

South African Teachers' Perception of Integrated Quality Management Systems: Mopani District Secondary Schools, Limpopo Province

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ABSTRACT The present paper intends to uncover the truth about teacher's perception of the introduction and use of Integrated Quality Management System in South African public schools for teacher development. The South African education system has a notorious history of providing education of doubtful quality to its citizens. The history of the quality of its education is traceable from the missionary and throughout the Bantu and the current system of education. The study adopted a qualitative research approach and semi-structured interview questionnaire instrument was developed for data collection to determine the perception of the school managers and the teachers about the implementation of the Integrated Quality Management system in district schools. The authors therefore propose that only provision of sufficient resources by the Department of Education should ensure the successful implementation of Integrated Quality Management System in South African schools.