetshwayo district. This chapter comprehensively examines the research paradigm, research population, sampling, data collection, and data analysis methods utilized in this study.

CHAPTER FOUR – PRESENTATION AND ANALYSIS OF FINDINGS

In Chapter four, a comprehensive examination is provided of the analysis and presentation of the acquired data. This chapter presents the primary findings of the study, which were gathered with the principles of qualitative research.

CHAPTER FIVE – DISCUSSION AND INTERPRETATION

This chapter outlines the primary objective of the study, provides a comprehensive analysis of the outcomes derived from the findings presented in Chapter Four, engages in a discourse regarding the findings, and explores their implications.

CHAPTER SIX – CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusive conclusion, encompassing a concise overview, informed recommendations, acknowledged limits, and potential avenues for further research.

1.8 SUMMARY

This chapter provided an overview of the contextual framework for the present study. It explained the reasons for conducting the study and provided a comprehensive

explanation of the motivation behind its undertaking. The aim, study objectives and research questions were properly outlined as guiding the entirety of the research endeavour. The study's contribution to the existing body of knowledge was discussed in detail, including a discussion of the potential beneficiaries of the study results. To enable an accurate understanding of the concepts used in this study, the critical terms were carefully specified. The next chapter deals with the literature review and the theoretical framework underlying this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Conducting a literature review serves the purpose of identifying gaps in existing research, hence playing a crucial role in the development of theoretical frameworks and conceptual models (Chigbu, Atiku, & Du Plessis, 2023; Snyder, 2019). Furthermore, by integrating many research findings, a literature review can effectively resolve research questions in a manner that surpasses the influence of any individual study (Chigbu, Atiku, & Du Plessis, 2023; Snyder, 2019). Hence, the comprehensive assessment of the literature enhances the robustness of the investigation (Vu, Hanafizadeh & Bohlin, 2020).

In this chapter, an overview of the literature related to the title, problem statement, and objectives of the study is presented. This chapter offers a comprehensive analysis of the Integrated Quality Management System (IQMS) as a school quality management system (QMS). According to Booyse (2018), performance management has emerged as a significant tool in numerous countries, serving to enhance educational outcomes and foster more teacher responsibility. This chapter presents a comprehensive examination of the theoretical framework that serves as the foundation for the analysis undertaken in this IQMS study. Furthermore, this study investigates empirical research related to the implementation of Integrated Quality Management Systems (IQMS), with a specific focus on the outcomes and recommendations gained from these investigations.

2.2 WHAT IS INTEGRATED QUALITY MANAGEMENT SYSTEM?

The Educational Labour Relations Council (ELRC, 2003: 2) describes the Integrated Quality Management System (IQMS) as an educational performance management framework that was designed to improve the quality of teaching and learning through the monitoring of teachers' performance and the whole education system in South Africa. Along the same breath, Malema (2013) and Thobela and Mtapari (2014) assert that the

Integrated Quality Management System (IQMS) is a nationwide policy aimed at enhancing teacher productivity. According to the Department of Basic Education (DBE, 2019), IQMS is a quality management system (QMS) that has a two-fold objective of fostering teacher professionalism and bolstering responsibility inside educational institutions. Encompassed in teacher professionalism is improved curriculum delivery to improve learning outcomes. The IQMS incorporates three distinct quality management systems, namely, Developmental Appraisal (DA), Performance Measurement (PM), and Whole School Evaluation (WSE) (ELRC, 2003). An essential characteristic for the successful execution of the IQMS is the interdependence and reinforcement of the three distinct programs, ensuring the absence of redundant structures and operations (DBE: 2019). IQMS is classified as a quality management system. The term "integrated" was assigned to this system due to its amalgamation of pre-1995 quality management practices into a unified framework.

The IQMS model, which is implemented in South Africa, is regarded as a professional development framework through which educators engage in a reflective process to enhance their dedication as catalysts for educational change, aligning with the ethical objectives of teaching. Additionally, this model facilitates the acquisition and cultivation of teachers' knowledge, skills, and attitudes (Segoe, 2014). The implementation of the Integrated Quality Management System (IQMS) is a governmental strategy aimed at enhancing the fundamental operations within the schools, with the goal of enhancing the overall quality of teaching and learning (Tachie, & Mancotywa, 2021).

The primary objectives of performance appraisal using the IQMS processes are twofold. Firstly, the primary objective is to enhance the teachers' professional practice by discerning their strengths and weaknesses through relevant feedback and providing them with opportunities for professional development (Labour Relations, 2016). This role primarily focuses on improvement. Additionally, its purpose is to ensure optimal teacher performance to improve learner achievement, therefore serving as an accountability mechanism, according to the DBE (2019). The manifestation of enhanced learning

outcomes can be observed through an increase in the pass rate and the progression of learners upon completion of grade 12.

The assessment of performance in the context of the IQMS is contingent upon the educational activities carried out by an individual within a given calendar year. This phenomenon is an integral component of a broader framework that establishes a connection between individual performance management and development initiatives and the organization's overarching objectives (DBE, 2019). The perspective mentioned holds true for the department of education as well. The collective performance of individual teachers contributes to the overall performance of the school. Hence, it is imperative to conduct precise performance evaluations to facilitate appropriate developmental treatments.

2.3 EVALUATION STUDIES

Governments implement various programs and policies with the aim of enhancing progress towards desired results. Periodic evaluations of programmes are necessary to enable management to make informed decisions and retain components that yield favourable outcomes inside the programme. Teresa (2019) defines programme evaluation as a methodical procedure for examining a programme (practice, intervention, or initiative) in order to assess its effectiveness in attaining the desired objectives. The objective of the evaluation is to systematically record the outputs and outcomes in order to ascertain the effectiveness of various interventions, identify any shortcomings, and provide an understanding of the underlying factors contributing to their success or failure. Decisions regarding program enhancements aimed at achieving the desired outcomes are made based on the evaluation. When evaluating a system, it is imperative to have a clear definition of the system itself, its intended goal, and the criteria by which the degree of success in achieving its objective may be measured (Sales, 2019).

Three distinct categories of programme assessments exist: process evaluation, outcome evaluation, and impact evaluation. Process evaluation is a method used to assess the degree to which a programme is being executed according to its intended design and objectives. Outcome evaluation examines whether there have been any discernible improvements among individuals who have taken part in the programme. Impact evaluation is a method used to determine whether a programme can have lasting or widespread effects (Teresa, 2019). This study aims to conduct an outcome evaluation to determine the extent to which the implementation of the Integrated Quality Management System (IQMS) has contributed to the improvement of teaching and learning outcomes in high schools within the King Cetshwayo District.

The IQMS initiative received approval in 2003 and commenced implementation in 2005. After several years of implementation, it is imperative to evaluate the programme's efficacy. The significance of this study lies in the pivotal role that teachers play as implementers of the programme.

2.4 AIMS OF INTEGRATED QUALITY MANAGEMENT SYSTEM

Extensive research has established that good teachers play a critical role in influencing learner progress (Blömeke et al., 2022; Tachie & Mancotywa, 2021; Viac & Fraser, 2020; Yan et al., 2021). Tachie and Mancotywa (2021) argue that teacher assessment systems should ideally facilitate growth in professional development opportunities and teaching techniques. Teachers at the school level should also experience this advantage, as the identification of teaching shortcomings through teacher evaluation should be followed by professional development. This would benefit the teachers themselves and, indirectly, the learners. In light of the significant role played by effective teaching, nations across the globe have prioritized the assessment of teachers as a means to enhance their teaching capabilities (Hoque et al., 2020; Tjabolo, 2020; Yan et al., 2021). This process serves to bolster accountability measures while concurrently facilitating the professional growth of teachers (Centre and Development, 2015). The principal objective of IQMS as

a performance management system is to enhance teaching and learning, ultimately benefiting the learners and parents who serve as customers (ELRC, 2003). Booyse (2018) agrees with the perspective of the ELRC by asserting that the IQMS was designed to assess and enhance the quality of teaching and educational outcomes.

2.5 THEORETICAL FRAMEWORK

The theoretical framework that serves as the foundation for this study is the Total Quality Management theory. Hashmi (2007) asserts that total quality management (TQM) is a management approach that emerged in the 1950s and has gained significant traction over time. The author provides additional clarification that comprehensive quality encompasses an organizational culture and mindset that strives to deliver products and services that effectively fulfil the requirements of customers. The Department of Basic Education aligns with this perspective by offering educational services to students and the wider community. The pioneering figures in the development of quality management were W. Edwards Deming, Joseph M. Juran, Amand V. Fiegenbaum, and Philip B. Crosby. The efforts made by the individuals led to the development of a Total Quality Management (TQM) model consisting of eight principles. These principles include customer focus, leadership, involvement of people, process approach, strategic and systematic approach to management, continual improvement, factual approach to decision- making, and mutual benefits (Hashmi, 2007).

Hashmi (2007) states that the initial principle is customer care, wherein the firm places the consumer at the forefront of its attention. Customers are those who receive a product or service from an organization that provides said product or service (Friesner, 2014). Consequently, managers must possess a comprehensive understanding of consumer requirements to align their activities to fulfil those demands. In the field of education, it is imperative to initially ascertain the primary clientele to direct interventions towards fulfilling their requirements. In an educational institution where the facilitation of teaching and learning occurs, teachers provide a service of imparting knowledge directly to the students and indirectly to the parents.

The second principle is leadership. According to Radoica (2015), the aforementioned quality principle holds significant importance in ensuring the sustained performance of the organization. The author further asserts that leadership would unquestionably be the most crucial feature in the event of having to select a single element for enhancing a corporation. The effectiveness of Total Quality Management (TQM) is heavily reliant on the ability of managers to develop a clear vision and facilitate the required organizational transformation. To achieve optimal performance, an organization must possess a shared vision and goals that foster cohesion and unity (Mosadeghrad, 2015). Consequently, it is the responsibility of school leadership to ensure that teachers adhere to a unified approach without exerting undue influence. According to the Department of Basic Education (2019), principals are required to fulfil the role of curriculum leaders in addition to their administrative and managerial responsibilities.

The third principle is the involvement of people. Radoica (2015) asserts that the achievement of long-term success in an organization is contingent upon the full engagement and involvement of individuals. The School Management Team (SMT) must ensure the full participation and commitment of all teachers in the successful implementation of the Integrated Quality Management System (IQMS). The delineation of their respective duties and responsibilities must be articulated straightforwardly. Effective leadership necessitates a comprehensive comprehension of the system before effectively communicating it to teachers. To effectively train teachers, principals must get comprehensive training before their assignment, since the Department of Basic Education uses the cascading model for delivering IQMS training.

The fourth principle is the process approach. According to Hashmi's (2007) findings, processes play a crucial role in attaining desired outcomes. It is imperative to establish a clear understanding that the pursuit of excellence in education necessitates an ongoing and iterative training process, rather than a singular event. The inherent characteristic of a process necessitates periodic evaluation, and the outcomes are progressively attained over time. Hence, the education sector is unable to implement a system without undergoing a thorough examination for an extended period.

The fifth principle pertains to the adoption of a strategic and methodical approach to management. Hashmi (2007) argues that the inclusion of quality is vital in the formulation of any strategic plan. The educational institution needs to comprehend the correlation between the strategic plan, performance, and the execution of the Integrated Quality Management System (IQMS). It is imperative for the Departmental plan to integrate quality as a fundamental component. Educators must assess the alignment between their training and performance and the Departmental motto or vision

The sixth principle is continuous improvement. To enhance consistency, it is imperative to engage in regular implementation of strategies and brainstorming sessions (Pillay & Bozas, 2016). According to Armstrong (2008), the organization must function as a learning organization, enabling its members to engage in continuous learning and thereby enhancing their capacities required for future achievements. The educational institution must adopt a framework that fosters a culture of ongoing enhancement through consistent and active involvement. It is deemed inappropriate for an educational institution to consistently exhibit subpar performance over an extended period. Several high schools consistently demonstrate subpar performance in their final grades over an extended period. Paradoxically, despite this underperformance, all teachers within these schools are granted a 1% wage increment because of their purportedly commendable performance.

The seventh principle of Total Quality Management (TQM) pertains to the adoption of a factual approach in the process of decision-making. According to Radoica (2015), the concept in question posits that adopting a fact-based approach to decision-making necessitates the verification of data and facts for their accuracy and reliability. Additionally, it involves the dissemination of data to individuals who require access to it. It is imperative to meticulously document and retain precise performance data to effectively guide decision-making in subsequent undertakings. The requirement is for assessors to possess the necessary skills and knowledge to effectively conduct assessments, as their findings play a critical role in informing decision-making processes.

The eighth principle of TQM is mutual benefits. Radoica (2015) asserts that the principle in question offers a significant benefit in terms of the potential to create value for all parties involved. When adhering to this notion, the sharing of knowledge and plans, the cultivation of collaborative development, and the enhancement of activities are observed. In a performance situation, both persons involved must derive benefits from the exercise. While teachers derive financial advantages from their profession, it is imperative that learners also receive equitable benefits. Hence, it would be erroneous to deploy a performance management system that fails to evaluate the learners' rate of benefit.

Theory of Quality Management Underlying the Deming Management Method

Figure 1

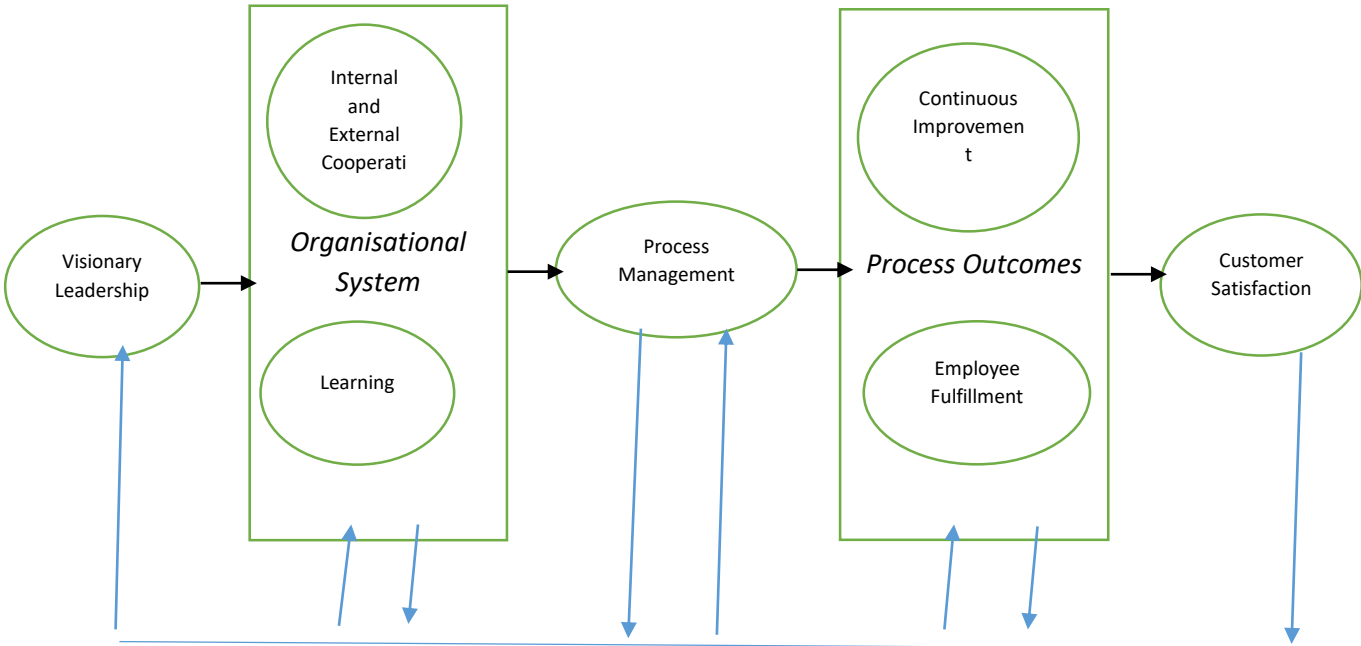


Figure 1: Theory of Quality Management Underlying the Deming Management Method (Anderson, J.C., Rungtusanatham, M and Schroeder, R.G, 2013)

Top managers serve as leaders in demonstrating accountability by conveying a purposeful vision of the ideal organisational system that is marked by internal and external collaboration and learning. TQM is an organisational structure that fosters collaboration, desire and participant learning capacity. Process management requires

approved process management practices to be incorporated per the vision and exclude practices that are counter-productive to good management practices. All the activities performed must culminate in customer satisfaction (Anderson, Rungtusanatham & Schroeder, 2013).

2.6 EMPIRICAL STUDIES ON THE IMPLEMENTATION OF QMS

This sub-section reviews literature that is aligned to the following objectives of the current study:

- To determine teachers' views on the effect of IQMS in enhancing teaching and learning in King Cetshwayo District.
- To establish the benefit of IQMS as perceived by teachers.
- To examine factors enabling and constraining the successful implementation of IQMS in King Cetshwayo District.
- To explore measures put in place by the Department of Basic Education to support IQMS implementation.
- To recommend a model that can be used to enhance Quality Management System in schools.

Numerous studies have been undertaken on the subject of QMS at the worldwide, continentally, national, and local levels (Diez, Iraurgi & Villa, 2018; Machingambi, Maphosa, Ndofirepi, and Wedesango, 2013; Masetla, 2018; Mthembu, 2017). The research mostly focused on assessing the advancements achieved in the deployment of QMS within organizations (Betegon et al., 2021; Garza-Reyes, 2018; Tambare et al., 2021). Additionally, the education sector also conducted similar research endeavours. According to Heynes (2001), a QMS encompasses the various activities and information employed by an organization to enhance its ability to consistently provide products. Heynes further asserts that a QMS must bring about services that not only meet but also surpass the requirements and expectations of its customers and beneficiaries, while also achieving cost-effectiveness and efficiency. The focal point of the QMS revolves around enhancing performance for the advantage of customers. According to Ashdown (2014),

a performance management system refers to a methodical approach aimed at enhancing organizational performance through the development of individual performance. Brockbank and McGill (2006) assert that performance management is designed to facilitate modifications in employee behaviour through the implementation of training interventions. Development is a key characteristic of Quality Management Systems (QMS). Before initiating the development process, it is imperative to undertake a comprehensive evaluation to identify and evaluate the specific areas that require development.

A study examining quality control in schools in Spain was conducted by Diez, Iraurgi, and Villa (2018). The objective of the study was to examine the current quality management system (QMS) and make a valuable contribution towards improving the effectiveness of QMS in educational institutions. The results suggest that there is a positive relationship between the duration of quality management implementation in schools and the level of perceived quality among teaching personnel. According to the findings of Diez, Iraurgi, and Villa (2018), it was determined that the adoption of the quality management system was necessary and yielded favourable outcomes. The potential occurrence of this phenomenon in South Africa, namely within the King Cetshwayo District, is yet to be determined.

Machingambi, Maphosa, Ndfirepi, and Wedesango (2013) conducted research examining the difficulties educators encountered during the implementation of the performance management system (PMS) inside Zimbabwean educational institutions. The research revealed that several significant obstacles had a notable impact on the execution of the system. These obstacles encompass insufficient training in performance management, inappropriate utilization of the system by principals, the omission of staff development programs by school management, and the absence of substantial incentives. The collective opinion of the five school principals indicates that the implementation of the performance improvement technique was imposed upon schools without significant involvement from the school employees. Several inconsistencies in the implementation of the PMS within schools were attributed to a perceived deficiency

of training, a viewpoint shared by both school principals and teachers. This study highlights the significance of participation and adequate training before adopting a Quality Management System (QMS).

In a study conducted by Masetla (2018), an examination was undertaken to explore the issues associated with the adoption of performance appraisal systems for educators in the Mopani District of the Limpopo province. The research revealed that various stakeholders within the educational system, including principals, deputy principals, teachers, the IQMS circuit, and the district, met challenges in the process of teacher assessment. The issues encountered encompassed limited teacher engagement, principals with insufficient expertise, inadequate oversight, lack of enthusiasm, and a backlog in teacher compensation. The study suggests that it is advisable for principals, deputy principals, and all teachers to have sufficient training to implement the programme effectively inside schools. Additionally, the report recommends the appointment of an IQMS official who would be permanently stationed at the circuit level.

A study undertaken by Mthembu (2017) in the Ilembe District of KwaZulu-Natal aimed to critically evaluate the application of the Instrument for Integrated Quality Management Systems (IQMS) as an assessment tool in a limited number of selected schools. Given that the evaluation of teachers' performance is primarily based on the achievements of students, it is imperative to employ a rigorous and efficient assessment methodology to gauge their effectiveness. The findings indicate that a significant challenge exists for the majority of educators in effectively executing the IQMS policy. One of the primary challenges encountered was the reluctance of principals to actively participate in the process, as they did not adequately educate teachers before commencing the IQMS implementation. Hence, it is vital to ascertain whether there have been any advancements in the execution of IQMS that have resulted in enhanced academic achievement among learners.

Based on the research referenced in the literature review, it can be concluded that the presence of a performance system is crucial for achieving exceptional performance. However, it is apparent that the adoption of IQMS as a method for managing school performance continues to face significant challenges in South Africa. Based on the research findings, the primary challenges revolve around effectively introducing the system to principals and teachers. Another prevalent challenge is the insufficient training of teachers. The crucial question pertains to the migration of these tendencies from Zimbabwe to South Africa. The primary objective of this inquiry is to ascertain the extent to which the implementation of an Integrated Quality Management System (IQMS) has contributed to the enhancement of educational quality within schools.

2.7 THE STUDY MODELS

This study adopted four models as a springboard for enhancing school performance. The models adopted are the performance analysis model, the organization-task-person model (OTP), the Total Quality Management (TQM) model and the change model.

2.7.1 The Performance Analysis Model

According to a study conducted by Taylor, O'Driscoll, and Binning in 2006, as referenced by Ngema and Lekhetho (2013), the performance analysis model focuses on the identification of discrepancies between the intended performance and the observed performance. The performance analysis approach was initially developed by Mager and Pipe in 1970 (Hashmi, 2007). After identifying the gap, a comprehensive investigation is conducted to determine the underlying factors contributing to subpar or inadequate performance, enabling the development and implementation of an appropriate solution. The examination of the fundamental underlying factors aids managers in formulating a pertinent plan. If an employee's underperformance is attributed to incapacity, it may be appropriate to consider the implementation of training that is specifically tailored to address the identified limitations. This paradigm necessitates a significant level of proficiency for supervisors assigned with the responsibility of discerning a deficiency in competencies. In the present paradigm, the process of problem identification is of utmost

importance to arrive at an appropriate solution. Certain educators demonstrate exceptional proficiency in their teaching abilities; nonetheless, the circumstances in which they are required to instruct are highly unfavourable.

2.7.2 The Organization-Task-Person- Model

The OTP model consists of three components, specifically organization analysis, task analysis, and person analysis. The concept of Organizational Task Person (OTP) was initially formulated by McGehee and Thayer in 1961, as later referenced by Taylor, O'Driscoll, and Binning in 2006. Organisational analysis involves evaluating the alignment between training initiatives and the strategic direction of the organization, as well as assessing the effectiveness of the goals and objectives within the quality management system. Additionally, it assesses the extent to which managers and workers provide backing for training initiatives and examines the requisite resources for facilitating training. The congruence between IQMS and the strategic goals of the Department of Basic Education holds significant importance. According to the researcher, it is the responsibility of the School Management Team (SMT) to ensure the attainment of alignment and to allocate resources that will facilitate the enhancement of teachers' instructional effectiveness. Task analysis involves examining the job activities, which encompass the tasks performed by individuals, as well as the requisite expertise, abilities, and skills necessary for successful task completion. The inclusion of task analysis in employee performance evaluation is crucial since it ensures that employees are aligning their actions with the prescribed activities outlined in their job descriptions. Consequently, it is imperative to emphasize the need for explicit job delineation by the senior management teams (SMTs), as well as the provision of guidance and support through mentorship before undertaking the task analysis.

Taylor, O'Driscoll and Binning (2006) assert that the utilization of personal analysis facilitates the identification of individuals who require training, as well as those who have received inadequate training. The identification of this gap necessitates the subsequent implementation of appropriate training measures. In this model, the process of personal analysis involves assessing one's present level of performance concerning established

norms. The gap analysis is a method used to determine the factors that contribute to the disparity between the observed and expected performance levels of employees (Tayler et.al., 2006). School principals have expressed concerns over the presence of a knowledge gap among newly educated instructors. This demands that the SMT develop the teachers based on the identified teaching gaps. The task analysis yields a comprehensive overview of the job activities, encompassing the specific tasks that the individual is engaged in.

2.7.3 Total Quality Management Model

This study also adopted the Total Quality Management (TQM) Model, which was derived from the research conducted by Muhammad et al., (2011). The research conducted in Pakistan concentrated on the domain of higher education and identified six critical success elements necessary for the effective implementation of the TQM model. The concept of vision holds paramount importance as the initial and pivotal element. The vision statement publicly represents the organization's future status (Bayraktar, Tatoglu and Zaim,2008). The unifying force that binds the group is the shared vision, which ideally should be crafted to garner unanimous agreement, ensuring comprehension and buy-in from all members.

Measurement and assessment constitute the second crucial element. Measurement and assessment form the fundamental components of performance management. According to Muhammad et al. (2011), the management of a certain aspect or phenomenon is facilitated by the act of measuring it. Measurement and analysis serve as the fundamental components behind the concept of continuous improvement, which is a central tenet of TQM. Measurement and review are essential components for attaining academic achievement.

The third critical success factor is process control and improvement. The emphasis should be on the process rather than the examination to enhance students' learning. Controlling and improving processes encompasses not just academic but also administrative processes.

The fourth crucial success factor is programme design and resources. This aspect underscores the significance of creating academic programs that consider the requirements of students and other relevant parties. The implementation of the program at the educational institution level would yield advantages for the stakeholders, encompassing students, parents, and the wider community. Regular evaluations of academic programs are necessary to ascertain their alignment with the diverse requirements of stakeholders (Bayraktar et al., 2008). To ensure the proper execution of projects, management must provide resources towards the adoption of TQM.

The fifth crucial determinant of success is the emphasis on other stakeholders. The significance of prioritizing stakeholders in program design cannot be overemphasized. The development of a school curriculum should be guided by the requirements and interests of various stakeholders, encompassing students, parents, financial supporters, as well as local businesses and industries. Regular communication with stakeholders is essential to ensure that their input and recommendations are effectively included in the program.

Leadership is identified as the sixth crucial determinant of success. TQM emphasizes the need for effective leadership. The upper management must possess a comprehensive understanding of the Quality Management System. Management would experience greater ease in allocating resources and delivering necessary training if they possess a comprehensive understanding of the system. The efficacy of this strategy is contingent upon the quality of leadership inside the business in which TQM is implemented.

2.7.4 Change Model

According to Rogers (2014), a change model elucidates how activities are comprehended as generating a sequence of outcomes that collectively contribute to the ultimate intended effects. The initial step in formulating the theory of change involves analysing the current circumstances, followed by envisioning the intended future state.

An intervention or plan is thereafter designed to transition from an unfavourable current state to a more favourable future state (Rogers, 2014). The underlying premise is that upon the implementation of the program, a subsequent change will occur, ideally with a favourable inclination that is directly associated with the intervention that has been done. The implementation of IQMS was undertaken to enhance learner achievement, in response to a prolonged period of subpar performance exhibited by the existing system.

2.8 ASSESSMENT STANDARDS

Darling-Hammond (2012) asserts that there exists a consensus regarding the necessity of new teacher evaluation methods that assess teaching effectiveness by considering student achievement. This notion posits that in the evaluation of teachers, students should be positioned as the primary beneficiaries of the teaching and learning process, as indicated by the outcomes achieved by the learners.

Following the Education Labour Relations Council (2003) in resolution number 8 of 2003, which mandates the implementation of IQMS, its implementation and evaluation are founded on the following performance standards:

- Creation of a positive learning environment.
- Knowledge of curriculum and learning programmes.
- Learner assessment
- Professional development in the field of work/ career and professional bodies
- Human Relations and contribution to school development.
- Extra-Curricular and Co-curricular participation.

During the stage of teacher assessment, a score of 12 points is provided for each of the six standards. It is worth noting that the six standards in question do not expressly assess learners' academic achievements, which are of significant relevance to learners and parents as stakeholders.

Evaluation at the secondary school level is conducted internally for learners in grades eight through eleven, while grade twelve learners undergo external evaluation. The evaluation administered in grade 12 is both national in scope and uniform in nature. The examination conducted for 12th-grade learners offers a comprehensive representation of their academic accomplishments. Therefore, it is imperative to consider it as a significant measure of educational success, as it allows for the assessment of pupils' academic performance. Notably, in certain schools, pupils demonstrate satisfactory academic performance during the initial years of high school, and then encounter difficulties in achieving similar levels of success in their last year, grade 12. The use of standardized grade 12 examinations serves as a metrix for evaluating the performance of both educational institutions and instructors.

2.9 PERFORMANCE MANAGEMENT CYCLE

The elucidation of the principles of a Performance Management System is most effectively provided by the performance management cycle, as stated by Transnet (2010:10).

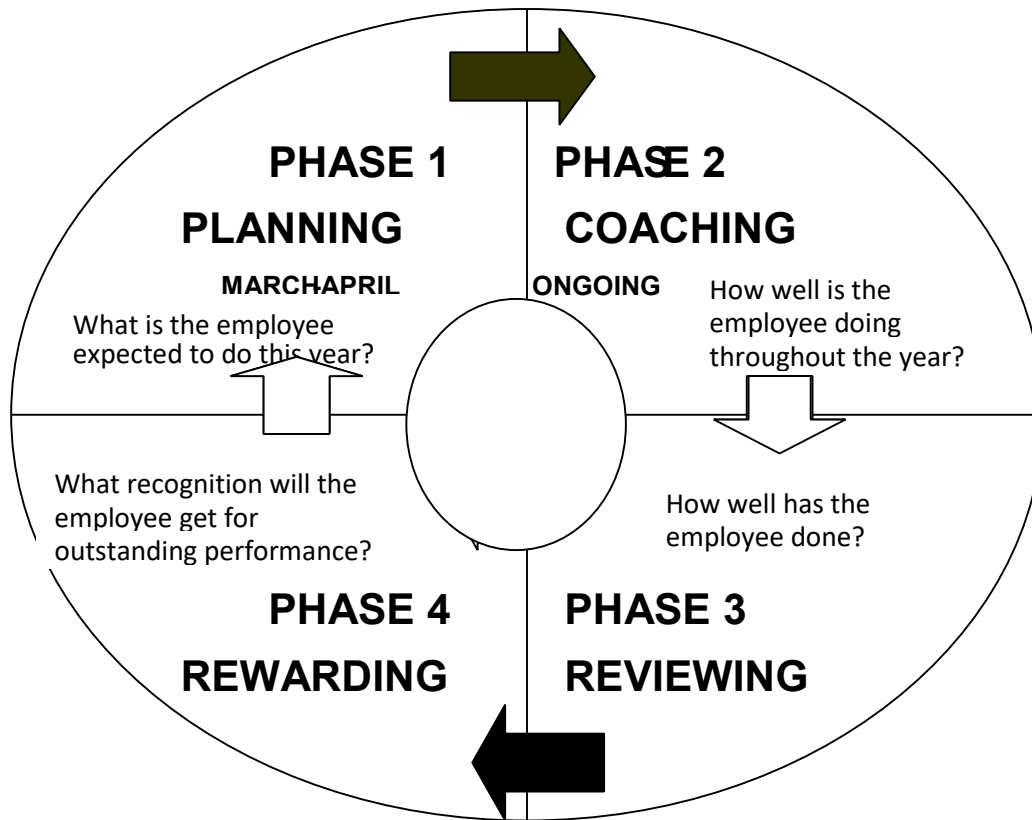


Figure 2: The Performance Management Cycle

Source: Adapted from Transnet Performance Management Handbook: 2010:10

According to Cardy and Leonard (2015), the performance management cycle plays a crucial role in the execution of a Performance Management System. The authors assert that performance management is an essential element for both individual and organizational effectiveness.

The provided visual representation depicts the continuous and iterative nature of performance management inside an organization. The evaluation method must not be restricted to a solitary occurrence at the culmination of the fiscal year, with a predominant emphasis on monetary incentives. On the contrary, it should be formulated in a way that promotes the gradual improvement of production and the development of staff skills. The provided visual representation depicts the four unique stages of performance

management as delineated in the Transnet Performance Management Handbook (2010).

Firstly, phase one, occurring on a yearly basis during the months of March and April, entails the systematic communication of managers' expectations to employees in an efficient manner. During this phase, the objectives are comprehensively examined and unanimously consented to by all parties concerned.

Phase two involves implementing an informal evaluation to evaluate the progress made with respect to the objectives agreed upon by all parties involved. This stage requires careful consideration and appropriate direction to assist the person in improving their performance. The timely provision of feedback regarding employee performance is of utmost importance for effective management. The practice of coaching, as implemented by a manager, requires the manager to thoroughly comprehend the responsibilities performed by the employee. The task of overseeing workers in many departments can present a considerable challenge for managers, especially when they possess limited knowledge in the multiple disciplines involved.

Phase three includes the bi-annual evaluation procedure. The initial assessment is undertaken on a yearly basis, specifically from September to October, while the subsequent review occurs in March, aligning with the end of the fiscal year. The mid-year review serves the purpose of assessing the relevance of the predetermined objectives and evaluating the employee's performance regarding such objectives. It is advisable to formally assess the achieved objectives at regular intervals, specifically semi-annually, to evaluate performance. The primary objective of conducting a mid-year review is to discern and evaluate specific aspects of performance that necessitate enhancement. This process includes formulating suitable strategies to rectify these deficiencies and effecting pertinent adjustments to established objectives and targets. It is imperative to acknowledge that the mid-year evaluation should not be exclusively depended upon as the only determinant of remuneration.

Finally, phase four is widely regarded as a stage that brings about a significant sense of fulfilment. During this phase, personnel are recognized for their outstanding accomplishments through the provision of monetary incentives. Therefore, it is crucial that a comprehensive range of assessments, including both official and informal methods, are carried out throughout a designated financial timeframe to determine the exact areas in which an employee's performance is below standard. In fields where optimal performance has been recognized, it is crucial for organizations to consistently strive for excellence. Performance is assessed with respect to the predetermined objectives in all of the evaluations. In areas where performance has demonstrated below-average levels, it is crucial to identify the underlying variables that contribute to these disappointing outcomes. A significant contributing reason to below-average performance is the lack of necessary skills and abilities, which calls for the adoption of training and development programs as a means of addressing this issue.

2.10 STRATEGIC GOALS AND OBJECTIVES OF AN ORGANIZATION

The possession of a clear vision and mission statement is of utmost importance for every organization, as it serves as the fundamental basis for the establishment of its goals and objectives (Leithwood, Jantzi & Steinbach, 2021; Santuryan, Karyatun & Digdowiseiso, 2023). Organizational goals are not designed with the purpose of maintaining the current status quo, but rather to facilitate the organization in operating at a higher level in comparison to its previous performance. According to Armstrong (2005) as cited by Ashdown (2014), the concept of performance management encompasses a whole process that seeks to improve organizational performance by focusing on improving individual and team performance. The efficacy of the organization's operations is contingent upon the formation of robust communication and active engagement between management and employees. The optimal conditions for goal-sharing involve a permissive and unencumbered setting when individuals can openly communicate their thoughts and ideas without fear of adverse outcomes. During this phase, organizational management has the opportunity to communicate their desired outcomes and objectives to their staff effectively. The aforementioned discussion is consistent with the viewpoint

of Hellriegel, Jackson, Slocum Staude, Amos, Klopper, Louw and Oosthuizen (2004), who argue that performance is an ongoing and cooperative effort in which employees, with the backing of their employers, strive to improve their personal performance and their impact on the overall goals of the organization.

The alignment and grasp of corporate objectives among managers are crucial, requiring their dedication and thorough comprehension. Moreover, it is crucial for managers to proficiently convey the aims and objectives to their employees. Consistent dissemination of goals and objectives should be maintained throughout the entirety of the year. It is recommended to review these documents, either before or during meetings, in order to offer direction. In order to promote the assimilation of trainees into the organizational culture, it is crucial to properly express the goals and objectives of the company at the outset of any training session. Furthermore, it is advisable that these objectives be publicly displayed inside the physical facilities of the company, encompassing its structures and workspaces. This practice serves as a constant visual reminder of the firm's strategic trajectory.

The evaluation of organizational and personnel performance is carried out in accordance with the goals of the organization, and the Department of Education is no different in this respect. This implies that the successful adoption of a Performance Management System is dependent on the alignment with the Strategic Plan of the company, which acts as the fundamental framework for the establishment of the business's goals and objectives.

Luthuli (2009) asserts that the implementation of a Performance Management System holds great importance due to its ability to support organizational alignment. This alignment encompasses various aspects such as the vision, mission, policies, strategies, and individual performance. An organization that lacks a clearly articulated vision and purpose statement can be metaphorically compared to a ship travelling without the

guidance of a rudder. As the temporal progression unfolds, there is an augmented probability of encountering a diminishment in one's sense of purpose or trajectory. A successful execution of performance management begins with the employee's understanding of the organization's expectations, which are derived from the vision and mission statement.

2.11 ORGANIZATIONAL TARGETS

According to the National Treasury (2007), performance targets can be defined as a delineation of a particular level of performance that an entity, program, or individual aims to attain within a designated period. In order to assess performance, it is imperative for the business to first define clear objectives. Based on the findings of the KZN Education Technical Report (2022), the Department of Education posits that every student has the potential for academic achievement. Consequently, it is incumbent upon each teacher to facilitate the success of all their pupils by imparting the necessary knowledge and skills required to attain satisfactory outcomes. The appropriate rate of progress was determined based on the 2022 academic performance baseline, which was recorded at 76.8%. A minimum target threshold has been established based on an analysis of the patterns observed over the past five years. The objectives were effectively disseminated to various educational entities, including districts, circuits, schools, and teachers, through both electronic and hard copy formats. It is worth noting that while targets were formulated and communicated to educational institutions, they do not function as evaluative benchmarks inside the IQMS. As stated by Transnet (2010), it is imperative for both the manager and the employee to reach a mutual agreement on the objectives and metrics during the planning phase. This suggests that it is necessary to establish the objectives at the commencement of the fiscal year and use them as the foundation for the review process. The aforementioned objectives are periodic in nature and are generated from the operating plans of an organization. The achievements of the preceding year provide a foundation for setting goals in the subsequent year. In order to enhance the level of performance throughout each evaluation, it is imperative to define

goals with utmost clarity. In circumstances characterized by a decline or lack of progress in performance, the implementation of an intervention becomes necessary.

2.12 BENEFITS OF IQMS FOR THE DEPARTMENT OF EDUCATION

In essence, it is the Department of Education's collective responsibility to the broader community to ensure the effective implementation of the IQMS. This entails ensuring that all learners receive exceptional quality public education and consistently improving teaching and learning standards, as outlined in Collective Agreement Number 8 of 2003. The foundation of the IQMS implementation was established upon this agreement.

The viewpoint regarding the implementation of IQMS was reiterated by Gongqa (2015), who emphasized the necessity for schools to ensure the provision of high-quality public education to all learners. Furthermore, Gongqa emphasized the importance of ongoing enhancements in the quality of both teaching and learning. All stakeholders bear responsibility for attaining these objectives and are answerable to the broader community. Increased learner satisfaction, enhanced educator effectiveness, and school advancement; improved reliability and timely delivery of services.

Managing service delivery against agreed targets and intended outputs are among the objectives of the Performance Management System (PMS), which also facilitates constructive communication between supervisors and their subordinates (Mbanga, 2018). The Integrated Quality Management System should not deviate from this standard. This dialogue is where goals to be attained are agreed upon, and the goals must be acceptable to the learners as customers.

Performance management can facilitate employees' acquisition and development of new skills (Mkhize, 2018). During the assessment process, unsatisfactory performance is identified and addressed by school officials, circuit managers and district officials through

development. PMS is intended to facilitate the early identification of subpar performance and the implementation of corrective measures (Mbanga, 2018). Phillips and Gully (2016) state that businesses are aware that human capital development is only as effective as a productive PMS. This is consistent with Tachie and Mancotywa's (2021) assertion that the performance management system functions as a form of in-service professional development and a means of identifying the weaknesses and needs of teachers in order to improve the quality of teaching and learning.

According to Emmanue and Harunavamwe (2017), the benefits of performance management may include, firstly, direct financial gains as operational costs are reduced, secondly, a motivated workforce where employee engagement is enhanced through professional development programmes, and thirdly, management control that is flexible and responsive to the needs of the company.

2.13 TEACHERS' PERSPECTIVES ON THE EFFECTS OF IQMS

According to the National Development Plan (NDP) – 2030, the fundamental business of schools is learning and teaching, and the principal's primary responsibility is to ensure that the school's culture supports these priorities (DBE:2019). The success and failure of a school system must be determined by the extent to which teaching and learning gratify the learner as the primary customer.

End-user acceptance is crucial to the successful implementation of a programme. A successful program may falter if buy-in is not achieved. The inability to secure the buy-in of educators, provide adequate training in its use, increase school capacity, and address the unproductive teaching and learning environment in the public school sector rendered the implementation of the IQMS ineffective. If these factors are not addressed and altered, they will impede the implementation of future systems (Centre and Development, 2015). IQMS was implemented as a school performance management system for several years, but a 2015 Centre and Development study report found it

ineffective. During the implementation years, pay progression continued to be paid to teachers, thereby reducing the program to a compensation program rather than a performance management system. Mahlaela (2011) concluded that most school principals and teachers believe the IQMS determines salary progression and exerts control.

In general, employees form opinions about others and objects based on the benefits they can obtain. They would support activities that are more beneficial, whereas activities that are assumed to be expensive will be perceived negatively (Mbanga, 2018). Teachers perceived the IQMS as a DBE tool that provides no benefit to the internal management of schools (Booyse, 2018).

The perceptions of teachers regarding performance and assessment in schools include aspects such as school heads abusing the performance management system, schools not conducting staff development programmes with their staff, no meaningful reward for teachers who perform well, teachers' lack of training despite a performance management system, and a lack of resources and materials in schools (Tachie & Mancotywa, 2021). The point about inadequate teacher training was reiterated by Pylman (2015), who stated that training for the IQMS is not ongoing and quality-assured, but once off training and based on the cascade model.

According to Queen-Mary and Mtapuri (2014), morale appeared to be low, and some teachers felt that the IQMS did not meet their developmental expectations, as even those who were intended to develop them did not appear to have the correct responses. They further elaborated that teachers believed the department implemented the IQMS too quickly. For any change to be successful, stakeholders must share a common vision of the system and the beneficiaries must feel a sense of ownership and empowerment.

Philip (2012) elaborates on the notion that PMS implementation requires financial support by stating that PMS requires initial investments of resources for both implementation and ongoing administration. According to Kalashe (2016), inappropriate expenditure of financial resources may result in the failure of an organization to achieve its goals. The failure of the government to provide resources aided unions that claimed the playing field is not level, and it transformed IQMS from a performance management system to a pay advancement program. Teachers were frustrated by the improper application of IQMS. In fact, anecdotal evidence suggests that some educators are contemplating early retirement due to their dissatisfaction with IQMS. This may compromise the content of instruction and learning (Queen-Mary and Mtapuri, 2014).

2.14 LINKING IQMS TO LEARNER PERFORMANCE

A commonly held idea posits that the content and skills that are evaluated through assessments are the same as those that are taught in educational settings. According to the Department of Basic Education (2019), the enhancement of student outcomes necessitates the provision of education of exceptional quality. A logical argument posits that the implementation of regular assessments for both teachers and learners is essential for enhancing learner performance. It is imperative to conduct assessments against the predetermined target at the onset of the performance cycle. The attainment of satisfactory performance outcomes is crucial to ensure customer satisfaction, particularly in the context of learners and their parents.

According to Centre and Development (2015), the government had planned to incorporate learner performance as a criterion on IQMS assessments; however, this proposal was met with opposition from the teacher unions. The unions raised concerns pertaining to the concepts of validity and fairness. These concerns encompassed the type of evidence employed to evaluate learner performance, the equitable assessment of teachers given their previous inadequate education and training, the insufficiency of effective professional development opportunities to enhance teachers' competencies,

and the unfavourable teaching and learning conditions experienced by many educators. The outcomes of the unions' arguments resulted in the establishment of unit standards that regrettably omitted learner performance as a criterion for evaluating teacher performance. The inclusion of a mutually agreed upon performance percentage, which encompasses learner achievement, should be the focal point of assessment throughout all grades, including those in the Further Education and Training (FET) phase.

According to the Centre for Development and Enterprise (2015), the South African Democratic Teachers Union (SADTU) claimed that assessing a teacher's competence becomes significantly challenging when the classroom learning environment is not conducive to effective learning. In a multitude of public educational institutions, instructors are responsible for supervising courses that consist of a much larger number of students exceeding 40. SADTU contends that the current approach does not align with the principles of effective pedagogy, asserting that it resembles crowd management rather than genuine instruction. The evaluation of competency is not feasible within the given circumstances. According to Centre and Development (2015), the argument put out by SADTU concerning the learning environments within schools may possess validity. However, if these conditions are utilized to distort the performance management system, it becomes imperative to rectify such discrepancies. If the implementation of the IQMS was indeed as challenging as SADTU claimed, it would have been prudent for the Department of Education to suspend the implementation until the necessary conditions were met to meet the prescribed standards. The educational needs and expectations of a suitable educational institution should be considered through alternative channels in addition to the performance management system.

Effective teacher performance management plays a crucial role in enhancing learning outcomes and ensuring school accountability. The process of teacher performance management involves the systematic identification, evaluation, and development of teachers' work performance over the course of the academic year. This approach aims to enhance the effectiveness of achieving the school's goals and objectives, while also

providing instructors with benefits such as salary progression, professional growth opportunities, and career counselling. According to the DBE (2019), embedded within the objectives of educational institutions is a commitment to enhancing the rate of successful outcomes. Consequently, it is mandatory for all schools to formulate their pass rate objectives at the commencement of each academic year, taking into account the prior year's performance as well as the targets set by the provincial authorities.

The exclusion of learner performance as an assessment criterion can lead to the inflation of assessment scores, which are intended to facilitate wage progression, but may come at the detriment of customers who would benefit from a focus on the learning process. The inflated ratings of instructors might be seen as a reflection of the limitations of evaluations in their ability to effectively improve instruction and academic achievement (Tachie & Mancotywa, 2021).

2.15 ENABLING FACTORS IN THE IMPLEMENTATION OF IQMS

Nelongo (2016) is of the view that the successful implementation of a Performance Management System relies on the establishment of an environment marked by mutual trust and respect among managers, superiors, and employees at all levels of the organizational hierarchy. Moreover, it is believed that the process is distinguished by qualities such as objectivity, transparency, and honesty. The idea in question applies to IQMS as well. It is imperative for educators to exhibit dependability in their implementation of the IQMS. During a designated timeframe, the relationship between supervisors and supervisees undergoes a transformation, resulting in the establishment of a deeply ingrained corporate culture. Dweba (2017) asserts that the installation and utilization of performance management systems are significantly influenced by corporate culture and management practices.

According to the Education Labour Relations Council (2003) in Resolution 8 of 2003, the creation of the School Management Team (SMT) is considered essential for the

successful execution of the Integrated Quality Management System (IQMS) inside educational establishments. The principal objective of this architectural design is to enhance the efficacy and productivity of the educational establishment. The second organizational structure is referred to as the Staff Development Team (SDT), which assumes the responsibility of formulating strategies, overseeing operations, coordinating activities, and assessing the effectiveness of all quality management processes. The third organizational framework is referred to as the Development Support Group (DSG), which consists of the immediate superior of each teacher together with another educator. The primary objective of this position is to offer direction and support. Educational institutions are anticipated to possess specific architectural components.

2.16 CONSTRAINING FACTORS IN THE IMPLEMENTATION OF IQMS

Based on empirical research conducted on IQMS, it has been identified that certain impediments exist that hinder the successful application of this quality management system. The successful implementation of the IQMS was impeded by various factors, such as the insufficient advocacy program initiated by the Department of Education (DoE) to introduce the IQMS to schools, subpar training provided in certain provinces, inadequate leadership demonstrated by principals, and resistance exhibited by teachers towards the process (Centre and Development, 2015). Booyse (2018) similarly conveyed the sense that the IQMS, being the sole formal performance management system in South African schools, possesses several deficiencies, and school principals do not effectively utilize it for performance evaluation or enhancing school strategy.

It is commonly assumed that senior-level officials possess the requisite evaluation skills. However, Tachie and Mancotywa (2021) argue that evaluators often lack specific knowledge pertaining to the subject areas in which they assess teachers, particularly in secondary education. Moreover, the frequency and extent of professional development opportunities for evaluators are limited. The educators expressed doubts regarding the proficiency and reliability of the individuals responsible for evaluating them, as these

evaluators were found to be lacking in the necessary skills for accurately assessing the performance of teachers (Queen-Mary and Mtapuri, 2014).

One notable characteristic of IQMS is the implementation of a reward system that is based on pay progression. The inclusion of this component is a customary practice within quality management systems. According to Tachie and Mancotewa (2021), the integration of the IQMS with pay progression has distorted its intended developmental purpose and value.

A review of the relevant literature revealed a multitude of potential factors contributing to the lack of success in implementing performance management within educational institutions. Several studies have found that performance management systems and objectives were implemented without seeking input from all relevant stakeholders (Booyse, 2018).

At the school level, principals serve as the key proponents of the implementation and promotion of the IQMS. Before they can legally drive IQMS in school, it is therefore crucial that they have bought into the programme. According to the Centre and Development, (2015), the majority of public school principals viewed the IQMS with scepticism. They believed that it did not accomplish either of its intended goals of promoting accountability or enhancing teacher development. They complained that the IQMS's onerous administrative burden reduces teacher evaluation to a mere compliance exercise. The incomplete implementation of performance management in schools is a factor that hinders its success. Almost never do schools use performance measurement data to develop strategy and enhance school performance (Booyse, 2018). Mchunu (2014) established that school principals, SMTs, SDTs, and Development Support Groups (DSGs) are unsure of the structures and responsibilities of the IQMS. This results in the system's ineffectual application. Mchunu (2014) added that principals received a one-time training session, after which they were expected to disseminate information to instructors, establish structures, and implement the IQMS.

The implementation of IQMS is predicated on the premise that teacher development has a positive effect on teaching and learning when teachers are well-developed. Mchunu (2014) stated that the personal development of teachers is at an alarmingly low level, and that IQMS do not contribute to the development of teachers and does not result in the improvement of teaching and learning in schools. One of the reasons for this is that teacher development programmes are ineffective and limited to traditional approaches, with no follow-up programmes to continuously monitor teachers' development (Mchunu, 2014).

The School Management Team (SMT) is accountable for the implementation of the IQMS. The concept was to be sold by the principals so that the SMT could buy into the policy. Booyse (2018) notes that the application of the IQMS was plagued by insufficient support and training. The implementation of IQMS is predicated on the premise that teacher development has a positive effect on teaching and learning when teachers are well-developed. According to Mchunu (2014), the personal development of teachers is at an alarmingly low level, and the IQMS do not contribute to the development of teachers or improve teaching and learning in schools. One of the reasons for this is that teacher development programmes are ineffective and limited to traditional approaches, with no follow-up programmes to continuously monitor teachers' development (Booyse, 2018).

The appointment of acquaintances for the Development Support Group with the intention of inflating scores for grade and pay progression, and the disruption of teaching and learning during evaluation processes were also cited as causes for concern (Emmanue and Harunavamwe, 2017). Teaching and learning take place when there are learners and a prepared teacher who is teaching. IQMS evaluations turned to be used for salary increments. This view was also supported by Queen-Mary (2014), who stated that teachers score themselves highly to increase their remuneration rather than concentrating on development. Some teachers have lost faith in the IQMS as a result of blatant cheating; they view it as a waste of time, money, and other resources.

The implementation of IQMS is conducted in a hurry to obtain scores. Due to time constraints, pre- and post-evaluation discussions are not conducted properly (Booyse, 2018). The conversations serve to provide school officials with preparation for assessments prior to administering the IQMS, as well as aiding in the provision of feedback. The feedback provided serves to elucidate the criteria upon which the scores are determined, as well as to facilitate the professional growth of each particular teacher. The lack of discourse surrounding the implementation of IQMS transforms it into a mere compliance endeavor, rather than a beneficial initiative for both teachers and the school as a whole.

2.17 SUPPORT BY THE DEPARTMENT OF EDUCATION FOR THE SUCCESSFUL IMPLEMENTATION OF IQMS

The process of cascading and implementing the Integrated Quality Management System (IQMS) was carried out at the school level, with the involvement of circuit managers who served as the immediate supervisors of school principals. The provincial authorities engaged in a collaborative effort with the district in order to jointly address training and evaluate the implementation process. The primary mandate of provincial education departments entails facilitating continuous professional growth for educators and fostering accountability by means of performance evaluation. Several challenges can impede the successful deployment of an IQMS (DBE, 2019).

Resolution 8 of 2003, the foundational document for the implementation of the IQMS, stipulates that training in educational institutions ought to be facilitated by regional, district, and local officials, with the backing of the provincial Department of Education. Based on the findings of the 2019 DBE report, it is evident that training sessions were definitely carried out in the province of KwaZulu-Natal (KZN). The training sessions that were conducted are documented in Table 2.2, which has been extracted from the DBE's 2019 report on the implementation of the IQMS.

Table 1: Number of educators who participated in training/workshops in key subjects as identified in the PGPs and SIPs

| Province | Mathematics | English FAL | Accounting | Physical Sciences | Life Orientation | Total |
|---------------|-------------|-------------|-------------|-------------------|------------------|--------------|
| Eastern Cape | 364 | 500 | 333 | 195 | 277 | 1669 |
| Free State | 0 | 0 | 0 | 0 | 0 | 0 |
| Gauteng | 351 | 381 | 306 | 288 | 307 | 1633 |
| KwaZulu-Natal | 1514 | 979 | 1671 | 877 | 107 | 5148 |
| Limpopo | 0 | 0 | 0 | 0 | 0 | 0 |
| Mpumalanga | 4838 | 515 | 184 | 1214 | 0 | 6751 |
| North West | 36 | 0 | 0 | 33 | 49 | 118 |
| Northern Cape | 65 | 0 | 34 | 53 | 0 | 152 |
| Western Cape | 538 | 108 | 556 | 321 | 304 | 1827 |
| Total | 7706 | 2483 | 3084 | 2981 | 1044 | 17298 |

Source: DBE, 2019

The table presented above provides an overview of the training interventions that have been implemented in the subjects of mathematics, English First Additional Language (FAL), accounting, physical sciences, and life orientation.

2.18 SUMMARY

This chapter addresses the existing gap in the implementation of the IQMS as a performance management system in schools, with a specific focus on high schools within the King Cetshwayo District. This study was undertaken due to the need for further investigation, as extensive coverage of studies has already been conducted in this sector. The research has been adequately contextualized by a comprehensive examination of the theoretical framework and models. This chapter provides a comprehensive elucidation of the IQMS and underscores the imperative of conducting a thorough evaluation of this strategy subsequent to its adoption for a duration exceeding 15 years.

This chapter presents a systematic alignment of various headings with the research objectives, in order to facilitate the subsequent analysis of the study data. An essential aspect of the study was the inclusion of evaluation standards employed to evaluate teacher effectiveness. The Transnet performance management system cycle was

examined to provide an overview of how a performance management system is implemented in contexts beyond the Department of Education, specifically at the level of schools. The next chapter deals with the collection of data for decision making.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter provides an overview of the research design and methodology employed for data collection, analysis, and interpretation to assess the effect of the Integrated Quality Management System on the improvement of teaching and learning within high schools in the King Cetshwayo District. The study employed a qualitative research design, utilizing a semi-structured questionnaire to gather data. The objective of this study is to acquire answers to the research questions that pertain to the research topic under investigation. The restatement of the research questions holds significant importance.

3.2 PURPOSE OF THE STUDY RESTATED

The aim of the study was to assess the effect of an Integrated Quality Management System on improving teaching and learning in high schools in the King Cetshwayo District. Based on this main objective, this study is intended to achieve the following objectives.

- Determine teachers' views on the effect of IQMS in enhancing teaching and learning in King Cetshwayo District
- Establish the benefit of IQMS as perceived by teachers.
- Examine factors enabling and constraining the successful implementation of IQMS in King Cetshwayo District
- Explore measures put in place by the Department of Basic Education to support IQMS implementation
- Recommend a model that can be used to enhance Quality Management System in schools.

3.3 RESEARCH PARADIGM

Creswell (2017) defines a paradigm as a comprehensive framework that encompasses a collection of fundamental beliefs that serve as a guiding force for activity. The individual examines the worldview as a comprehensive philosophical standpoint concerning the nature of the cosmos and the fundamental information that the researcher brings to their investigation. The researcher presents a collection of beliefs regarding the universe in which they currently reside and aspire to inhabit. The researcher's worldview and subsequent interpretation and behaviour are shaped by a set of abstract ideals and principles (Kivunja & Kuyini, 2017; Kumar, 2014). When commencing a research project, a researcher is directed by a set of beliefs derived from their prior knowledge and influences. This phenomenon leads researchers to adopt a specific worldview that subsequently shapes their interpretation of evidence and determines their perception of truth during the analysis process.

Kivunja and Kuyini (2017) assert that there exist four primary research paradigms: positivist, interpretivist, critical, and pragmatic. The present study has employed an interpretive paradigm to examine the effect of IQMS on the enhancement of teaching and learning within high schools located in the King Cetshwayo District. The chosen paradigm is favoured due to its ability to offer primary insights from the study participants, allowing them to share their own experiences related to the specific problem under investigation. According to Bertram and Christiansen (2014), interpretivism asserts that the most valuable insights are derived from individuals within their authentic environments, drawing upon their previous encounters. Insight into the implementation of the IQMS has been obtained from the collective experiences of teachers, principals, and circuit managers as the implementers of the IQMS. The selected paradigm is consistent with the qualitative approach to data collection. Qualitative research allows participants to express their views, perceptions, meanings, and understandings of a phenomenon (Ngema & Lekhetho, 2019). The researcher aimed to gain a comprehensive understanding of the effects of IQMS on the improvement of teaching and learning. As a result, a qualitative study approach was employed. The research in this study embraced an anti-positivist epistemological perspective, which advocates for

doing research in naturalistic environments rather than in contrived or intentionally constructed experimental situations (Creswell, 2014; Buthelezi, 2016). This was the rationale behind the decision of the researcher to conduct interviews with post level one teachers (PL1), Heads of Departments (HODs), Principals and Circuit Managers, inside the natural and customary context of a school environment.

According to the research conducted by Kivunja and Kuyini (2017), paradigms consist of four essential components, which are epistemology, ontology, methodology, and axiology. Epistemology is a philosophical discipline concerned with the study of knowledge acquisition, encompassing the examination of how individuals attain understanding, ascertain truth, and apprehend reality. The epistemological perspective of the researcher has a significant impact on the formulation of the study design and the selection of research questions aimed at obtaining knowledge that is believed to contribute to the establishment of truth. For example, if the researcher has the notion that facts are indicative of truth, they will pose factual inquiries. The ontology of a paradigm refers to a specific area within the field of philosophy that examines the underlying assumptions that are necessary for us to establish coherence and accept the validity or reality of a given concept or phenomenon. The researcher's interpretation of reality is significantly influenced by the philosophical assumptions they hold regarding the nature of reality. Axiology pertains to the ethical considerations that must be taken into account during the process of research planning. In arriving at the results of this study, the research implemented these paradigm components.

3.4 RESEARCH DESIGN AND METHODOLOGY

The study adopts a phenomenological research design in evaluating the effects of the IQMS on enhancing teaching and learning in high schools within the King Cetshwayo District. This reflects a deliberate choice to explore the lived experiences of educators, Heads of Department (HoD), school principals and circuit managers involved. As a qualitative research design, phenomenology is particularly relevant for this study, aiming to uncover the essence of individuals' experiences and perceptions regarding the

implementation of IQMS in the educational context. The study aims to capture the subjective dimensions of teaching and learning in the context of IQMS implementation through semi-structured interviews and document analysis. Phenomenology seeks to uncover the essential structures and meanings inherent in individuals' experiences. As the study is qualitative in nature, the focus is on revealing the essence of how IQMS has impacted teaching and learning. This involves understanding the perceptions, attitudes, and emotions of educators and learners regarding integrating quality management systems in their educational practices.

According to Cooper and Schilder (2011), research design may be described as a comprehensive plan that outlines the necessary steps and procedures to achieve research objectives and address research questions. The above view is in line with Kumar (2014) who states that research design may be described as a strategic plan that researchers employ to navigate their investigation and obtain reliable, unbiased, precise, and cost-effective solutions to their research inquiries. At the centre of the research design is the plan to be used to answer the research questions. The focal point of the research design revolves around the pertinent methodology employed for data collection in order to address the research questions. This study adopted qualitative research which align with interpretivism paradigm. Ngema (2020) provides a visual depiction aimed at elucidating the many stages and components of research design. In this research design, qualitative approach, population and sampling, data collection strategy and data analysis are discussed.

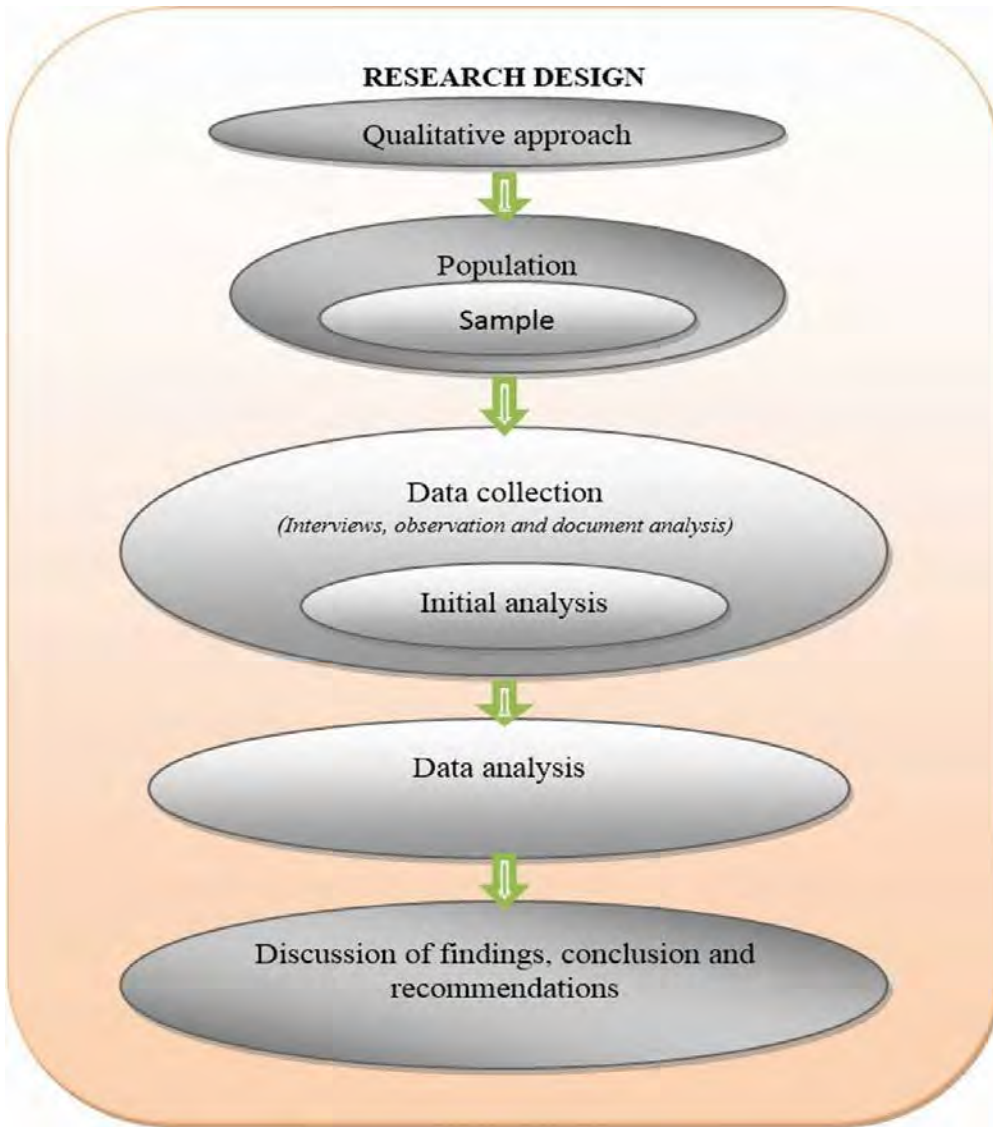


Fig 3.1: Research process (Ngema, 2020)

3.5 QUALITATIVE RESEARCH

This study employed a qualitative research approach. According to Kumar (2014), qualitative research is distinguished by its underlying philosophy of empiricism, which is deeply ingrained in its methodology. This type of research employs a flexible and unstructured approach to research, with the primary objective of exploring and understanding diversity rather than quantifying it. Instead of measuring emotions, perceptions, and experiences, qualitative research seeks to explain and narrate them.

The communication of findings in this type of research is typically descriptive in nature, rather than analytical. The above explanation suggests that the researcher aimed to obtain a more comprehensive understanding of the phenomenon being investigated, which is why semi-structured and unstructured questions are employed in the data collection process. In-depth interviews and focus groups are widely recognized as the prevailing methods of qualitative research. Moule and Goodman (2014) claim that the qualitative approach refers to a research design and methodology that focuses on the collection of non-numerical data. Consistent with the qualitative research design, this study employed semi-structured interviews and document analysis as the primary methods for data gathering. According to Jansen and Laurie (2016), the utilization of semi-structured interviews within qualitative research methodology allows for responses that are derived from personal introspection, knowledge, and experience.

Creswell (2009:175-6) provides a compilation of prevalent attributes associated with qualitative methodologies research, summarized as follows:

- Research is often conducted in the field, allowing direct interaction with the people being studied in the context.
- Researchers collect data themselves by examining documents, observing behaviour or interviewing participants.
- Multiple sources of data are preferred over a single source. The data includes interviews, observations and documents. This requires the researcher to review all data, make sense of it and organize it into categories or themes that cut across all sources.
- Inductive analysis – researcher often build their patterns, categories and themes from bottom up, by organizing the data into increasingly more abstract units of information.
- The researcher keeps focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research.

- The researcher tries to develop a complex picture of the problem or issue under study. This involves reporting multiple perspectives and identifying factors involved in the situation.

The aforementioned attributes of qualitative research suggest that it is comprehensive and aims to attain a profound comprehension of the research issue being investigated. The above attributes of qualitative research as outlined by Creswell have been utilized to the current research.

3.6 STUDY POPULATION

According to Kumar (2014), a population in the study refers to a collective of units, objects, subjects, or members that adhere to the predetermined parameters. The concept aligns with the perspective of Moule and Goodman (2014), wherein they assert that a target population refers to a cohort of individuals, records, events, or specimens that the researcher intends to gather information or data about. The research has been carried out within the King Cetshwayo District, encompassing a total of 677 schools. King Cetshwayo District is constituted of five Circuit Management Centres (CMCs), namely, Umhlathuze, Umfolozi, Nkandla, Umlalazi, and Mthonjaneni. The study population consists of a total of 204 high schools in the District. The study included post level one educator, Heads of Department (HoDs) at schools, school principals, and circuit managers as participants.

3.7 SAMPLING PROCEDURE

The district of King Cetshwayo consists of five Circuit Management Centres (CMC). The selection of research participants was conducted from each Circuit Management Centres. The current study utilized purposive sampling as the approach for selecting participants, with the objective of including a total of 17 participants, selected from each of the five CMCs. In each CMC one educator, one Head of Department (HoD), one school principal and 2 circuit managers were selected. According to Wood and Smith

(2016), purposive sampling is a sampling technique that entails the deliberate selection of a sample based on certain characteristics relevant to the investigation. The selection method entailed the researcher's identification of educators who possess a minimum of five years of teaching experience. This criterion confirms that the educators in question have undergone IQMS assessments consistently and for a substantial duration. The researcher utilized purposive sampling methodology to pick individuals based on the researcher's judgement.

The CMC representation is as follows.

Table 2: Participants are as follows:

| Participants | Number of participants |
|--|-------------------------------|
| Teachers (1 from each CMC) | 5 |
| HoDs (1 from each CMC) | 5 |
| Principals (one from each CMC) | 5 |
| Circuit Managers (two from the District) | 2 |
| Total | 17 |

3.8 THE COLLECTION OF DATA AND INSTRUMENTATION

The collection of data plays a vital role in assessing the integrity of research. The researcher utilized two data collection methodologies. To achieve the intended objectives, the researcher employed semi-structured interviews and document analysis as the selected methodologies for data acquisition.

3.8.1 Semi-structured interviews

According to Gray (2014), the interview is considered the most rational research technique. The author further asserts that interviews serve to elicit more comprehensive

responses, as respondents are prompted to explicate their previous statements. The primary method the researcher employed involved using semi-structured interview questions. However, the researcher also took advantage of opportunities to probe further when clarification was deemed necessary. The semi-structured interviews include open-ended questions and additional probing questions aimed at clarifying the responses provided (De Vos, Strydom, Fouche and Delport, 2011). Jansen and Laurie (2016) assert that the utilization of semi-structured interviews provides participants with the opportunity to respond in an unrestrained manner, drawing upon personal introspection, expertise, and past encounters. The selection of interviews was done to maximise the amount of information obtained from the participants to address the research questions.

The interviews were conducted remotely using the Office 365 program, which is widely used by all schools in the King Cetshwayo District. A prominent feature of Office 365 is its integrated Microsoft Teams, a collaboration tool designed to allow communication among individuals located in different geographic areas. In addition, Microsoft Teams has the capability to capture and store interactions for further retrieval and consultation. The interviews were conducted in the year 2022, at a period characterized by the widespread prevalence of the Covid-19 pandemic. Microsoft Teams proved to be a valuable tool in safeguarding researchers and research participants from transmitting a highly contagious and potentially lethal illness by facilitating remote interviews and eliminating the need for in-person interactions. The interviews were conducted once the interviewee had completed the consent form. All participants were obligated to provide responses to identical questions. The interview facilitated a more comprehensive exploration, allowing the researcher to delve further and pose additional questions to improve lucidity. The primary language used for conducting interviews with the participants was English; however, the researcher permitted code switching to isiZulu to facilitate a more uninhibited expression of thoughts and ideas by the participants. The texts written in the isiZulu language were transcribed into English to ensure compliance with the entirety of the research document.

3.8.2 Document Analysis

Document analysis in a qualitative research method involves the researcher's interpretation of documents to provide insight and understanding regarding a certain assessment issue (Bowen, 2009; O'Leary, 2014). The introduction of IQMS in 2005 brought forward a substantial number of genuine documents within the district. The documents encompass a range of pertinent information, including but not limited to attendance records serving as evidence of completed training, lesson observations, and IQMS instruments that have been filled out by managers. These tools include the annual assessment form, which provides performance ratings. The researcher categorized pertinent information from this study into useful information, which was integrated into the study to validate the conclusions derived from the interviews. The incorporation of document analysis as a means of corroborating findings has the potential to enhance the overall credibility of these conclusions.

3.9 DATA ANALYSIS

The process of gathering and analyzing data holds a central position in qualitative research. The efficacy of gathered data is most effectively determined through the calibre of data analysis. Data analysis refers to the systematic procedure of arranging, accounting for, and elucidating data, hence facilitating comprehension and interpretation of the data (Cohen, Manion, & Morrison, 2011). The process of gathering, interpreting, and analyzing data was conducted with the purpose of addressing the research questions. The analysis of recorded interviews was conducted in accordance with Creswell's (2014:196) six-step approach. These processes include:

- Step one entails organising and preparing data for analysis.
- Step two is reading all the data.
- Step three entails the data coding.
- Step four is using the coding process to generate a description of the setting as well as themes or categories for analysis.

- Step five involves clarifying how the descriptions or themes will be presented in a qualitative narrative.
- Step six is about making interpretations of results or findings in qualitative research.

The data gathered through interviews were transcribed into written documents using word processing software. The researcher engaged in multiple iterations of reading the interview transcripts, with a specific focus on identifying frequently occurring phrases. Codes were then developed to represent these recurring issues. The purpose of codes was to safeguard the anonymity of the individuals involved in the research. The utilization of selective coding was of utmost importance, as it afforded the researcher the ability to solidify the organization of themes. The themes were derived from the participants' information and were carefully constructed. The participants' quotes were included verbatim to ensure the accuracy of the data and to prevent any distortion of information. The data that were gathered were categorized into themes, utilizing the transcribed data. This categorization was done because the research adhered to an interpretivist methodology, which aimed to produce a comprehensive and contextualized comprehension of how teachers perceive the effect of IQMS on enhancing teaching and learning within schools in the King Cetshwayo District.

3.10 ETHICAL CONSIDERATIONS

The incorporation of ethical principles in research endeavours serves to improve the overall quality of the study and fosters a sense of trustworthiness among stakeholders (Rule & John, 2011). It conforms established norms and regulations governing acceptable conduct. As a student enrolled at the University of Zululand (UNIZULU), the researcher adhered to the UNIZULU Research Ethics Policy. The researcher took the necessary steps to familiarize himself with this policy and signed an agreement to abide by the University's Code of Conduct for research. This study has undergone ethical review and obtained approval from the University.

According to Bertram and Christiansen (2014), it is crucial that all research studies be guided by certain ethical values. Therefore, the researcher undertook to do the following to adhere to ethical standards:

- Respect the dignity, safety and wellbeing of others, including the graffiti writers, and unless express written permission is given, he will respect anonymity and confidentiality.
- Consider and be sensitive to different cultures, languages, beliefs, perceptions and customs of persons who participate in or are affected by his research.
- Ensure that the research is relevant both to the broad legal and developmental needs of the country and to the individual needs of those who may be affected by his research.
- Conduct the research and produce his thesis on his own, subject to normal supervisory and collegial assistance.
- Acknowledge and attribute to others the ideas, designs and writings that are not original.
- Reference his work accurately according to his chosen referencing guide. He will comply with copyright requirements and seek the necessary permissions where required.
- Make use of text-matching software throughout the research writing process, as discussed and required by his supervisors, and will submit appropriate reports in this regard with his proposal and thesis when they are in final draft form.

Furthermore, the following procedures were taken into consideration regarding the undertaking of the current study:

- A letter seeking permission to conduct research was forwarded to the Head of Department for the KwaZulu-Natal Department of Basic Education, specifically in King Cetshwayo District
- A letter requesting permission to conduct research was forwarded to the director of the King Cetshwayo District under which the study falls.

- Communication was done with the identified schools asking for permission to conduct a research study, and to two District officials who are Circuit Managers within King Cetshwayo District.
- More importantly, in responding to interviews, respondents did so voluntarily. Each participant was requested to sign a consent form, which was included on the first page of the instrument used.

3.11 TRUSTWORTHINESS

The concept of trustworthiness pertains to the veracity of the findings of a study, as suggested by Korstjens and Moser (2018). This raises the question of whether the results can be deemed trustworthy or not. According to the author, the most optimal criteria for establishing trustworthiness are integrity, transferability, dependability, and conformability.

The participants were duly notified by the researcher of the intention to record their interviews, and no objections were raised by the participants in response to this request. Confidentiality was ensured for the participants by employing pseudonyms to safeguard their identities. The interviews were subsequently documented by the researcher using Microsoft Teams to ensure that accuracy was achieved. The captured data were transcribed to ensure that participants' statements were accurately quoted during the analysis, enhancing the material's trustworthiness and credibility. The perspectives articulated within this study are exclusively attributed to the participants, and their assertions are substantiated by empirical evidence.

3.12 VALIDITY AND RELIABILITY

Validity refers to the extent to which the analysis accurately assesses the intended construct (Kumar, 2014; Field, 2013). According to Neuman, (2014), the concept of validity refers to the extent to which a measure or assessment accurately captures the intended construct or phenomenon. In qualitative research, scholars prioritize attaining

authenticity over pursuing a singular conception of "Truth". Authenticity refers to the provision of an impartial, truthful, and equitable portrayal of societal existence as perceived by individuals immersed in its daily realities (Neuman.2014).

Buthelezi (2016) provides a comprehensive list of various tactics that can be employed to ensure the validity of research findings. The aforementioned examples encompass various methods employed in academic research, including triangulation, member checks, peer assessment of data, gathering and comparison, comprehensiveness, and dense description. The present study employed member checks as a methodological approach. Once the questions were formulated, they underwent a process of submission to both the supervisor and the co-supervisor for verification and validation. Following the endorsement of the supervisors, a trial was held, during which an interview was done with a retired principal who had previously served as a principal for several years within the Department of Education. The interview tapes were sent to the supervisors to evaluate the accuracy of the collected information, and later received approval. The primary concern for the researcher, participants, and reader lies in the assessment of the accuracy of the obtained results.

Ary, Jacobs, Sorensen, and Razavich (2010) regard, reliability to refer to the extent to which an instrument accurately assesses the construct it intends to assess. To ensure reliable outcomes, it is imperative to obtain consistent results when employing the instrument on multiple occasions. The researcher utilized the assistance of the peers to perform the recording and cross-validation of codes, intending to determine the level of equivalence or proximity between the original codes and the secondary codes. The study's validity and reliability were ensured by utilizing Guba's trustworthiness model, as proposed by Steyn (2010). This study intended to explore the four mechanisms of credibility, transferability, dependability, and confirmability to ensure its findings' trustworthiness. To establish credibility, this study employed literature control, member verification, and consistent research precincts. Ensuring transferability in research necessitates a comprehensive depiction of the objective sampling technique employed,

as well as a thorough account of the methodology, encompassing literature control and the inclusion of verbatim quotes derived from interviews.

3.13 SUMMARY

This study employed a research strategy that was consistent with the interpretivism paradigm. A qualitative technique was employed in the data collection process to address the study objectives. The researcher employed a purposive sampling strategy to choose a sample from the study population in this investigation. The data were obtained employing semi-structured interviews and document analysis. The data that were gathered were systematically categorized into themes to conduct an analysis that would address the research inquiries. The next chapter covers the presentation and the analysis of research findings.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 INTRODUCTION

The third chapter describes the research methods and strategy used to collect the data needed to answer the research questions for this study. Building on Chapter 3, this chapter discusses the findings from semi-structured interviews with 17 participants conducted using a qualitative research method. This chapter offers the perspectives of post-level one educators, department heads, school principals, and circuit managers who supervise the school. The primary goal of this research is to determine whether the Integrated Quality Management System (IQMS) helped schools improve teaching and learning in King Cetshwayo District high schools. Improved teaching and learning should result in improved academic performance.

The intention for conducting the interviews was for educators at different school levels and circuit managers to explicitly articulate the successes and challenges experienced in implementing the Integrated Quality Management System in King Cetshwayo District high schools. The interviews were guided by four research questions. Answers to the research questions led to the researcher recommending a model for the future implementation of a quality management system at the school level. Findings from the interview were organized into themes to establish meaning and for ease of interpretation in the succeeding chapter. The study was designed to achieve the following objectives, which seek to:

- Determine teachers' perspectives on the role of IQMS in enhancing teaching and learning in King Cetshwayo District.
- Establish the benefits of IQMS as perceived by teachers.
- Establish factors enabling or constraining the successful implementation of IQMS in King Cetshwayo District.

- Explore measures put in place by the Department of Basic Education to support IQMS implementation.
- Recommend a model that can be used to enhance quality management systems in schools.

4.2 PROFILE OF PARTICIPANTS

Table 3

| NUMBER OF PARTICIPANTS | CATEGORIES OF SCHOOL OFFICIALS | AVERAGE YEARS OF EXPERIENCE IN THE POST |
|-------------------------------|---------------------------------------|--|
| 15 school-based officials | Post level 1 | 19,7 |
| | HODs | 13.3 |
| | Principals | 17 |
| 2 Circuit Managers | Circuit Managers | 10 |

The aforementioned participants were purposefully chosen so that officials with experience in IQMS deployment may contribute their insights. Participants were drawn from the five Circuit Management Centres (CMCs) that comprise the King Cetshwayo District. Each CMC is represented by a teacher (PL1), the head of department (HOD), and the principal. The sample also included two Circuit Managers (CMs) who had years of experience in IQMS and were the direct supervisors of school principals.

Except for the circuit managers, 15 of the 17 participants were from schools. According to the table above, the interviewees had more than enough years of experience. The average number of years of service in the post level for post-level one educators is 19,7, HODs is 13.3, and principals is 17 years. It essentially signifies that participants had been involved in the implementation of IQMS for several years.

4.3 CODING OF PARTICIPANTS

Table 4: Coding of participants

| Code | Post Level | Circuit | Circuit Management Centre (CMC) |
|-------------|-------------------|-----------------|--|
| PL1 | 1 Educator | Isikhalasenkosi | Umhlathuze |
| PL2 | 1 Educator | Umbiya | Imfolozi |
| PL3 | 1 Educator | Eshowe | Umlalazi |
| PL4 | 1 Educator | Ndlangubo | Mthonjaneni |
| PL5 | 1 Educator | Sigananda | Nkandla |
| HOD1 | 2 HOD | Isikhalasenkosi | Umhlathuze |
| HOD2 | 2 HOD | Richards Bay | Imfolozi |
| HOD3 | 2 HOD | Eshowe | Umlalazi |
| HOD4 | 2 HOD | Mashinga | Nkandla |
| HOD5 | 2 HOD | Obuka | Mthonjaneni |
| P1 | 4 Principal | Ngwelezane, | Umhlathuze |
| P2 | 4 Principal | Mbongolwana, | Umlalazi |
| P3 | 4 principal | Obuka | Mthonjaneni |
| P4 | 4 Principal | Ntolwane | Nkandla |
| P5 | 4 principal | R/Bay, CMC | Imfolozi |
| CM2 | CM | CMC | Nkandla |
| CM1 | CM | CMC | Imfolozi |

4.4 PRESENTATION OF THE FINDINGS

The information gathered was grouped into themes. The themes were developed after the researcher completed the following steps:

- The transcripts from different interviews were read thoroughly to identify common features in participant's responses.
- Participants' responses were coded to hide their identity.
- Themes were developed based on participant's responses and aligning them with research questions.

To answer the research questions, the transcripts yielded the eight (8) themes listed below. Participants were cited verbatim in response to the research questions to ensure that the information they provided was not manipulated. The themes are listed in table 2 below.

Table 5: Research Questions and Themes

| RESEARCH QUESTIONS | THEME NUMBER | THEME |
|---|--------------|--|
| What are the teachers' perspectives on the role of IQMS in enhancing quality teaching and learning? | Theme 1 | Teachers' perspectives on the role of IQMS in enhancing teaching and learning |
| What are the benefits of IQMS as perceived by teachers? | Theme 2 | The assistance brought about by IQMS in enhancing teaching and learning at school. |
| What are the factors enabling or constraining the successful implementation of IQMS in King Cetshwayo District? | Theme 3 | Enabling factors that have promoted IQMS implementation |
| | Theme 4 | The constraining factors in the implementation of IQMS |
| | Theme 5 | Linking IQMS assessment with learners' pass rate |
| What measures have been put in place by the Department of Basic | Theme 6 | The support by principals, SMT and SDT you perceive as |

| | | |
|---|---------|---|
| Education to support IQMS implementation? | | supportive to the effective implementation of the IQMS? |
| | Theme 7 | The support given by Circuit Managers in the implementation of IQMS |
| | Theme 8 | The support given by Subject Advisors in the implementation of IQMS |

4.4.1 Theme 1: Teacher’s perspectives on the role of IQMS in enhancing teaching and learning.

This theme aimed to determine if teachers believed that the implementation of an IQMS has improved teaching and learning in high schools in the King Cetshwayo District. The findings revealed that the implementation of IQMS has contributed to the enhancement of teaching and learning in King Cetshwayo District high schools. Having presented the main finding, it is important to mention that certain participants acknowledged that although there was some improvement, it was just partial. The latter finding implies that teachers are not on the same understanding while the implementation is conducted in all schools. This is what the teachers said about this theme.

L2 was of the view that;

“Yeah. Yes, it has sir, teaching and learning has drastically improved Sir. Yes, it has taught us as teachers to be, to always come to school fully prepared. For that reason, yes. So IQMS has helped us a lot as teachers to know our story. Yes. As they put it.”

PL2 further indicated that the improved teaching and learning was evident in learners' improved pass rate when stating that;

“Since IQMS was introduced in my school, learners' pass rate has drastically improved in a sense that teachers come to class, or rather come to school fully prepared, and their files are always in order and even after having conducting tests, the learner's marks are timeously recorded, so I think, yes, there has been a great change since IQMS was introduced. It has drastically improved pass rates in the last 10 years”

According to HOD 2:

“Yes, because it determines the teaching ability of an individual teacher, firstly, secondly, its improvement. If the teacher is lacking in something, it helps that person to improve due to the teaching and a learning, they're assisted and encouraged to maximize their teaching potential, through improving the teaching and learning. And it made the teachers to be able to account for their work.”

This positive view was echoed by P5:

“Well, I think it did, because it pointed out the challenges that would be faced by the teachers in the classroom, the issues classroom, like management, where maybe sometimes we find teachers that have some challenges in in teaching itself. So, the heads of departments get an opportunity to capture those challenges early and give support to the teachers in order to improve teaching and learning. It also assists even the school in general to identify other skills, right, that certain teachers may have possessed, right, which we would not have known about, if we didn't conduct those class visits, and we avoid some duplication and we transfer the skills and maybe we change the teacher, may be offered that particular teacher to another subject, then the subject which was afforded to in the first place.”

CM2 added a version that with IQMS implementation, teachers developed after assessment of their strengths and weaknesses:

“It assisted because over and above the training that colleagues get from the social institutions, but IQMS now brings to the person employed the fact that now at work, one, what is your job description? And number two, what do you want to be developed on, what are their strengths? What are your weaknesses? as a person who is employed. So along the way, once you understand that, a program for the staff development will come in, thrown up by the SDT, and then immediately what they will do, they will draw a plan that will be supportive of the educator, they’ll draw a plan that will be assisting the educator to improve.”

Concurring with CM2, PL1 stated that:

“Yes, it has, it has happened. Like I said, if the IQMS is followed accordingly and effectively, yes, it does have a link with the improvement of the teaching and learning and also the results consequently. Okay. So you can then say, yes, IQMS did improve teaching and learning? Yes, it has improved teaching and learning”

P5 held the same viewpoint as the other participants on this topic.

“Yes, yes, it did. It did in the sense that it kept the teachers on their toes. So that they will be always ready to go and teach, because they know that, there is a like, the other eye that is looking after the teacher so to say, even if the teacher is lacking some confidence, that teacher when getting support from the DSG. So the teacher feels free and gains confidence of teaching even much better than a person was before”

HOD3 also rearticulated the same view that IQMS implementation did improve teaching and learning in King Cetshwayo secondary schools.

“Yes, it did. Teachers are developed, teachers are engaged in all activities that need to be done to make this teaching and learning effective, professional.”

PL4 also believed that IQMS implementation aided in the improvement of teaching and learning. Improved teaching and learning were ascribed to payment that resulted from positive assessment ratings.

“IQMS played a very important role, remember the IQMS is linked to the financial remuneration, that pays progression. So, educators get motivated because of that, but in return the way teachers present themselves and after the IQMS after that development, because remember, for the IQMS there is a pre and post-pre-discussion or an end post discussion. So after those discussions, the teacher will have a different view or a different method, or a different perspective on how the class be can attended. Remember, the IQMS addresses a number of roles, whether it's ensuring that the environment is clean, whether the content is relevant, or whether the file is in order. So, after that, the teacher becomes a new person. So, I would say the IQMS, did conscientise educators, in ensuring that they teach properly, and learners learn properly.”

Other participants agreed that IQMS did help improve teaching and learning in King Cetshwayo High Schools, but only slightly. P2 articulated this viewpoint when he stated that;

“It partly does, because when people are encouraged to some extent by the demands of IQMS to do their work, but the only thing is the meetings which are supposed to be consistent, do not happen. But in terms of contribution, I would say it partly contributes because, at some point, somebody's going to be assessed on how they are doing on their duty teaching and learning, so it can be that.”

PL3 ascribed the partial improvement in teaching and learning to educators' unfavourable attitudes after many years of teaching. These educators were unwilling to accept the new development, preventing a high percentage of benefits from IQMS deployment. PL3 had the following to say:

“But it was a 50/50 thing. It was developing, but at the same time it was not developing because the old teachers would say, No, I know my stuff, I know how it worked, I cannot be changed by this. And sometimes, because of time, the team would not come back to you, to tell you where you went wrong and where you went, right? What did you do wrong? And what did you do, right? And in that way, that is when you get developed, because you need feedback on what has happened in the class, and how you performed in the class. And at the same time, how can we change that performance in order for the performance to be better, and in order for you to be able, as a person is a teacher, to be able to improve your teaching and learning. And at the same time improving results, which was, I think, was also part of the purpose of the IQMS.”

CM1 showed confusion on the matter but agreed that there was improvement in secondary schools. While primary schools are not part of the scope of this research, it is worth noting what CM1 said about primary schools as feeders of secondary schools.

“I think it's a big no. It is a big no for me. Maybe one can say yes to some high schools. For primary schools. It's a big no. That would be my short answer. Okay. But with secondary schools, there are some that it has assisted in improving teaching and learning. Yes, yes, because you have a way of measuring whether there is improvement in terms of curriculum delivery in terms of performance of each individual teacher, you also look at the end results when national senior certificate results are released. So, in high schools, yes”

CM1 made a concerning statement about IQMS installation when he stated;

“the level where I am is that at the circuit management level, one has quite a variety of issues to attend to. And because of that, it becomes so difficult to do justice in terms of implementing IQMS. We tend to do it for compliance reasons. And I do have a feeling that even at school level, where principals, deputies, and HODs have to do it, they also do the same because of other pressures, where they have to attend to different issues.”

4.4.2 Theme 2: The assistance brought about by IQMS in enhancing teaching and learning at school.

The objective of this theme was to determine the factors that facilitated the implementation of IQMS. The findings revealed that teachers underwent professional development after identifying performance gaps during assessments. The findings further revealed that teachers benefitted from an annual wage increase of 1.5 percent paid out after IQMS assessments. It is important to mention that certain teachers were not able to properly articulate the factors that facilitated the implementation of IQMS, as they believed that IQMS implementation did not provide significant assistance. The Department of Education should keep these benefits to reap better fruits in the future implementation of IQMS or any other school performance management system. This is what teachers had to say:

HOD3 was of the view that IQMS assisted.

“Yes, it did. Teachers are developed, teachers are engaged in all activities that needs to be done to make this teaching and learning effective. professionalism. Team teaching now sometimes teachers, if you don't involve them, they just did the site. But after that, if they're engaged in these practices, so they know exactly what is expected of them. And especially, not just to develop them, even to appraise their strengths.”

HOD1 expressed the same sentiment when he stated;

“Yes, because it determines the teaching ability of an individual teacher, firstly, secondly, its improvement. If the teacher is lacking in something, it helps that person to improve due to the teaching and a learning, they're assisted and encouraged to maximize their teaching potential, through improving the teaching and learning. And it made the teachers to be able to account for their work”

PL4 agreed that IQMS did benefit the school because educators were motivated by 1,5 percentages annual increase;

“IQMS played a very important role, remember the IQMS it is linked to the financial remuneration, that pay progression. So, educators get motivated because of that, but in return the way teachers present themselves and after the IQMS after that development. I would say the IQMs, did conscientise educators, in ensuring that they teach properly, and learners learn properly”.

P5 also believe that IQMS assisted in identifying gaps that led to poor performance by saying;

“Well, I think it did, because, it pointed out the challenges that would be faced by the teachers in the classroom, the issues of the classroom, like management, where maybe sometimes we find teachers that have some challenges in in teaching itself. It also assists even the school in general to identify other skills, right, that certain teachers may have possessed, right, which we would not have known about, if we didn't conduct those class visits, and we avoid some duplication and we transfer the skills and maybe we change the teacher, may be offered that particular teacher to another subject, then the subject which was afforded to in the first place. Yes, it did. It did in the sense that it kept the teachers on their toes. So that they will be always ready to go and teach, because they know that, there is a like, the other eye that is looking over the teacher to say”

CM2 also believes that IQMS benefitted the schools in identifying areas that needed development.

“I think yes, it assisted because over and above the training that colleagues get from the social institutions, but IQMS now brings to the person employed the fact that now at work, one, what is your job description? And number two, what do you want to be developed on, what are their strengths? What are your weaknesses? as a person who is employed. So along the way, once you

understand that, a program for the staff development will come in, thrown up by the SDT, and then immediately what they will do, they will draw a plan that will be supportive of the educator”

Some participants believe that IQMS did not assist schools in improving teaching and learning. P2 stated that;

“No, I wouldn't say exactly successfully, reasons are, you see in a long time? I mean the DSGs are not well organized, because we sometimes find ourselves taking a long time before we view the performances. So in that sense, I wouldn't say it's successful, because a successful IQMS would be following the schedules of reviews and discussions. So we seem not to have sufficient time to review so that before we come to the summative scores, we have thoroughly reviewed all the sections on which the performance is based”

Some participants could not come up with a clear answer on the benefit of IQMS in improving teaching and learning. This confusion is clearly expressed by CM1 when saying;

“I think it's a big no. Maybe one can say yes to some high schools. For primary schools. It's a big no. That would be my short answer. Yes, yes, because you have a way of measuring whether there is improvement in terms of curriculum delivery in terms of performance of each individual teacher, you also look at the end results when national senior certificate results are released. So, in high schools, yes, there is, but in primary schools, there is a lot of discrepancies”,

P4 stated that mainly the benefits were too limited.

“I don't think it has a positive impact but not in a 0%. There are some positive impacts of IQMS, as I was saying that since the submission of scores is done once a year and that made us not to implement it on the first cycle, it was only

done on the second cycle so that the scores are submitted. So it's all about scores”

PL1 indicated that IQMS was partially successful because of poor implementation. He noted;

“It was successful, but to a certain degree, because you know, when it is done thoroughly, you see the benefits and the fruits in terms of the school performance at the end of the year. But now, because of these challenges that we have, we tend to not implement it accordingly. And then it hinders the whole outcome, so we don’t attain the required outcome. It’s difficult to say, it has been effective. No, it has not been effective. Yeah”

4.4.3 Theme 3: Enabling factors that have promoted IQMS implementation

The objective of investigating the enabling factors that assisted IQMS implementation was to explicitly identify favourable factors that should be utilized for the establishment or improvement of a quality management system in schools. The findings revealed that incorporating unions in the execution of IQMS is beneficial. IQMS implementation also helped teachers with a 1.5 pay progression, which is a salary increase determined through performance evaluation. It is important to mention that the responses to this question do not pertain to the direct advantages for the learners as customers. When constructing a school quality management system, it is imperative for the Department of Education to constantly integrate these elements.

The findings suggested that involving unions as stakeholders in the implementation of IQMS was useful. P4 expressed it clearly when he said;

“One most obliging factor is that it's an agreement between the union and the employer. Now when the unions are involved, then that cuts off resistance”.

The same sentiment was echoed by CM2 when stating that

“And also one must say, bringing on board labour unions as well, to be part of the process has created an enabling environment for the schools, and for the system for the department as well to implement IQMS. So I would think that has created an atmosphere that says everyone is willing to take part and everyone is happy that there is such”

Other participants thought that pay progression was one of the enabling aspects of successful IQMS implementation. Teachers' salaries would increase by 1.5 percent following evaluations. This was clear when PL3 stated;

“Money. Sorry to say this, but most of us the enabler knew that you have to do well, we prepare well, because you know, this thing includes money”

The view was also echoed by P4 when stating that;

“I think as it was used as a performance measurement and also remuneration, everybody took it seriously where money's involved and wanted to score high as there was remuneration involved”.

4.4.4 Theme 4: The constraining factors in the implementation of IQMS

This theme aimed to identify factors that hindered the implementation of IQMS. The findings revealed that the implementation of IQMS is hindered by a lack of sufficient time due to excessive paperwork and competing school activities, resulting in teachers having limited time for implementation. The findings also revealed the negative attitude of teachers. The implementation of IQMS lacks adequate support and commitment from teachers at the school level. The findings also revealed a difficulty associated with peer assessment. During IQMS assessments, a peer educator is included in the evaluation panel, which causes uneasiness for the teacher being assessed. Finally, the findings revealed that the implementation of IQMS occurred annually, namely when IQMS scores were required to be presented to the district. It is not done during the entire year. The

implication of this behaviour involves participating in IQMS assessment to achieve high scores by malicious compliance. The findings imply that there are still many challenges in IQMS implementation. The Department of Education should consider providing another workshop for teachers on this important policy. This was confirmed by teachers when they said:

PL3 explains the time crunch brought on by excessive paperwork and assessments that are not distributed throughout the year.

“The main factor is time. And when we talk about time, it's the fact that it took a lot of time for this process to take place on its own, because it doesn't take place it continuously. So it was time, a lot of time in a lot of paperwork. Because there's a lot of paperwork that was filled in”

The same sentiment was expressed by P1 on the shortage of time, which limits space for conducting workshops. P1 stated that:

“Constraining factors, I think it's the time factor. The time factor in the fact that, number one, we need more workshops. And we have to structure time for workshops, especially in high schools, afternoons are used for study periods or extra classes. Meetings, we hold meetings after learners have left, the other grades except the matriculants and the grade eleven's that used to remain at school. So it's a time factor really now where you have to find time to do the workshops, time to discuss and also give feedback to the teachers, time where you have to meet with them.”

Other participants identified negative attitudes as one of the constraining factors in implementing IQMS. HOD 2 stated a negative attitude on top of the time factor;

“It's negative attitude that you'll find around the school, educators who believe that evaluation is simply used by the organization to blame workers. The other one is the time factor, when a person did not follow the exact time of coming maybe to school or going to class or giving feedback to students”.

This challenge of negative attitude was also echoed by CM1. The negative attitude is placed at the level of the SMT which leads the school programmes, which is a seriously worrying factor.

“Constraining factors, I will say attitude, one from employees, right from the principal, right from the departmental head, looking at IQMS as a by-the-way process that one needs to do. And also taking IQMS as the last part of the evaluation at the end of the forgetting that during the course of the year, there should be a program.” “Number two, I think, not continuously workshopping, workshopping because, in the system, you cannot wait for more than three hours to workshop and remind people about IQMS. I would also indicate the fact that unions on their own were not fully playing their role in terms of ensuring that they are members in their constituencies, they do inform them, they do remind them about the importance of IQMS, of course, not looking at the issue of salary progression or remuneration. Also, I think when we look at the development of teachers, if teachers are not developed, what are they going to say to the others that are just joining the system.”

One participant identified the problem of peer assessment as constraining in the implementation of IQMS. P4 stated that;

“We using an evaluator who is on the same level as educators and others appraised educators who are at the same level with them, so using a peer I think that created a problem. I think as an educator of the same level there is a difference between their attitude towards educators on their level and their attitude towards their seniors. They might lose confidence if there are two evaluators which are the peer and the HOD. With the HOD I don't think it creates problems but to have an educator who is in your same level to measure your performance in the classroom that can cause you to be shy if there is an educator of the same level”.

The other constraining factor is the once-off assessment and emphasis that comes with IQMS implementation. P2 states that;

“The only thing that is running fault, is organizing consistent meetings throughout the year until you come to the final scoring. You see when we do it at the end for submission, that is, they say malicious compliance particularly because we sometimes forget what is supposed to define a good teacher. We don't have the whole spectrum of activities that define a good teacher ours is to expose and these tools just send you to class for a class visit, and then you get out”

4.4.5 Theme 5: Linking IQMS assessment with learners' pass rate

This theme aims to ascertain teacher's perspectives on whether the learner pass rate should be included as one of the evaluation standards in the implementation of the IQMS. Teachers expressed their disagreement with the inclusion of learner pass rate as a criterion for teacher assessment during IQMS evaluation. Their disagreement stems from the fact that using learner pass rate as an evaluation criterion will put teachers at a disadvantage if their learners are performing poorly, resulting in teachers not getting a 1.5 percent pay progression after IQMS assessments. This unequivocally demonstrates that teachers prioritize their advantages over the well-being of learners as customers. This is what teachers had to say about this theme:

CM2 does not support a relationship between IQMS assessment results and learner pass rate.

“I don't think so, because learners are learners as you would have seen. Classroom observation forms a very small part in terms of the IQMS process and the scores there off, and you will find that in terms of classroom observation, the educator is not doing well. But when you look at the other performance areas in terms of IQMS, the educator is doing well, so if results are not forthcoming, we know the system results change every year, and the system is not consistent in terms of producing good results. So I think I think I think the system should look for something else to link it with the performance, not the results”.

The view of the CM is echoed by PL3 when stating that;

“It’s not fair. Because normally, the IQMS practices are done at particular time, maybe it is done once a term for a teacher. The teacher is not seeing the kids four times; the teacher is well prepared for that particular lesson. But for the School, or for the SMT, or for the principal, it is not easy to say, because the teacher is scoring high, definitely, the learners will pass, but we just have the faith”

PL2 indicated that educators are interested in 1.5 pay progression, therefore, linking IQMS assessments with learner performance will be a problem.

“That’s on its own is a problem. On its own, it was it was a problem, because when you include money and work, it will be like, we are given money according to our performance. Because it is head that percentage that 1.5, that was always coming in, because of the IQMS that you have done, and have submitted. And one way or the other, it will create a problem”

P2 offers yet another intriguing viewpoint. P2 contends that effective performance can be attained through additional interventions other than IQMS.

“You see what the school reflects as a performance may not be linked to IQMS because I think this is something that could even be achieved without the IQMS programs. The results, you know, if you start from matric down to grade eight and then look at the pass rate for grade eight up to level and then you can see that there is not much influence of IQMS. Why there is an improved pass rate in matric is because the motivation comes from the complete focus that we give to matric pass rate, which could actually happen without the use of IQMS, but there can be an influence of IQMS, but I then say the pass rate can remain the pass rate without the influence of IQMS”.

4.4.6 Theme 6: The contributions by principals, SMT and SDT in implementing IQMS

This theme aims to identify the key stakeholders involved in the implementation of IQMS at the school level. The findings revealed that the School Development Team (SDT) played a central role in implementing IQMS. The School Management Team (SMT) seemed to have a subordinate role in the implementation of IQMS. This discovery shifts the responsibility of implementing and evaluating IQMS away from the direct supervisors of teachers, hence complicating the implementation of IQMS. The Department of Education should consider a review of structures responsible for IQMS implementation. This is what the teachers had to say about this theme:

This is what PL1 had to say about this matter;

“Alright, so, the IQMS is mainly driven by the (SDTs) School Developmental Teams, and the HOD plays the role of the supervisor in the DSG, the deputy principal as well. And the SDT actually manage the implementation of the IQMS.”

P5 confirms PL1’s view on the role of the SDT

“So, it’s all about SDT in the first place. So, they are the ones that ensure the advocacy workshops and see to it that they are conducted they also draw up the management plans, generally overseeing and coordinating the process itself.”

The same sentiment was echoed by PL4;

“In that committee SDT committee, the School Development Team, the role of SMT members has been passive, since they perceive it as not their duties, as not their responsibility, but they should find someone who is chairperson SDT to make it a point that the IQMS is implemented. That is why then they decide, but I’m not sure whether consciously or unconsciously, but in the SDT committee, the SMT members are passive, they’re not that active. It’s only the chairperson that takes

an active role in ensuring that the IQMS is implemented fully. But they were supporting the chairperson as the chairperson.”

P4 also emphasized the major role played by SDT in the implementation of IQMS;

“I think SDT have implemented it effectively because the planning is done by them, the dates in which educators will be evaluated. They compile that programme and they keep records of all documents for submissions and making sure that all educators are appraised orderly and also making sure that IQMS is implemented.”

Some participants emphasized the role of SDT in the latter part of IQMS implementation. This is what HOD3 had to say about this matter:

“The STDs just sum up the scores after the scores have been collected, they sum up them, analyze them, they give feedback and support the educator” “those are the people now who are responsible for organizing the workshop. So that now they can see where gaps are and to close those gaps at the school after IQMS has been done”?

The view by HOD3 was confirmed by CM2 when stating that;

“The SDT comes right at the end, having consolidated scores, and identifying strengths and weaknesses of each educator in the school as a result, then they will be able to draw up a staff development plan. So without the SDT, compiling the reports, in terms of feedbacks, from the DSGs, from the departmental heads, from the deputy Principal, from the principal, then the whole exercise will be it will be futile”.

The school principals as members of the SMT, are also the key features in the implementation of IQMS implementation. Principals are the accounting officers in the

school, therefore, any programme implemented in the school must have the principal's blessing. This is what PL2 had to say about this matter;

“At first the school principal as well as the SMT conducted the workshop at a school level where they facilitated advocacy, training all the staff so that we as the teachers read and understood all the IQMS documents that were given and after that, then an SDT, which is the Staff Development Team was set up and the teachers.”

HODs as part of the School Management Team also had a crucial role to play in the implementation of IQMS. HODs appeared to be involved in consultative meetings for proper implementation of IQMS. HOD3 said;

“For HODs in my school after the training, we then have a summary of departmental meetings where we help each other on how to choose the DSGs, where we help each other in supporting each other in doing this practice, So, the HOD is part and parcel of all the steps from the self-evaluation, from the training, from the lesson preparation until the teacher is ready to be there. And the HOD will also be there when the teacher is presenting the lesson in that particular subject in that time, also the deputy as they are also important, academic, making sure this is implemented.”

The above view was also highlighted by CM2 when stating that;

“HODs are there to check on the performance management of the teachers. So, they assist the teachers by holding a meeting for the teacher to be able to identify the areas that he or she needs to be developed at, that will be taken into consideration and then directed now to the School Development Team.”

HODs also played a role in evaluating educators. This was clearly stated by P4

“Yes. HODs are used as DSGs, they are the ones who evaluate PL1 educators together with peers, so there will be evaluator one which you want and evaluator two which we use HODs for all educators under their department.”

The role of the HODs in the DSGs was also emphasized by CM2;

“Then with the HODs and deputies, they do not only act as seniors in the DSGS that is the development support groups, but in conducting class visits, but they also ensure that the school is running efficiently and effectively.”

4.4.7 Theme 7: The support given by Circuit Managers in the implementation of IQMS

The theme is to highlight the assistance provided by circuit managers in the implementation of IQMS in schools. The findings revealed that circuit managers supported schools in the implementation of IQMS. Circuit managers supported the schools through standardized workshops and supervision responsibilities. The challenge with standardized workshops is that they may not be based on the performance gaps found through IQMS assessment. The findings also revealed that circuit managers visit schools to obtain IQMS scores, but not to address the reported performance gaps through interventions. By implication, it means that Circuit Managers have not yet reached the required level of support they render to schools. This is what the participants said about circuit managers' support on IQMS implementation;

P3 indicated that indeed Circuit Managers did support the implementation of IQMS when saying;

“Circuit managers, yes, they were part of it, they wanted IQMS to be done. And they would send people to the school if IQMS was not done correctly, someone to workshop someone to tell us and create workshops, so that this can be implemented correctly.”

P4 indicates that Circuit Managers did support the schools they used a standardized programme for interventions.

“Yes, I think so, because they do monitor that IQMS is implemented in schools and also to train SMT or curriculum management. I think that will shoot straight to educators to know exactly what is needed from them and be in a position to present their lessons then. (Subject Advisors and Circuit Managers). I do not think they are influenced by known gaps based on IQMS results but I think it's an ongoing program that they normally do every year, not that they are based on IQMS results.”

CM2 expressed that Circuit managers do support schools, especially the principals as officials responsible for driving IQMS implementation in schools. CM2 stated that;

“in the event, there are areas of weaknesses in terms of the principal in the main, the circuit manager will come in and provide support in ensuring that the school fully implements IQMS. The circuit manager using his or her supervisory role should closely monitor whether school A is indeed implementing a IQMS in the school”

Contrary to the views of the above two participants, P2 states that;

“the circuit managers only come alive when they have to collect the scores. That is what happens. It is not about the person, you see if the circuit manager is supportive of IQMS he would or she would come to school and check the progress and advise us on where we are stuck and then come back to monitor if there is any progress on what he or she had advised us to do. Then I will say that is a support, but then when people only talk about the IQMS when it's time to collect scores, then that is not supportive”.

4.4.8 Theme 8: The support given by Subject Advisors in the implementation of IQMS

The theme aims to elucidate the assistance provided by subject advisors to schools in their capacity as subject matter experts. The findings revealed that subject advisers assisted schools by organizing content workshops specifically designed for subject teachers. The workshops are conducted for all subject teachers, irrespective of the curriculum needs identified by the IQMS. The Subject Advisors have to re-look at their intervention strategy to assist the school. This is what the participants stated:

HOD3 agreed that subject advisors do support through content workshops:

“Yes, though they are not there during the period while IQMS is implemented, but the content workshops they conduct throughout the year, even though sometimes it is called Content workshops, but there is more than the contact. So they do have some support. Yes”

The view by HOD3 is also echoed by P2;

“Yes, because they conduct content-based workshops to tackle content-based problems to capacitate educators in relation to their subjects because if they are capacitated they know their subjects well, it minimizes problems when they are doing presentations”

P2 is doubting the support rendered by Subject Advisors in supporting IQMS implementation;

“I wouldn't say exactly that they are assisting the school. Well, if they do is to a lesser extent. I remember one day the subject advisor was complaining that my learners are not doing well. Then I asked the subject advisor to go with me to the class and see how I present my English lesson, I think you will see that as my IQMS activity, then the subject advisor refused, citing reasons that she was not allowed to go in as a teacher.”

PL3 disagree that Subject Advisors support IQMS implementation. Although Subject Advisors do conduct content workshops, he does not identify how these workshops link with IQMS implementation in school.

“No. subject advisors when they come to the school, or you go for content workshops or anything, they don't talk about IQMS. They don't mention anything about IQMS. I'm sorry to say so the only thing they are interested in it was that you must cover your curriculum, curriculum coverage was more important than anything else. They didn't worry themselves about it”

4.5 SUMMARY

The participants' perspectives on the impact of IQMS implementation on enhancing instruction and learning were contradictory. Several respondents believed that IQMS had a positive effect on teaching and learning. Few participants disagreed with this view. Some respondents concurred that the school system benefited from the implementation of IQMS, while others disagreed. The findings indicate that educators were dissatisfied with the correlation between IQMS scores and learner pass rate because it could be financially detrimental to educators whose students underperform. The next chapter covers the discussion and interpretation of collected data.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION

5.1 INTRODUCTION

The preceding chapter elucidated the discoveries derived from the participants' reactions to the interview questions. The present chapter centres on the examination and elucidation of the findings deliberated in the preceding chapter to derive significance. The discussion and interpretation are conducted in conjunction with the literature review chapter and the research objective.

This study aims to assess the impact of implementing the IQMS on the enhancement of teaching and learning outcomes in high schools within the King Cetshwayo District. The analysis and understanding of the results will aid stakeholders in the Department of Education to effectively utilize the study to enhance the implementation of a school performance management system and inform the development of future school performance management systems. This chapter focuses on the analysis and interpretation of the ideas that were introduced in the previous chapter.

5.2 THEME 1: TEACHERS PERSPECTIVES ON THE ROLE OF IQMS IN ENHANCING TEACHING AND LEARNING.

This theme aimed to determine if teachers believed that the implementation of an IQMS had improved teaching and learning in high schools in the King Cetshwayo District. The findings revealed that most teachers felt that the implementation of IQMS has contributed to the enhancement of teaching and learning within the district. Having presented the main finding, it is important to mention that certain participants acknowledged that although there was some improvement, it was just partial. The teachers believed that the implementation of IQMS led to an enhancement in teaching and learning, as the teachers arrived in class adequately prepared and eager to teach. IQMS has enhanced the methods by which teachers evaluate, organize, and maintain records. The enhancement

in teaching and learning can also be credited to the professional development opportunities that teachers receive after identifying areas of improvement through IQMS assessments. Another contributing element that led teachers to conclude that the implementation of IQMS enhanced teaching and learning is the provision of financial remuneration. The 1.5 percent wage increment incentivized teachers to enhance their performance. This conclusion is derived from a limited viewpoint that only examined the successful implementation of IQMS from the perspective of teachers, without considering the feedback from learners who are the recipients of the teaching service. The favourable reactions stem from the rationale that when educators undergo professional growth and receive monetary motivation, their performance improves. The discovery is consistent with the study conducted by Diez, Iraurgi, and Villa (2018) in Spain, which determined that the implementation of the quality management system was crucial and led to favourable results. The literature depicts a well-developed adoption of a school quality management system on a global scale, while in South Africa, the situation was bleak, as evidenced by Mthembu's (2017) study. Mthembu (2017) found that the implementation of the IQMS policy posed challenges for the majority of teachers.

According to the Total Quality Management (TQM) theory underpinning this study, the eighth principle is mutual benefit. Radoica (2015) contends that the concept under consideration should offer a significant benefit in terms of the ability to create value for all involved parties. While teachers may receive financial incentives from their profession, it is imperative that learners also receive equitable rewards in the form of teaching to enhance their academic achievements. The learner's ability to demonstrate benefits resides in their high academic performance, as evidenced by a strong pass rate of good quality, where learners pass at a bachelor level. The high pass rate serves as compelling evidence that IQMS has truly enhanced the quality of teaching and learning. The case in point is the 2023 matriculation results that saw KwaZulu-Natal not only clinching the second spot and improving from the previous year but producing the highest number of distinctions a lot of which came from poor rural schools (Bhengi, 2024; Sibiya, 2024). Yet, the concern about the number of young learners who drop out of school

before they are able to write the matric examinations should not be ignored (Le Cordeur, 2024; Statistics South Africa, 2021; Sommer, 2023).

It cannot be assumed that the development of teachers automatically leads to the improvement of learner performance. Ashdown (2014) defines a performance management system as a systematic approach that aims to improve organizational performance by focusing on the development of individual performance. Nevertheless, it is vital that the advantages of teacher development likewise extend to the customers, specifically the learners in this scenario. As stated by Hashmi (2007), the initial principle in Total Quality Management theory is customer care, wherein the organization places the consumer at the forefront of its attention. If teachers believe that IQMS implementation sharpened their teaching skills, why are they not keen to include learner pass rate as one of the performance standards. Their sharpened teaching should give teachers confidence. It is recommended that learner pass rate be included as one of the assessment standards in the policy so that learners also benefit like teachers.

5.3 THEME 2: THE ASSISTANCE BROUGHT ABOUT BY IQMS IN ENHANCING TEACHING AND LEARNING AT SCHOOL

The objective of this theme was to determine the factors that facilitated the implementation of IQMS. The findings revealed that teachers underwent professional development after identifying performance gaps during assessments. The findings further revealed that teachers benefitted from an annual wage increase of 1.5 percent paid out after IQMS assessments. It is important to mention that certain teachers were not able to properly articulate the factors that facilitated the implementation of IQMS, as they believed that IQMS implementation did not provide significant assistance. The findings indicate that the Department of Education has invested a lot of money in IQMS implementation in more than 15 years since its introduction. The investment made should give results with a positive inclination as stated by the theory of change which is one of the theories upon which this study is founded. The theory of change is a

fundamental pillar of this study. Rogers (2014) defines a change model as a framework that explains how activities are understood to produce a series of outcomes that together contribute to the desired effects. After the introduction of IQMS in 2005, the researcher needed to ascertain whether IQMS had a positive impact on the schools.

Some participants agreed that the school system did reap benefits from IQMS adoption, while others partially agreed that IQMS implementation benefited schools. Some participants cited the development of teachers as a benefit acquired through the implementation of IQMS. The participants were of the view that teacher development was achieved because IQMS assessment reflected the teaching ability of the teacher. On top of professional development, participants stated that IQMS did benefit the school because educators were motivated by 1,5 percent annual increase. The finding is in line with Mahlaela (2011), who conducted a study that concluded that the majority of school principals and teachers believe the IQMS serves to determine salary progression and exert control. One notable characteristic of IQMS is the implementation of a reward system that is based on pay progression. The inclusion of this component is a customary practice within quality management systems. Nevertheless, pay progression should not take centre stage in the implementation of IQMS as it poses a danger of derailing the whole purpose of IQMS implementation. Pay progress is a reward the teachers must gain when they have performed well. The reward stage is reached after many stages in a performance management system implementation. There must also be a piece of concrete evidence that indeed the teacher's performance was on par. One study conducted by Tachie and Mancotewa (2021) found that the integration of the IQMS with pay progression has resulted in a distortion of its intended developmental purpose and value. It would be inappropriate to exclude customer care in IQMS implementation as principle number one in Total Quality Management as the founding theory for this study.

5.4 THEME 3: ENABLING FACTORS THAT HAVE PROMOTED IQMS IMPLEMENTATION

The objective of investigating the enabling factors that assisted IQMS implementation was to explicitly identify favourable factors that should be utilized for the establishment or improvement of a quality management system in schools. The findings revealed that incorporating unions in the implementation of IQMS. The findings further revealed that teachers benefitted through a 1.5 pay progression, which is a salary increase determined by performance evaluation. It is important to mention that the responses to this question do not pertain to the direct advantages for the learners as clients. When constructing a school quality management system, it is imperative for the Department of Education to constantly integrate these elements. The purpose of examining the enabling factors that facilitated IQMS implementation was to specifically identify favourable factors that should be exploited for the crafting of a quality management system in schools. It will help the Department of Education to systematically integrate these elements to compile and enhance a school quality management system.

The results indicated that including unions as stakeholders in the implementation of IQMS was beneficial. The teachers believed that the inclusion of unions in the crafting and implementation of IQMS prevented resistance because by the time the policy was implemented unions had been thoroughly engaged and they become signatories to the policy before implementation. However, the inclusion of unions, especially, at this time when they are shown to be too influential distorts the implementation of the policy. According to Centre and Development (2015), the government had planned to incorporate learner performance as a criterion on IQMS assessments; however, this proposal was met with opposition from the teacher unions. The unions raised concerns about the concepts of validity and fairness. These concerns encompassed the type of evidence employed to evaluate learner performance, the equitable assessment of teachers given their previous inadequate education and training, the insufficiency of effective professional development opportunities to enhance teachers' competencies, and the unfavourable teaching and learning conditions experienced by many educators. The outcomes of the unions' arguments resulted in the establishment of IQMS unit

standards that regrettably omitted learner performance as a criterion for evaluating teacher performance. This is a good example of how the policy gets distorted. The purpose of IQMS implementation was to ensure optimal performance from teachers to improve learner achievement, therefore serving as an accountability mechanism, according to the DBE (2019). The manifestation of enhanced learning outcomes can be observed through an increase in the pass rate and the progression of learners upon completion of grade 12. What should have been a complete benefit in the implementation of IQMS cost the Department of Education a critical standard for assessment.

Participants believed that adequate compensation was one of the key factors that facilitated the successful adoption of IQMS. Teachers' pay would have a 1.5 percent raise subsequent to reviews. An outstanding feature of IQMS is its utilization of a pay progression-based reward system. Adding this component is a standard procedure in quality management systems. Tachie and Mancotewa (2021) found that the incorporation of the IQMS with pay progression has led to a distortion of its original developmental purpose and usefulness.

5.5 THEME 4: THE CONSTRAINING FACTORS IN THE IMPLEMENTATION OF IQMS

This theme aimed to identify factors that hindered the implementation of IQMS. The findings revealed that the implementation of IQMS is hindered by a lack of sufficient time due to excessive paperwork and competing school activities, resulting in teachers having limited time for implementation. The findings also revealed the negative attitude of teachers. The implementation of IQMS lacks adequate support and commitment from teachers at the school level. The findings also revealed a difficulty associated with peer assessment. During IQMS assessments, a peer educator is included in the evaluation panel, which causes uneasiness for the teacher being reviewed. Finally, the findings revealed that the implementation of IQMS occurred annually, namely when IQMS scores were required to be presented to the district. It is not done during the entire year. The implication of this behaviour involves participating in IQMS assessment to achieve high

results by malicious compliance. These factors can be helpful in identifying areas that need to be corrected, which can increase the effectiveness of the implementation of this quality management system in schools, especially King Cetshwayo district high schools.

Research participants cited time as the primary constraint in implementing IQMS. Participants identified the time constraint resulting from an excessive amount of paperwork and assessments that are not evenly distributed throughout the year. The implementation of IQMS is conducted in a hurry to obtain scores. This finding is in line with Booyse's (2018) finding which discovered that due to time constraints, pre- and post-evaluation discussions are not conducted properly during the implementation of IQMS. Participants expressed that school programmes are excessively filled to the point where they are unable to allocate time for conducting IQMS workshops. Consistent with Booyse's (2018) discovery, it has been seen that inadequate pre- and post-evaluation talks occur as a result of time limitations. Schools are solely focused on evaluation exercises.

Other interviewees cited negative attitudes as one of the barriers to implementing IQMS. The negative attitude is noticeable at the level of the SMT, which directs the school programs, which is a big concern. According to Centre and Development (2015), the IQMS was viewed with mistrust by the majority of public school principals. They concluded it failed to achieve either of its purported goals of increasing accountability or improving teacher development. They stated that the onerous administrative burden imposed by the IQMS lowers teacher evaluation to a mere compliance exercise. Mthembu (2017) also found that principals exhibited a negative attitude towards the implementation of IQMS. One of the main obstacles faced during the implementation process was the principals' unwillingness to engage actively. This was due to their failure to adequately train teachers before commencing the implementation of IQMS.

A participant highlighted the issue of peer assessment as a limiting factor in the execution of IQMS. The participant believed that the immediate supervisor is more qualified to assess the subordinate's performance compared to a colleague. The aforementioned perspective aligns with Transnet's (2010) assertion that it is crucial for both the supervisor and the supervisee to mutually agree on the objectives and KPIs during the planning phase. This agreement serves as the foundation for the evaluation process during the IQMS assessment.

Another constraining factor is the singular evaluation and concentration that accompanies the adoption of IQMS. The evaluation of an effective teacher cannot be accomplished with a single assessment conducted at the conclusion of the academic year. The one-time evaluation results in malevolent compliance as it is solely conducted to produce scores for IQMS assessment submissions. Assessments need to be conducted continuously. The evaluation technique should not be limited to a single event at the end of the fiscal year, with a primary focus on financial rewards. Conversely, it is essential to structure it in a manner that encourages the incremental enhancement of productivity and the cultivation of staff expertise (Transnet, 2010). The Transnet performance management cycle specifies that Phase 3 includes a bi-annual evaluation method. The initial assessment is conducted annually, specifically during the period from September to October, while the subsequent review takes place in March, coinciding with the conclusion of the fiscal year. According to Darling-Hammond (2012), there exists a consensus regarding the necessity of new teacher evaluation methods that assess teaching effectiveness by considering student achievement. This notion posits that in the evaluation of teachers, students should be positioned as the primary beneficiaries of the teaching and learning process, as indicated by the outcomes achieved by the learners. A once-off assessment leaves learner achievement behind, thus rendering IQMS assessment to a money-promoting scheme.

5.6 THEME 5: LINKING IQMS ASSESSMENT WITH LEARNERS PASS RATE

This theme aims to ascertain teacher's perspectives on whether the learner pass rate should be included as one of the evaluation standards in the implementation of the IQMS. Teachers expressed their disagreement with the inclusion of learner pass rate as a criterion for teacher assessment during IQMS evaluation. Their disagreement stems from the fact that using learner pass rate as an evaluation criterion will put teachers at a disadvantage if their students are performing poorly, resulting in teachers not getting a 1.5 percent pay progression after IQMS assessments. This unequivocally demonstrates that teachers prioritize their advantages over the well-being of learners as customers.

Centre and Development (2015) reported that the government intended to include learner performance as a factor in IQMS assessments. However, this idea faced resistance from the teacher unions. The unions expressed apprehensions on the notions of legitimacy and fairness. These concerns included the use of evidence to evaluate learner performance, the fair assessment of teachers considering their insufficient education and training, the lack of effective professional development opportunities to improve teachers' skills, and the unfavourable teaching and learning conditions faced by many educators. The unions' arguments led to the creation of unit standards that unfortunately did not include learner performance as a factor in assessing teacher performance. It is at this stage that the implementation of IQMS was derailed. Instead of doing away with a performance standard that includes learner performance, the Department of Education went ahead with the IQMS implementation.

Managing service delivery against agreed targets and intended outputs is among the objectives of the Performance Management System (PMS), which also facilitates constructive communication between supervisors and their subordinates, Mbanga (2018). Unsurprisingly, participants have the same views as teacher unions, considering they are members of these unions. The argument is deemed unsatisfactory because unions solely advocated for the interests of their members, while the Department of Education acquiesced to their perspective. In doing so, the Department of Education

neglected the learners and the broader community as stakeholders in this interaction. In this study, the Department of Education violated the Total Quality Management theory by not adhering to the idea of prioritizing customer care, which is a fundamental aspect of the TQM framework. Friesner (2014) provided a clear definition of customers as individuals who obtain a product or service from an organization that offers such a product or service. In this scenario, the Department of Education directly offers teaching services to learners through teachers, while indirectly providing the same service to parents.

It is possible to determine whether or not a curriculum is being taught effectively by seeing the high pass rates and the quality of students who are advancing to higher levels of education and entering the workforce. Booyse (2018) asserts that the IQMS was designed to assess and enhance the quality of teaching and educational outcomes. This indicates that there is a correlation between the utilization of IQMS and the percentage of learners who pass their exams. The findings indicate that educators disagreed with the connection between IQMS scores and learner pass rates. This is because it could potentially put teachers at a financial disadvantage, particularly for those educators whose students do poorly.

The participants' dissent over the connection between IQMS scores and learner performance stems from the belief that this relationship would put teachers with underperforming learners at a disadvantage in terms of receiving a 1.5% pay increase. Some participants held the view that schools can attain satisfactory learner performance without the implementation of IQMS. Implicitly, the perspective suggests that schools can achieve positive student outcomes without the requirement for implementing IQMS as a policy. This is a clear indication that IQMS implementation is teacher-centred, excluding learners as beneficiaries. The stance is against principle two of the Total Quality Management theory which states that there must be a mutual benefit. Learners must not benefit by chance, but their academic performance must be targeted and be one of the performance standards.

5.7 THEME 6: THE SUPPORT BY PRINCIPALS, SMT AND SDT DO YOU PERCEIVE AS SUPPORTIVE TO THE EFFECTIVE IMPLEMENTATION OF THE IQMS

This theme aims to identify the key stakeholders involved in the implementation of IQMS at the school level. The findings revealed that the School Development Team (SDT) played a central role in implementing IQMS. The School Management Team (SMT) seemed to have a subordinate role in the implementation of IQMS. This discovery shifts the responsibility of implementing and evaluating IQMS away from the direct supervisors of school teachers, hence complicating the implementation of IQMS.

The effective execution of any policy, including IQMS, depends on the presence of capable and skilled leaders. Radoica (2015) asserts that the concepts of Total Quality Management theory emphasize the crucial role of leadership in guaranteeing the long-term success of an organization. The author contends that if one were to choose a single factor to improve an organization, leadership would undoubtedly be the most vital attribute. This theme aims to determine if the school administration, including the principal, supported the implementation of IQMS or not.

One of the discoveries revealed that the schools actually possess leadership in the name of School Management Teams. According to Resolution 8 of 2003 by the Education Labour Relations Council, the establishment of the School Management Team (SMT) is deemed crucial for the effective implementation of the Integrated Quality Management System (IQMS) in educational institutions. The primary goal of this architectural design is to improve the efficiency and productivity of the educational institution. Nevertheless, the School Development Team (SDT) spearheaded the adoption of IQMS. The discovery contradicts the structure proposed by Transnet (2010), which asserts that matters about performance management are mutually agreed upon by the supervisor and the supervisee, and the assessment is conducted by the immediate supervisor. As stated in Labour Relations (2016), the Staff Development Team (SDT) has the responsibility of organizing, supervising, coordinating, and monitoring all IQMS procedures. The primary responsibility of the School Management Team (SMT) was to ensure the optimal

functioning and performance of the school. It is important to mention that both the SMT (School Management Team) and SDT (School Development Team) consisted of the principal. However, the SDT also included educators who are not part of the SMT. The presence of post-level one teachers in the SDT brought about role confusion and overlaps is evident in these two structures, and the training conducted in preparation for such exercises was inadequately executed. Principals underwent a single training session, with the expectation that they would then share information with teachers, build systems, and put the IQMS into practice (Mchunu, 2014). This leads to the system's ineffective implementation.

At the school level, principals serve as the key proponents of the implementation and promotion of the Integrated Quality Management System (IQMS). Leadership is identified as the sixth crucial determinant of success in an organization according to Total Quality Management theory. Before the principals can legally drive the school performance, it is therefore crucial that they have bought into the program. According to the Centre and Development (2015), the majority of public school principals viewed the IQMS with scepticism. At the school level, principals should serve as the key proponents of the implementation and promotion of the Integrated Quality Management System (IQMS). The finding by Mthembu (2017) also painted a gloomy picture when stating that one of the primary challenges encountered was the reluctance of principals to actively participate in the process, as they did not adequately educate teachers prior to commencing the implementation of the IQMS.

The participants held the opinion that post-level 1 teachers were being evaluated by HODs and other members of the School Development Team which include a post-level 1 teacher. The HOD conducted the assessment in conjunction with the teacher in a classroom setting. Long-term success in an organization depends on each individual's complete participation and engagement (Radoica, 2016). The third principle of Total Quality Management is the participation of people. On the surface, it seems positive that more individuals were participating in the assessment process; but, as one participant

pointed out, peer assessment is difficult. Performance reviews should ideally take place between the supervisee and the supervisor. Peer evaluation is understood when it is carried out by peers for coaching and self-development, not when it is used to determine final results. The successful implementation of a Performance Management System relies on the establishment of an environment marked by mutual trust and respect among managers, superiors, and employees at all levels of the organizational hierarchy (Nelongo, 2016).

5.8 THEME 7: THE SUPPORT GIVEN BY CIRCUIT MANAGERS IN THE IMPLEMENTATION OF IQMS

The theme is to highlight the assistance provided by circuit managers in the implementation of IQMS in schools. The results revealed that circuit managers supported schools in the implementation of IQMS. Circuit managers supported the schools through standardized workshops and supervision responsibilities. The challenge with standardized workshops is that they may not be based on the performance gaps found through IQMS assessment. The findings also revealed that circuit managers visit schools to obtain IQMS scores, but not to address the reported performance gaps through interventions.

Several participants perceived Circuit Managers as being supportive of schools implementing IQMS. The support was provided through workshops done by persons sent by the circuit manager to help the school in implementing the program. Nevertheless, certain participants held the belief that Circuit Managers intervened in a standardized manner, without being influenced by identified gaps discovered during IQMS assessment. Workshops should be informed, among other factors, by performance gaps revealed through performance evaluations that are documented in school and subject improvement plans. The seventh principle of Total Quality Management (TQM) is the incorporation of an empirical method in the decision-making process. Radoica (2015) argues that the idea under consideration asserts that making decisions based on facts requires verifying the authenticity and reliability of the data and

facts. Adhering to this approach will guarantee that the workshop materials are pertinent and will effectively address the highlighted deficiencies. According to a study conducted by Taylor, O'Driscoll, and Binning (2006), as referenced by Ngema and Lekhetho (2013), the performance analysis model focuses on the identification of discrepancies between the intended performance and the observed performance. After identifying the gap, a comprehensive investigation is conducted to determine the underlying factors contributing to subpar or inadequate performance, enabling the development and implementation of an appropriate solution. It will therefore be inappropriate to run a workshop that is not informed by performance gaps. According to Armstrong (2008), it is crucial for the organization to operate as a learning organization, allowing its members to participate in ongoing learning and so improving their abilities necessary for future success.

Another observation is that Circuit Managers solely visit schools to assist with IQMS when they are collecting the IQMS score. This discovery transforms the entire IQMS process into a single session that takes place just during the assessment period. However, IQMS, being a performance management system, is intended to operate throughout the entire year, culminating in the collection and submission of assessment scores. The sixth principle in the theory of Total Quality Management is the ongoing enhancement of processes and practices. To ensure consistency, it is crucial to regularly apply strategies and participate in brainstorming sessions (Pillay & Bozas, 2016). Therefore, it is incorrect for an official, such as the Circuit Manager, who is responsible for overseeing schools, to abandon the task of implementing policies, instead only becoming active on IQMS implementation during the collection of scores for onward submission to the district.

5.9 THEME 8: THE SUPPORT GIVEN BY SUBJECT ADVISORS IN THE IMPLEMENTATION OF IQMS

The theme aims to elucidate the assistance provided by subject advisors to schools in their capacity as subject matter experts. The findings revealed that subject advisers assisted schools by organizing content workshops specifically designed for subject teachers. The workshops are conducted for all subject teachers, irrespective of the curriculum needs identified by the IQMS.

Some participants do believe that Subject Advisors do support IQMS implementation through content workshops. Having expressed this view, some participants on agreeing that Subject Advisors conduct content workshops, but they deny the link between workshops conducted and training need identified during IQMS assessments. The workshop conducted at that time proved to be inconsequential in resolving performance gaps and enhancing teaching and learning. Repeatedly doing standardized workshops may be superfluous for teachers with extensive expertise in the specific subject. Such a propensity could potentially deprive teachers of valuable face-to-face interaction with learners in the classroom, while they are occupied with attending workshops. Due to the extensive size of the King Cetshwayo area, some teachers absent themselves from schools during workshop days.

The above explanation portrays the organization of workshops as a customary practice rather than an intervention, as it is designed to be universally applicable. The text raises doubt about the significance of IQMS assessments if the results are not utilized to guide training programs. If the assessment criteria for the IQMS included performance targets and learner performance, a distinct approach would be developed to overcome any gaps in performance and achieve the desired targets. As stated by the National Treasury (2007), performance targets are specific benchmarks that an organization, program, or individual wants to achieve within a specified timeframe. The Performance Management System (PMS) aims to effectively oversee the achievement of targets and desired outcomes in service delivery. Additionally, it fosters productive communication between

supervisors and their subordinates (Mbanga, 2018). The absence of performance targets hinders schools and learners from achieving outstanding performance, thereby depriving them of a valuable opportunity. Annually, the Department of Education's Head Office announces a specific goal pass rate for the grade 12 class. Schools that fall below target are categorized as underperforming. Therefore, it is perplexing to label teachers in such schools as having performed well in IQMS assessments.

5.10 SUMMARY

This chapter assessed the impact of implementing an Integrated Quality Management System (IQMS) implementation in improving teaching and learning in King Cetshwayo district high schools. One finding suggests that the performance standard employed as a criterion for evaluating teachers was incorrect, since they failed to incorporate learner performance as an assessment criterion.

The other discovery is that when asked directly if the introduction of IQMS contributed to the enhancement of teaching and learning in high schools within the King Cetshwayo area, participants expressed conflicting opinions. Upon further examination, it became evident that the adoption of IQMS was utilized as a mechanism to achieve a 1.5 percent salary increase rather than aiding in the enhancement of teaching and learning. The next chapter covers conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter provides a concise overview of the content covered in the preceding chapter, which focused on the analysis and interpretation of the study findings in relation to the research questions. The study aims to investigate the effect of the Integrated Quality Management System (IQMS) on enhancing the quality of teaching and learning in high schools within the King Cetshwayo district. Further, this chapter provides a concise summary of the main findings in relation to the research objectives and questions, as well as their significance and contributions. Additionally, it will outline the constraints of the study, provide prospects for future research, and introduce a potential implementation framework to be considered in future school performance management systems.

This study aims to evaluate the effect of an Integrated Quality Management System on improving teaching and learning in high schools in the King Cetshwayo District. Based on this main objective, this study is intended to achieve the following objectives.

- Determine teachers' views on the effect if IQMS in enhancing teaching and learning in King Cetshwayo District
- Establish the benefit of IQMS as perceived by teachers.
- Examine factors enabling and constraining the successful implementation of IQMS in King Cetshwayo District
- Explore measures put in place by the Department of Basic Education to support IQMS implementation

- Recommend a model that can be used to enhance Quality Management System in schools.

6.2 SUMMARY

6.2.1 Chapter One

The primary objective of this study was to assess the effect of the Integrated Quality Management System (IQMS) on improving the quality of teaching and learning in high schools within the King Cetshwayo District. The problem statement in Chapter One depicts a South African learner who has exhibited subpar academic performance in both local and international academic assessments. The Department of Education has to enhance the abilities and competencies of teachers in order to address this inadequate academic performance. Teachers have a crucial role in facilitating learner achievement, making it imperative to focus on their development. In 2005, the Department of Education implemented the IQMS to assess teachers' performance, enhance their skills and abilities, and offer assistance and growth prospects. Despite the implementation of this policy remedy, it seems like learners' inadequate academic performance persists.

6.2.2 Chapter Two

This chapter presents a summary of the literature related to the title, problem statement, and objectives of the study. A comprehensive examination of the implementation of Quality Management System (QMS) as a school performance management system in other countries has been presented to assess the progress of policy implementation in those countries. The performance management system was deliberated upon at international, continental, national, and regional levels. Performance management has become a prominent strategy in many nations, aiming to improve educational results and promote greater teacher accountability. This chapter introduced a Total Quality Management System as a theoretical framework that forms the basis for the analysis conducted in this IQMS study.

6.2.3 Chapter Three

This chapter presented a summary of the research design and methodology used to gather, analyze, and interpret data. The purpose was to evaluate how the Integrated Quality Management System impacts the enhancement of teaching and learning in high schools within the King Cetshwayo District. The study utilized a qualitative research approach and collected data through a semi-structured questionnaire. This chapter presented a comprehensive examination of the research paradigm, research design and technique, data collection, instrumentation, and data analysis. This study aimed to obtain responses to the research inquiries that are relevant to the research subject being examined.

6.2.4 Chapter Four

Expanding upon the content covered in Chapter 3, this chapter presented the results obtained from semi-structured interviews conducted with 17 participants utilizing a qualitative research approach. This chapter presented the viewpoints of post-level one educators, department heads, school principals, and circuit managers responsible for overseeing the school. The main objective of this study was to ascertain the extent to which the implementation of the IQMS has contributed to the enhancement of teaching and learning in high schools within the King Cetshwayo District.

6.2.5 Chapter Five

Chapter five focused on analyzing and explaining the findings discussed in the previous chapter to determine their importance. The discussion and interpretation were carried out in connection with a literature review chapter and the study objectives. The stakeholders in the Department of Education should be able to effectively utilize the study's analysis and results to strengthen the implementation of a school performance management system and inform the development of future systems. This chapter focused on the analysis and interpretation of the ideas that were introduced in the previous chapter.

6.2.6 Chapter six

This last chapter summarizes the project, makes conclusions and recommendations.

6.3 FINDINGS

This study found that the Integrated Quality Management System was inadequately implemented to improve teaching and learning in King Cetchwayo high schools. The conclusion is derived from data obtained from interviews with research participants, as well as from existing literature relevant to the study issue.

6.3.1 OBJECTIVE ONE: DETERMINE TEACHERS' PERSPECTIVES ON THE ROLE OF IQMS IN ENHANCING TEACHING AND LEARNING

The findings revealed that the majority of teachers felt that the implementation of IQMS has contributed to the enhancement of teaching and learning within the district. Having presented the main finding, it is important to mention that certain participants acknowledged that although there was some improvement, it was just partial. Several teachers attributed the improved performance of their learners to the pay progression feature of IQMS, as it served as a motivating factor for teachers to effectively deliver their lessons. The learner's capacity to exhibit advantages is rooted in their exceptional academic achievement, as indicated by a high pass rate of excellent calibre. The high pass rate provides solid proof of IQMS's genuine improvement in the quality of education. Despite teachers acknowledging that the implementation of IQMS has enhanced their teaching abilities, teachers seem to lack enthusiasm in incorporating learner pass rates into their performance criteria. Their sharpened teaching should be giving teachers confidence. It is therefore recommended that at the beginning of the performance cycle, the supervisor and the supervisee must agree on performance targets which include learner pass rate so that when teachers benefit from pay progression, learners evidently achieve good quality passes at a bachelor level.

6.3.2 OBJECTIVE TWO: ESTABLISH THE BENEFITS OF IQMS AS PERCEIVED BY TEACHERS

Research participants identified teacher development and 1.5 percent pay progression as benefits brought about by IQMS implementation.

Teacher Development

The findings revealed that teacher's academic growth was accomplished using IQMS evaluations, as it reflected the teaching proficiency of teachers. The implementation of IQMS resulted in the improvement of teachers' skills and abilities. However, some participants believed that Circuit Managers intervened in a standardized fashion, without being influenced by identified gaps found during IQMS assessments. Consequently, this implies that the interventions were not effectively addressing the main issues. It is recommended that a School Development Plan be created every semester to identify any deficiencies in teachers' teachings. Teachers must participate in training interventions that specifically target their performance deficits.

Pay Progression

The findings revealed that in addition to professional development, participants affirmed that IQMS had a positive impact on the school as teachers were incentivized by a 1.5% annual rise. Incorporating this component is a standard procedure in quality management systems. However, it is important to note that emphasizing pay progression should not be the primary focus while implementing IQMS, since it can potentially undermine the overall objectives of its implementation, which is teaching and learning. Pay progression is a merit that teachers must get after they have demonstrated exceptional performance. The reward stage is achieved following the completion of multiple phases in the installation of a performance management system. Pay progression is a crucial aspect of a performance management system, but it should only occur after a comprehensive procedure that results in the creation of scores. Hence, it is advisable to prioritize performance targets that encompass the pass rate of learners as a primary criterion for assessing and evaluating teacher performance.

6.3.3 OBJECTIVE THREE: ESTABLISH FACTORS ENABLING AND CONSTRAINING THE SUCCESSFUL IMPLEMENTATION OF IQMS IN KING CETSHWAYO DISTRICT

The research findings revealed that in the implementation of IQMS, there were both enabling factors and constraining factors.

6.3.3.1 Enabling factors

These are factors that contributed to the positive implementation of IQMS.

Inclusion of teacher unions

The findings revealed that involving unions as stakeholders in the implementation of IQMS yielded positive outcomes. The involvement of unions in the development and execution of IQMS effectively mitigated opposition, as the unions were extensively involved and became official endorsers of the policy prior to its implementation. Nevertheless, the presence of unions, particularly at this juncture when they demonstrate excessive influence, hinders the effective execution of the policy. Centre and Development (2015) reported that the government intended to include learner performance as a factor in IQMS assessments. However, this idea faced resistance from the teacher unions. It is recommended that the Department of Education should clearly state to unions that their role is to provide input and guidance. The Department of Education remains responsible for the correct implementation of IQMS and they must stop unions from imposing their conditions.

Pay progression

Participants believed that adequate compensation was one of the key factors that facilitated the successful adoption of IQMS. Teachers' pay would have a 1.5 percent raise subsequent to reviews. An outstanding feature of IQMS is its utilization of a pay progression-based reward system.

6.3.3.2 Constraining factors

The participants identified the shortage of time, negative attitudes, peer assessment and singular evaluation as factors that hindered the implementation of IQMS.

Shortage of time

The findings identified time as the main limitation in the implementation of IQMS. Participants observed that the excessive amount of paperwork and assessments are not evenly dispersed throughout the year, leading to a time constraint. The implementation of IQMS is expedited to acquire scores promptly. Participants voiced their concerns that school programmes are overly saturated, leaving no room to schedule IQMS workshops. It is recommended the IQMS implementation be conducted throughout the four quarters of the year so that it becomes part of daily activities. The recording of scores and training needs must be recorded on the South African Schools Administration and Management (SASAMS) programme which is currently used by schools to collect school management and administration information. This will lessen the burden of too much paperwork.

Negative attitude

The finding revealed that negative attitudes are a hindrance to the implementation of IQMS. Negative attitude is noticed among the School Management Team (SMT), which is a body responsible for directing the school programming and is a significant cause for concern. They asserted that the burdensome administrative obligation imposed by the IQMS diminishes teacher assessment to a mere exercise in compliance. It is recommended that a thorough training of IQMS be done frequently to the SMT as drivers of its implementation. Training must be done by one team of district officials to avoid a cascading model that is normally implemented in the Department of Education. This will achieve a buy-in from the SMT.

Peer assessment

The findings highlighted the issue of peer assessment as a limiting factor in the execution of IQMS. The participants believed that the immediate supervisor is more qualified to assess the subordinate's performance compared to a colleague. It is recommended that performance agreements and assessments be conducted between the supervisor and the supervisee. The School Development Team (SDT) must not participate in performance assessment.

Singular evaluation

Another limiting element is the singular evaluation and focus that comes with the implementation of IQMS. The single assessment yields malicious compliance as it is exclusively carried out to provide scores for IQMS evaluation submissions. It is recommended that each year, there must be two formal and two informal assessments preceded by the performance agreement between the supervisor and the supervisee.

Linking IQMS assessments with learner pass rate

The findings revealed that teachers were in disagreement with the view of connecting IQMS scores with learner pass rates. This is because it could potentially put teachers at a financial disadvantage, particularly for those teachers whose learners perform poorly. Centre and Development (2015) reported that the government intended to include learner performance as a factor in IQMS assessments. However, this idea faced resistance from the teacher unions. The unions expressed apprehensions on the notions of legitimacy and fairness. These concerns included the use of evidence to evaluate learner performance, the fair assessment of teachers considering their insufficient education and training, the lack of effective professional development opportunities to improve teachers' skills, and the unfavourable teaching and learning conditions faced by many educators. The unions' arguments led to the creation of unit standards that unfortunately did not include learner performance as a factor in assessing teacher

performance. It is at this stage that the implementation of IQMS was derailed. The Department of Education must revert to its original position of including learner pass rate as a contributor to IQMS assessment scores. If the unions disagree, IQMS implementation must be put on hold, including the 1.5 percent pay progression.

6.3.4 OBJECTIVE FOUR: MEASURES PUT IN PLACE BY THE DEPARTMENT OF BASIC EDUCATION TO SUPPORT IQMS IMPLEMENTATION

FINDINGS

The findings revealed that the Department of Education's primary two forms of support are the deployment of Circuit Managers as immediate supervisors to principals and Subject Advisors as subject specialists to assist schools academically.

6.3.4.1 The support given by Circuit Managers in IQMS implementation

The research revealed that workshop facilitation is one intervening method with which circuit managers support schools, as well as the gathering of IQMS scores to aid in the processing of 1.5 percent pay progression. It is recommended that the Circuit Managers must intervene in performance gaps identified through IQMS performance assessment and recorded on the School Development Plan. Only teachers who are recorded to require the intervention must be invited to the workshop.

Standardized workshops

The support was offered through workshops conducted by individuals dispatched by the circuit manager to assist the school in implementing the program. However, some participants believed that Circuit Managers intervened in a standardized fashion, without being influenced by identified performance gaps found during IQMS assessment.

IQMS scores collection

Another observation is that Circuit Managers solely visit schools to assist with IQMS when they are collecting the IQMS scores. This discovery transforms the entire IQMS process into a single session that takes place just during the assessment period. It is recommended that IQMS scores be captured on South African School Administration and Management System (SASAMS), which is a system used by all schools to capture the school administration and management data. This will assist the Circuit Manager to access the score without visiting the school. This will pave the way for more visits to schools for curriculum and management interventions.

6.3.4.2 The support given by Subject Advisors in IQMS implementation

The findings revealed that subject Advisors intervene in schools through running content workshops. Subject Advisors should conduct content workshops. However, the research participants reject the connection between the workshops and the training needs determined by IQMS assessments. It is also recommended that Subject Advisors and any official assigned to intervene on performance gaps must visit schools and intervene directly in a performance gap identified through IQMS assessments. Training interventions in the form of workshops must be accessed through the offline portal the Department of Education must create.

6.4 CONCLUSION

The implementation of IQMS neglected a critical beneficiary element, which is the client in their capacity as a learner. The inadequacy of IQMS in enhancing teaching and learning in secondary schools within the King Cetshwayo district can be attributed to this initial distortion.

A partial implementation of IQMS was carried out. Although teachers received a 1.5 percent salary increase, they did not receive the necessary training to overcome performance gaps discovered by the IQMS evaluation. The primary interventions

consisted of standardized workshops, which the participants did not correlate with the detected performance gaps, suggesting that IQMS implementation did not close performance gaps identified during IQMS assessments.

The findings indicate that the implementation of IQMS was compromised from the beginning due to the absence of a standard that connects IQMS performance with learner performance. At the point of implementation, the initiative had transformed into a scheme focused on raising teacher compensation rather than enhancing teaching and learning for the benefit of learners and the broader society.

The preceding discourse suggests that there are flaws in the application of IQMS. IQMS was initially perceived as an independent endeavour during its deployment, but it is an integral component of regular school operations. The teachers distinguished the implementation of IQMS from the effective and efficient operation of the school. This is predicated on the perspective of teachers who believe that there is insufficient time for the introduction of IQMS. Upon careful examination, the specific period serves as a platform for the production of IQMS scores. This demonstrates a lack of comprehension regarding the annual cycle of a performance management system.

The findings suggest that the involvement of Circuit Managers and Subject Advisors had a limited impact on the implementation of IQMS, resulting in only marginal improvements in teaching and learning. The interventions were generic and not directly linked with IQMS implementation.

6.5 RECOMMENDATIONS

6.5.1 Recommendations for the study

- The findings suggested the implementation of a uniform strategy for teacher development, in which circuit and district authorities intervene through standardized seminars. It is advisable to design interventions based on the performance gaps discovered during the IQMS assessment. Attendance at the

workshop is mandatory only for teachers identified to be encountering difficulties in a certain area unless the Department of Education is introducing a new programme or intervention.

- Regularly workshopping participants on IQMS policy can yield favourable outcomes. It is preferable for the same team to workshop the participants on the policy with all the School Management Teams (SMT) in order to prevent the distortion of information and ensure that all members of the SMT are fully committed to implementing the policy. Prior to the SMT workshopping teachers at a school level, it is advisable for SMTs to have at least two meetings with the workshopping team to gain a comprehensive understanding of the policy before disseminating it to other teachers.
- If the implementation of the Integrated Quality Management System (IQMS) was truly as arduous as the unions asserted, it would have been wise for the Department of Education to halt the implementation until the requisite conditions were fulfilled to adhere to the specified standards. When evaluating an appropriate educational institution, it is important to take into account the educational requirements and expectations through various means, in addition to the performance management system. It is advisable to use the learner pass rate as an assessment criterion in IQMS assessment, assigning it a higher weighting in points than other assessment criteria. Teachers and teacher unions have to be brought on board for this change.
- The Department of Education should implement an online workshop site to address gaps found during IQMS assessments. The workshops will no longer take place in a central location as they did previously. Instead, each school official will need to choose a suitable session from the portal, with guidance from their immediate supervisor. The portal workshop should include an integrated assessment to provide evidence that the official has completed the intervention programme. This could result in cost savings for travel to the workshops, since

teachers will be able to access them at their own convenience, while also remaining within the school environment.

- A clear line of communication should be established on how performance gaps reach and get documented at the circuit and district levels. The South Africa School Administration and Management System (SASAMS) was implemented by the Department of Education over ten years ago. This system records school information across sixteen modules. It is advisable to include the IQMS assessment in this system to facilitate convenient access to circuit management, district, and Head Office.
- It is also recommended that Subject Advisors and Circuit managers or any official assigned to intervene on performance gaps should visit schools and intervene directly to a performance gap identified through IQMS assessments.

6.5.2 Recommendations for policy

- While pay progression is important in the implementation of a performance management system, it should be preceded by a thorough process that lead to the generation of scores. It is therefore recommended that performance targets that include learner pass rate be featured as a main criterion for determining and rating teacher performance.
- The Department of Education should maintain the practice of involving unions in the consultation phase to ensure their support and cooperation. During the consultation phase, it is crucial to categorically state that the Department of Education's management is responsible for both policy design and execution, and is also accountable for them. Unions provide input and guidance, thus they should refrain from imposing their own conditions and distorting the implementation of policies.

- Formal performance review should involve the supervisor and the supervisee exclusively. The supervisor evaluates the performance that was mutually agreed upon at the start of the assessment period. Peers might evaluate one another in an informal manner while preparing for the final assessment.
- The implementation of IQMS should be throughout the whole year. The recommendation involves conducting formal assessments twice a year, preceded by informal assessments.

6.5.3 Recommendations for further research

This study was exclusively done on high schools under the King Cetshwayo District under the jurisdiction of the Department of Education. The delivery of the curriculum commences not just in high school, but also at grade R in the foundation phase. It would be highly advantageous to replicate this study throughout the foundation phase (R-3) and intermediate school phase (4-6). Further investigations of this topic might be carried out in high schools located in other educational districts.

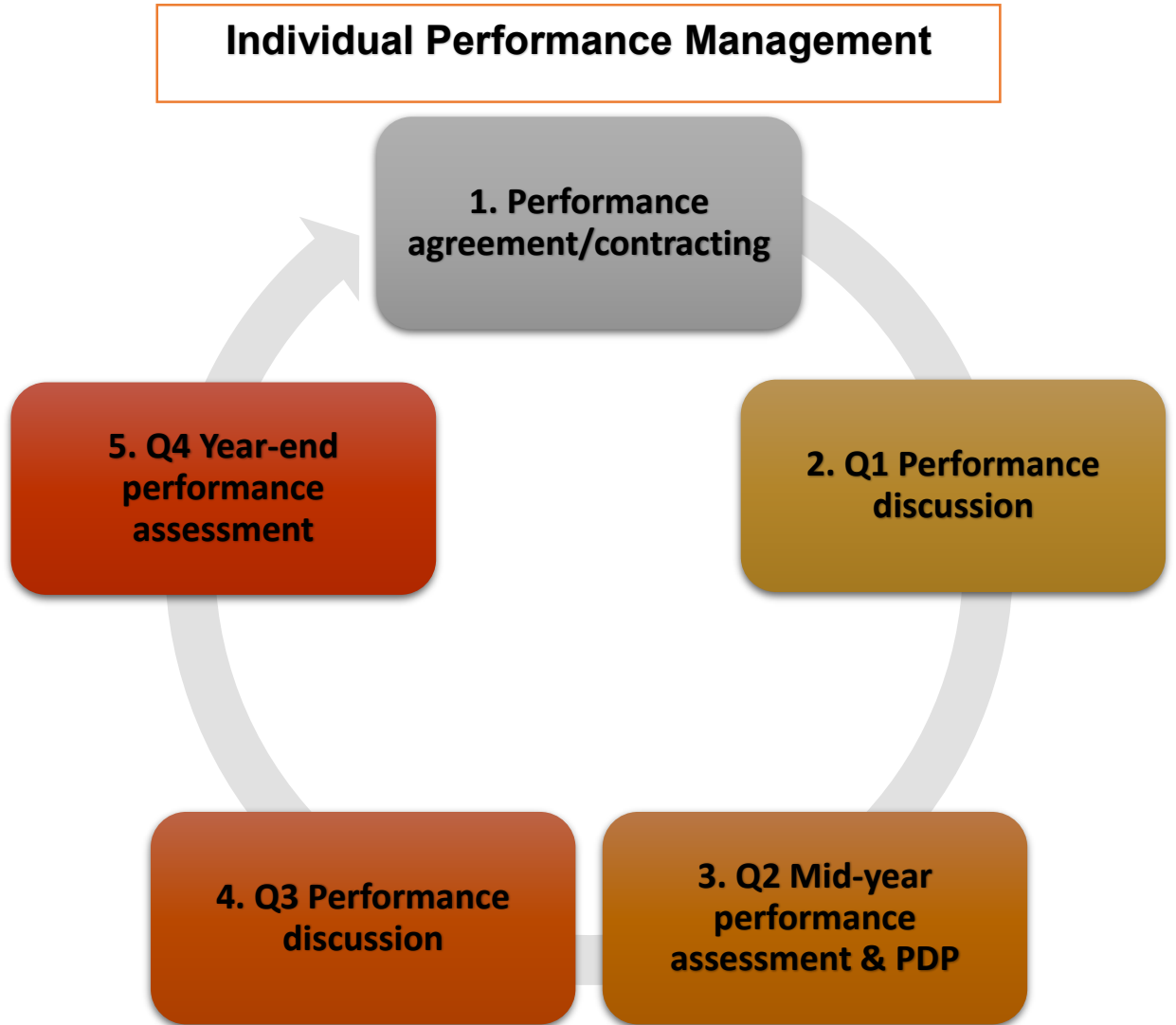
Noting that the IQMS (ELRC, 2003) has since been replaced by the QMS (DBE, 2021), this opens up another shift in this area that is worth pursuing. Amongst others, researchers could compare the two programmes to determine if the QMS was for the better. The current results and recommendations could still be useful in studies on QMS because these are two related programmes that go by different names.

6.6 A PROPOSED MODEL FOR EFFECTIVE IMPLEMENTATION OF IQMS AS A SCHOOL MANAGEMENT SYSTEM

The proposed model for effective implementation of IQMS seeks to introduce a school Performance Management System with bi-annual formal assessment preceded by formal performance agreement between the supervisor and the supervisee. It consists of five key elements namely: Performance agreement, quarter 1 performance

discussion, quarter 2 mid-year performance assessment, quarter 3 performance discussion and quarter 4 year-end performance assessment. Together these components form a performance management cycle.

Figure 4: A proposed model for effective implementation of IQMS



6.6.1 Performance agreement

This is a period of crafting the performance contract between the supervisor and the supervisee. The contract should outline performance areas of the supervisee, including the Key Performance Area (KPA) related to learner performance. Also critical at this stage is to agree on performance targets per activities that will be performed by the supervisee. On targets, the agreement must cover all grades in high school level including a pass rate target for grade 12.

6.6.2 Quarter one: Performance Discussion

At this stage the supervisor and the supervisee take an informal performance discussion, assessing supervisee's performance in quarter one. The intention is to identify areas of improvements and possible interventions.

6.6.3 Quarter two: Mid-year performance assessment and PDP

This is the phase of a mid-year evaluation. The supervisor and the supervisee undergo a formal mid-year assessment. The assessment results in the identification of areas for improvement and the formulation of a Personal Development Plan (PDP). A Personal Development Plan (PDP) is a comprehensive strategy that outlines specific areas for improvement and details the steps that will be taken to accomplish those improvements. For some performance gaps that have been found, the supervisor will need to offer on-the-job training to address areas where interventions are needed.

At this stage, there exists performance disparities that cannot be resolved through on-the-job training. A training portal that operates without an internet connection and offers a diverse range of training modules to support teachers has to be established. The supervisor and supervisee must engage in a discussion to identify the appropriate training intervention from the offline portal. The supervisee is then responsible for addressing any performance gaps by completing modules in the training portal. After reaching a mutual agreement on the trainings to be completed, it is the duty of the

supervisee to access the portal and participate in the training. Both parties must also reach a mutual agreement over the specific time frames for the completion of the training and associated assessments.

6.6.4 Quarter three: Performance discussion

At the end of quarter three, supervisors and supervisee engage in an informal performance discussion assessing the supervisee's performance in quarter three. The supervisor also checks progress on improving weak areas identified in the Personal Development Plan (PDP).

6.6.5 Quarter four: Year-end performance assessment

This marks the conclusion of the annual performance evaluation between the supervisor and the supervisee. This evaluation facilitates the identification of areas requiring enhancement, which then become incorporated into the supervisee's Personal Development Plan. The required improvements identified are anticipated to be achieved in the upcoming fiscal year.

At this stage, it is necessary for the supervisor and the supervisee to reach a consensus on the performance ratings in relation to the targets established at the start of the performance cycle. In order to prevent a situation where learners are performing poorly while their teachers have good performance scores, it is necessary for the assessment at the end of the fourth quarter to include an evaluation of learner performance. The IQMS score will be finalized in January of the following calendar year, just before the performance agreements are set, based on the learner performance results released at the beginning of January for grade 12 teachers.

6.7 LIMITATION OF THE STUDY

The study was restricted to a small number of schools located within the King Cetshwayo district in the province of Kwazulu-Natal. This study specifically omitted 11 districts within this province, which constitutes a substantial proportion of the total number of districts. In the same manner, the purposive sampling approach was employed to choose interview participants with a limited sample size of 17 participants. Hence, the findings lack generalizability to both the entire province and the entire country. Notwithstanding the constraints, the study managed to gather plenty and reliable data through semi-structured interviews to effectively address its research questions.

6.8 STRENGTHS OF THE STUDY

This study revealed a significant flaw in the evaluation standards of IQMS, which failed to include student academic achievement as one of the factors for assessment. This omission contradicts the primary premise of customer care in the Total Quality Management framework, which serves as the foundation for this study. Incorporating learner academic performance standards will greatly enhance the implementation of the Integrated Quality Management System or any other forthcoming quality management systems in schools. The adoption will result in reciprocal advantages, with teachers receiving rewards based on their performance evaluations and learners attaining high-quality passes, mostly achieving bachelor-level scores.

6.9 CONTRIBUTION TO THE BODY OF KNOWLEDGE

The objective of this study is to assess the impact of the Integrated Quality Management System on improving the quality of education in high schools within the King Cetshwayo area. Failure to perform studies of this sort will result in limited progress in learner attainment, exacerbating the disparities in the education system that were prevalent before 1994, when learner outcomes were segregated by race. The study findings will

aid Department of Education management in making well-informed decisions to enhance learner outcomes.

6.10 CHAPTER SUMMARY

The study revealed that the implementation of the Integrated Quality Management System in King Cetshwayo high schools was insufficient in its efforts to enhance teaching and learning. The conclusion is drawn from data gathered from interviews with research participants, as well as from pertinent literature on the study topic.

This chapter provides appropriate findings and recommendations for the future implementation of IQMS as a system for managing school performance. The focal point of the recommendations revolves around the enhanced execution of the system. The recommendations are supported by the model, which will not only facilitate the implementation of IQMS, but also any other school performance management system in the future. This chapter also addressed the limitations of this study, its addition to the existing body of knowledge, and the identification of research gaps for future investigations.

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APPENDICES

APPENDIX A

INTERVIEW GUIDE (WITH TEACHERS AND HODs)

EVALUATING THE EFFECTS OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN IMPROVING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS

Introduction

Thank you very much for participating this interview. My name is Lindubuhle Effort Sibeko and I am a student in the faculty of Education at the University of Zululand. I am conducting research on **EVALUATING THE EFFECTS OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN IMPROVING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS**. The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.

The interview will be tape-recorded and will take the maximum of one hour. The use of an audiotape will allow me to refer back to the recordings where necessary. Transcriptions will also allow me the opportunity to provide many excerpts from actual data during the presentation of the findings.

Please feel free to express your opinions. The research team will treat all information collected from this discussion confidentially. Under no circumstances will individual participant be identified by name in formal or informal meetings or documents.

Theme 1: Nature of the Implementation of the IQMS

PROBES:

1. What has been the role of the Principal/ SMT/ SDTs in implementing IQMS?
2. What have you done as Individual teacher to implement IQMS in your school?
3. Do you think IQMS assisted in enhancing teaching and learning in your school?

Theme 2: ENABLING /CONSTRAINING FACTORS.

PROBES:

1. What do you consider as the enabling factors that have promoted IQMS implementation?
2. What made the implementation of IQMS a success at the school?
3. What do you consider as the constraining factors in the implementation of IQMS?
4. What is your view in linking IQMS assessment with learners pass rate?

Theme 3: BENEFITS

PROBES:

1. Based on personal experience, how do teachers benefit from IQMS implementation?
2. What have you learnt in the implementation of IQMS at this school?

Theme 4: SUPPORT FOR IQMS

PROBES:

1. What actions by principals, SMT and SDT do you perceive as supportive to the effective implementation of the IQMS?
2. How is the Department of Basic Education support IQMS implementation to yield improved outcomes through the following components?
 - a) Subject advisors
 - b) Circuit managers

5. MODEL FOR IQMS

PROBES:

1. What do you consider to be areas of improvement for the implementation of IQMS?
2. What role can the following components play in an effective implementation of the IQMS? Principal, SMT, Teachers and SDTs
3. What radical changes do you believe are needed in the existing IQMS Model?
4. What new model/ ways; of conducting IQMS can improve Teaching and Learning?

APPENDIX B

INTERVIEW GUIDE WITH (WITH PRINCIPALS)

EVALUATING THE EFFECTS OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS

Introduction

Thank you very much for participating in this interview. My name is Lindubuhle Effort Sibeko and I am a student in the faculty of Education at the University of Zululand. I am conducting research on **THE EFFECT OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS**. The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.

The interview will be tape-recorded and will take the maximum of one hour. The use of an audiotape will allow me to refer back to the recordings where necessary. Transcriptions will also allow me the opportunity to provide many excerpts from actual data during the presentation of the findings.

Please feel free to express your opinions. The research team will treat all information collected from this discussion confidentially. Under no circumstances will individual participant be identified by name in formal or informal meetings or documents.

Theme 1: Nature of the Implementation of the IQMS

PROBES:

1. How have the teachers implemented IQMS at the school?
2. What has been the role of the HODs, Deputy Principals and SDTs in implementing IQMS?
3. What have you done as the principal to implement IQMS in your school?
4. Do you think IQMS assisted in enhancing teaching and learning in your school?

Theme 2: ENABLING /CONSTRAINING FACTORS.

PROBES:

1. What do you consider as the enabling factors that have promoted IQMS implementation?
2. What made the implementation of IQMS a success at the school?
3. What do you consider as the constraining factors in the implementation of IQMS?
4. What is your view in linking IQMS assessment with learners pass rate?

Theme 3: BENEFITS

PROBES:

1. Based on personal experience, how do teachers benefit from IQMS implementation?
2. What have you learnt in the implementation of IQMS at this school?

Theme 4: SUPPORT FOR IQMS

PROBES:

1. Which actions by principals, SMT and SDT do you perceive as supportive to the effective implementation of the IQMS?
2. How is the Department of Basic Education support IQMS implementation to yield improved outcomes through the following components?
 - a) Subject advisors
 - b) Circuit managers

5. MODEL FOR IQMS

PROBES:

1. What do you consider to be areas of improvement for the implementation of IQMS?
2. What role can the following components play in an effective implementation of the IQMS? Principal, SMT, Teachers and SDTs
3. What radical changes do you believe are needed in the existing IQMS Model?
4. What new model/ ways; of conducting IQMS can improve Teaching and Learning?

APPENDIX C
INTERVIEW GUIDE (CIRCUIT MANAGEMENT)

EVALUATING THE EFFECTS OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS

Introduction

Thank you very much for participating in this to interview. My name is Lindubuhle Effort Sibeko and I am a student in the faculty of Education at the University of Zululand. I am conducting research on **EVALUATING THE EFFECTS OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS**. The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.

The interview will be tape-recorded and will take the maximum of one hour. The use of an audiotape will allow me to refer back to the recordings where necessary. Transcriptions will also allow me the opportunity to provide many excerpts from actual data during the presentation of the findings.

Please feel free to express your opinions. The research team will treat all information collected from this discussion confidentially. Under no circumstances will individual participants be identified by name in formal or informal meetings or documents.

Theme 1 Nature of the Implementation of the IQMS

PROBES:

How have the SMT/Principal /SDT implemented IQMS at the school?

- 1 What is your opinion on the implementation IQMS in schools under your supervision?
- 2 How as a circuit manager did you support the implementation of IQMS in your schools?

- 3 Do you think IQMS assisted in enhancing teaching and learning in your school?

Theme 2: ENABLING /CONSTRAINING FACTORS.

PROBES:

1. What do you consider as the enabling factors that have promoted IQMS implementation?
2. What made the implementation of IQMS a success in schools under your supervision?
3. What do you consider as the constraining factors in the implementation of IQMS?
4. What is your view in linking IQMS assessment with learners pass rate?

Theme 3: BENEFITS

PROBES:

1. Based on your personal experience, how do teachers benefit from IQMS implementation?
2. What have you learnt in the implementation of IQMS in your circuit?

Theme 4: SUPPORT FOR IQMS

PROBES:

1. What actions by principals, SMT and SDT do you perceive as supportive to the effective implementation of the IQMS?
2. How is the Department of Basic Education supporting IQMS implementation to achieve improved outcomes through the following components?
 - a) Subject advisors
 - b) District performance management coordinator.

5. MODEL FOR IQMS

1. What do you consider to be areas of improvement for the implementation of IQMS?
2. What role can the following components play in an effective implementation of The IQMS? Principal, SMT, Teachers and SDTs
3. What radical changes do you believe are needed in the existing IQMS Model?
4. What new model/ ways; of conducting IQMS can improve Teaching and Learning?

APPENDIX D

PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION

(Participant)

Project Title: EVALUATING THE EFFECTS OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS

Mr LE Sibeko. From the Curriculum and Instructional studies, University of Zululand has requested my permission to participate in the above-mentioned research project. The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to explore THE EFFECT OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN IMPROVING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project, I will be contributing towards generating new knowledge and scholarship about THE EFFECT OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN IMPROVING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS.
4. I will participate in the project by granting an interview to share my views on the THE EFFECT OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research
7. There may be risks associated with my participation in the project. I am aware that
 - a. The following risks are associated with my participation: No risks are anticipated.

- b. The following steps have been taken to prevent the risks: No respondent will be pressurized into participation. Respondents will not be misled into providing specific responses.
 - c. There is a 0% chance of the risk materializing
8. The researcher intends publishing the research results in the form of a thesis and articles in learned journals and conference presentations. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
 9. I will not receive feedback/will receive feedback in the form of a full research report regarding the results obtained during the study.
 10. Any further questions that I might have concerning the research or my participation will be answered by the researcher
 11. By signing this informed consent declaration, I am not waiving any legal claims, rights or remedies.
 12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I..... have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurized in any way and I voluntarily agree to participate in the above-mentioned project.

.....
Participant's signature

.....
Date

APPENDIX E
LETTERS REQUESTING PERMISSION TO CONDUCT RESEARCH

P.O. BOX 580
ESIKHAWINI
3887
6 December 2020

The Research Unit- Resource Planning
Kwa-Zulu Natal Department of Education
P/Bag X 9137
Pietermaritzburg
3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN SCHOOLS IN THE PROVINCE

I, Mr. Lindubuhle Effort Sibeko presently studying for my D.Ed. in Curriculum and Instructional Studies through the University of Zululand under supervision of Dr. PB Ngubane, would like to request permission to conduct my study in schools in your jurisdiction.

The study will be done to fulfil the requirement of a Doctor of Education (D.Ed.) of producing by thesis. My research topic is: **EVALUATING THE EFFECTS OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS**

The study will be contributing towards the improvement of curriculum delivery in secondary schools.

Upon the completion of this study, the Department of Education will receive a copy of the research report. For further information or enquiries on this, kindly contact me on 083 297 5788 or virgo65s@gmail.com

Yours sincerely

A handwritten signature in black ink, appearing to read 'L. Sibeko', written in a cursive style.

Mr. Lindubuhle Effort Sibeko

APPENDIX F

P.O. BOX 580
ESIKHAWINI
3887
6 December 2020

The Director King Cetshwayo District
Department of Education
Private Bag x10689
EMPANGENI
3880

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a Doctoral student in the faculty of Education at the University of Zululand, studying under the supervision of Dr. PB Ngubane. The title of my research is: **EVALUATING THE EFFECTS OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS**. I am hereby requesting the permission to conduct research in your schools. This research involves teachers and School Management Teams in secondary schools. The study addresses the following objectives:

- Determine teachers' perspectives on the effect of IQMS in enhancing teaching and learning in King Cetshwayo District.
- Establish the benefits of IQMS as perceived by teachers.
- Examine factors enabling or constraining the successful implementation of IQMS in King Cetshwayo District.

- Find out measures to put in place by the Department of Basic Education to support IQMS implementation.
- Identify a model that can be used to enhance quality management systems in schools.

Please find attached copies of the interview questions to be analyzed in the participating schools.

Thanking you in advance.

Yours Faithfully



Lindubuhle Effort Sibeko

APPENDIX G

P.O. BOX 580

ESIKHAWINI

3887

6 December 2020

The Principal
Private Bag X 8510
ESIKHAWINI
4450

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am hereby requesting the permission to conduct research in your school. This research involves teachers and School Management Teams in secondary schools. The study addresses the following objectives:

- Determine teachers' perspectives on the effect of IQMS in enhancing teaching and learning in King Cetshwayo District.
- Establish the benefits of IQMS as perceived by teachers.
- Establish factors enabling or constraining the successful implementation of IQMS in King Cetshwayo District.
- Find out measures to put in place by the Department of Basic Education to support IQMS implementation.
- Identify a model that can be used to enhance quality management systems in schools.

Please find attached copies of the interview questions to be analyzed in the participating schools.

Thanking you in advance

Yours Faithfully

A handwritten signature in black ink, appearing to read 'L. Sibeko', written in a cursive style.

Lindubuhle Effort Sibeko

APPENDIX H

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6324/6374
Email: ManqeS@unizulu.ac.za/
MkwanaziMM@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

| | | | | | |
|---|---|----------|--------------------|-------------------------------------|--------------|
| Certificate Number | UZREC 171110-030 PGD 2021/55 | | | | |
| Project Title | EVALUATING THE EFFECT OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS | | | | |
| Principal Researcher/ Investigator | L.E Sibeko | | | | |
| Supervisor and Co-supervisor | Dr P.B Ngubane | | Prof M.C Maphalala | | |
| Department | Curriculum and Instructional | | | | |
| Faculty | Education | | | | |
| Type of Risk | Medium Risk – Data collection from people | | | | |
| Nature of Project | Honours/4 th Year | Master's | Doctoral | <input checked="" type="checkbox"/> | Departmental |

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

Special conditions:

- (1) This certificate is valid for 1 year from the date of issue.
- (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date- 15 November 2022]
- (3) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

Prof. Nokuthula Kunene
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
15 November 2021

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-030

RESEARCH & INNOVATION OFFICE

APPENDIX I

LETTER GRANTING PERMISSION TO CONDUCT RESEARCH



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel. 033 3921062 / 033-3921051

Email: Phindile.duma@kzndoe.gov.za
Buyi.ntuli@kzndoe.gov.za

Enquiries: Phindile Duma/Buyi Ntuli

Ref.:2/4/8/7076

Mr Lindubuhle Effort Sibeko
P.O. Box 580
ESIKHAWINI
3887

Dear Mr Sibeko

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ROLE OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN IMPROVING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOL:** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 08th February 2021 to 10th October 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma/Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Dr. EV Nzama
Head of Department: Education
Date 08th February 2021

APPENDIX J

PROOF OF LANGUAGE EDITING



SANDISIZWE ENTERPRISE
A NATIONS GROWTH

(PTY) LTD 217/5155-11\07

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Cell: 0832356627
E-mail: sandiso1609@yahoo.com

9 Kingshill Close
Hillgrove
4037

2 February 2024

Editing certificate

To whom it may concern

This serves to confirm that the thesis mentioned below was proofread by a professional editor.

EVALUATING THE EFFECTS OF INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN ENHANCING TEACHING AND LEARNING IN KING CETSHWAYO DISTRICT HIGH SCHOOLS

Lindubuhle Effort Sibeko

The research content as written by the author was not altered. Rather, track changes on identified language issues were made to the original document for the author to either accept or reject them.

Sincerely

Ngcobob

Prof. Sandiso Ngcobo