AN INTEGRATED QUALITY MANAGEMENT SYSTEM AS A TOOL TO ENHANCE EDUCATION IN THE CAPRICORN DISTRICT,LIMPOPO PROVINCE

By

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SUPERVISOR: PROF RI LUMADI

**EXECUTIVE SUMMARY OF THE STUDY**

AN INTEGRATED QUALITY MANAGEMENT SYSTEM AS A TOOL TO ENHANCE EDUCATION IN THE CAPRICORN DISTRICT,LIMPOPO PROVINCE

This study examined the role of an Integrated Quality Management System (IQMS) as the main tool used in the Department of Education (DoE) to enhance education. The study investigated whether IQMS is implemented effectively in schools and whether its objectives are achieved. The study followed a constructivist qualitative research design. Data were triangulated using unstructured interviews and focus group discussions.

The findings raise the issue of inadequate advocacy workshops, its imperative that role players are taken through the processes and procedures before undertaking any new programme. Support and monitoring should be done during the implementation. Through interactions with participants, particularly educators, emphasis should be on the issue of classroom observations because some educators are reluctant to be observed while teaching.

It was recommended, firstly, that the DoE train enough personnel on IQMS to work closely and adequately with schools. Secondly, offer educators and principals educational incentives that will motivate them to perform to their optimum level. Thirdly, allow schools to use a budget reserved for educators' development for team teaching and strategic planning. This will enable newly appointed educators to be supported and pave  way for networking. Fourthly, schools should develop an effective school management plan that, among other aspects, will monitor educators' progress.

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Attention: Irene Maja
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13 Apr 2022

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# DEDICATION

I dedicate this work to my parents, Mr MP and Mrs RF Maja, who stood by me through all these years. Their prayers, encouragement and sacrifices kept me going.

# ACKNOWLEDGEMENTS

# ABSTRACT

The South African education system has been changing its curriculum for decades in a quest to improve teaching and learning in both public and independent schools. Regardless of the alterations in curriculum, educators require intrinsic and extrinsic motivation to improve the quality of their teaching. Programmes such as the Integrated Quality Management System (IQMS) were put in place to evaluate educators' methodologies, and motivate and support them through learning and teaching. The IQMS has paved the way to capacitate educators, open opportunities for their advancement, and motivate them to further their studies to upgrade their professional development.

This study sought principals' and educators' perspectives in respect of the IQMS as a framework with the mandate to bring change in schools by assessing the overall effectiveness of schools, empowering and developing school principals and educators, offering support to educators according to their needs, and evaluating their performance. The aim of the study was to establish whether the IQMS has made an improvement in schools since its inception in 2005. A qualitative approach was adopted wherein data were triangulated using focus group discussions and interviews. Two schools from Capricorn North district and three schools from Capricorn South district took part in the study. The findings revealed that support from the district was insufficient. Some educators would partake in the IQMS process for the sake of implementation and not necessarily follow all the correct procedures; other educators failed to see the need for classroom observation, although self-evaluation scores are not accurate. Based on the above findings, the study recommends that the district should ensure it has sufficient human resources to work closely with schools that experience challenges and to facilitate the IQMS programme. Newly appointed educators should be workshopped for them to deal with the programme easily.

Key words: Assessment; Appraisal; Evaluation; Monitoring; Professional development; Support.

# GLOSSARY OF ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| ATP | Annual Teaching Plan |
| CAPS | Curriculum and Assessment Policy Statement |
| CPTD | Continuing Professional Teacher Development |
| DA | Developmental Appraisal |
| DoE | Department of Education |
| DSG | Developmental Support Groups |
| ELRC | Education Labour Relations Council |
| ICT | Information and Communications Technology |
| IQMS | Integrated Quality Management System |
| LP | Limpopo Province |
| n.d. | no date |
| NPF | National Policy and Framework |
| n.p. | no page |
| PA | Performance Appraisal |
| para. | Paragraph/paragraphs |
| PD | Professional Development |
| PGP | Personal Growth Plan |
| PM | Performance Measurement |
| PL1 | Post Level 1 |
| SACE | South African Council for Educators |
| SASA | South African School Act |
| SADTU | South African Democratic Teachers Union |
| SGB | School Governing Body |
| SIP | School Improvement Plan |
| SSE | School Self-Evaluation |
| SMT | School Management Team |
| UNISA | University of South Africa |
| WSE | Whole School Evaluation |

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# CHAPTER 1. AN ORIENTATION TO THE STUDY

## 1.1    INTRODUCTION AND BACKGROUND TO THE STUDY

The quality of education in South Africa has declined. The problem is not merely the curriculum, teachers or the current generation, nor is it the current educational system. Schools are expected to achieve good results, but how these results are obtained and the quality of teaching offered are questionable.

This is slowly leading to the majority of schools being declared dysfunctional, especially in rural areas, because teachers lack motivation and appraisal, thus weakening the quality of teaching.

In 2003, after an agreement made by the Teacher Labour Relations Council, Resolution 8 of 2003, Integrated Quality Management System, was introduced, but it was only implemented in schools from 2005. It is aimed at enhancing and monitoring the performance of the educational system, and it consists of three programmes: Developmental Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE) (ELRC, 2003:3). It is important that the IQMS be implemented so that the School Management Team and other relevant stakeholders can re-evaluate their vision and mission, the management of the school and the delivery of lessons, and thereafter seek ways of ensuring that goals are met.

WSE is built on structures, practices, and processes that promote collaboration, communication, self-reliance, and collective leadership. It is viewed as a means of transformation that includes all the essential elements undertaken by the school to nurture an environment that is conducive to development and involves all stakeholders in aspects of school development (Rabichund & Steyn, 2014:349).

Educators, on the other hand, can be appraised based on their performance. This helps maintain the smooth running of schools and strengthen coordination and collaboration among staff members. Despite the aims of IQMS, some studies have shown that there is a contradiction amongst the three programmes, namely: DA, PM and WSE. Sigudla(2019:45-51) has highlighted that factors such as operation and attitude are the main contributors for the ineffectiveness of DA as a result of inadequate resources to facilitate trainings, unclear roles and

responsibilities as well as lack of accessibility and language. Additionally, ELRC(2013) pointed that PM helps to monitor educators performance although factors such as personal preferences, prejudices and inherent biases as highlighted by Whitley (2016:46), can cause errors in performance appraisal. subsequently, weak support process, fear of harassment by schools, fear of conspiracy and dissatisfactions amongst teacher unions hinders the WSE process.

## 1.2    RATIONALE FOR THE STUDY

The rationale behind the undertaking of this study is informed by the research done which outlined issues faced by educators and principals which led to the unsuccessful of IQMS. Clarity is required as to why some educators and principals are showing lack of enthusiasm and eagerness in the implementation of IQMS. The study done by Mphahlele(2018:84) revealed that lack of clear policies, inadequate training, monitoring and evaluation have impacted WSE negatively, whereas Ngema(2019:770)assert that the IQMS reviews are conducted speedily without carefully attending to all the critical aspects required for PD of every teacher and principals try to squeeze all the IQMS processes required for every teacher into a single session. Sigudla(2019:241)raised the issue of scores which are amongst the causes of disagreements and conflicts between the appraiser and appraise. Due to the above findings  the researcher felt the need to carry out this study out to get the insights of the receivers of IQMS and discover how effective it is in improving education.

## 1.3    LITERATURE OR SCHOLARSHIP REVIEW

Since 1994, the South African education system has changed from curriculum 2005 to  Curriculum and Assessment Policy Statement (CAPS), with the aim of providing quality education to both public and private schools. However, the changes put a strain on teachers because they had to learn each curriculum initiated and implement it in their daily teaching. This resulted in confusion and some teachers did not move away from their previous approaches because they viewed them as less

complicated. According to Clercq (2008:9), as a result of the apartheid legacy of unequal education systems, most South African teachers regarded themselves as "workers or civil servants rather than as professionals". In light of this, it can be said that much has to be done to shift the mind-set of our teachers from viewing teaching and learning as only for the progression of learners to understanding the methodologies, curriculum, and the opportunities for them to grow professionally.

The current curriculum has altered the methods of teaching from a teacher-centred to a learner-centred approach, enabling teachers to evaluate learners either orally or through written work. With the implementation of IQMS, not only learners are evaluated but also teachers to ensure that they apply appropriate methodologies, sufficient learner support materials are in place, and that the learning and teaching environment is conducive to learning.

IQMS was introduced as a new model of teacher appraisal against the backdrop of an unpopular and dysfunctional type of teacher evaluation. Teacher appraisal is important and should be a norm in the teaching profession to diagnose problems that teachers are encountering. Researchers such as Fengu (2017: para. 8) supplement this by urging that teacher evaluation in South Africa should be both formative (aimed at the personal growth of a teacher) and summative (undertaken as part of a performance review focusing on teacher accountability). IQMS is therefore aimed at ensuring that teacher evaluation takes place, where each has an opportunity to evaluate his or her work or be evaluated by colleagues through class observation. The results and outcomes of those observations should lead teachers to professional and personal growth.

The above literature shows that there is still more to do because most teachers are still reluctant to embrace the IQMS. It is clear that evaluation, and insufficient training are the main aspects that require attention.

Teachers lack the motivation to understand the importance of this programme and its impact on their professional development and the development of the whole school. The IQMS came up with an incentive of 1% increment in their salary to motivate teachers to undergo evaluation, but most teachers are still not motivated enough.

According to Queen-Mary and Mtapuri (2014:4), a professional development programme that is an effective, intrinsic motivation must be prioritised rather than extrinsic motivation. This clearly shows why there is still more negativity around IQMS. The researcher witnesses it in her current workplace. Teachers' low morale emanates from a lack of support from the Department of Education: The incentive alone is not enough; motivation should emanate from inside: Teachers should be shown how educative and fun IQMS is, especially if they really understand its purpose. The implementation of IQMS implies that professional development is placed high on a school's agenda.

The process of IQMS in schools is mainly the responsibility of the SMT, and the district mainly requires the report. What is overlooked are the questions of whether indeed evaluation is fairly adjudicated in schools, do circuits managers really do rounds checking if indeed IQMS is adjudicated and, if so, whether the district is providing feedback to schools on how well they have done. A shortcoming is that there is no immediate proof that teachers were evaluated. According to Masondo (2015: para. 4), findings from a think-tank found no evidence that "IQMS would be able to serve as an effective accountability instrument" because most teachers did not have sufficient knowledge of how to carry out proper performance assessments. It also found that the outcomes were heavily weighted in favour of teachers because of the peer review component.

Most of South Africa's teachers lack proper training and sufficient knowledge of how IQMS works. In addition, Mboyane (2002, as cited in Queen-Mary and Mtapuri, 2014:4) stated that "the National Department of Education's advocacy programme on IQMS is not intensively driven: the approach is top-down, the training is often once-off and in some provinces training is outsourced to institutions of higher learning and private consultants who themselves have inadequate knowledge and practical experience to undertake such training, such that facilitators lack insight into IQMS".

The majority of teachers in rural areas lack experience of the IQMS, and most are not computer literate because the IQMS process has moved away from a paper trail to electronic records to decrease paperwork.

## 1.4    THE PURPOSE OF THE STUDY

The purpose of the study was to investigate the effectiveness, reliability, and evaluation of IQMS as a tool to improve education in public schools around the Capricorn District.

## 1.5    THE PROBLEM STATEMENT

The success of the three programmes, namely: DA,PM and WSE that makes up IQMS have a huge impact on the development of individual educators and principals and subsequently leading to quality education.

Evaluation is the stepping stone in realisation and configuration of multiple aspects that impact on educator performance, currently IQMS is a tool that identifies and addresses barriers therefore giving educators an opportunity to work on them with their senior and peer educator. Some schools in the Capricorn district that used to have the largest enrolment have been merged due to factors such as declined learner enrolment and poor performance resulting in the reduction of educators, it is as a result imperative to find out whether evaluating and offering support to educators and principals is sufficient and consistent enough to curb barriers in teaching and learning thus resulting in the delivery of quality teaching and learning in public schools situated in the Capricorn District. This research was undertaken to explore if whether IQMS can be used as a reliable tool to improve the state of education and whether educators and principals are appraised, the implementation process is facilitated to avoid any possibility of discrepancies and sufficient support is given.

## 1.6    AIMS AND OBJECTIVES OF THE STUDY

### 1.6.1    Aims

The aim of this research study was:

- to establish the knowledge educators have regarding the IQMS
- to investigate the effectiveness of IQMS in schools
- to establish whether educators' are offered support during the IQMS implementation process
- to investigate the effectiveness of evaluation in schools during the IQMS process

### 1.6.2 Objectives

Based on the above-mentioned aims, the objectives of the research study were:

- to discover the depth of knowledge that educators have on the process of the IQMS
- to seek the perspectives of educators' and principals' on the effectiveness of the IQMS in the Capricorn District
- to ascertain if educators' are offered sufficient support in the implementation of IQMS
- to determine how evaluation is carried out and its effectiveness during the IQMS implementation

## 1.7 RESEARCH QUESTION

The main research questions was formulated in light of the above problem statement.

Is Integrated Quality Management System effective in enhancing the quality of education in the Capricorn District?

### 1.7.1 Sub questions

1.7.1.1 Does educators' understand the concept of IQMS?

1.7.1.2 Does principals' and educators' have enough knowledge about the processes of the IQMS

1.7.1.3 Is IQMS successful in developing educators professionally and academically?

1.7.1.4 Is IQMS effective in monitoring the effectiveness of a school?

1.7.1.5 Are all affected stakeholders given proper training prior the adjudication of IQMS?

## 1.8    RESEARCH METHODOLOGY AND DESIGN

### 1.8.1    Research approach

In this study, the researcher used qualitative research methodology. As explained thoroughly by McLeod (2019: para. 5) that qualitative research aims to understand the social reality of individuals, groups, and cultures, and the researcher studies participants in their natural setting. My chosen method assisted me to obtain raw data from participants by means of unstructured one-on-one interviews.

I adopted a constructivist paradigm in my study because this paradigm assisted me to go much closer and deeper into the lives of my participants and gain access to raw data. It was further explained by Adom et al. (2017:6) that "it is used by researchers that seek  to understand how individuals make sense of their everyday lives in their natural setting". Based on the findings, I was able to answer the research questions. I employed phenomenology as my research design. According to Gill (2020:20), "phenomenology it is the study of the objects that appear in our consciousness, or the ways we experience these objects".

### 1.8.2    Population and sampling

The population consisted of principals, heads of department, post level 1 teachers and school governing bodies members. Criterion sampling was chosen over other kinds of sampling because the researcher could be able to  gain the insights of the participants who were directly affected by the study.

### 1.8.3    Instrumentation and data collection techniques

In this study, the proposed context of data collection was in-depth interviews because they assisted in answering the research questions. An in-depth interview is defined as "a qualitative research technique where intensive individual interviews are conducted" (Reddy, 2016, para. 2).

Data was collected from five schools and in each school six participants were involved in the study, The overall number of participants in the study was be thirty. The interview questions were unstructured, and the participants were interviewed telephonically at a time convenient to them. Consent forms were signed prior to the

interview. The researcher chose an in-depth interview to obtain more data from participants.

## 1.8.4    Data analysis and interpretation

The researcher used a tape recorder to record the entire interview and discussions. Participants signed a consent form first giving permission for the interview to be recorded and were assured that they could remain anonymous and that it was not compulsory to participate. After writing the findings in the research report, the participants were contacted  again, so that they could attest that what was written in the report  is a true reflection of their responses.

## 1.8.5    Credibility and trustworthiness

### *1.8.5.1    Credibility*

According to Korstjens and Moser (2018:121), credibility establishes whether the research findings represent plausible information drawn from the participants' original data and are a correct interpretation of the participants' original views.

To ensure credibility in this study,  the participants  were emailed the transcripts so they could verify the data provided by them and so that feedback was given.

### *1.8.5.2    Trustworthiness*

Siegle (2015) asserts that it relates to how an inquirer persuades his or her audiences that the findings of an enquiry are worth paying attention to and worth taking account of. Therefore, trustworthiness is about establishing credibility, confirmability, transferability, and dependability. To achieve trustworthiness in my research, the following was applied based on the above-mentioned aspects.

To ensure confirmability a tape recover was used to show that findings are derived directly from participants.

To ensure credibility data was triangulated by using focus groups and interviews. Participants also signed consent forms to show their willingness to partake in the study. To ensure dependability and  that the study can be repeated by other

researchers an enquiry audit was utilised. To ensure transferability, criterion sampling was used.

## 1.9    RESEARCH ETHICS

The research conducted involved human participants. According to the university's research ethics protocols, participants play a crucial role and protecting them is most important. Because participants are vulnerable, research should not be only about obtaining data but also about ensuring that appropriate measures are in place to protect the identity of participants against harm.

In this study, the focus was mainly on educators, school management teams, school governing bodies and principals. It was most important to access the participants through gatekeepers so their privacy would not be invaded and their identity would be protected. According to Mcfadyen and Rankin (2017:85), gatekeepers are mainly seniors or adults who have full control and access to research sites and the potential participants.

## 1.10    LIMITATIONS AND DELIMITATIONS OF THE STUDY

The weakness of this study is the choice of sampling. Limited data was obtained because the focus was on two districts, and the findings do not represent all the districts in the Limpopo province. A researcher chose a sufficient number of schools to cover large scope. A researcher had interviewed and arranged focus group discussions telephonically due to COVID-19 restrictions, although barriers such as poor connectivity and time constraints were encountered but later resolved. The researcher ensured that educators' work is not affected by the study as such permission was granted by the participants to be interviewed either after working hours or over the weekend .

## 1.11    DEFINITION OF KEY RESEARCH OPERATIONAL TERMS

Appraisal    – "is a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It helps to ensure that teachers are able to continue to

improve their professional practice and to develop as teachers" (Ealing Grid For Learning, 2022: n.p.).

Assessment – "is concerned with converting expectations to results. It can be a process by which information is collected through the use of tests, interviews, questionnaire observation" (Yambi and Yambi, 2020:7)

Evaluation – "is concerned with issues of validity, accuracy, reliability, analysis, and reporting. It can be seen as the systematic gathering of information for purposes of decision-making, using both quantitative methods (tests) and qualitative methods (observations, ratings and value judgments) with purpose of judging the gathered information" (Yambi and Yambi, 2020:7–8)

Monitoring – "assesses the status of performance, that is, whether results have been achieved. Regular monitoring enables identifying actual or potential problems as early as possible in order to facilitate timely adjustments in implementation" (World Meteorological Organisation 2020: n.p.).

Professional development – "It's a catchall term for courses, classes, training, and educational initiatives, they are designed for an employee or anyone who wants to keep learning, enhance their skills or stay relevant within their company or industry" (Fairbanks, 2021: para. 1–3).

School improvement – "is the process by which schools become more effective both in terms of academic outcomes as well as in developing the social and cultural wellbeing of the children and adults within the school. It describes conscious efforts to raise school achievements by modifying classroom practices and adapting management arrangements to improve teaching and learning" (Baines, 2019: para. 1).

## 1.12    CHAPTER OUTLINES

### Chapter 1: Orientation to the study

In this chapter, I introduced and discussed my title and stated the reasons why the subject should be researched.

**Chapter 2: Review of literature review**

I will quote authors and researchers who have previously researched the study.

**Chapter 3: Research design and methodology:**

Here, I will define the chosen research method, data analysis, sampling, and data collection, and show how I used them in my study.

**Chapter 4: Orientation of results:**

I will present the data obtained from the participants.

**Chapter 5: Discussion of findings and recommendations**

I will summarise and discuss the findings and also outline the recommendations made by the participants.

## 1.13   CONCLUSION

The focus of this proposal was on the role of IQMS in improving education. The main aspect was to establish its effectiveness in schools, particularly looking at its impact on performance, evaluation, teaching, and learning. With reference to the literature review, it can be asserted that much needs to be done by the DoE to offer support structures and provide orientation on the process of IQMS. Educators lack motivation and enough knowledge of the process of IQMS. They must be evaluated, and this process is monitored as well. It can be said that, for the purposes of IQMS in schools to be achieved, reinforcement should be done with teachers to ensure that its aims are understood.

## CHAPTER 2. LITERATURE REVIEW

## 2.1    INTRODUCTION

In this chapter, a literature review is presented. Fink (2014:1) defined it as a review of books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory that provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. The research was based on the literature because it was directed by the outcomes of other researchers' findings. The conceptual and theoretical framework gave a structure that assisted in understanding IQMS and its impact in education. This chapter looks at evaluation as the core of IQMS which uproots the strengths and weakness of educators, makes provision for support and intervention strategies. Integrated quality management system has taken a toll in our ordinary rural schools, wherein the challenges that were experienced by educators led to the unsuccessfulness of the framework .the researchers who have looked at this subject. A study made by Sigudla(2019:240) revealed that during the evaluation process, grievances on scoring arises between an appraiser and appraisee which causes tension in schools, furthermore Tachie et al (2021:4)inferred that teacher evaluations fall short whereas observations are brief and infrequent and they fail to differentiate amongst teachers. Additionally, Van Wyk (2020:152) indicated that the perspective of principal's with regard to the assessment of teachers by means of the IQMS in collaboration with their DSGs does not yield the desired outcome of improving teaching and learning and that the DSGs are not competent and conversant enough to provide feedback.

It can be argued that educators are more concerned with curriculum coverage rather than professional development as some schools are doing well but educator's evaluation process has loopholes. Green & Collett (2021:8) points that teachers have a shared understanding of the purpose of meeting the CAPS curriculum requirements and ensuring learner achievement rather than developing themselves and their learners as thinkers and independent learners. Yusuf, et al (2019:92) added that teachers' awareness to develop competencies within and outside the school environment through various professional teachers' organizations is fundamental in

implementing IQMS. According to the study made by Khanyi & Naidoo (2020:175)it was revealed that IQMS as an appraisal tool appears to be merely a "paper trail" submission to the DoE rather than a professional development system and that the education district officials are somewhat insufficiently capacitated to manage IQMS.

The purpose of this study was to assess the Integrated Quality Management System as a tool to improve the quality of education in ordinary public schools in the Capricorn District, Limpopo province. The literature gave a clear indication on the current state of IQMS in schools. As yearly matriculation results are lessening, and the performance shows that public schools are the most affected. Most secondary and a few primary schools in the Capricorn District have been declared dysfunctional because learners are not performing well. Parents have resorted to enrolling their children in other schools which are performing above average. With the above mentioned problems experienced its imperative to find out if IQMS is indeed improving the quality of education, therefore concepts such as evaluation and appraisal were defined and applied in the research.

## 2.2 EVALUATION AND APPRAISAL PROCESSES ACROSS FIVE COUNTRIES

Below are brief indications of how other countries view and use appraisal in schools.

### 2.2.1 Korea

They use appraisal for the purpose of professional development. "Each school has an appraisal management committee which is responsible for the drafting and collection of educator's appraisal report for the submission purposes to the local education authority. The local education authority upon assessing the report will determine if the educator is excellent and will be granted an opportunity to partake in professional development activities or she/he did not perform well wherein they take short to long term training programmes" (OECD, 2013:19).

### 2.2.2    India

A study by Nandamuri (2012:119) revealed that "the performance appraisal system for educators in public schools was not properly implemented. Private unaided and aided management are implementing a self-designed teacher appraisal system on their own to ascertain the quality of education they provide and to design the rewards and punishments system whereas the public school opposed the appraisal system meanwhile they remained as underachievers. There is a clear division of preference for implementing an integrated appraisal system among public and private management".

### 2.2.3    Finland

According to a study conducted by OECD (2013:290), "there are no national policy frameworks for teacher appraisals, school principals are seen as the pedagogical leaders of the school, responsible for the educators in their school and for the implementation of measures needed to enhance teaching quality. Most schools in Finland have a system that includes annual discussions aimed at appraising the teacher's fulfilment of individual objectives set up during the previous year and determining developmental needs for the following year".

### 2.2.4    United Kingdom

According to the Department of Education (2019:6–12), "appraisal is used to inform pay progression and continue professional development and the process is carried out for twelve months. School leaders are responsible for appointing an appraiser therefore the appraiser and the educator will set certain objectives that will improve the educational provision and performance of learners. Educators are assessed through classroom observation to identify their strengths and weaknesses; feedback is given throughout the year. Educators who have underperformed and has not made any improvement after given support they will be invited to a capability meeting to respond to concerns about their underperformance".

### 2.2.5    Kenya

A study by Kagema and Irungu (2018:94) revealed that "educators have a negative perspective on performance appraisal, mainly because they are not motivated before undergoing the process of appraisal; and that matters such as "poor pay and understaffing" should be addressed. This has caused the Kenya Union of Post Primary Teachers (KUPPET) and the Kenya National Union of Teachers (KNUT) to stand in solidarity against the implementation of performance appraisals".

## 2.3    THE BIRTH OF IQMS IN SOUTH AFRICA

According to the Education Labour Relations Council (2003:1), IQMS consists of three programmes: Developmental Appraisal, Whole School Evaluation and Performance Measurement. They are aimed at enhancing and monitoring the performance of the education system.

The purposes of the three programmes are as follows;

- Developmental Appraisal (DA) appraises individual educators in a transparent manner with a view to determining areas of strength and weakness, and to drawing up programmes for individual development.
- Performance Measurement (PM) evaluates individual educators for salary and grade progression, the affirmation of appointments, and rewards and incentives.
- Whole School Evaluation (WSE) evaluates the overall effectiveness of a school.

According to Kimathi and Rusznyak (2018:10), "IQMS is a performance management framework with three articulated purposes: the developmental appraisal of educators, performance management for promotion and salary progression purposes, and to enable whole-school evaluation". They explained that the problem that led to the development of the Integrated Quality Management System (ELRC, 2003:1) was the "unsatisfactory results" seen in learner achievement in South African schools. For two decades after the end of apartheid, educators were not subjected to any kind of evaluation. As a result of this, according to the brochure issued by the Department of Education-CPTD (2016:1), "the South African school council is phasing in the Continuing Professional Teacher Development system with support from the Department of Basic Education and National Policy Framework for Teacher Education and Development".

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The Department of Education-CPTD (2016:2) further stated that the "Continuing Professional Teacher Development System (CPTD) provides educators with a database of providers approved by the South African Council of Educators (SACE;2000) and a menu of SACE-endorsed professional development activities/programmes to address the needs identified from the IQMS processes. SACE is, therefore, rewarding them with points if, for example, they have attended a workshop or training. IQMS is supported by the South African Educators Union (2013:6 as cited by Booyse, 2018:56), which recognised IQMS as a performance management instrument for educators and schools, created for the evaluation of the performance of schools and individuals with the aim of improving the schools' performance.

### 2.3.1    Perspectives of the receivers of IQMS

A study by Sekgale (2016:76) revealed that "educators do not fully understand the process because they are not trained satisfactorily, they just fill the form as a way of abiding by departmental prescriptions", and he further indicated that "the forms are pre-planned with evaluation dates without being actually evaluated or observed". The study showed that IQMS will not show accurate results as long as educators assess themselves and, due to the incentive received, they will not disadvantage each other. Furthermore, Sekgale (2016:77) found that "educators are taking part in the process of IQMS for the purpose of remuneration and that support by the Department of Education is not offered". According to Whitley (2016:46), criticism of the IQMS is that "an error may occur when giving a rating. Factors, such as personal preferences, prejudices and inherent biases can cause errors in performance appraisals, which in turn, contribute too many negative feelings towards the appraisal processes".

### 2.3.2 EVALUATION AND PERFOMANCE APPRAISAL

#### 2.3.2.1 *Evaluation*

Many authors and scholars have defined *evaluation* according to their findings and understanding. Here are some of the definitions:

- "The provision of information for the sake of decision-making at various stages of curriculum development; it also includes obtaining information for use in judging the worth of programmes and procedures (Gradesfixer, 2019: n.p.)".

- "A tool used by managers and human resource departments to review an employee's performance during a set period of time. Often evaluations include details about productivity, attitude, punctuality, and the employees' ability to meet goals (Jill, 2019: n.p.)".

- "The process of examining and passing judgement on the appropriateness or level of quality or standards" (Harvey, 2004: 22)".

Evaluation is the heart of IQMS. When executed correctly without any loopholes, it enables the Department of Education to assist educators and school managers in their efforts to improve the standard of our education. This was further emphasised by Theall (2017:91 as cited by Benson & Young, 2018:1), who said that "evaluation without development is punitive, and development without evaluation is guesswork". The results of evaluation should lead to development and productivity, so it is important to use an instrument that can provide results that are valid and trustworthy. Furthermore, Benton and Young (2018:11) articulated that "bias is also likely to exist to some degree in any evaluation system because it is designed and carried out by humans. All sources of evidence are in student ratings, peer observations, instructor self-assessments, and peer/supervisor reviews are therefore subject to bias. But evaluation can still be useful, provided the system is well designed, multiple sources of evidence are submitted, and possible sources of bias are recognized".

#### 2.3.2.2 *Performance appraisal*

Performance appraisal, according to the Learning Centre (Cognology, 2019: n.p.), is "the process of evaluating and documenting an employee's performance with a view to enhancing work quality, output, and efficiency". It has the following three functions:

- providing feedback to a person on their overall contribution for a period

- identifying development needs and opportunities for improvement

- helping inform salary and bonus reviews.

Van Dijk and Schodl (2015:716) defined performance appraisal as "the methods and processes used by organizations to assess the level of performance of their employees and to provide them with feedback". When appraisal is infused into the education system, managers and staff members are well motivated and they gain the strength to "pull up their socks" and build self-confidence and teamwork. This was encapsulated by Elliott (2015:103) as "within the performance appraisal process, standards provide scope for educators and school managers to make informed decisions about teaching performance and may assist in identifying future areas for growth and development".

It goes without saying that appraisal is a tool that can assist schools to upgrade their standards by ensuring that they are well resourced and well equipped with highly professional staff members. Irvin (2003:4) indicated that "effective appraisal is underpinned by a relationship of respect and has outcomes directly linked to improved teaching and learning". She explained that, for the appraisal process to be fair, valid and reliable, the collection of information should be objective and, if that is not the case, "the outcome may be of perceptions of appraisal as a poorly constructed process that reinforces inadequate, inaccurate and subjective decision-making at management level. This, in turn, could lead to a climate of substantial mistrust between managers and staff and the demise of appraisal as a credible process for enhancing organisational and individual development" (Irvin, 2003:4).

## 2.4    THEORETICAL FRAMEWORK OF THIS STUDY

According to Mthembu (2017:10), "theories are formulated to explain, predict, and understand phenomena and in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions".

This theory drew my attention to Christie and Alkin's (2012) evaluation theory tree (Figure 2.1). It consists of the trunk and three primary branches, and each branch has names of theorists who are concerned with the methods of evaluation which may lead to accountability, performance and self-development . Their aim is to do away with bias while making sure that all stakeholders are involved in the evaluation

process to safeguard transformation. This theory relates well with IQMS as it has been introduced with the aim of improving the quality of education. The current state of the education system in Limpopo Province prompt for a need and desire for accountability and change, its for this reason that all due processes are to be followed to avoid any discrepancies in the implementation process . The district officials need to facilitate and monitor the proceedings of IQMS in schools to ensure that all the IQMS procedures and processes are followed.

Educators' evaluation is imperative in the education system as it leads to decision making which will results in the professional development of educators' and principals' thus empowering them to manage, lead and produce quality education. Principals, DSGs and SDTs  should be capacitated to cement their knowledge and be in the know of steps needed to be followed when evaluating. Additionally, they should have the ability to suggest solutions to encountered problems and guide educators' in the learning process. As alluded by Tachie & Mancotywa(2021:4) that during the evaluation process principals should offer critical feedback on demonstration lessons to see how best can educators handle constructive criticism and use it to inform their development. Its for this reason that educators', principals' and all the supporting structures as IQMS implementers need to be trained to acquire sufficient knowledge which they can apply it in their place of work.
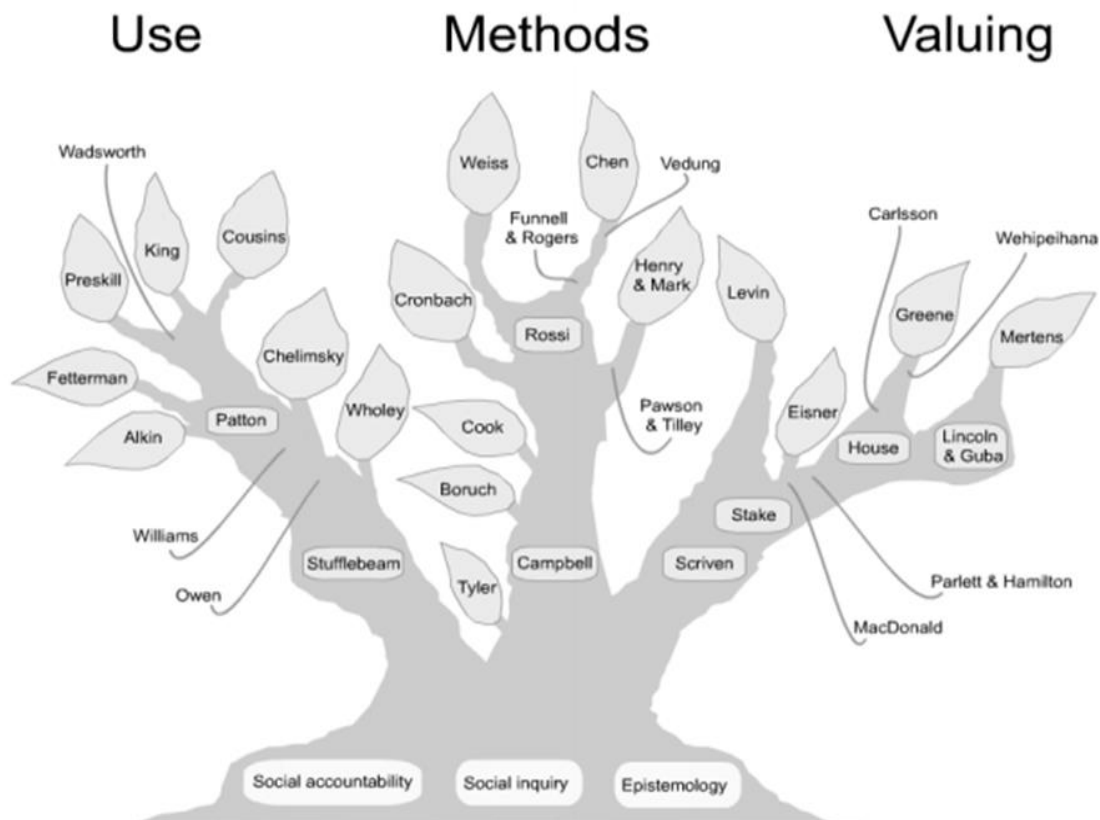
*Figure 2.1    Evaluation Theory Tree*

(Christie and Alkin, 2012:11)

According to Alkin and Christie (2012:18–49), there is a relationship between the theories mentioned on the three branches of the tree: Their focus is on evaluation, they considered issues related to the methodologies being used, how data is to be judged and the user focus of the evaluation.

According to Christie and Alkin (2012:11–16), the trunk is built on the foundation of social accountability, social enquiry and epistemology. They explained these foundations as follows:

- **Social accountability** presents an important motivation for evaluation, especially for programmes funded by government entities. It is conceived as a way to improve programmes and the society.
- **Social Enquiry** refers to the systemic study of the behaviour of groups of individuals in various kinds of social settings by a variety of methods.
- **Epistemology** is the area of philosophy that deals with the nature and validity of knowledge.

The three branches are explained as follows:

- **Use** focuses on those empowered to use the information, meaning those contracted for the evaluation.

- **Methods** deal with obtaining generalisability or knowledge construction.

- **Valuing/judging** establishes the vital role of the evaluator in valuing. The branch is split in two to distinguish *objectivists*, who believe it is the role of the evaluator to do the valuing, and *subjectivists*, who hold that judging must take place within the context of understanding the subjective meaningfulness of the evaluation information.

## 2.5    THE CONCEPTUAL FRAMEWORK OF THIS STUDY

### 2.5.1    Appraisal as a process

A study by Piggot-Irvine (2003:1–3) gave an indication that appraisal is central to the effectiveness of performance management. She stated that "clarification of performance expectations is the first step in appraisal and that effective appraisal enhances teaching and learning".

Irvine (2003:3) further emphasised that "to enhance pedagogy the process of appraisal should be adhered to in order to obtain the desired outcomes".

According to Mthembu (2017:26), *"the process should not be haphazard or subjective, but should instead be based on evidence accumulated from a variety of sources". It should encompass the intended objectives of the IQMS to help individual educators with their professional development, which suggests that the appraisal process should be about reviewing current practice and performance, structuring ways to improve it, setting specific achievable targets, identifying training and support needs, and considering career progression".*

According to Whitley (2016:17), "appraisal places an emphasis on developing personal growth plans. It holds that educators reflect on the value they add to the school as a whole, it allows them to indicate areas of growth or personal development needed in order to strive continuously to top-quality teaching". She further indicates that the process of appraisal in public schools does not lead to the intended outcomes.

### 2.5.2    Evaluation as a process

Iskarpatyoti et al. (2017:49) pointed out that the purpose of conducting evaluations is to "make judgements about a program, to improve the effectiveness of programming, for program accountability and transparency, and to inform decisions about policies and programming, including scale up".

Below are the steps to be followed during an evaluation process (Iskarpatyoti et al. 2017:12–35).

### Step 1: Engage stakeholders

Stakeholders play a vital role because they are likely to buy into and support the process.

### Step 2: Know your programme

Know what is it that you will evaluate. This includes mapping the programme ahead and its on-going activities, their causal relationships, and intended goals.

### Step 3: Know your evaluation needs

They must be linked to the planned activities and expected results.

### Step 4: Select the evaluation design

Solicit evaluation questions from stakeholders.

### Step 5: Draft the evaluation plan

It is necessary to assess a programme by highlighting programme goals, clarifying objectives, and linking activities to intended outcomes.

### 2.5.3    Evaluation and appraisal as part of the IQMS process

With reference to the above-mentioned contextual and theoretical framework, it can be said that the two concepts work concurrently and if adjudicated successfully during the IQMS implementation process, the quality of teaching and learning can be improved.

The theoretical framework of this study influences the conceptual framework in such a way that WSE empowers schools to conduct their own self -evaluation in order to improve their performance and stature(Mphahlele,2018:15) whereas DAs and PM as part of the evaluation system are used to monitor and appraise educators for their development during lesson observation and outside the classroom. The terms evaluation and appraisal correlates together with the sole purpose of ensuring continuous improvement in a schools domain. Additionally, Pandey(2021:33) alluded that appraisal system has a positive impact on educators profession if done in a constructive way, it can bring change to educators' performance and can empower and motivates them to be innovators of pedagogy and self-development. It's as a result imperative for evaluators to follow all the necessary steps during the evaluation process to ensure that the results are accurate without prejudice.

### 2.5.3.1 Evaluation

According to Mphahlele (2018:14), the Whole School Evaluation (WSE) policy has a criterion that should be used by schools to conduct evaluations: "The provincial officials would conduct an evaluation based on the evaluation report of the school as a starting point. Self-evaluation accords schools an opportunity to make self-introspection and do fair judgement on their own affairs. Considering these factors, surely, WSE could improve the performance and stature of schools in South Africa if implemented properly for contextualisation of WSE in SA".

Mphahlele (2018:13) further articulated that "WSE as an instrument used to evaluate schools it takes into account all the system and components of the school this includes leadership, management and communication; quality of teaching and learning, and educator development; curriculum provision and resources; learner achievement; school safety, security and discipline; school infrastructure and the community".

The principal should ensure that all stakeholders are as transparent and honest as possible because, during the implementation of SSE (school self-evaluation), most schools rate themselves higher marks to avoid unexpected visits from the district.

Because of this practice, nothing has been done yet to improve our schools. Madikida (2016:26) mentioned the following three steps of the WSE process:

- Pre-evaluation visits: They are made by team leaders and other members of the team to explain the WSE process to all the stakeholders involved.

- On-site evaluation: Supervisors collect data through observations, document analysis, informal interactions with all the stakeholders, and meetings with all stakeholders, including a sample of ordinary parents who are not SGB members.

- Post-evaluation: The district assists the school to develop an SIP (school improvement plan) using the recommendations given to the school for implementation.

### *2.5.3.2    Appraisal*

According to the Department of Education (2008:164 as cited by Mphahlele, 2018:15), "the purpose of the developmental appraisal is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness and to draw up programmes for individual development. So, the school improvement plan results from the staff appraisal process and provides detailed information linked to the criteria contained in the IQMS document for the development of the staff".

Mphahlele (2018:16) linked WSE with a developmental appraisal by indicating that these two systems are based on evaluation cycles. "For appraisal of individual educators, the cycle involves a baseline evaluation in the first term (January–March) and a summative evaluation in the last term (October–December) with two developmental and reflection cycles within the terms. Included in both the baseline and summative is a self-evaluation process where educators are encouraged to critically reflect on their own performance, to set their own targets and time-frames for improvement to monitor their progress. The baseline is only conducted for the first evaluation cycle; thereafter each summative assessment becomes the baseline for the following year".

## 2.6    CHAPTER SUMMARY AND IMPLICATIONS FOR EMPIRICAL STUDY

With reference to the research questions, the effectiveness of IQMS starts with educators having a full understanding of its meaning, process and impact on teaching and learning; that is, without saying that educators require support and necessary training in this regard before the officials from the Department of Education can shower them with visits requiring proof that the information included in the SSE is accurate. Appraisal and evaluation, as discussed above, are the most important components of IQMS. As such, all the steps required to implement them should be followed; they must not be adjudicated haphazardly because they are there to develop and inform educators, school principals and other relevant stakeholders of their roles and responsibilities.

# CHAPTER 3. RESEARCH METHODOLOGY

## 3.1 INTRODUCTION

The first two chapters presented information about the implementation of the Integrated Quality Management System in schools, and the conceptual framework gave a clear indication that appraisal and assessment is imperative throughout the process of IQMS. The research questions posed assisted in determining the success of the implementation of IQMS in schools. The methodology used assisted in obtaining data that met the intended objectives.

The research design and research methods chosen as explained in this chapter were used to gather data that assisted in answering the research questions.

## 3.2 RATIONALE FOR EMPIRICAL RESEARCH

This study might contribute to policy formulation and support the Department of Education in coming up with ways of modernise the methods of assessment so they improve the standard of teaching and learning. The researcher interacted with the participants telephonically to gain a clear picture of the occurrences in an environment where they were free to participate, thus ensuring that they were more comfortable to give valid and reliable data.

The relationship between the conceptual and theoretical framework of the study was observed, enabling the researcher to make recommendations based on those interactions. The researcher's observation as a newly appointed educator was that the continual alteration of the curriculum has impacted educators' professionalism so that, when IQMS is to be adjudicated, there are more negative thoughts, resulting in less concentration on the process and more on the outcome.

## 3.3 RESEARCH DESIGN

Creswell (2014:41) defined research designs as "types of inquiry within qualitative, quantitative and mixed method approaches that provide specific procedures for a research design", whereas Akhtar (2016:68) viewed it as a plan of the proposed research work. Additionally, Regoniel (2017: para. 3) maintained that it is a "plan that

guides data collection to achieve the objectives of research, it details the procedure and instruments for data collection, how the variables associated with the phenomenon should be measured, and the statistical analysis to be applied to the data obtained". Momin (2017:57) emphasised that it represents a "diagram that recognizes the category and necessary resource of information for the research problem".

According to Boru (2018: para. 2–3), a research design is "an overall plan for connecting the conceptual research problems with the pertinent empirical research", Boru also explained the three forms of research designs:

**Exploratory** – Researchers conduct it when they do not know much about the phenomenon under study.

**Descriptive** – It provides a picture of a situation, person an event or shows the relationship that exists between the phenomena in their natural settings.

**Explanatory** – It seeks causes/reasons and provides evidence to support an explanation or prediction.

Kabir (2016:112) highlighted that a "research design is used to structure the research, it shows all the major parts of the research project this includes samples or groups, measures, programs and methods of assignment that shows how they work together to try to address the central research questions". Kabir (2016:114) further mentioned the importance of a research design as follows: It provides a firm foundation for the endeavour. It reduces inaccuracy, helps to get maximum efficiency and reliability, assists in eliminating bias and marginal errors, minimises time wasters, reduces uncertainty, confusion and the practical hazards related to any research problem, assists in the collection of research materials, provides an overview to other experts or researchers, and guides the research in the right direction.

The researcher chose the constructivist qualitative research design because it would assist her to evaluate the effectiveness and reliability of IQMS in schools in the Capricorn district. Constructivist research design was the appropriate design for this study because it enabled the researcher to come into close conduct with multiple participants. The researcher was able to obtain raw data regarding their views,

experiences and knowledge of IQMS since its existence, making it easier to analysis the data thereafter.

### 3.3.1 Constructivist research paradigm

Various writers have defined research paradigms according to their knowledge and understanding, although one can grasp from those definitions that their understanding of a research paradigm is similar. According to Kivunja and Kuyini (2017:1), a *research paradigm* defines researchers' worldview; it is about how they see the world, and interpret and act in it. Kamal (2019:1389) affirmed that "the thought and beliefs explored by the researcher guides their actions which includes data collection and analysis procedures".

DeCarlo (2018: para. 2–3) highlighted that "paradigms are beliefs and a set of assumptions that influences how we think about any aspect, they frame what we know, what we can know and how we can know it".

According to Kivunja and Kuyini (2017:27), *ontology* helps the researcher to make sense of the nature of reality, understand the world and make data meaningful to enable possible answers to the research questions so that what is believed in reality can be known and, therefore; recommendations can be drawn from data found.

In a document adapted from Patel (2015:n.p) stated that *epistemology* is based on the assumption that, to discover the significance of events, activities and behaviours, reality must be interpreted.

According to Kamal (2019:1389), the "*constructivist research paradigm* is also known as naturalistic and interpretative paradigm, it is also linked to ontology, epistemology and methodology, furthermore the methodological aspect of a research should relate to the ontological and epistemological stances of the research, in addition, the constructivist paradigm believes that the methodology utilised in a research should explore the minds, meaning-making, and sense-making activities".

How educators view and conduct the IQMS is a reflection of how it impacts teaching and learning; therefore, their views on how IQMS has improved teaching and learning matter. Theys (2018:4) confirmed that "our perceptions, actions and interactions with others shape the reality".

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The researcher realised how nervous some educators in various schools were when the issue of Whole School Evaluation was discussed during IQMS training courses, and it occurred to the researcher that the data received by the Department of Education might not be a true reflection of the reality in schools. Stakeholders who are directly involved with the whole process of IQMS should, therefore, be given a platform to air their views and share their knowledge so that the Department of Education can create programmes to assist those that are still struggling.

### 3.3.2   Qualitative research approach

According to Haradhan (2018:7), "qualitative research data is descriptive; it is analysed inductively and the sources of data are real life situations". Researchers explore and understand the meaning of a particular problem being investigated for the chosen participants relevant to the study (Creswell, 2014: 32). It is non-numerical and the researcher engages with a chosen group of people to gather data that will assist in understanding their way of living (Crossman, 2020: para. 1). Aspers and Corte (2019:155) argued that "qualitative research is an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied". Additionally, Aspers and Corte (2019:155) asserted that "qualitative research is a combination of how to do things and the outcome". According to Chigbu (2019:5), qualitative research focuses on why and how things work; researchers use it to have an understanding of a phenomena, and it adopts focus group discussions, case studies, and interviews to answer research questions.

Tuffour (2017:1–2) shed further light on what qualitative research is:

- It seeks to understand the inside perspectives of the participants from the participants themselves; it is emic and idiographic.
- The research questions determine the data-collecting strategies.
- It can be used to explore less known or less understood phenomena to help bring to the forefront unexpected knowledge.
- It seeks to shed light on meanings that are less perceptible and investigate the complexities of our social world.

- It explores 'what' 'why' and 'how' questions as opposed to 'how much' and 'how many'. It studies people's life experiences by describing, exploring, understanding and interpreting as opposed to measuring, counting and prediction.

Moreover, Skovdal and Cornish (2015:4) highlighted that qualitative research "gives voice to people who are ordinarily silent or whose perceptions are rarely considered". Skovdal and Cornish (2015: 5) added that qualitative research can be used to obtain information that can assist a researcher to attain an understanding of:

- local knowledge
- people's perceptions and experiences
- how people act and engage with each other, programmes or organisations
- local responses to the acceptability and feasibility of a programme
- meanings people attach to experiences, relationships, or life events
- social processes and contexts that side-line a group of people or have an impact on a programme
- local agency and responses in mitigating social issues.

Qualitative research approach was chosen because of its characteristics, which include gathering data and analysing it by using words, therefore making it easier for those who cannot interpret numerical data to read with clear understanding. It also enabled the researcher to be in close contact with participants so that the researcher would be better acquainted with real situations happening in schools because participants would express their views fully and clearly, without prejudice.

With a qualitative approach, the researcher could discover the significance of IQMS in schools and the perspectives of educators, using appropriate data-gathering techniques and a research strategy that would reflect the true responses of educators in words, rather than in numbers that might be manipulated. Data was analysed and interpreted based on what was observed through interactions.

Some of the advantages of the qualitative approach are that interactions between the researcher and participant can occur at any convenient place, such as in restaurants, the workplace, at home, or on the streets, and the researcher is able to observe the participants' body language and expressions (Akinyode & Khan, 2018:165).

### 3.3.3    Research strategy

Phenomenological research was used in this study because it is supported by the qualitative approach and constructivist paradigm that were part of the study.

The researcher wanted to get an insight into educators' experiences regarding the impact of IQMS in improving teaching and learning. Considering the reluctance to submit IQMS presentations by some schools, this enabled the researcher to understand their reasons and how they see it work if it is done another way. The researcher also wanted to hear participants  viewpoints pertaining IQMS, its for the above reasons that phenomenological paradigm seemed to be the appropriate strategy for this study.

Phenomenological research is unstructured, data gathered is from the perspective of the first person, human experience is conscious and the setting is naturalistic (UKEssays, 2018; Piggot-Irvine, 2003). According to Barrow (2017:92), phenomenology focuses on the daily and lived experiences of participants. Similarly, Qutoshi (2018:220) asserted that it assists the researcher to comprehend social practices and occurrences at a level of consciousness. Umanailo (2019:3) highlighted that it enables the researcher to "understand the motive and meaning of human actions associated with the objective". Abakpa et al (2017:393) concurred that this form of enquiry is "concerned with understanding of social and psychological phenomena from the perspectives of the people involved". According to Bliss (2016:15), "people experience a lot of things consciously therefore as phenomenological enquiry has its roots in philosophy, the researcher will study, describe and interpret people's perceptions, beliefs, feelings, and memories about their experiences".

According to Nawaz et al (2017:4), Edmund Husserl (1859–1938) is the father of phenomenology. He believed that, to "understand human experience one has to understand it from the perspective of the person who is experiencing that certain phenomenon". Lacdo et al. (2018:321) explained that phenomenology is derived from the word "phenomena", which refers to the real-life experiences of people. Furthermore, Creswell (2007:59-60) identified two types of phenomenological approach:

- hermeneutical phenomenology, in which the research is adjusted towards participants' lived experiences.

- transcendental phenomenology, in which the researcher identifies a phenomenon to be studied, brackets the researcher's own experiences, and collects data from several individuals who have experienced the phenomenon.

## 3.4    RESEARCH METHODS

According to Bhat (2020: para. 18), research methods are tools employed in a study to assist the researcher to gather data that will achieve the research goals. Similarly, Surbhi (2018: para. 3) asserted that "it is all the methods used throughout the research process to solve the research problem". In addition, Radu (2019: para. 7) argued that "qualitative research methods divulge the chosen participant's behaviour and perceptions regarding a particular subject".

Goundar (2013:27) explained that one of the functions of a research method is ensuring that data collection is cost effective, and that the design of a research method involves the following aspects:

- objectives of the research study
- method of data collection to be adopted
- source of data or information
- tool for data collection
- data analysis

### 3.4.1    Selection of participants

Researchers choose participants who are familiar with the phenomenon and eager to give information (Statistics Solutions, 2020: para. 2). Participants are sampled

"deliberately based on their knowledge thus assisting the researcher to obtain adequate data" (Moser & Korstjens, 2018: 10). A sample is a small group that is chosen within a population (Devault, 2019: para. 1). Non- probability sampling is concerned with judgement rather than randomisation (Showkat, 2017:7).

Criterion sampling was chosen because it forms part of the qualitative research approach and made it easier to choose participants who were suitable and able to give precise information because they were directly affected by the IQMS programme.

The targeted participants in this study were post level 1 educators, school governing bodies, school management teams and principals attached to the Capricorn South District and Capricorn North District in Limpopo province. These participants were chosen because they are the implementers of IQMS programme. School principals and educators are appraised so as to determine areas of weaknesses and strength in the daily teaching and they are evaluated for salary progression and other incentives, whereas SGB members are evaluated based on how well the school's safety, security and infrastructure ensure the school environment is conducive for teaching and learning.

All the chosen participants form part of the team that would be adjudicating over the Whole School Evaluation and School Self-Evaluation programmes in ensuring that the schools are operating effectively.

Five schools were selected, of which two were primary schools from the Capricorn North. Two primary schools and one secondary school from the Capricorn South. In each school the researcher requested three post level 1 educators, one SGB member, one SMT member to take part in the focus group discussions and one principal from each school took part in interviews . Therefore, the overall total of participants in the study was thirty.

### 3.4.2    Data collection

The researcher chose interviews and focus group discussions as the means of data collection because they would make it possible to know more about participants in their confort zones whilst sparring instruction time. The meetings were held

telephonically, taking into consideration the Covid-19 regulations enforced by the state of South Africa.

Focus group discussions and interviews were executed telephonically.(**Appendix is attached**). Appointments were made, taking into consideration times conducive for all participants. The purpose of the interview was explained clearly before the interview and focus group discussions. Thereafter, the participants were emailed return slips/consent forms for them to read and sign at least three to five days before the interviews; signed copies were sent back to me electronically. All interviews were recorded and the intention to do so was acknowledged, while emphasising the confidentiality, anonymity and safety of the records.

Data were triangulated using focus group discussions which consisted of three post level 1 educators, one SMT member and one SGB member whereas principals were interviewed individually . Using both methods for data collection was imperative because they enhanced understanding by confirming findings from one method with reference to the other method (Romm & Ngulube, 2015:160). According to Maree (2014), triangulation is a strategy for improving the validity and reliability of research or evaluating the findings.

According to Skovdal and Cornish (2015:56), an interview is a conversation between an interviewer and an interviewee. The interviewer may use a topic guide to direct the conversation so that the topic of the research is covered while allowing the interviewee to explain at length.

In this study, unstructured interviews were chosen because they do not limit the responses of participants and the conversations are free-flowing, giving participants the freedom to share their experiences and views.

Unstructured interviews allow the researcher to gain a "richer and a fuller" understanding of how the respondent views the world (Bhasin, 2019: para 1). Additionally, open-ended questions were posed to participants as the researcher wanted the participants to elaborate more and give meaning to their response, as compared to Yes or No answers. Open-ended questions entice the respondent to take the interview in a direction that they find important (Ellis, 2016:129).

Interviews are vital because they provide the researcher with a "deeper understanding of social trends as opposed to questionnaires" (Bhasin, 2019: para. 1), although they have its advantages and disadvantages, as highlighted by Adhabi and Anozie (2017:91–92):

### 3.4.2.1    Advantages

- Participants are given enough opportunity to explain issues they are familiar with.
- Semi-structured and unstructured interviews allow the researcher to explain to the participant where there is a necessity so that they understand the question being asked. This results in positive responses.
- Interviewers can use their interpersonal skills to explore significant issues raised by the participant.
- The researcher has the time to become comfortable and articulate issues vividly with the subject.

### 3.4.2.2    Disadvantages

- Face-to-face interviews may be costly and take time to complete.
- They are physically limited to a single geographical region.
- They put the interviewee on the spot because they require immediate responses.
- It is easy to introduce interviewer bias.
- Telephone interviews may be cut short due to limited resources.

The researcher used unstructured interviews. Pollock (2019: para. 5) highlighted that unstructured interview questions are not prepared before the interview; questions emerge during the interview, allowing a free-flowing conversation. Questions are guided by participants' responses and there is no interview guide (Kfouri & Batmanabane, 2017:9).

According to Alase (2017:14), researchers try to develop some kind of rapport with their research participants so they can lighten up and feel relaxed about the process before the interview session commence.

The participants had ample time to express themselves and provide detailed responses, thereby enabling the researcher to have a clear understanding, as a

result of which it was possible to find the source of problems. Participants were interviewed telephonically and the conversation was recorded.

Adhabi and Anozie (2017:89) explained that unstructured interviews should be "conceptualized as the narrative interview" and they can form part of informal interviews. Conversations between the interviewer and interviewee are controlled by the interests of the researcher. Adhabi and Anoziel described the types of unstructured interview as follows:

- non-directive – where the researcher has no pre-planned questions; and
- focused – where the researcher knows the subject and manipulates the interviewee towards a relevant topic of interest.

Unstructured interviews, like any other type of interview, have their characteristics. Bhasin (2019: para. 4) listed them in detail:

- questions are open-ended – Detailed and in-depth responses from the respondents;
- spontaneous – Researchers prepare the main questions to be asked about a certain topic. These topics are helpful to kick-start and the interview and keep it going. They concentrate more on follow-up questions and probing questions, which they form on the spot on the basis of the respondent's response;
- neutral analysis or nonbiased analysis – Biased responses are mostly avoided in qualitative interviews, because bias may alter the information.

### 3.4.3    Data analysis

According to Bwalya and Kalu (2017: 48), data analysis is a stage where researchers provide detailed and transparent information about how data were gathered until they reach a conclusion.

Creswell (2013:193) highlighted the important points when analysing data in phenomenology and advised that researcher should first describe their own experience so that the focus can be on the participants. This is called bracketing. The researcher should:

- develop statements from the interviews or other resources about participant's experiences, and then group the statements into meaning units or themes;

- write a description of what participants have experienced with the phenomena and also a description of how the experience has happened; and

- write a composite description that includes what the participants have experienced and how the participants experienced the phenomena.

Archer (2018:2–3) asserted that "data analysis is the tool that researchers use to understand vast quantities of data so that it can be presented in an orderly manner". Archer (2018:2–3) gave ideas that are more or less similar to the guidelines mentioned by Creswell (2013) on how a researcher can analyse data. A researcher must:

- firstly, identify, highlight and name sections of text that are important. This process is called *coding*;

- second, the identified texts can be grouped into meaningful units. The researcher groups them according to how they relate to each other; this means the codes are grouped into themes. This process is called *thematic analysis*;

- lastly, the themes can be examined to check which codes constructed the theme; therefore, the codes represent the main aspects represented in the theme.

In this study, the researcher made use of a tape recorder as opposed to writing notes. During the interview, the researcher ensured that participants answered questions related to my study, because unstructured interviews can be prolonged. After the interview, all the recordings of interviews and focus group discussions were gathered. The researcher listened to all the recordings made during the interviews, wrote summarised notes in the exact words of the participants, categorised the responses according to how the participants had responded, then grouped the responses according to the questions asked; frequent responses were grouped together. The researcher started the coding process by identifying similar responses that relates to or answered a particular research question. The responses that were off the topic were deleted to ensure that only the responses that answered the research questions remains.

### 3.4.4    Measures for trustworthiness

Cypress (2017:254) defined trustworthiness as the quality, authenticity and truthfulness of findings; it is the degree of trust readers have in the results. According

to Ghafouri and ofoghi (2016:1915), trustworthiness was first proposed by Guba and Lincoln in the mid-1980s. To ensure trustworthiness in qualitative research, the following criteria must be adhered to:

### 3.4.4.1 Credibility

If data were collected using a tape recorder, participants may be asked to read the report to confirm whether data capturing was done accurately (Shenton, 2004:68). According to Ghafouri and ofoghi (2016:191), the purpose of credibility is to reduce bias; therefore, the researcher can use the following methods to ensure trustworthiness: prolonged engagement, member check, external check, triangulation, contrast case and research credibility.

This is a way of ensuring that data is raw and has not been tampered with. Credibility is the root of quality" and it is associated with dependability (Lemon & Hayes, 2020:605).

To ensure credibility in this study, *member checking* was utilised, it is also known as *respondent validation*, whereby participants verify the findings and conclusions obtained from them during interviews (Muhammad & Closs, 2015:3). According to Lincoln and Guba (1985, as cited by Mohamed et al., 2020:3), member checking can be done either formally or informally: "formal member checking is more structured whereas informal member checking is done immediately after the interview where the recording will be played back in the presence of the participant(s)".

### 3.4.4.2 Transferability

According to Lemon and Hayes (2020:605), "transferability is the extent to which the findings from the study could apply to other contexts and settings". In a study, the researcher will provide a "detailed description of the settings and context in which research is conducted" to enable "the readers to have enough information to judge the applicability of the findings to other settings" (Mandal, 2018:592).

Criterion sampling was deployed for the purposes of trustworthiness and transferability. This was to ensure that the research findings of this study can be used in other contexts because the chosen participants were well acquainted with the phenomena.

### 3.4.4.3   Dependability

According to Mandal (2018:192), dependability is ensured by having appropriate records of data and methods, and making appropriate decisions concerning the study. Furthermore, dependability stresses that the researcher must be "accountable for the ever-changing context within which research occurs" and is "responsible for describing the changes that occur in the setting and how these changes affected the way the researcher approached the study" (Trochim, 2020: para. 5).

An auditor accesses the qualitative research process and affirms its "acceptability" so that an audit trail pertaining to all features of the research can be generated in the final research document (Roller, 2020:1). Therefore, in this study, an enquiry audit could be utilised to ensure that there is trustworthiness while carrying out the research.

According to Connelly (2016:435), "Procedures for dependability include maintenance of an audit trail of process logs and peer-debriefings, process logs are researcher notes of all activities that happen during the study and decisions about aspects of the study, such as who to interview and what to observe".

### 3.4.4.4   Conformability

In this instance, the researcher had to "seek, and describe all the negative instances that contradict prior observations"; thereafter, the researcher could "conduct a data audit that examines the data collection and analysis procedures and makes judgements about the potential for bias or distortion" (Trochim, 2020: para. 6).

Additionally, conformability is concerned with "establishing that data and interpretations of the findings are not figments of the inquirer's imagination rather derived from the data and that research findings can be confirmed by other researchers" (Korstjens & Moser, 2018: 121). The researcher made use of a tape recorder to gather data.

### 3.4.5   Ethical measures

General ethics principles outlined by UNISA (2016:11–12) state that "the researcher should demonstrate that the research is in pursuit of knowledge or the public good.

should be beneficial to the society with the sole purpose of maximising public interest and social justice; participants should be protected; participation should be freely given and the research should respect cultural differences". It further stated that "feedback should be given to participants".

According to Bwalya and Kalu (2017:49), the researcher must ensure that there is transparency and accountability during the process of research. This can be done by:

- stating how informed consent was sought from the research participants;
- demonstrating to the reader how the participants' anonymity was preserved;
- indicating whether the participants' participation was voluntary or not;
- telling the reader whether the participants were informed about the research findings and had access to the eventual publication of the research; and
- supplying a compelling and detailed analysis of all other ethical considerations.

Protecting the anonymity of participants and being sensitive to the vulnerable was crucial in the study. They were therefore assured of confidentiality because their real names would be unidentified. As such, the researcher used letters and numbers to identify participants and schools. Only the name of the district is mentioned. Permission from gatekeepers to interview participants was requested in the early stages. (**Appendix is attached**).

Participants were given consent forms before interviewing started, clearly stating the purpose of the study and that participation was completely voluntary and, in cases where a participant did not want to continue, they were allowed to withdraw.(**Appendix is attached**). Participants were reassured that there were no risks associated with the study that could put their lives in danger.

Thakhathi et al. (n.d.:20–28) listed the following ethical considerations in social research:

### 3.4.5.1    Anonymity

The researcher should ensure that participants' privacy is shielded; therefore, information such as names and signatures is not linked in any way that can be apportioned. Researchers may vow anonymity through cover letters or verbally. However, it is important for participants to be recognised in case of follow-ups.

### 3.4.5.2 Confidentiality

The researcher should ensure that the participants' information is confidential and that information will not be revealed without the participants' permission. Confidential documents should be kept safe with restricted admission. During the reporting of research findings, the participants' real identities should not be revealed. To ensure confidentiality, information should be recorded anonymously, data should be encrypted, reporting of individual data should be refrained from (group data only should be used), names of all participants should be substituted and, during the recording of data, codes should be used instead of personal identification.

### 3.4.5.3 Avoiding bias

Bias should be avoided at all costs and findings should be reported honestly, without misrepresenting or fabricating them.

### 3.4.5.4 Informed consent

The participants should approve the research and consent to taking part in it without being pressured or prejudiced, although the researcher should ensure they are aware of what they are agreeing to do in the study.

### 3.4.5.5 Reduction of harm

The researcher must look out for any form of threat that may harm the participants and guard against it.

### 3.4.5.6 Voluntary participation

Participation should be done voluntarily; therefore, none of the participants should be forced to take part in the study.

### 3.4.5.7 Non-publication of data

The researcher may not include data that does not support the desired outcome but it must be recognised during the data-gathering process or during analysis.

### 3.4.5.8    Falsification and fabrication of data

Data alteration is prohibited. As such, researchers should ensure they make use of accurate data. This entails that they should not create data from imaginary participants.

### 3.4.5.9    Faulty data-gathering methods

The researcher should ensure that participants meet the requirements of the primary research and that data are recorded correctly.

### 3.4.5.10    Rewards and benefits

A reward can be given as a token of appreciation but cannot be offered as a motivator for participants to take part in the study because participants may then provide false data for the sake of pleasing the researcher and being rewarded. The researcher should, therefore, ensure that benefits and rewards do not cause conflict among the participants.

### 3.4.5.11    Responsible publication

A researcher should publish with the aim of advancing research, and wasteful and duplicative publication should be avoided.


## 3.5    CHAPTER SUMMARY

This chapter explained that qualitative research methodology was used because it enabled the researcher to obtain detailed information from interactions with participants, because a tape recorder could be utilised during interviews to gather data, because taking notes would be part of data analysis, and because unstructured interviews enable adequate data collection.

Criterion sampling was chosen because it enabled the researcher to interact with educators, principals and SGB members who were familiar with IQMS and whose contributions would be beneficial to the educators and the education of learners.

In Chapter 4, the researcher will report how data were gathered from participants using the tools mentioned in Chapter 3, analyse the data and discuss the findings.

## CHAPTER 4. DATA ANALYSIS AND INTERPRETATION

### 4.1     INTRODUCTION

This chapter focuses on the methods used to collect data, as highlighted in Chapter 3. The purpose of this chapter is to outline the data derived from participants who answered a set of research questions pertaining to the Integrated Quality Management System as a tool to enhance education in the Capricorn District. The objectives of the study, as mentioned in Chapter 1, specified what the study hoped to achieve when the researcher sought educators' and principals' perspectives and knowledge of IQMS in terms of its impact on education. This chapter presents the data analysis and interpretation derived from focus group discussions and unstructured interviews conducted to unpack the state of IQMS in schools.

### 4.2     RESEARCH PROCESS

Data were triangulated using unstructured interviews and focus group discussions. Five schools were selected in the Capricorn District in which one principal from each school was interviewed whereas three post level 1 educators, one member of the School Management Team and one member of the School Governing Body were incorporated into focus group discussions. The presence of SGB members played a major role because part of their responsibilities is to support the school in ensuring that it produces quality education, to draw up an annual school budget, and to further staff professional development (Rondebosch, 2019).

All schools showed willingness to partake in the study, and the participants who volunteered signed the consent forms. Due to Covid-19, safety precautions were taken into consideration so the researcher deviated from face-to-face interviews and cell phones were used for both interviews and focus group discussions, as opposed to virtual interviews. This saved participants from incurring data costs. It worked successfully because participants were able to schedule on days suitable for them, sparing instruction time and travelling costs, although issues such as poor connectivity were experienced. The selected schools contributed immensely and effortlessly to the study.

## 4.3    DATA ANALYSIS

Interviews and focus group discussions were recorded to ensure quality and for reference purposes so that the research findings could not be altered in any way for the researcher's personal preferences. Rather, the responses captured are true reflections of the participants' views. Phenomenology as a research design was chosen to discover how the educators and leaders of schools perceived the IQMS in terms of improving education in schools.

This section has five subsections:

4.3.1   Research findings

4.3.2   Data from interviews

4.3.3   Data from focus group discussions

4.3.4   Generated themes

4.3.5   Data interpretation.

The following table shows the classification of schools and participants. The principals of the five schools are labelled Principal 1, Principal 2, Principal 3, Principal 4 and Principal 5 (Table 4.1). Participants in the focus groups are labelled Educators 1–3 from Schools A–E, SMT from Schools A–E and SGB from Schools A–E, respectively, to ensure anonymity and confidentiality (Table 4.2).

*Table 4.1       Labels of principals interviewed*

| School A | School B | School C | School D | School E |
|----------|----------|----------|----------|----------|
| Principal 1 | Principal 2 | Principal 3 | Principal 4 | Principal 5 |

*Table 4.2       Labels of focus group participants*

| School A | School B | School C | School D | School E |
|----------|----------|----------|----------|----------|
| Educator 1 | Educator 1 | Educator 1 | Educator 1 | Educator 1 |
| Educator 2 | Educator 2 | Educator 2 | Educator 2 | Educator 2 |
| Educator 3 | Educator 3 | Educator 3 | Educator 3 | Educator 3 |
| SMT | SMT | SMT | SMT | SMT |
| SGB | SGB | SGB | SGB | SGB |

### 4.3.1    Research findings

Unstructured interviews were administered flexibly without a scheduled list of questions; the participant's response generated the next question (Williamson, 2018:379–403).

Interview questions posed to all participants answered all the sub-questions. Similar responses were grouped under a particular heading, and themes were covered in the data analysis, making it possible to answer the research questions.

### 4.3.2    Data from interviews

The five principals from the selected schools were interviewed individually. The themes discussed emerged from data analysis and assisted in answering the research questions.

#### *4.3.2.1    The contribution of IQMS in developing principals professionally*

Principals agreed that they benefitted from IQMS professionally. They shared the belief that evaluation is the stepping stone to school improvement. Their diverse sentiments were as follows:

> *Principals are empowered, schools are developed, evaluated, the performance and environment are good, educators are supported* (Principal 1). *During post-evaluation, we are able to identify our weak points and strength, thus knowing areas to improve as a leader as far as improving the school* (Principal 2). *They are developed in aspects such as the management of the whole school, wider community, human and physical resources, and teaching and learning* (Principal 4). *I have benefited greatly, it has strengthened my leadership skills* (Principal 5).

The principals' responses differed according to their experience. Their deeply ingrained views suggest that the Department of Education should seek personnel who are capable and well acquainted with IQMS to assess them in all vital areas that need support and growth. Principal 3 explained:

> *It's not significant. Performance standards from 4–12 requires support: All aspects of our work that was to be assessed and supported by the senior,*

*starting with evaluation and determining shortages, weakness and strengths, was not done. The system lacked personnel who were well equipped to implement and facilitate it properly.*

**Generated theme: *Monitoring, support and capacitated personnel***

Monitoring and support from either the circuit or the district are pivotal in ensuring that principals play their role proficiently and that they are acknowledged and well equipped to facilitate IQMS in schools. According to Sigudla (2019:47), "Professional development is the process by which employees are trained with the purpose of empowering themselves to be able to provide or deliver quality service, through the attainment of the necessary skills and knowledge".

Principals 1 and 5 confirmed that support from the circuit and district is offered. Their reports about this were:

> *I did receive support through the workshops organised by district officials as I am one of the co-ordinators in our circuit* (Principal 1)*. The circuit manager visits us often and support where needs be* (Principal 5)*.*

Although support and monitoring are done, Principals 2, 3 and 4 seemed dissatisfied with insufficient workshops, insufficient support and non-capacitated personnel.

> *The district officials give support through co-ordinators. Intensive workshops are offered exclusively to co-ordinators so they can disseminate information to principals and educators. It would be better if principals are included in the intensive workshops and not only co-ordinators* (Principal 2)*. Support is not forthcoming. The circuit is poorly equipped with people who have the good knowledge about the system, and the circuit is lacking the personnel to support the school, thus resulting in schools' not receiving any support. Schools are given dates for submission. And one-day workshops, which did not have much information and support, is insufficient* (Principal 3)*. Monitoring is not done, support from the circuit is insufficient, and learner support materials are not provided. They visit once per year for a particular subject, or two to three years without any visitation from district officials* (Principal 4)*.*

### 4.3.2.2 The effectiveness of IQMS in schools

The principal, with cooperation from the School Governing Body and the School Management Team, plays a pivotal role in ensuring that educators are supported, required teaching and learning materials are supplied, barriers to learning are addressed, and teachers are well equipped to provide unsurpassed service in terms of teaching and managing classes and carrying out the curriculum. The principal is obligated to be at the forefront of any programme that is to be carried out in schools. This includes IQMS: making sure that the purpose of IQMS is reflected in the learning outcomes. However, the principals shared some pros and cons in this regard.

Principal 1 saw the good in it; however, factors such as human capital, typically in small schools, and educators' reluctance, hinder the facilitation of IQMS. Principals 1 and 5 shared similar sentiments:

> *It is effective, although it's difficult to implement, especially in a small school, due to workload and shortage of time, although we ensure that educators are evaluated and supported* (Principal 1)*. Some educators show no interest in IQMS, resulting in its not being effective* (Principal 5)*.*

Principals 3 and 4 seemed to share the same sentiments that there are some shortfalls in IQMS that make it difficult for it to achieve its main objective. There are insufficient cluster- or circuit workshops, and educator reluctance seems to be a barrier in ensuring that IQMS is effective.

> *It's excellent, but there are some challenges during implementation which renders its ineffective: Educators who have never received a workshop are expected to implement; HR in the department seem to lack preparation* (Principal 3)*. It is most effective, although most educators are reluctant, especially when it comes to class observations* (Principal 4)*.*

Principal 2 saw IQMS as a reflection of how well the whole school is doing and expressed the view:

> *If it's properly carried out, unlike doing it for compliance' sake, then it will be effective as it shows you as a leader how are the ratings of the school, the*

*level of the school in terms of administration, learner's performance, curriculum, human relation, educator's competence, infrastructure, finance, weaknesses and what needs to be improved.*

**Generated theme: *Evaluation and appraisal***

Evaluation and appraisal seem to be playing a role in schools as principals elaborated below. Principals stated that educators experiencing difficulties in the learning areas assigned to them receive support, their school's overall improvement is visible, and educators know what is expected of them.

> *IQMS Committee in our school works well together with the rest of the staff members. They play their role sufficiently in a manner that educators are competing to get high score during class visits, and this has since improved our school performance* (Principal 1)*.*

> *It's mandatory for all educators to be evaluated. We have started in the first term, now waiting to continue in the third term. Subject meeting are used as a tool for educators to lay out their difficulties and assistance is seek. Educators seldom swap subjects* (Principal 4)*. The success of pre-evaluation position educators in the situation wherein they know what is expected of him/her, evaluation timetable is made available and we go through each performance standard so educators can prepare themselves before the actual evaluation* (Principal 2)*.*

The inaccuracy of evaluation results is a barrier to obtaining desirable results, making it difficult for educators to be supported fully. Some principals mentioned that incorrect scoring and challenges educators face on the ground compromise evaluation, making it meaningless.

> *Challenges surrounding the IQMS placed schools in a difficult position, making it impossible for evaluation and appraisal to be beneficial* (Principal 3)*. During the scores obtained by educators from self-evaluation, I can attest that they were not truthful. This makes evaluation not to be taken serious* (Principal 5)*.*

### 4.3.2.3    School-based workshops

Principals were asked if the School Development Team in their respective schools sometimes conducted workshops to align educators with what is to be assigned and expected from them. They highlighted the issue of time to conduct workshops as a constraint and said they depend solely on workshops organised by the district officials. They explained that:

> *We depend on district- or circuit-organised workshops. It's unlikely to have time for school-based workshops, so we outsource* (Principal 2). *We do try to update educators on the changes that might arise in the IQMS; motivate them to work hard and prepare lessons thoroughly, regardless of class visits. We strive to make it a norm* (Principal 3). *We don't have sufficient time to elaborate more on what is expected, although teachers assess themselves prior class observations* (Principal 4).

Principals 1 and 5 attested that, during post-evaluation, they do meet for self-reflection.

> *Once we have exhausted class observation timetable, we meet as a phase to discuss issues that hinder performance and come up with remedial activities* (Principal 1). *At the beginning of every term, we meet, plan, and also ensuring that all educators have sufficient knowledge and skill to teach subjects allocated to them* (Principal 5).

**Generated theme:** *Monitoring of educators' progress*

Monitoring of educators' progress is vital to assess their capacity to yield good results in any institution. Principals confirmed that justice is done to ensure that educators are in a position to do self-reflection and seek support if necessary. Their views were expressed as follows:

> *We assess at the beginning of the year to check the knowledge educators have, and rectify it throughout the year. At the end of the year, we check if educators have been developed and supported enough* (Principal 1). *School-based monitoring is done; files and classroom teaching is monitored, and work in general* (Principal 4). *At the end of every term, we allow educators to submit*

*their challenges together with envisioned strategies; thereafter, we meet as a phase to come up with ways of improving* (Principal 5).

Heavy workloads and lack of time are some of the key factors that principals laid out as the cause of insufficient monitoring.

*It is partially monitored, especially in this pandemic, as we are striving to cover the ATPs with the limited time given but, before Covid-19, it was easier and the progress was monitored. The size of the school has an impact: In small schools, most progress is not monitored as the staff members are overloaded* (Principal 2). *Educators' progress is not monitored* (Principal 3).

### 4.3.2.4 Strategies that could instil love and understanding of IQMS

The responses below make it clear that principals believed that imparting knowledge and skill before any programme is implemented leads to its success. Monitoring, support and the appointment of officials who will work closely with schools were emphasised.

Principals were asked to express their opinions on ways to render IQMS effective in their district. They mentioned (a) intense workshops that include all educators and principals, (b) including ICT as one of the performance standards, and (c) employing more and better-equipped personnel who will work closely with schools.

*Intense workshops for all educators and principals* (Principal 1). *All stakeholders attend to workshops, have sufficient knowledge and understanding of what to do and how to implement* (they will develop the eagerness); *include an aspect of ICT as one of the performance standards as some of the causes of reluctance is computer illiteracy; and rising of the incentives (Principal 2). The department to have enough personnel to facilitates and hold workshop at school level* (Principal 3). *District officials to monitor and support institutions* (Principal 4). *Team teaching will enable educators to help one other* (Principal 5).

**Generated theme:** *Financial management, human resource and e-learning workshops*

Principals recommended continual workshops that address aspects such as e-learning, and the management of finances and human resources to motivate principals. They also suggested principals should be able to study further and attend e-learning workshops, and should be given certificates as tokens of appreciation for their attendance and salary notch increments to recognise their accomplishment . The following were their inputs:

> *They can be developed through workshops and enrol with institutions of higher learning* (Principal 5)*. The department to try and iron out challenges schools are facing that motivate principals and schools* (Principal 4)*. Undergo workshops on how to manage human resource and finances, regularly monitoring of circuit managers, and willingness to be assessed* (Principal 3)*. The district can organise intensive e-learning workshops; principals of various schools to work closely and co-operatively; acknowledgement of achievement in a form of certificates that will increase the notch* (Principal 2)*. The district can organise more principals' advocacy workshops where they can share their challenges and achievements in their line of work* (Principal 1)*.*

### 4.3.3    Data from focus group discussions

A focus group is an in-depth group interview with selected individuals who have knowledge about the subject matter. It examines the thoughts and feelings of the group members about the topic (Gundumogula, 2020:299–301).

Responses were grouped according to the participant's designation in all the five schools. Three CS1 educators, one SMT member and one SGB member from each school were included in the discussion group. The overall number of participants was twenty-five.

#### 4.3.3.1    *The success of IQMS in developing educators professionally*

The success of IQMS has been of assistance in schools because educators can attest that their performance is visibly effective, and they have developed ways of

curbing barriers to learning and dealing with classroom challenges, while others have enrolled in institutions of higher learning and are computer literate.

*Yes, most educators are starting to participate in professional development programmes to improve their performance and some have enrolled with different learning institutions* (SMT from School B)*. It helped educators who are flexible to change and adapt to new things. Class visits paved a way for my colleagues to see reason to have subject meetings regularly for us to have a common understanding and love for our subjects* (Educator 1 from School A)*. I learnt a lot from my DSG. I took all their advices and recommendation and put them to good use: My learners are performing well* (Educator 3 from School C)*. It has developed us: We are now computer literate and help new educators to adapt* (Educator from School A)*. I have developed a positive attitude towards IQMS: I am now able to have solutions and seek help to in addressing barriers* (Educator 1 from School D)*. Class visits assisted me as I'm now able to manage my class as a newly employed teacher* (Educator 2 from School C)*. Yes, I always had a problem with managing my work and filing but, after my senior's intervention, I'm now doing well* (Educator 3 from School D)*. Some of us have developed interest to study further and apply for managerial posts, whereas those who are above 50 years see no need as they are about to exit the system* (Educator 1 from School E)*. I've always had difficulties teaching learners with barriers to learning but, after the class visits, my teaching methods cater for all learners. I have also developed an interest in helping other educators* (Educator 2 from School E)*.

Despite the above positive reports on the IQMS, some educators did not seem to have grasped anything from it. This included newly appointed educators and those who did not receive adequate information about it. Two educators shared their views:

*Personally, it didn't. It would have been fruitful if we knew much about it* (Educator 2 from School B)*. I can't say it as I'm a new educator and I haven't yet understood it* (Educator 2 from School D)*.

**Generated theme:** *Improved teaching and learning*

IQMS had a positive impact on teaching. The educators quoted below saw it as an effective tool because it assisted them to overcome challenges, plan lessons in an orderly way, learn ways of disciplining learners, and create a positive atmosphere of working cooperatively – and learners were producing good results. Educators shared their views as follows:

> *It's very much effective; it assists us in improving ourselves. We are able to assist each other when we experience challenges* (Educator 1 from School A)*. It develops us. Whilst preparing for class visits, we outsource teaching aids, prepare lesson plans thoroughly and learn ways of disciplining learners in an educative way* (Educator 2 from School A)*. It does: There is a lot of improvement when coming to teaching and learning. It is through continuous improvement and development of individual teachers that make quality education to survey. Educators have been developed and capacitated to ensure quality teaching and learning* (SMT from School B)*. Although the issue of class visits is only done during the implementation of IQMS, having a peer and a senior helps us to have a good working relationship. We help each other in a sense that our learner's performance has improved* (Educator 2 from School B)*. It does: Educators are able to work on their weaknesses since, well, the DSG gives them support and we monitor their progress quarterly. Learners are performing well. Although most educators are not happy with class visits, we try to make them see the need for them* (SMT from School A)*. It has created a room for self- and peer assessment; educators are showing an improvement* (Educator 2 from School C)*. It is effective to some extent: Performance standard 1–4 are very critical in ensuring that the lesson achieve its objectives* (Educator 1 from School C)*. We are able to prepare this; makes learners to be actively involved and active in class* (Educator 2 from School E)*.*

Some educators were rather dissatisfied with issues, such as a negative attitude towards the IQMS, and the lack of feedback being a source of low morale, which bred a view that IQMS is ineffective. Their sentiments were as follows:

> *There is an improvement, although some of us are still lagging behind due to negativity towards IQMS* (Educator 1 from School D)*. Partially so: Most of the*

*educators are discouraged to be assessed as the department doesn't seem to be taking IQMS serious. We have never seen the results from the provincial or district level where we will know how well schools have performed in IQMS* (Educator 1 from School B). *There is an improvement, although, with the low morale within educators in our school, it makes it hard for IQMS to achieve purpose* (Educator 2 from School D) .

The SMT from School E maintained that recommendations given are not acted on, and stated that:

> *It is not administered correctly as recommendations given by educators are not used by the department; they are only known by the co-ordinators. As such, it won't improve teaching and learning.*

### 4.3.3.2    The success of evaluation and appraisal in schools

According to the focus group participants, evaluation is only implemented as a show of compliance and not for its intended purposes. Allegedly, there are discrepancies during self-evaluation because individual educators are not truthful when scoring themselves, and there is a feeling of discomfort during class visits. The following participants complained that:

> *During self-evaluation, some educators tend to give themselves high scores, especially in performance standard 7* [extra-curricular and co-curricular participation]*, even though they don't participate in any extra-mural activities. The success of evaluation depends on the individual educator. Some don't take criticisms from their peer and senior serious* (Educator 1 from School A). *It is done, but I'm not comfortable with class visits. It is as if I don't know my job* (Educator 2 from School A). *We are appraised for the sake of compliance. I don't see the real objective of IQMS being attained* (Educator 1 from School B).

Other participants complained that class observations were not forthcoming, and the reluctance of the district to monitor the implementation of IQMS in schools has made educators fail to see the value added by the IQMS programme. Three participants from School E shared the same sentiments that:

*Although self-evaluation is done, we are not observed in class and appraised* (Educator 3 from School E)*.*

*The district is reluctant in monitoring the implementation of IQMS in schools, which loses its value as some of us are not evaluated. The peer and senior are there for submission purposes only* (SMT from School E)*.*

*Educators evaluate themselves, but there is no official observation* (Educator 1 from School E)*.*

The success of evaluation yielded productivity because educators are now able to maintain and manage their classrooms. The SMT from School D stated that:

*Every educator chose their peer and senior for the subject they wanted to be evaluated in during class visits. Some of our new teachers had problems with classroom management and improvising teaching aids. We were able to advise and help them to get appropriate aids for their learners.*

Educators indicated that the use of a management plan had guided their schools in ensuring that activities or programmes were all implemented, and that the DSG and the appraisee met before and after the evaluation process. Participants proclaimed that they were evaluated and the support received was splendid. They stated that:

*We are evaluated; every score obtained is explained by either a peer or senior as to why it was deserved. We have a meeting before and after class visits (Educator 3 from School A). It was. I once had difficulties in disciplining learners but, after the support I got from my DSG, I've now learnt a lot. I'm even capable of assisting other educators (SMT from School B). We are evaluated and appraised* (Educator 1 from School C)*. Every educator has been allocated a particular department. The implementation of the management plan makes things to run smoothly* (Educator 3 from School C)*. None of our members have refused to undergo neither evaluation nor appraisal. All educators have shown interest* (Educator 2 from School C)*. We are evaluated and given support by our peer and senior* (Educator 2 from School D)*. I got evaluated and given support, my senior supported me* (Educator 1 from School D)*. All the processes of evaluation are done* (Educator 2 from School E)*.*

**Generated theme: *Post-evaluation feedback***

Some participants from Schools B, C and D responded similarly that they do receive feedback. They maintained that:

> *We meet as staff members to receive feedback, which enables us to know what we are excelling at and areas that needs improvement. We also come up with suggestions to improve as a phase* (Educator 1 from School D)*.*

> *Our senior makes sure that we are updated* (Educator 2 from School D)*.*

> *Feedback is given; during post evaluation the PGPs are developed; an educator is given a copy of their PGPs and go through it with their senior and peer. A SIP is developed through the information captured from the PGPs, which must be submitted to the district. The SIP helps schools to plan on how to assist educators* (SMT from School B)*.*

> *The IQMS Committee provides feedback* (Educator 1 from School C)*. I was given feedback by peer and senior* (Educator 2 from School C)*.*

Feedback helps educators to work on their weaknesses and improve. Educator 3 from School D stated that:

> *We meet as staff members to receive feedback, which enables us to know what we are excelling at and areas that needs improvement. We also come up with suggestions to improve as a phase.*

Educator 1 indicated that they had only received feedback 3 years ago and that the DSG provides them with feedback, but the district only presents the list of which schools managed to submit and which failed, instead of addressing areas that most educators are not excelling in. They shared their adverse sentiments as follows:

> *I have received feedback, but three years ago* (Educator 1 from School A)*. Our school does gives us feedback but the feedback we receive from the district doesn't serve the purpose of IQMS as we are only given a lift of schools which has successfully submitted or not* (Educator 1 from School B)*.*

> *Others received feedback; I have never received any* (Educator 3 from School E)*.*

*it's just a shame and concerning about how it was ran. Feedback is only given by the DSG and paperwork is filed. Co-ordinators are mostly the ones to carry all the burden after submissions to the district officials. We are not given any feedback* (SMT from School E)*.*

### 4.3.3.3 *Support given to educators during and after implementing IQMS*

Educators and SMTs from Schools D and E shared the same certitude that they do receive adequate support from their SDT and DSG. Meanwhile, neither the circuit nor the district intervened during the Whole School Evaluation, in submissions and in cases where certain schools failed to submit. Their responses were as follows:

*Educators receive support from their DSG and SDT. The circuit doesn't support us at all* (Educator 1 from School D)*. The circuit is only involved during Whole School Evaluation* (Educator 2 from School D)*. Our SDT supports us but the circuit manager only visits us if we have not met the submission deadline* (Educator 3 from School D)*.*

*The district and circuit is reluctant in monitoring the implementation of IQMS processes in schools. The circuit manager conduct summative evaluation with principals, whereas teachers evaluate themselves. We only get support from the SDT* (SMT from School E)*. I was never supported by both district or circuit officials. It's only our SDT and DSG who are supportive* (Educator 2 from School E)*. Fortunately, one of our colleagues is a co-ordinator; he is responsible for IQMS in our school. Even our neighbouring schools do come to get assistance but the circuit managers and district are not anywhere involved with us teachers* (Educator 3 from School E)*.*

Other educators undoubtedly received support from the circuit and their schools: School-based and cluster workshops were organised; coordinators were given sufficient workshops to help schools; officials arranged meetings for verification and clarification to help schools. Their views were expressed as follows:

*Circuit managers do visit our school but they only communicate with the principal. The only thing they would want from me is my personal profile* (Educator 2 from School A)*. The district officials do support us by organising*

*workshops for IQMS co-ordinator, and they sometimes visit us whenever we call for help* (Educator 1 from School A).

*We have received training that address issues such as how IQMS should be implemented in schools. Schools were clustered several times for advocacy and training. Our principal has also arranged internal workshops for developmental programmes* (SMT from School B). *We do receive enough support. However, we are already empowered: We do our research in terms of IQMS; if we need something from the circuit we go all out* (Educator 1 from School B).

*Support is granted, our IQMS team disseminate information obtained from cluster workshops to educators. We are able to contact the district official wherever we need clarity on something. After evaluation and appraisals, the circuit invites schools for verification process, which enable schools to correct themselves and get clarity* (SMT from School C).

Schools that developed their improvement plan thoroughly could pinpoint individual educators who need support and development. The two educators from School C shared similar views:

*We receive support from our immediate seniors; we address areas of weaknesses; there are development programmes arranged at school level to address certain areas where educators need assistance* (Educator 2 from School C). *We have a school improvement plan, which also show the kind of support educators have received* (Educator 3 from School C).

**Generated theme:** *The knowledge educators have regarding the purpose of IQMS*

Performance standards are used to assess educators and the areas where they are lacking, and support is granted in those areas. Participants were asked if they understood the role of performance standards in the IQMS; therefore their responses shed some light on whether all relevant stakeholders had sufficient knowledge about IQMS and its purpose in their line of duty.

> *It's about developing educators with its seven performance standards. We are being assessed based on the knowledge of curriculum, classroom management, ability to plan and present the lesson, ability for an educator to assess learners and provide feedback, educator's involvement in the extracurricular activities, and an ability to communicate with colleagues. All these are intended to develop educators, and I'm one of those educators who took the advantage and it helps me greatly* (Educator 1 from School E)*.*

It assesses educators' weaknesses and strengths and the effectiveness of schools, and it improves teaching and learning.

> *Although I have never attended any IQMS workshop* (I only learnt about it through our co-ordinators)*, its purpose is to promote accountability, to realise our weaknesses and strengths, to support and monitor our progress in terms of teaching and classroom management* (Educator 2 from School A)*.*

> *It develops us wherever we lack some understanding and skills. It also monitors the overall effectiveness of an institution* (Educator 1 from School A)*. The purpose of IQMS is to ensure quality education for all, to improve the quality of learning and teaching and to provide support and opportunity for development. Our co-ordinators take us through all the procedures* (Educator 1 from School B)*.*

> *It assesses the performance of educators, as well as grading educators with the view of developing them and also to improve the quality of education* (Educator 2 from School B)*. It is meant for the appraisal of educators, to motivate educators using incentives, to help them improve their teaching in a holistic way* (Educator 1 from School C)*.*

It empowers and develops educators, promotes professional growth and contributes to salary progression.

> *It helps us to develop as we are motivated to do better to empower us and improve our teaching methods. As a school, we are able to help each other and do remedial activities* (Educator 3 from School A)*. It focuses on improving educator's pedagogy and professional growth* (Educator 2 from School C)*. It helps us to develop and do well in our schools* (Educator 1 from School D)*. The performance standard helps educators to grow as they are able to identify their strength and specific needs* (Educator 2 from School E)*. Development appraisal helps to develop new teachers. Performance measurement is done by all teachers for salary progression at the end of term 3* (Educator 3 from School E)*.

It helps educators to resolve and manage barriers to learning and also promotes good relations among educators and other staff members.

> *It motivates us to improve learners' performance and solve problems as they arise during lessons* (Educator 2 from School D) *.*

> *All the performance standards assess if, whether are we are doing what is expected of us in classrooms, professionally and how we relate to other teachers* (Educator 3 from School D)*.*

### 4.3.4 Generated themes

Questions from interviews and focus group discussions emerged from the sub-questions. Data were analysed by grouping participants' similar responses under headings. The headings were then disbanded into themes.

Research questions were derived from sub-questions. Research questions included those from focus group discussions and interviews. The unstructured individual interviews with the five principals generated four themes.

*Table 4.3    Questions and themes in interviews with principals*

| Research sub-questions | Interview questions | Headings | Generated themes |
|---|---|---|---|

| Research sub-questions | Interview questions | Headings | Generated themes |
|---|---|---|---|
| Is IQMS successful in developing educators professionally and academically? | What impact does IQMS have on developing principals professionally? | 4.3.2.1 The contribution of IQMS in developing principals professionally | Monitoring, support and capacitated personnel |
| Is IQMS effective in monitoring the effectiveness of a school? | Is IQMS effective in ensuring that teaching and learning are improved? | 4.3.2.2 The effectiveness of IQMS in schools | Evaluation and appraisal |
| Are all affected stakeholders given proper training and workshops before the adjudication of the IQMS? | Are school-based workshops effective in aligning educators with what is expected from them? | 4.3.2.3 School-based workshops | Monitoring of educators' progress |
| What strategies could instil love and understanding of the IQMS? | Are there any recommendations that could help to develop principals? | 4.3.2.4 Strategies that could instil love and understanding of IQMS | Financial management, human resource and e-learning workshops |

*Table 4. 4      Questions and themes in focus group discussions*

The focus group discussion with the 15 educators, 5 SGB members and 5 SMT members generated three themes.

| Research sub-questions | Research questions | Headings | Generated themes |
|---|---|---|---|
| Is IQMS successful in developing educators professionally and academically? | What impact does IQMS have in developing educators professionally? | 4.3.3.1 The success of IQMS in developing educators professionally | Improved teaching and learning |
| Is IQMS effective in monitoring the effectiveness of a school? | Is IQMS effective in ensuring that teaching and learning are improved? | 4.3.3.2 The success of evaluation and appraisal in schools | Post-evaluation feedback |
| Are all affected stakeholders given proper training and workshops before the adjudication of the IQMS? | Are school-based workshops effective in aligning educators with what is expected from them? | 4.3.3.3 Support given to educators during and after implementing IQMS | The knowledge educators have regarding the purpose of the IQMS |

### 4.3.5    Data interpretation

Data were interpreted based on data collected from the interview and focus group responses. Themes presented in Section 4.3.4 are explained below.

#### 4.3.5.1    Principal's interviews

**Generated theme: *Monitoring, support and capacitated personnel***

This theme emerged from the research question that asked whether IQMS had an impact on the teaching profession. The interview questions expanded on it to assess whether the principals were being developed professionally through IQMS and they pointed that they had indeed developed significantly. Additionally, they believed that proper monitoring by either the circuit or the district is vital for knowing and having proof that IQMS is implemented fully in schools. Principals 1 and 5 contested that support was given through workshops facilitated by the circuit or district and occasional monitoring from the circuit manager. However, Principals 2, 3 and 4 believed there was a gap that hindered development because support and monitoring were not forthcoming because the district seemed to lack sufficient personnel with the knowledge and skill to work closely with schools.

**Generated theme: *Evaluation and appraisal***

The interview question posed was to assess the effectiveness of IQMS in schools, reflecting on the research aim of investigating the outcome of IQMS in schools. An array of responses from principals gave evidence that, in some schools, evaluation and appraisal was a success and, in others, it was a failure. Principals 1, 2 and 4 indicated that evaluation and appraisal had improved educators' performance and that assistance was sought to help educators. Meanwhile, Principals 3 and 5 stated that inaccurate self-evaluation scoring and difficulties related to IQMS inhibited the success of evaluation in their schools. From the data retrieved from principals, it is evident that proper monitoring and facilitation of the evaluation and appraisal process impacted the effectiveness of IQMS in schools.

**Generated theme:** *Monitoring of educators' progress*

This theme relates well to the aim of the study, which was to establish whether educators were given support. The gist of this aim transpired from the fact that, where support is offered, barriers are reduced and improvement results. Based on the interview question that asked whether the SDT capacitated educators through school-based workshops, Principals 2 and 4 raised the issue of time as the main barrier to having school-based workshops. Then the issue of whether educators' progress is monitored in schools emerged and became a theme. Principals 1, 4 and 5 attested that educators were assessed at the beginning and end of each year to check their knowledge, the progress that had been made, and challenges needed to be addressed. Principals 2 and 3 indicated that monitoring was lacking because their schools were small and struggled to cope with the extra workload generated by completing the curriculum in the midst of Covid-19.

**Generated theme:** *Financial management, human resource  and e-learning workshops*

The aim of the interview question was to gather principals' views of how to instil comprehensive knowledge and understanding of IQMS in its receivers. The theme emerged because Principals 2 and 5 mentioned that principals should be motivated to further their studies, and the Department of Education should introduce e-learning workshops to assist those who lack computer literacy because we are now in the fourth industrial revolution and the IQMS is computerised. Principals 3 and 1 mentioned a need for workshops that focus on managing the school finances and human resources, and give principals the opportunity to discuss their challenges and achievements.

### 4.3.5.2    *Focus group discussions*

**Generated theme:** *Improved teaching and learning*

This theme was derived from responses on whether IQMS has influenced the development of educators professionally. Most educators mentioned that their professional development had resulted in improved teaching and learning. Educators 1 and 2 from School A, Educator 2 from School B, Educators 1 and 2 from School C,

and Educator 2 from School E indicated that the IQMS had developed them so that they now develop lessons thoroughly, they are working as a team, lessons achieve their objectives, and learners' performance has improved. SMT members from Schools A and B indicated that educators were capacitated through continuous improvement and development and, despite reluctance to undergo class observation, they were motivated.

**Generated theme:** *Post-evaluation feedback*

An array of responses pertaining to the success of evaluation and appraisal led to the above theme because feedback was not forthcoming  as a result of inadequate evaluation and the inability of the district to facilitate the implementation of IQMS. Educators 1, 2 and 3 from School D, the SMT member from School B, and Educators 1 and 2 from School C stated that feedback had been received and yielded positive results because it helped them to work on their shortcomings, and the educators were assisted through the SIP (school improvement plan) developed. However, Educator 1 from School A, Educator 1 from School B, Educator 3 from School E, and the SMT member from School E seemed to have not received feedback from their schools and stated that the district did not provide feedback after submissions.

**Generated theme:** *The knowledge educators have regarding the purpose of IQMS*

Participants' responses indicated that they knew the purposes of the IQMS. They knew it promotes accountability, ensures the support and monitoring of educators' progress, monitors the effectiveness of education to ensure that quality education is offered, thus improving the grading of educators; it promotes professional growth, and it contributes to salary progression.

## 4.4    CHAPTER SUMMARY

In this chapter, data were collected using unstructured interviews and focus group discussions. Raw data were collected, interpreted and analysed. Repeated responses resulted in the themes that were discovered by careful reading. The major finding from the data collection was the issue of advocacy workshops: Principals,

educators and SMT members had similar convictions that intense workshops were needed before the undertaking of the programme, with support and monitoring during implementation. Throughout the interactions with participants, particularly educators, emphasis should be on the issue of classroom observations.

## 4.5    CONCLUDING REMARKS

The researcher discovered that all the schools studied had similar challenges with the IQMS, although they understood its purpose and its impact on professionalism and on learning. Challenges included the lack of feedback, and the inability to be properly evaluated as a result of reluctance among educators. It was evident that the empowering of principals was vital in ensuring they were well equipped to lead and motivate staff members to do more and better.

In Chapter 5, the research findings will be summarised, and the research conclusions and recommendations will be discussed.

# CHAPTER 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1    INTRODUCTION

In this chapter, research findings are summarised, conclusions are stated, and recommendations are made.

## 5.2    SUMMARY OF RESEARCH FINDINGS

This section summarises the research findings to present key scholarly and empirical findings. The researcher attempts to answer all the research questions satisfactorily. Detailed explanations are provided of how the themes mentioned in Chapter 4 answer the research questions.

### 5.2.1    Key scholarly review findings

This section gives a synopsis of the theoretical and conceptual frameworks. As mentioned in Chapter 2 of this study, they focus on the evaluation and appraisal that, when intertwined in the IQMS process, lead to the achievement of the IQMS objectives.

Appraisal and evaluation, in this study, conceptualise the ideology behind IQMS, which mainly encompasses all the processes of ensuring educators, departmental heads and principals are appraised continuously in this context.

For the theoretical framework of this study, introduced in Chapter 2, the researcher referred to the evaluation theory tree created by Christie and Alkin (2013:14–16), which focuses on evaluation methods. The essence of this theory is based on the theoretical terms used. The researcher focused on accountability and social enquiry as the foundation of the theory.

*Accountability* is one of the factors that must be outlined during evaluation: Individuals who are accountable for the smooth running of the evaluation process in schools should use and disseminate their knowledge and skills to the evaluators who are acknowledged and skilled enough to do what is expected of them, according to the procedures and prescripts of the IQMS mentioned in the ELRC (2003:3–4), to ensure the success of IQMS. The theory tree has three branches, namely uses,

methods and judging. *Uses* refer to how information attained by evaluators is used in the process, whereas *methods* generalise the methods of evaluation and, lastly, *judging* refers to the role of the evaluator in appraisal. Evaluation is key to development, as evidenced from data gathered from schools whose educators failed to see an improvement in the teaching profession because evaluation was unsatisfactory or, rather, not done at all, so that appraisal seemed to fall away.

The conceptual framework of this study focuses on appraisal. Piggot-Irvine (2003) indicated that effective appraisal enhances teaching and learning, so the desired outcomes are acquired in the school milieu. When the appraiser has followed appropriate, accurate and fair procedures, the appraisee is motivated enough and able to reflect, correct and become a better visionary, socialite, and developer of learning and teaching programmes. The school improvement plan, which is a good directive of goals for the school, is drawn up from data derived from the development appraisal. Therefore, an informed and effective appraisal during the IQMS process creates a launch pad for improvising, improvement and growth within the education system, especially in ordinary public schools.

### 5.2.2    Key empirical findings

The following provides a synopsis of the empirical findings from the interviews and focus group discussions.

Chapter 1 provided the research title, which enquires whether the Integrated Quality Management System is a tool to enhance education in the Capricorn District. The literature reflected the gaps that seem to create barriers to the success of the IQMS programme.

The following main findings, summarised from Chapter 4, answered the research questions.

This section is structured according to the main themes shown in Section 4.3.4, Generated Themes.

### 5.2.3    Principals' interviews

#### 5.2.3.1    *Monitoring, support and capacitated personnel*

The findings revealed that some principals are not monitored, and that support is lacking during the IQMS process, although some of them indicated that they are given support and that the circuit managers are monitoring. They also indicated that the district does not have enough skilled and knowledgeable personnel to work hand in glove with schools. Some principals' complained of non-delivery of learner support materials and infrequent visits from  the curriculum advisors.

#### 5.2.3.2    *Evaluation and appraisal*

Some principals mentioned that evaluation is mandatory in their schools and that educators receive the support they require through school –based subject meetings. However, there is reluctance to accept the IQMS in some schools, which emanates from challenges that come with IQMS and hinders the success of the IQMS, making evaluation and appraisal unmanageable. Some tribulations include incorrect scoring.

#### 5.2.3.3    *Monitoring of educators' progress*

Principals indicated that, in small schools, the staff is overloaded with work, such as teaching and managerial duties, so monitoring is inadequate, although monitoring is evident in other schools wherein educators' are assessed at the beginning and end of the year. Educators who are assessed make progress, their files are checked and learners informal tasks to see if they have given learners sufficient tasks which are in line with CAPS and subject policy. Some principals mentioned that at the end of each term educators' bring forward all their encountered challenges in writing and strategies that they could use to  overcome those challenges, this  makes it easier for their seniors to make a follow up and monitor their improvement.

#### 5.2.3.4    *Financial management, human resource and e-learning workshops*

 Principals reiterated that there is a need for acknowledgment through their achievements and an open platform of networking will enable principals' from various schools to encourage and support each other. Principals also mentioned a need for financial management skills which will minimised the mismanagement of schools'

funds. This also raises the involvement of SGB members if whether they are well equipped, empowered and knowledgeable  in managing the schools' resources. The need for workshops in terms of managing human resource is mentioned, this aspect is crucial and imperative in minimising disputes amongst staff members and help principals to promote fruitful working environments.

### 5.2.4    Focus group discussions

#### 5.2.4.1    *Improved teaching and learning*

Participants indicated that the success of IQMS has made major improvements in their profession to an extent that their mode of instruction and the overall performance of learners have improved dramatically. IQMS implementation has given them an opportunity for self and peer assessment, whereas other participants reiterated that classroom observation is not a continuous process rather its adjudicated only during the IQMS implementation. Subsequently, educators' low morale and lack of feedback impede the success of IQMS in improving pedagogy.

#### 5.2.4.2    *Post-evaluation feedback*

Some participants indicated that they have school-based meetings for the purpose of feedback after evaluations. The feedback helps them to improve and work on their weaknesses. Other participants, in disappointment, pointed that, after submissions to the district personnel, they should at least be given feedback, but the department only provides a list of the schools that submitted and those that did not, which does not serve the IQMS purpose. Furthermore, other participants reiterated that through the development of SIP and feedback provided educators are able to get the support they require and co-operate with their seniors to bring forward mitigating strategies to overcome barriers.

#### 5.2.4.3    *The knowledge educators have regarding the purpose of IQMS*

Participants indicated that they are mostly only informed about IQMS by their coordinators. According to the participants, the IQMS programme assesses their weaknesses and strengths through the seven performance standards. It improves

teaching and learning; it promotes professional growth and accountability amongst educators, it empowers and develops educators and assists greatly with salary progression. IQMS also assess the effectiveness of the school and promotes good relations among educators and other staff members.

## 5.3 RESEARCH CONCLUSIONS

The following research conclusions are answers to the research questions outlined in Chapter 1. The sub-questions listed there will be answered first, based on the data produced by the study. The sub-questions listed below are the building blocks for answers to the main research questions.

**Is the IQMS successful in developing educators professionally and academically?**

The IQMS is partially successful because most educators attested that, due to its effectiveness, they were motivated enough to further their studies and overcome barriers encountered in teaching and learning. The flip side of the IQMS is that it is partially unsuccessful because of its inadequacy, especially for educators who were neither assessed nor attended workshops; they showed little knowledge of the IQMS, and this ignorance became a barrier to their development. The same question was posed to principals, who indicated that IQMS has led to an overall school improvement. Principals are developed and their leadership skills cemented, although poor work ethic on the part of district personnel is a stumbling block.

**Is IQMS effective in monitoring the effectiveness of a school?**

Principals who are leading small schools do not see the effectiveness of the IQMS due to their management burden and their educators being overloaded with work, so they cannot reserve time to focus on the IQMS. Furthermore, reluctance to participate and insufficient workshops hinder its effectiveness.

**Are all affected stakeholders given proper training and workshops before the adjudication of IQMS?**

Based on the derived data, only principals and those educators who would be heading the IQMS in their schools are trained and given workshops. Thereafter, they are given the duty to report back to their schools to align the rest of the staff with what is expected. Due to time constraints and workload, school-based workshops are most unlikely in some schools. However, in other schools, phase meetings are held and educators are informed about the whole process of the IQMS.

**What strategies could instil love and understanding of IQMS?**

Some principals mentioned that it is feasible for on-going workshops to facilitate better teaching and learning and capacitate all educators and principals. They should introduce ICT as one of the key performance standards that will motivate all stakeholders to become computer literate and use their skill and knowledge during instruction time. The districts should employ enough personnel equipped to work closely with the schools.

The following are the initial research questions mentioned in Chapter 1. Answering them concludes the research study.

**Do educators have enough knowledge about the process of the IQMS?**

Some educators do have sufficient knowledge because they were able to name its main purpose, which is the development of educators through its performance standards. These include all the factors related to work and development in the teaching profession. Educators were able to recognise the significance of the IQMS in improving the effectiveness of schools and ensuring quality education.

**Does the IQMS have an impact on the teaching profession?**

The positive side of the IQMS is its ability to enable educators to overcome challenges and develop the mechanisms for making meaningful teaching instruments and beneficial lessons. It promotes successful classroom management and, most

importantly, facilitates the development of educators' knowledge, skills and on-going learning, capacitating them to become highly qualified. It has opened the opportunity for self-reflection and peer assessment. The IQMS working environment promotes cooperation and a helpful atmosphere among educators and their seniors.

**Does the Department of Education offer enough support to teachers and principals?**

The department offers support through workshops facilitated by district personnel who capacitate the principals and coordinators who are assigned to help schools. Through the work of coordinators, educators can be in the know about the IQMS aims, purposes and procedures. The inability of the department to ensure that all educators are trained through workshops arouses resistance in some educators because they believe that intense workshops that include all educators should be conducted, and there should be district personnel who work closely with schools.

**Is evaluation adjudicated fairly in schools?**

In some schools, evaluation is done for compliance' sake. Some educators are resisting class visits. In some instances, classroom observation is lacking and self-evaluation scores are inaccurate. The scarcity or rather the nonexistence of circuit or district visits to schools leads to discrepancies. On the positive side, in some schools, evaluation is fair and just, so peers and seniors can evaluate and appraise by following all the appropriate IQMS procedures.

## 5.4    RECOMMENDATIONS

Based on Section 5.3, Research Conclusions, the following recommendations are arranged logically.

### 5.4.1    District level

**Recommendation 1**: Hire enough young, active, innovative and skilled personnel who will be assigned to schools. They should be led by senior personnel who will be responsible for circuit workshops and facilitating the IQMS process.

**Recommendation 2**: Award educational incentives to schools so that, with thorough planning and successful assessments, the quality of performance can improve dramatically.

**Recommendation 3**: Implement annual e-learning workshops and government-funded ICT courses.

**Recommendation 4**: Develop IQMS campaigns that will grip educators' interests.

**Recommendation 5**: Implement an online tool that will upload each educator's profile and will automatically forward information to the department database regarding the individual educator's weaknesses and challenges that will require a particular training course or subject advisor's intervention for these educators to be invited to such departmental training courses.

### 5.4.2    Circuit level

**Recommendation 1**: Make frequent school visits during the IQMS implementation.

**Recommendation 2**: Ensure newly appointed educators receive induction and mentoring support.

**Recommendation 3**: Introduce teacher-leaders in each school who will disseminate information and arrange cluster workshops with schools that are experiencing problems.

### 5.4.3    School level

**Recommendation 1**: Develop an effective school management plan that includes monitoring educators' progress.

**Recommendation 2**: Outsource knowledgeable personnel and organise more school-based workshops.

**Recommendation 3**: Make classroom visits normal and on-going because an evaluation tool is of use for eradicating the relaxation mode after classroom observation.

**Recommendation 4**: Set aside a budget reserved for educators' development and use it for team teaching, where schools can organise strategic planning workshops.

## 5.5    AVENUES FOR FURTHER RESEARCH

This research has paved the way for new priorities and opportunities for further research based on the themes alluded to in Chapter 4.

Evaluation and appraisal should be seen as a continuous process. Further studies should pay attention to educational programmes that deal precisely with assessing educators and principals.

Other research can look into the widespread availability of unemployed ICT graduates who could be absorbed into the education system to inform and facilitate network-based e-learning. This could help educators to outsource online instructional materials easily, and schools from several districts can work as a team to improve education holistically. Studies should also look into the issue of salary progression, whether its motivational enough and the effectiveness of school-based workshops in the development of educators' profession. Studies should also dwell much into procedures which can be used for effective appraisal in schools. The reliability of an evaluation tool in the development of a school.

## 5.6    LIMITATIONS OF THE STUDY

Challenges encountered included having to conduct telephonic interviews after school hours: Most participants were hard to reach, either because of poor connectivity or because of lack of time. The researcher failed to get hold of most of the SGB members.

The negative attitude towards IQMS made some educators reluctant to take part in this research, so the researcher took longer than anticipated to get the attention of potential participants and persuade them to take part.

The researcher invited SGB members to discover whether school funds are used to ensure the overall effectiveness of the school, but the researcher did not get much information because there is a wide gap between the schools and SGB members. The majority of SGB members are pensioners who are actively involved in making

payments and attending parent meetings and interviews, but they are mainly in the dark about some of their duties as stakeholders.

Some of the limitations were because of a late response from the district to have the request to conduct research approved. Circuit managers also took their time to look into the documents sent to them; therefore, obtaining approval from gatekeepers delayed the start of the research.

## 5.7    CONCLUDING REMARKS

This study investigated Integrated Quality Management System as a tool to enhance education in the Capricorn District, Limpopo Province. The findings gave more insight into factors that were a barriers in the success of IQMS in schools under study.

The findings revealed that the IQMS implementation process is not monitored making a room for possible discrepancies. Some educators were neither evaluated nor attended an IQMS workshop , only coordinators' and principals' have attended such workshops although due to workload principals' and coordinators from small schools are unable to facilitate and organise fully-fledged school based workshops. Moreover, schools with educators who are IQMS coordinators are more informed about the IQMS and more compliant than schools without coordinators.

The study showed that most educators are not comfortable with classroom observation and the self-evaluation scores seemed to be inaccurate and unreliable, probably rendering evaluation and feedback meaningless.

The Department of Education should ensure that educators are empowered, capacitated sufficiently and limitlessly to take advantage of programmes that can develop them professionally and personally.

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# LIST OF TABLES

# LIST OF FIGURES

## Appendix A    Ethical Clearance Certificate

UNISA | university of south africa

### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/11/11

Ref: **2020/11/11/60029528/11/AM**
Name: Ms RI Maja
Student No.:60029528

Dear Ms RI Maja

**Decision:** Ethics Approval from
2020/11/11 to 2023/11/11

**Researcher(s):** Name: Ms RI Maja
E-mail address: 60029528@mylife.unisa.ac.za
Telephone: 079 045 6532

**Supervisor(s):** Name: Dr RI Lumadi
E-mail address: lumadri@unisa.ac.za
Telephone: 012 429 2123

**Title of research:**

**An integrated quality management system as a tool to enhance education in the Capricorn district**

**Qualification:** MEd Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/11/11 to 2023/11/11.

The **low risk** application was reviewed by the Ethics Review Committee on 2020/11/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:
1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be comm unicated in writin g to the UNISA College of Education Ethics Review Committee.

4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

8. No field work activities may continue after the expiry date **2023/11/11**. Submission of a completed research ethics pro gress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2020/11/11/60029528/11/AM** should be clearly indicated on all forms of communication with the intended research pa rticipants, as well as with the Committee.

Kind regards,

**Prof AT Motlhabane**
**CHAIRPERSON: CEDU RERC**
motlhat@unisa.ac.za

**Prof PM Sebate**
**EXECUTIVE DEAN**
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

# Appendix B    A letter from the Department of education granting permission

LIMPOPO
**PROVINCIAL GOVERNMENT**
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
# EDUCATION

CONFIDENTIAL

Ref: 2/2/2      Enq: Makola MC     Tel No: 015 290 9448        E-mail:MabogoMG@edu.limpopo.gov.za

**MAJA RI**
Stand no 10216
Makurung –Ga Maphahlele
0805

## RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"AN INTEGRATED QUALITY MANAGEMENT SYSTEM  AS A TOOL TO ENHANCE EDUCATION IN THE CAPRICORN DISTRICT  "**

3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the School concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MAJA RI

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600,  Fax: 015 297 6920/4220/4494
*The heartland of southern Africa* - development is about people!

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
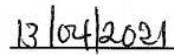
4   Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

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

Best wishes.

**Mashaba KM**
**Acting Head of Department**

13/04/2021

Date

**Appendix C     Participant Information Sheet**

Date:

Title: An Integrated Quality Management System as a tool to enhance education in the Capricorn District,Limpopo Province

DEAR PROSPECTIVE PARTICIPANT.

My name is Rankotsana Irene Maja and I am doing research under the supervision of Prof R. I Lumadi, a senior lecturer in the Department of Educational Leadership and Management towards M Ed at the University of South Africa. We have funding from _____ (insert name of Funding Body if applicable) for _____ (insert why you have funding). We are inviting you to participate in a study entitled An Integrated Quality Management System as a tool to enhance education in the Capricorn District.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could assist in policy formulation and assist the Department of Education in coming up with ways of assisting all relevant stakeholders involved in the education of learners to work cooperatively in modernising the methods of assessment that will improve the standard of teaching and learning. Furthermore, it will assist the department to be in the know of the activeness and improvement in teaching and learning since the introduction of IQMS in schools.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you are the main contributor and role player in the adjudication of IQMS and your participation will yield quality and authentic results.

I obtained your contact details from the Department of Education website (Describe how you obtained the participants' contact details. *The Protection of Personal Information Act, no 4 of 2013, necessitates the disclosure of how access was gained to the personal information of prospective participants).* The approximate number of participants from five selected schools is twenty.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The actual role as a participant in the study is mainly to answer questions related to IQMS. The study involves unstructured interviews. Questions that will be asked are open-ended as shown on appendix.

Indicate what sort of questions will be asked or show the questions in this document.

The expected duration of participation is thirty minutes and the time needed to complete the interviews is approximately twenty minutes.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Describe the presence or absence of possible benefits for the participant, the participants as a group, the scientific community and/or society (*This section can be integrated in the section that describes the purpose, but it is critical information to assist with voluntary informed consent).*

Participation is completely voluntary, this study is aimed at giving a platform to lay out their experiences in a quest to ensure that all participants fully understand the purpose of IQMS, how it's adjudicated and if done practically how the outcomes are assisting in enhancing pedagogy so that our educators can be empowered, motivated and supported leading to quality results.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

Describe any potential level of inconvenience and/or discomfort to the participant. List all possible or reasonably foreseeable risks of harm or side-effects to the potential participants *[outlining likely incidence and severity].* Include any risk that may come from others identifying the person's participation in the research. Describe the measures that will be taken if injury or harm attributable to the study occurs**.**

[Add a description for arrangement for indemnity and/or insurance coverage for participants if applicable].

There will not be any risks involved that will affect the participants badly nor harm them in anyway either physically or emotionally as the research does not involve any apparatus, trips, animals or anything that can harm the participant, participants will mainly reflect and respond based on questions concerning the impact of IQMS in a school. The identity of the participants will be confidential therefore interviews will be held in an environment where the participant will be free to express themselves without any third party present and the research questions were structured in a manner that will not evoke any discomfort, likely discomfort will lead to the pausing or termination of the interview such as not feeling.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research (*this measure refers to confidentiality)* **OR** Your name will not be recorded anywhere and no one will be able to connect you to the answers you give (*this measure refers to anonymity).* Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings (*this measure refers to confidentiality).*

If relevant, identify who will have access to the data [transcriber/external coder] and how these individuals will maintain confidentiality (e. g., by signing a confidentiality agreement). Please note that confidentiality agreements should be submitted to the Research Ethics Review Committee for consideration]. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

The identity or the names of the participants will in no way be compromised in the published or unpublished research document or in the interview records although data gathered may be used for other purposes, such as a research report, journal articles and/or conference proceedings. Participants will be labelled according to the letters of the alphabet and gender. The researcher will strictly follow the guidelines outlined in the UNISA policy on research ethics.

HOW WILL THE RESEARCHER (S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard in my residential place for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Information will be destroyed, if necessary, by shredding hard copies and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

Describe any payment or reward offered, financial or otherwise. Any costs incurred by the participant should be explained and justified in adherence with the principle of fair procedures (justice).

There will be no payment or reward for participatory as it is voluntary; the researcher will be liable for costs such as calls and transportation.

HAS THE STUDY RECEIVED ETHICS APPROVAL.

This study has received written approval from the Research Ethics Review Committee of the (*identify the relevant ERC),* Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Maja RI on 079 045 6532 or email 60029528@mylife. unisa. ac. za or website_____

(insert URL). The findings are accessible for _____ (insert time frame).

Should you require any further information or want to contact the researcher about any aspect of this study, please contact _____ (insert principle researcher's contact details here, including email, internal phone number and fax number).

Should you have concerns about the way in which the research has been conducted, you may contact 012 429 2123 or email [lumadri@unisa. ac. za](mailto:lumadri@unisa.ac.za).

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

RANKOTSANA IRENE MAJA

## Appendix D     Consent to Participate in The Study (Focus Group Discussions)

I_____ grant consent that the information I share during the focus group may be used by <u>MAJA R. I</u> for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print) : _____

Participant Signature: _____

Researcher's Name: (Please print) : <u>RANKOTSANA IRENE MAJA</u>.

Researcher's Signature: _____

Date: _____

## Appendix E    Consent to Participate in This Study (Return Slip)

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

I have read (or had explained to me) and understood the study as explained in the information sheet.

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

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

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

I agree to the voice recording.

I have received a signed copy of the informed consent agreement.

Participant        Name        &        Surname        (please        print)
_____.

_____        _____

Participant Signature Date
Researcher's Name & Surname (please print) <u>RANKOTSANA IRENE MAJA</u>


_____        _____

Researcher's Signature                Date

## Appendix F     Permission Request Letter

**Request for permission to conduct research**

Research title: An Integrated Quality Management System as a tool to enhance education in the Capricorn District,Limpopo Province

Date:

Contact details:

Tel:

Email address:

Dear Sir/Madam

I, Rankotsana Irene Maja am doing research under supervision of Prof RI Lumadi, a senior lecturer in the Department of Educational Leadership and Management towards M Ed at the University of South Africa. We have funding from _____ (insert name of Funding Body if applicable) for _____ (insert why you have funding). We are inviting you to participate in a study entitled An Integrated Quality Management System as a tool to enhance education in the Capricorn District.

The aim of the study is to establish the knowledge teachers have regarding IQMS, investigate the outcomes of IQMS in schools, to establish whether teachers are offered support and to investigate the processes of evaluation.

Your school has been selected because it is located in the Capricorn District and it participates yearly in the IQMS programme.

The study will entail a recorded interview which can be done telephonically or face to face wherein the participant will be given a set of questions pertaining IQMS as an integral part of enhancing education.

The benefits of this study are that with the findings and recommendation enough information from the field can be provided to the Department of Education with the

recommendations to improve the IQMS programme if necessary or improvise school stakeholders with the required needs.

Potential risks are unlikely.

There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail an email or letter directed to a school.

Yours sincerely.

Maja R.I.

Master's student at the University of South Africa.

## Appendix G     Focus Group Questions

Do you perhaps understand the purpose, procedures and processes of IQMS?

What impact has IQMS done to improve teaching and learning?

Is IQMS successful in developing educators professionally?

Do you receive feedback after evaluation?

Are all teachers engaged or show interest in IQMS?

Is the issue of salary progression motivational enough?

Do teachers receive support from their DSG (development support group) and SDT (school development team)?

Is the IQMS team in schools given enough support?

Are educators evaluated, appraised and given support and motivation?

Is the involvement of SGB members effective in adjudicating over IQMS?

Is IQMS effective in monitoring the effectiveness of a school?

Have you perhaps received IQMS training or workshop?

Are school resources in particular the Norms and Standards used in a matter as to ensure that the safety and wellness of learners is catered for?

Are there any recommendations that could help to develop teachers and make the IQMS to be more effective?

## Appendix H    Research Interview Questions

What is your role during implementation of IQMS process?

What was the impact of IQMS in improving teaching and learning?

Are educators progress monitored throughout the year?

Have you perhaps received support and monitoring either from the circuit or district?

What are some of the advantages and disadvantages of IQMS?

How does IQMS enhance teacher development at school level?

Is evaluation and appraisal executed transparently and fairly in a beneficial fashion?

Are school-based workshops facilitated by the SDT (School Development Team) effective in terms of aligning educators with regard to what is expected of them?

What do you think makes school managers to be reluctant in taking part in IQMS?

What strategies could be brought to book to instil love and understanding of IQMS?